

Nightingale is the place
where your daughter can become
the best version of herself.

This is the place where academic excellence meets joy in learning.

This is the place where we harness the power of educating both the mind and heart to inspire girls to go beyond barriers and effect positive change in their world.

This is the place for meetings of minds, for opposing positions, for academic strength and creative exploration, for well-formed arguments and strong voices.

This is the place that welcomes questioning discoveries and challenging opinions, reveling in the conclusions and contradictions, honoring the extraordinary power of girls.

This is the place where we rise to meet your daughter's heart and mind, where the support from her teachers is surpassed only by the support from her peers, where our commitment is to guiding the limitless energy and originality of her ideas into the fullest realization of her success.

This is Nightingale-Bamford.

“Central to Nightingale’s mission is a vision of students as joyful learners who have the intellectual depth and courage to be critical thinkers, compassionate citizens, and agents of their own lives. As educators, we guide students toward this vision with the expectation that they, in turn, will use their talents to champion equity for the betterment of all. We do this by staying true to the bold promise of the Nightingale experience to educate the mind and the heart in equal measure. This has been the case since our founding and will continue to be so long into the future.”

Paul A. Burke
Head of School





“Opportunities for growth are presented in multiple venues: in a math class, in a science laboratory, in the woodworking studio, or in the black box theater. The Lower School teachers share not only their deep content knowledge effectively, but they know how to challenge, motivate, and inspire our students. The teachers work together to create an environment where every girl develops a strong sense of belonging to her community. Each year the students expand their knowledge and skills, laying a firm foundation for a lifelong spirit of inquiry and love of learning.”

Rebecca J. Urciuoli, PhD
Head of Lower School

“The Middle School at Nightingale-Bamford is not simply a passage between Lower and Upper School, but rather a destination in and of itself—a place where hard work, perseverance, joy, and laughter go hand in hand. Those of us who work with girls at this critical age aim to preserve and respect the integrity of this very unique time in life. Meeting our students’ academic and social-emotional needs is our top priority, and we work daily to achieve the balance between scaffolding their learning and supporting their emerging independence.”

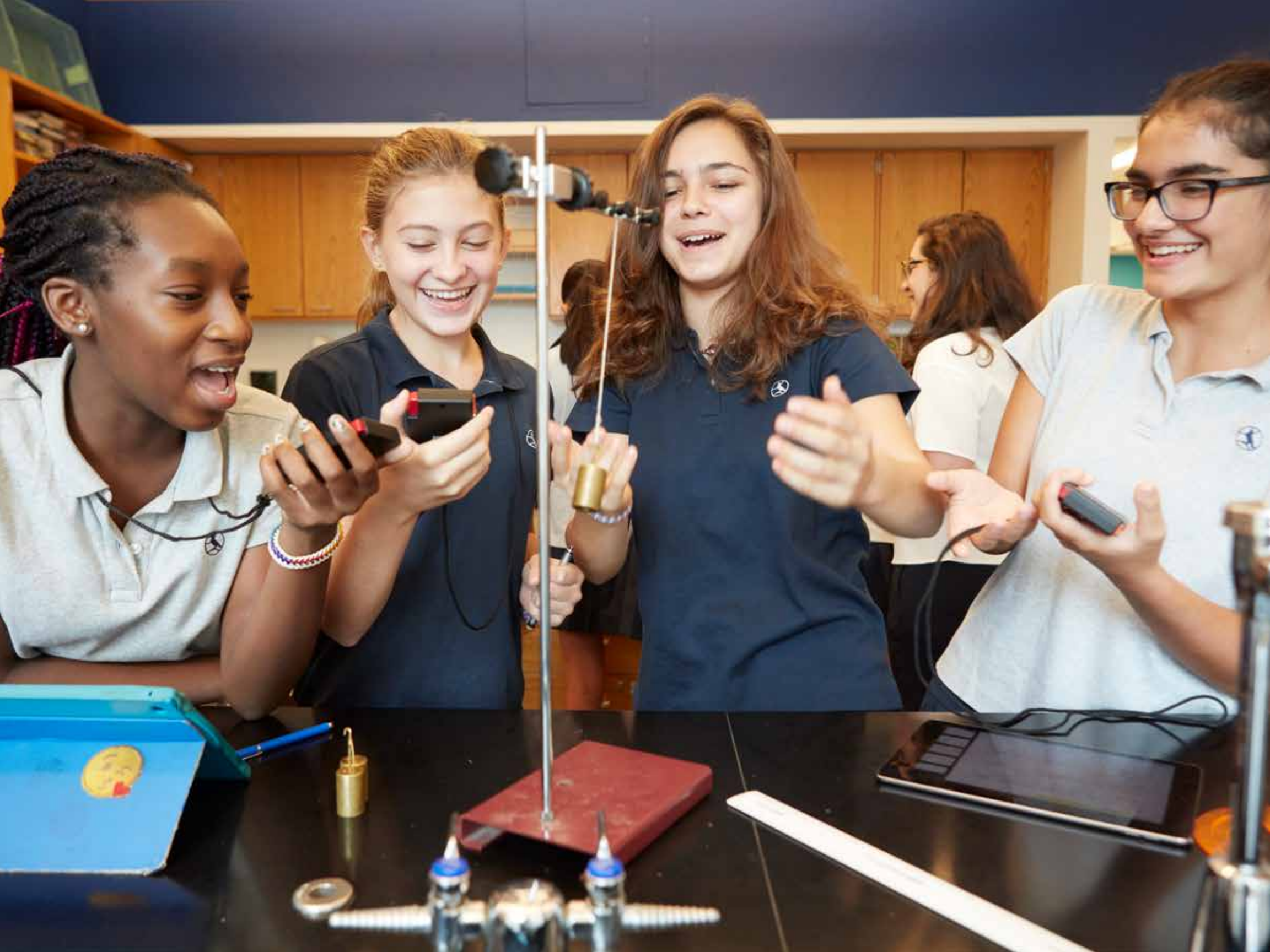
Claire Lecomte du Nouy
Head of Middle School





“In the Upper School, Nightingale girls take full ownership of their learning. Exciting and challenging course options and activities empower girls to pursue their individual passions and continue to uncover new ones. At Nightingale, it is “cool” to love school. Students relish intellectual curiosity and open-mindedness, and they delight in our school culture of participation. Championed by their classmates and dedicated teachers in the Upper School, Nightingale graduates are strong, determined, and compassionate citizens.”

Andrea Kassar
Head of Upper School



It all begins with teaching.

Whether she starts in the Lower, Middle, or Upper School, every girl at Nightingale comes to be known through every age and stage, every talent and trial. She works with teachers who celebrate that no two girls are alike, teachers who tailor their work to meet her individual needs, teachers who exhibit at the Whitney, publish acclaimed biographies, and win international poetry prizes. Teachers who never stop learning.

She also comes to know herself and all that she is capable of. We create a place where she can learn to speak her mind and her heart—a place where she can gain the knowledge and insight to have something to say and the confidence and courage to say it.

We start nurturing the courage to take intellectual risks from the very beginning.

In Lower School, girls as young as five become accustomed to standing in assemblies and sharing their thoughts on open-ended questions: What does it mean to stand up for someone? What is courage? These same students become the young women with the confidence and ability to compete at Harvard as our championship debate team does every year, arguing both sides of resolutions such as “The United States federal government should adopt a carbon tax.”

In Middle School, we ask students to look beyond pre-packaged essay structures. We give them the freedom for more authentic probing in their writing. When our Upper School students write personal, portrait, anecdotal, and issue-based essays, they not only learn from classic writers like Hawthorne and Shakespeare but from contemporary writers like Didion and Sedaris. They push to find their own voices and a structure that offers a fresh, compelling perspective.

MAY THE FORCE BE WITH YOU

These notes come from one of our advanced physics classes, outlining some of the sophisticated work our Upper School students do and highlighting the problem-solving and math integration essential in the sciences.

The image displays handwritten physics notes on Newton's Laws of Motion, force diagrams, and a displacement-time (d-t) graph.

Beginning of Chapter 4 -- Newton's Laws and Forces
Force = an interaction between TWO objects.
Forces come in pairs (see N's 3rd Law later).
The force on each object is equal in amount, but opposite in direction.

Contact Force vs. Field Force (act at a distance)
→ friction
→ gravitational
→ magnetic
→ electric
→ nuclear

Newton's Laws of Motion
Newton's 1st Law -- The Law of Inertia
An object will continue in its current state of motion unless a net outside force acts on it.
total force = zero
if there's no net force on the object, then...
*An object at rest will stay at rest.
*A moving object will move with constant velocity → constant speed → straight line

Newton's 2nd Law
An object will accelerate when a net force acts on it.
*The acceleration is proportional to and in the direction of the net force. $a \propto \Sigma F$ $\Sigma F \uparrow \rightarrow a \uparrow$ (const. mass)
*The amount of acceleration is inversely proportional to the mass (or inertia) of the object. $a \propto \frac{1}{m}$ $m \uparrow \rightarrow a \downarrow$ (const. force)

Force Diagrams:
A diagram shows a circle representing an object with several force vectors acting on it: $F_g = 20\text{ N}$ (up), $F_s = 10\text{ N}$ (down), $F = 30\text{ N}$ (right), and $F = 25\text{ N}$ (left). The net force is calculated as $\Sigma F = 10\text{ N}$ (right).
Another diagram shows a circle with $F_g = 90\text{ N}$ (down), $F = 30\text{ N}$ (up), and $F = 30\text{ N}$ (right). The net force is $\Sigma F \neq 0$, labeled as "unbalanced forces. This object will accel."

Graphing d-t
A graph of displacement (d) in meters versus time (t) in seconds. The curve starts at the origin, rises to a peak, and then falls. The rising part is labeled "RISES" and "loses steepness... speed ↓". The falling part is labeled "FALLS" and "gains steepness... speed ↑". The slope of the curve is indicated as "slope v is +", "also a is -", and "slope v is -", "also a is -".

Table:

	change in speed	sign of \vec{v}	sign of \vec{a}
speed ↑	+	+	+
speed ↓	-	-	-
speed ↑	+	-	-
speed ↓	-	+	+

DEBATE TEAM ADVICE

Our Upper School debate team is known for their strong, confident voices and well-researched arguments, and they participate annually in a number of local, regional, and national tournaments, including the New York State Forensics League Championship Tournament and the Harvard National Forensics Tournament. Members of Middle School debate also have the opportunity to compete at the local and regional levels. Below, some advice from our debaters.

1
**BE ASSERTIVE
NOT ARROGANT**

2
**KNOW YOUR
JUDGES**

3
DO YOUR RESEARCH

4
**DRESS AS
YOU MEAN TO BE
PERCEIVED**

5
BEAT THE BOYS

6
**KEEP CALM
AND DEBATE ON**

All this preparation and practice means that when Nightingale girls go to college, they are consistently the leaders in class discussions and the strongest writers. No matter what field they pursue, from media to medicine to academia, they are the ones who have the ability to express their ideas dynamically, both in person and in writing.

The breadth of our academic program prepares girls for a world where solutions require connections across disciplines.

In the Lower School, when everything is new, breadth means exposure to a rich variety of ideas, styles, disciplines, and ways to explore and understand the world. To study our home city of New York, students in Class II dive deeply into a yearlong interdisciplinary project that draws on math, language, history, art, and literature; girls in Class III bring the same multi-lens approach to understanding the rights and responsibilities of people in a democratic society.

You'll often hear Upper School students say that their Nightingale education makes them both well-rounded and focused. That's because each girl develops a solid foundation in English, mathematics, history, science, and at least one modern language. At the same time, she intensely pursues her own paths of study through a range of electives, from Shakespeare's Tragedies to Advanced Statistics; from Astronomy to Life Drawing; from Modern Theater in America to Economics Now.

As one of our students once said, "A Nightingale girl can quote *The Aeneid* by heart—in English and Latin—and easily slip physics and American history references into everyday conversation. We conduct scientific research, act as curators at the National Gallery, and still rollerblade into a faculty volleyball game waving blue pom-poms."

WISE GUIDES

More than 100 teachers, specialists, coaches, and professional staff bring extraordinary expertise, intellect, enthusiasm, and humor to their roles at Nightingale-Bamford. Together we create an environment in which every girl can excel.



LE Hartmann, PhD
History Faculty

The 2012 recipient of the coveted Woodbridge teaching award, Dr. Hartmann teaches American history in the Middle and Upper Schools. Outside of the classroom, Dr. Hartmann advises our Upper School debate team, which has grown tremendously and experienced great success under her leadership.



Rebecca Urciuoli
P'19, P'23, PhD
Head of Lower School

Throughout her tenure at Nightingale, Dr. Urciuoli has held many positions, including Lower School teacher, learning specialist, director of counseling, interim co-head of Middle School, and associate head of Lower School. With her deep knowledge of curriculum and girls' development at all ages, Dr. Urciuoli is perfectly suited to her position as head of Lower School, where she lends her expertise and solid judgment to students, parents, and faculty alike.



Sherwyn Smith
English Faculty

Teacher by day, screenwriter by night, Mr. Smith teaches English in the Middle and Upper Schools, including a popular Upper School screenwriting elective. Outside of the classroom, Mr. Smith serves as a faculty advisor to Upper School students.



Hai Dan Fan
Class II Homeroom

With patience and a supportive nature, Ms. Fan helps Class II students navigate an increased academic workload, introduces them to the wonders of New York City through numerous field trips throughout the boroughs, and works with them on conflict resolution and other social skills.



Panayotes Dakouras, PhD
Head of Classics Dept.

In addition to leading the classics department, Dr. Dakouras teaches Latin in both the Middle and Upper Schools; advises the Latin Club and the Opera Club; and directs the Independent Study Program. His warm, open, and inquisitive nature also makes him the perfect person to coordinate fun activities for the faculty and staff as co-chair of the After Hours faculty seminars.



Kira Lynn Harris, MFA
Art Faculty

Ms. Harris teaches art in all three divisions, as well as advanced art history. A professional artist who exhibits regularly, her work has been shown at such impressive venues as the Studio Museum in Harlem, the Museum of Contemporary Art in Los Angeles, and the Whitney Museum of American Art in New York.

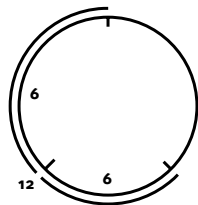
APPLIED SCIENCE



As part of their study of meteorology in science class, Kindergarten students worked with Lower School Technology Integrator Bryan Rosen to create their own anemometers in the makerspace, using paper cups, straws, masking tape, pins, and pencils. They then headed up to the roof to measure the speed of wind by counting the number of spins their anemometers made in one minute. As the culmination of this unit, each Kindergarten student had the chance to record her own weather forecast video, appearing on camera before a green screen just like the professionals!

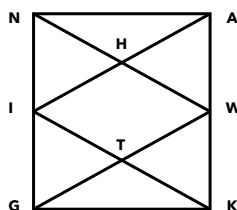
BEAUTY IN NUMBERS

Whether in class or at daily math labs hosted by our faculty, our students tackle a variety of written and visual math problems.



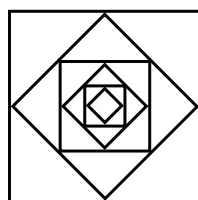
It takes Susan 12 minutes to complete $\frac{2}{3}$ of a circuit of the track. What is her rate, in minutes per circuit?

Students in Class V are introduced to multiplying and dividing fractions via real-world scenarios. Drawing models help them develop efficient algorithms for these operations.



Given: $\triangle NHA = \triangle KTG$
 $HWTI$ is a rhombus
 Prove: $NI = WK$

Students in Class IX study formal two-column proofs in geometry.



The sides of a square are 16 cm long. A second square is inscribed by joining the midpoints of the sides, successively. In the second square, we repeat this process, inscribing a third square. If this process is continued indefinitely, what is the sum of all the areas of all the squares?

Students in Class XI learn about infinite series in preparation for calculus.

We want our students to be academically adventurous.

Nightingale provides a liberal arts education adapted for the modern world, a unique combination of the canonical and the contemporary that develops wide-ranging curiosity and learning from Kindergarten through senior year. We build strong metacognitive strategies and study skills across all disciplines. For example, we value depth over speed in our math curriculum—challenging each girl at her own level. We believe the best time for teaching calculus is when students have a strong conceptual understanding of many topics. By then, they also have good problem-solving skills, the maturity to apply them well, and the ability to think abstractly.

We introduce technology in the Lower School in ways that allow our students to engage in creative, open-ended problem solving and project-based learning; robotics and programming are taught from the very beginning. By Middle School, the girls are ready to think and problem-solve like engineers; robotics, circuitry, 3D design, and design thinking are all part of our rich Middle School program. Upper School girls continue to strengthen their coding skills, and even design their own interactive websites and mobile apps. By focusing on developing creativity as well as strong problem-solving and critical-thinking skills, our innovative computer science curriculum provides students with the foundational skills and personalized opportunities they need to be prepared for success in our modern twenty-first-century world.

Nightingale's signature Latin program requires students in Middle and Upper School to hone their thinking, bringing precision and awareness to their use of any language. From the earliest lessons, students learn to “decode” texts by inflection, discovering word function as the context requires.

Our program adds a distinctive element not required in many others—the translation from Latin to English. This more challenging form of translation leads to greater mental flexibility, a higher level of accuracy in the use of words, and deeper understanding. As girls are taught to be discerning readers of Latin, they become exceptional readers of literature in any language.

At Nightingale, students have ample linguistic opportunities not only in Latin and English, but also in French, Spanish, and Mandarin. In the fall of 2018, we launched the Lower School Spanish program in the Kindergarten, through which Spanish is taught and integrated into various aspects of the Kindergarten curriculum. By 2021, all Lower School students will spend a portion of their day learning and conversing in Spanish, preparing them for a life of greater global engagement.

We work to stretch each student's creative capacities to the fullest to help her become the most adaptable, innovative, and thoughtful person she can be.

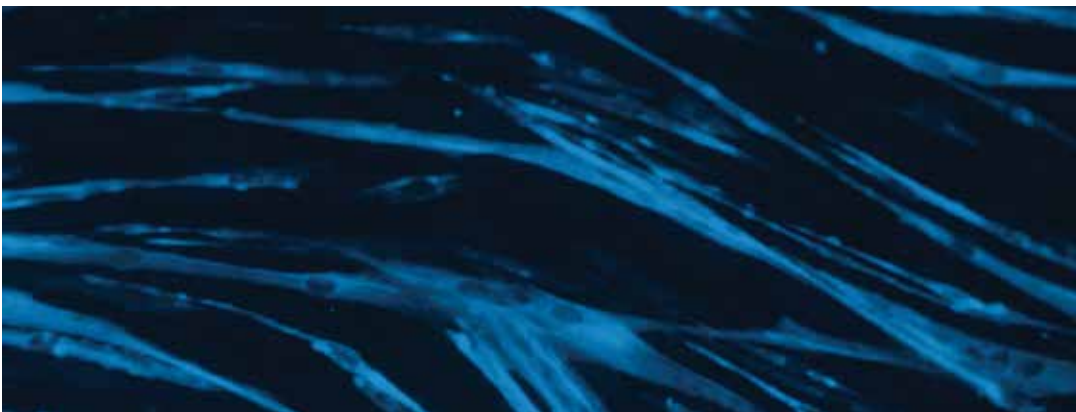
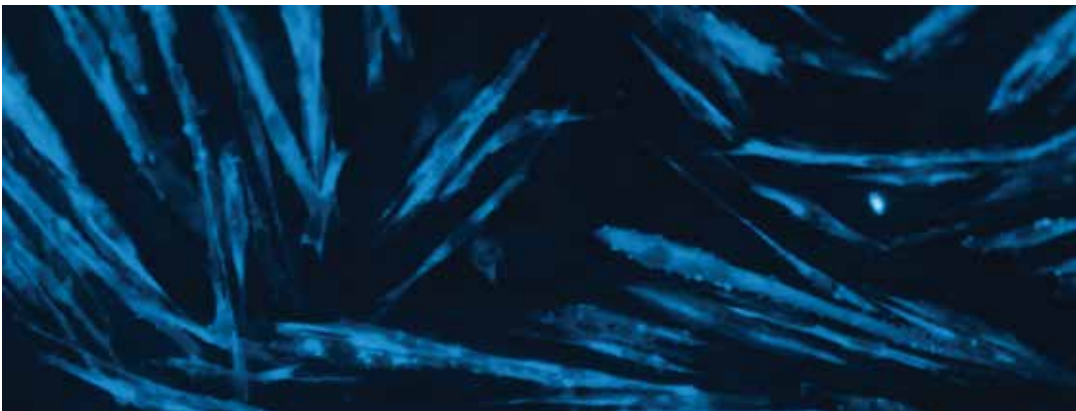
Our visual arts program is designed to ensure that students in all three divisions work in a variety of media. They grow more comfortable with the risk-taking that art demands, benefit from critiquing their own work and that of their peers, and become more articulate in their responses to works of art.

We want our students to understand and experience the joy of creating. Lower School students experiment with paint, watercolor, chalk, crayon, papier mache, clay, yarn, fabric, metal, and stone. Projects are often multi-dimensional and use inventive combinations of materials. Students develop their spatial skills through the use of tools and construction

SHE CAME, SHE SAW, SHE CONQUERED

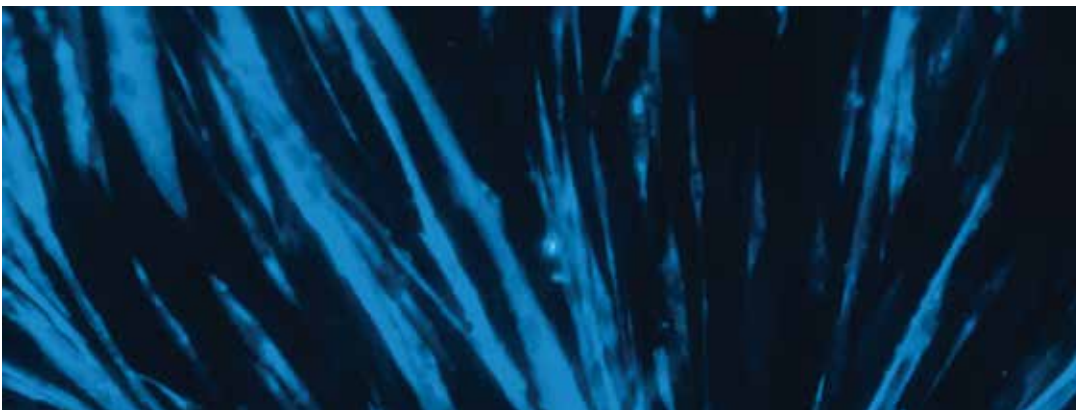
Our students have won 13 straight annual Latin competitions against peer schools. The text below is from *Amores* by Ovid, read by one of our juniors at a Latin recitation contest sponsored by the foremost classical organization of the tri-state area. Her metrically impeccable and emotionally stirring rendition won her first prize, beating out college undergraduate and graduate students.

QUESTUS ERAM,
PHARETRACUMPROTINUS
ILLE SOLUTA
LEGIT IN EXITIUM
SPICULA FACTA MEUM,
LUNAVITQUE GENU
SINUOSUM FORTITER
ARCUM,
“QUOD”QUE “CANAS,
VATES, ACCIPE” DIXIT
“OPUS!”
ME MISERUM! CERTAS
HABUIT PUER ILLE
SAGITTAS.
UROR, ET IN VACUO
PECTORE REGNAT AMOR.



FLEXING HER MUSCLES

These microscopic images of muscle cells were taken by a student during her summer internship at the Krauss Lab at Mount Sinai Hospital. Handling everything from growing cells and running gels to inhibiting phosphorylation, she explored the effects of certain enzymes on myogenesis. The work she did through this internship was part of our intensive science research program, which provides many opportunities for our students to do hands-on research at the area's top labs, including Rockefeller University, NYU Langone Medical Center, and Memorial Sloan Kettering Cancer Center.



of objects in woodworking and sculpture classes. Ceramics, photography, painting and drawing, video, and 3D art are all introduced in Middle School. In Upper School, students can take classes in all media, as well as multiple levels of art history.

Our unparalleled Visual Education program is as much about making art as it is about developing students' visual literacy and creating an awareness of art and objects as valuable tools for learning. It's why we expose students to the diversity of the world through New York's various museums, which collaborate with us to provide guided visits, research resources, internships, and professional development opportunities. At a young age, Nightingale girls become savvy museum-goers and possess an impressive understanding of art history.

At Nightingale, we know trial and error lead to resilience and sometimes to breathtaking discoveries.

It's why we make scientific research in both the Middle and Upper Schools an integral part of our rigorous science curriculum. Some of our advanced science students in Classes VII and VIII conduct fieldwork in geologically and ecologically diverse areas of the world, such as the Costa Rican rainforest, the American Southwest, and Iceland, while Upper School students in Science Seminar research and present talks on areas of current scientific interest. Cutting-edge researchers from top New York universities and labs share their work and mentor students; a number of our students are granted special research fellowships each year, giving them hands-on experience not available even to undergraduates. Students also have the option of participating in our summer biotechnology course, which includes practice in bacterial DNA cloning, the polymerase chain reaction, and techniques in immunoassay and ELISA.

ARTFUL IMAGININGS

Our Visual Education program teaches our students to think in new ways, to engage art on many levels, to use art as a tool for exploration and learning. In this exercise with Hopper's *New York Movie*, fourth-graders were asked to look beyond the paint and imagine the character's story.

Another day went by at the theater. It was tiring listening to the movies but not looking; there were five movies playing today that I could only listen to. It's so hard not to go sit in those plush red velvet chairs. It is so hard to stay in that very itchy blue and red uniform. I get so hot in that uniform, I feel like I'm going to explode.

Arianna, Class IV

As I stand around the corner, I can hear the movie. I lean against the wall and rest my head on my hand. I find the fact that I am forbidden to watch the show outrageous! I am simply to stand throughout the show. I feel my eyelids droop. Why did I ever take this job? If I have no freedom, should I just announce tomorrow that I shall be leaving?

Anna, Class IV

I listened to the words of the movie. I was not sure where the people were in the movie, but their names were Mike and Rosaline. I studied the floor and my shoes. The carpet swirls of the two colors made me dizzy.

Margot, Class IV

Why can't I watch the movie? I have been standing here for hours and it's my favorite movie. No more people will be coming until the next movie starts, which is in one hour... maybe it won't hurt if I just peek over.

Isabelle, Class IV



We want Nightingale girls to relish the unexpected and new—and to carry that quality with them throughout their lives so that they are always open to learning and to new opportunities.

The Nightingale schoolhouse extends to the world-class city just outside our blue doors and to the world beyond. We believe that global and cultural competency, as well as language acquisition and fluency, are only truly cemented by taking our students beyond the borders of our city and our nation. As a relationship-centered school, we value the added depth that comes from students and teachers traveling together, connecting their classroom learning to the wider world. One of the pillars of our Upper School program is the Class IX trip to London, the capstone to months of study linking literature, history, science, and art. Whether or not she has been there before, each girl sees the city, and herself, through new eyes. But London is just the beginning: Our spring travel programs take students all over the world—to places like Colombia, China, and South Africa—to experience other cultures and broaden their perspective.

Nightingale's global reach now extends even further thanks to our membership in Round Square, a consortium of 200 independent schools worldwide that share a passion for experiential learning and character education. As one of only 16 member schools in the United States, we are privileged to have access to the Round Square network to connect our students to projects, conferences, and exchanges all over the world.

OF THE CITY, BY THE GIRLS, FOR THE WORLD

At Nightingale, we believe that finding ways for our students to engage with the community outside our blue doors gives them invaluable opportunities to develop empathy, collaborate with others, value differences, and find common ground. We also believe in the model of critical service learning, which goes beyond charity to see service as justice. Through developmentally appropriate lessons from Kindergarten through Class XII, students consider systems and causes of poverty, marginalization, and oppression. Below is a small sampling of how our students engage meaningfully with the world around them.



Lower School

As part of their social studies unit on food, Class I students learn about hunger in New York City, its causes and manifestations. They visit the New York Common Pantry to help with sorting and packaging food and to better understand the services they offer. In Class IV, students serve guests at the Friday Lunch, a community meal offered at a nearby church.



Middle School

Through Nightingale's partnership with the Manhattan Children's Center on the Upper West Side, all fifth-grade students work with autistic and other special needs children, teaching them about socializing, friendship, and communication, while developing their own senses of empathy, compassion, and respect at the same time. Later in Middle School, Class VII students participate in the Sweet Readers program, through which they engage with adults who have Alzheimer's Disease, exploring and creating poetry and art with them and aiming to discover the person behind the disease.



Upper School

Once they enter Upper School, students are ready for more direct instruction on questions of identity, oppression, and systems that protect the status quo of those in power. Through the Agents of Change seminar in Class IX, students begin to explore these topics and examine leaders and movements of social change. Then, in Classes X- XII, students choose one organization or project and dedicate themselves to volunteering at that organization several times over the course of the school year. This allows them to understand the community served by that organization, as well as its services, strengths, neighborhood, and staff.



Partnerships

Partnerships with other schools are a key component of the community engagement program. One such partnership connects Upper School students to their counterparts from the Young Women's Leadership School of East Harlem, a public all-girls school that serves students from sixth through twelfth grade. Together, they serve on the Riley's Way Youth Action Council, which is focused on spreading kindness and serving the community.

Our newest partnership is the "sister school" relationship we have developed with the Pine Ridge Girls School (Anpo Wicahpi) on the Pine Ridge Reservation in South Dakota. Through this partnership, students have opportunities to visit the school, develop friendships, share projects, and engage creatively with students growing up in a community completely different from their own.

BEYOND THE BLUE DOORS

Our goal at Nightingale has long been to use this great city—its parks and museums, its history and people—as a giant classroom. Our faculty and staff embed the immeasurable cultural, scientific, and historical riches of the New York region into every aspect of our curriculum; below are examples of some of the ways that we do this across grades.



Visual Education

One of Nightingale's premier initiatives, the Visual Education program takes a multidisciplinary approach that incorporates the use of art objects and images to enrich the curriculum, from Kindergarten through Class XII, in areas from history and science to English and language studies. Lower School students are taught to think critically through the program: their observations lead them to discover, connect, and discuss important elements of a work of art and relate it to topics from the broader curriculum. Trips to the region's great museums and cultural centers help our girls learn deeply about their various academic subjects and develop a fluency with art and its power as a tool for learning. According to art history and English teacher John Loughery, "It's a quaint notion that academic and creative disciplines are all discrete forms of experience; anybody who has benefitted from this school's emphasis on visual education knows better."



Creative Writing

At Nightingale, we bring the experts in, inspiring and motivating our students to follow their passions. One example of this is the Christine Schutt Creative Writing Program, which supports visits and workshops from esteemed writers and poets who share their craft with our students and show them what is possible with dedication and hard work. With several distinguished writers and poets among our English faculty and opportunities to attend readings at the 92Y, aspiring writers have unparalleled access to masters in the field.



Drama Grant

Characterizing the depth to which our students are able to engage their studies, the Catherine MS Gordan Program in Dramatic Literature allows girls to attend Broadway and Off-Broadway productions of plays they read in class. Referred to colloquially as the Drama Grant, this program also brings actors, directors, and playwrights (often those involved with the productions our students have just seen) to visit Nightingale classes and discuss their work. In addition, the grant allows us to incorporate acting workshops with theater professionals into the curriculum.



Class Trips

Beginning in Class IV, most grades take trips away from school (either for the day or overnight) that allow them to focus on leadership skills, team building, and social-emotional development. A number of these trips are also tied to the curriculum. These trips include the Class VII trip to Washington, DC, the Class VIII Civil Rights trip to Georgia, Alabama, and Tennessee (beginning in 2020); and the Class IX trip to London.

STUDY ABROAD

In addition to international trips that arise out of Nightingale's curriculum, our students participate in a number of programs and exchanges that allow them the opportunity to expand their educational horizons and develop lifelong friendships with students around the world. Below are some of the programs available to our Upper School girls.



Ascham School

The exchange with this girls' school in Sydney, Australia, allows girls to spend six weeks down under, then host Ascham students here in New York.

High Mountain Institute

This semester-long, co-ed program in Leadville, Colorado, explores the natural world both in the classroom and while hiking, backpacking, and climbing.

Maine Coast Semester at Chewonki

Housed on a 400-acre coastal peninsula in Maine, students focus on environmental issues in this semester-long, co-ed interdisciplinary program.

Mountain School

This semester-long, co-ed program is located on a 300-acre farm in Vermont, which students help run.

St. Mary's School

This three-week exchange takes students to Johannesburg, South Africa, where they live with a host family and attend classes. Students who participate in this exchange also host St. Mary's students in New York.

St. Paul's Girls' School

This spring vacation exchange allows students to live with an English family and take classes with the host student.

School for Ethics and Global Leadership

This semester-long program in Washington, DC, emphasizes ethical thinking, leadership development, and international affairs.

School Year Abroad (SYA)

This program places juniors and seniors with host families in Italy, Spain, France, or China. Students spend a full year immersed in a foreign language and culture, while attending schools administered by SYA.

Swiss Semester

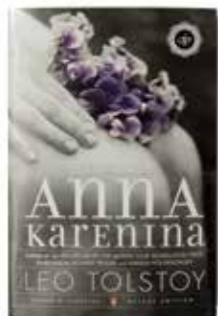
This rigorous co-ed program for 40 Americans is based in Zermatt, Switzerland; the emphasis is on outdoor activities.

WELL READ: FROM CLASSICS TO OUTLAWS AND OUTLIERS

Nightingale's curriculum is a compelling balance of the canonical and the contemporary. Here, the breadth is evidenced by two Upper School English electives, Nineteenth-Century Russian Literature and Outlaws and Outliers.

Nineteenth-Century Russian Literature

Russian authors before the 1917 Revolution were among the most probing and dramatically compelling writers in Western culture. This English elective explores the heart of the Russian canon, addressing questions of morality, civilization, memory, and sanity.



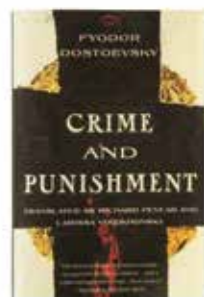
Anna Karenina Leo Tolstoy

At a time when American and British literature avoided blunt depictions of illicit passion and marriages gone wrong, Tolstoy forcefully confronted them in 1876 in one of the most honest, penetrating, and multi-layered nineteenth-century novels. A tragic portrait of a wife and mother imprisoned by expectations, Tolstoy's novel makes for engrossing discussions in any literature seminar, but nowhere more so than in a female single-sex classroom. The sense of accomplishment after finishing a 900-page book is also no small part of the experience.



Stories by Nikolay Gogol

Before Lewis Carroll and Salvador Dalí, Gogol was viewing the world from another angle. His story "The Nose"—in which the protagonist wakes one day to find a crucial body part missing and running about town chasing women—is a Freudian comic treat and a Kafka-esque nightmare. Gogol, our students agree, is the perfect introduction to the drama, strangeness, and intensity of nineteenth-century Russian fiction.



Crime and Punishment Fyodor Dostoevsky

Dostoevsky wrote *Crime and Punishment* in 1860, but he was speaking to the twentieth century: in a world where faith in God is on the wane and the Nietzschean superman is

the new hero, what will be the basis of morality? The story of Raskolnikov, murderer and philosopher, and the soul-less Svidrigailov is a compelling psychological and theological tale that forms a complement to Nightingale's World Religions elective.

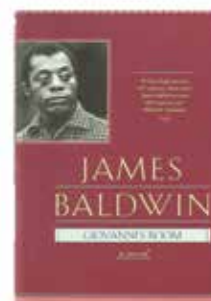


Plays by Anton Chekhov

The Cherry Orchard is a lyrical evocation of a society on the verge of radical change and the consequences of a paralyzed will to act. *The Seagull* dramatizes a tortured mother-son relationship and the nature of the self-absorbed artist, while *Uncle Vanya* creates a tragicomedy out of unrequited love and futile hopes. Modern theater as we know it, as our students study it, from Eugene O'Neill to Tennessee Williams, originates with Chekhov's moving, mournful plays.

Outlaws and Outliers

This English elective for juniors and seniors focuses on characters who transgress conventional expectations around gender and sexuality. The course consists of a variety of readings—novels, plays, and essays—by a diversity of writers from the U.S., England, Venezuela, and Argentina. Students also study film adaptations and documentaries related to issues raised in class.



Giovanni's Room James Baldwin

Baldwin's 1956 seminal novel set in Paris is about a young American struggling with his attraction to a sexually liberated Italian, Giovanni. Students relate to Baldwin's captivating story and rich language in a personal way, setting the stage for meaningful and surprising discussions.

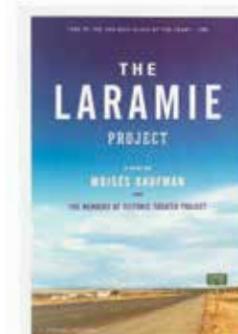
New Yorker Essays

Ariel Levy and Margaret Talbot investigate contemporary voices, including those of the transgender community, on biological and cultural definitions of gender. Students appreciate how nonfiction pieces link to discussions of the novels and plays; they find the essays fascinating, grounding, and worth rereading.



Oranges Are Not the Only Fruit Jeanette Winterson

Winterson's novel depicts the conflict a girl experiences between her religion and sexual orientation. Students enjoy Winterson's Biblical allusions and the compelling imagery that enriches the telling of this powerful journey toward self-acceptance.



The Laramie Project Moisés Kaufman

Based on interviews with locals after a young gay student is murdered, the play paints a nuanced portrait of the Wyoming university town, Laramie. The first time the course was offered, students saw the award-winning play performed at B.A.M. courtesy of the Nightingale Drama Grant.



Cloud 9 Caryl Churchill

This absurdist text plays with the presentation of gender, race, class, and age against a colonialist backdrop. The play acts as a kickoff to each student selecting a play from our extensive modern drama library collection and presenting scenes and interpretations to her classmates.



"Brokeback Mountain" Annie Proulx

The original text of Ang Lee's film is about the relationship between two men who meet in the mountains of Montana. Transfixed by the intense energy between the two characters and transformed by the literature read in the course, students remark on how the story isn't about sexuality so much as love—a comment Lee also made when he accepted the Academy Award for this remarkable and memorable tale.

Throughout our program, we give students ways to surprise themselves, to be audacious, to discover new talents and interests. On our own and with partner boys' schools, we produce several full-scale theatrical productions each year, and students have opportunities to direct and stage their own productions in our black box theater. Our students access talents, take guided risks, and become more capable and eloquent individuals through the creative process. We want them to respect their own uniqueness and to be able to articulate their ideas and those of others in an imaginative and confident way.

To gain experience in the working world, our internship program places sophomores, juniors, and seniors in companies and organizations all over the city, such as BlackRock, the Gilder Lehrman Institute of American History, Memorial Sloan Kettering Cancer Center, and the Metropolitan Museum of Art. Nightingale alumnae often provide these internships and serve as personal and professional mentors for our students. This is just one of the ways our alumnae give back to their school and students begin to experience the strength of the global Nightingale network they will join.

Leadership skills are emphasized throughout the Nightingale curriculum. Cross-divisional programming on topics including public speaking and rhetoric, group dynamics, digital citizenship and global leadership, conflict resolution, and decision-making for the greater good is complemented by collaborative public partnerships, talks by inspiring female role models, and coursework that trains students in pragmatic and intellectual forms of leadership. Our leadership programming builds the emotional intelligence that girls need to be courageous, resilient leaders.



HATS OFF TO YOU

Our college list includes the finest institutions of learning in America and abroad, and its diversity reflects the individual passions and interests of our graduates. To the right is a sampling of colleges and universities that our students have attended, arranged by the number who matriculated at each from 2015 to 2019.

- 12 University of Chicago
- 10 Cornell University, University of Pennsylvania
- 6 Brown University, Georgetown University, Harvard College, Princeton University
- 5 Amherst College, Columbia University, University of Southern California
- 4 Bowdoin College, Colgate University, Dartmouth College
- 3 Carnegie Mellon University, Duke University, Indiana University at Bloomington, Lafayette College, University of Miami, Oberlin College of Arts and Sciences, Tufts University, University at Buffalo (SUNY), Washington University in St. Louis, Williams College, Yale University
- 2 Bucknell University, The George Washington University, Gettysburg College, Hamilton College (NY), Hampshire College, Haverford College, Johns Hopkins University, Middlebury College, New York University, Northeastern University, Occidental College, Pennsylvania State University - Harrisburg, Sarah Lawrence College, St. John's University, Syracuse University, University of Virginia, Wake Forest University, Wesleyan University, University of Wisconsin-Madison
- 1 Alfred University, Barnard College, Baruch College of the CUNY, Bates College, Bennington College, Boston College, Brandeis University, Carleton College, Claremont McKenna College, Clark University, Colby College, Colorado College, Drew University, Elon University, Emerson College, Emory University, Fordham University, Howard University, Hunter College of the CUNY, King's College London (UK), Lehigh University, Lewis & Clark College, University of Michigan, Muhlenberg College, The University of North Carolina at Chapel Hill, Northwestern University, Queen's University (Canada), Radford University, Reed College, Rhode Island School of Design, Rochester Institute of Technology, Royal Holloway, University of London (UK), Skidmore College, Southern Methodist University, Stanford University, SUNY Albany, SUNY Alfred State College, Swarthmore College, Tulane University, University of St. Andrews (UK), Vassar College, University of Vermont, Washington and Lee University, Wellesley College, Wheaton College (MA), College of William & Mary

PUBLISH AND FLOURISH

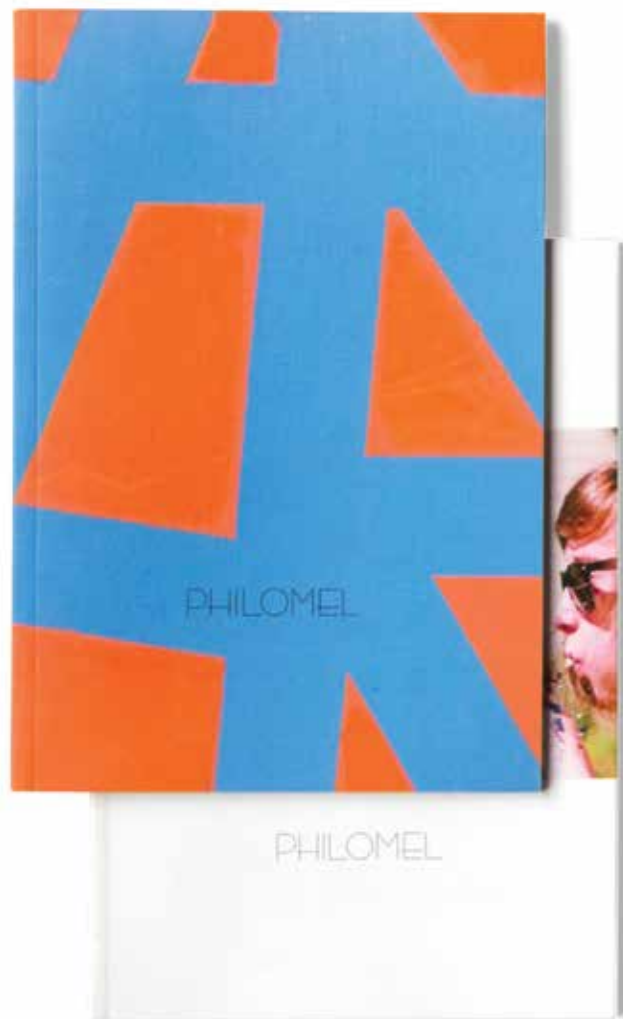
At a school that prizes the individual voice, it is no surprise that we have such celebrated journals—each edited and arranged by students. *Philomel* has won nine gold and five silver crown awards from the Columbia Scholastic Press Association, *Out of Uniform* has won three gold crowns and one silver crown, and *Time Regained* has won three gold medals.

Philomel

Philomel is one of the most acclaimed high school literary journals in the country. First published in 1928, *Philomel* serves as a sampling and survey of all the art and writing of the Upper School.

Haunting (excerpt) by Summer W., Class IX

Night is a time for borrowing.
Dreams borrow from yesterday
and tomorrow and right now.
The darkness gives you a mask
so you can shape yourself
however you wish. The whole
world is yours for the taking:
great kings and thieves, gods
and goddesses, panthers and
oak trees. Each of them lend
their best and worst qualities to
you, if only for the duration of
the night. In the morning, you
will be yourself again, nothing
more, nothing less.



Time Regained

Time Regained publishes essays and photography focused on national and international current events. The journal provides a forum for an open expression of ideas, with provocative articles that will spark discourse and debate in the Nightingale community. Each issue presents a diversity of voices, covering everything from the Violence Against Women Act to affirmative action, from outsourcing labor to fashion for female politicians.



Out of Uniform

Each year, *Out of Uniform* publishes literature and art from students in the Middle School.

Nirvana by Katia A., Class VI

Energy
It takes energy
To open eyes
To feel flesh
It's a certain paradise
Condescending cliché
In hues eyes cannot see
New life all around you
Eyes cannot be opened
To a phenomenon so divine
Only your own reflection
Beams back at you

*And always there is someone
offering sweeter drinks,
Promising to keep them on
a silver string.
Everything is holding its
breath inside of me,
Leaning out my window,
imagining what I cannot see.*

CREATIVE VOICES

The excerpt above was written and set to music by members of Class VII as part of an original music composition project. Nightingale girls develop their musical artistry and literacy from the earliest years, beginning with a play-based curriculum in Lower School that introduces them to concepts of music theory in fun and age-appropriate ways. As they progress through Middle and Upper School, students are given the freedom to explore their musical interests by choosing their own area of focus, selecting from composition, strings, or guitar. Performance opportunities abound, with a variety of vocal and orchestral ensembles available to students in all three divisions. Nightingale is deeply committed to empowering students with the skills they will need to become lifelong musicians, as well as fostering in them a sense of joy—the joy that results from successfully completing a challenging task; the joy connected with learning and mastering new skills; the joy that results from being creative, imaginative, and artistic.

Performance Groups

Middle School

Chorus
Drumming
Orff Ensemble
String Ensemble

Upper School

Chorus
Chamber Chorus
Gospel
Bassless Accusations
Chamber Ensemble
Guitar Ensemble

Under one roof, collaboration and community beat out competition.

For close to 100 years, we have educated girls in one schoolhouse. Why does our commitment to being under one roof matter? You can feel the answer on any floor, in any classroom or stairwell. From the start, our youngest students look up to the older ones and the older students look out for the little ones. They are immersed in different age groups and surrounded by different disciplines, activities, and role models. Every Nightingale girl is buttressed and challenged by teachers who may have watched her grow for as many as 13 years.

Nightingale represents the multifaceted brilliance of New York City. We have built a community that encourages the exploration and appreciation of cultural differences, and we actively work to ensure that everyone in our community feels a sense of belonging. For us, inclusion is a moral imperative.

Our diverse learning community regularly deepens the level of discourse and challenges all participants to see multiple perspectives — we aim for the highest levels of cultural competency. With reason and resilience, we question the status quo. And we do all of this together, rooted in the relationships that distinguish a Nightingale experience.

This is true beyond our schoolhouse as well. We insist that students develop both the attitudes and skills they need to understand themselves in relation to others, to act with intention and compassion on the global stage. At Nightingale, each girl will not only find the best version of herself, she will understand the opportunities and responsibilities she has to build a more connected and inclusive society.

GO NIGHTHAWKS!

Health, wellness, character, and leadership drive Nightingale athletics and physical education. We want our girls to possess the collaborative and competitive skills of teamwork, sportsmanship, risk-taking, resilience, and confidence that come with being an athlete. We want them to experience the exhilarating feeling of testing themselves physically and achieving heights they may not have thought possible.

From the novice to the advanced athlete, every girl can find her place at Nightingale. We also support those athletes who pursue their passion outside of school, whether it's sailing or skiing internationally, working with them to balance their school commitments with their competition demands.

We are proud members of the Athletic Association of Independent Schools (AAIS) of New York. Our Nighthawks compete in 12 varsity sports and have won recent championships in cross-country, lacrosse, and tennis. Our varsity tennis team has enjoyed particular success, taking the league title five out of the last six years and winning the last four AAIS tournaments in a row.

Our varsity teams are complemented by junior varsity squads and no-cut Middle School teams. Highlights of our Lower and Middle School physical education programs are a Red-Cross certified swim program, gymnastics, dance, self defense, and over 20 Upper School physical education electives from ballet to kickboxing to yoga.

Varsity Athletics

Badminton
Basketball
Cross Country
Indoor Track and Field
Lacrosse
Soccer
Softball
Squash
Swimming
Tennis
Track and Field
Volleyball

Upper School Physical Education Electives

Aerobics
African Dance
Circuit Training
Core Training
Cycling
Handball
Jogging
Kickboxing
Lifeguard Training
Meditation
Modern Dance
Muscle Development
Pilates
Weight Training
Yoga



SPORTS IN THE CITY

Our students compete on fields, courts, tracks, and trails throughout the region. Whether it's our runners competing at the National Track and Field Center at the Armory or our soccer, lacrosse, and softball teams taking to the fields on Randall's Island, our urban athletes find plenty of space to spread their wings.



At Nightingale, we educate our students from head to heart because we believe this is the best preparation for the world ahead.

It is an education that has prepared Nightingale women to run presidential campaign communications, to make partner at top law firms, and to become leading medical experts. It has prepared them to write bestselling novels and hit television shows, to launch their own companies, and to run global nonprofits.

As a parent, you can only imagine what your daughter will want to do in life. But with a Nightingale education—with an analytical, poetic, searching, and daring mind and heart—she will be ready to become the woman she wants to be.



Admission to Nightingale

During the admissions process, we take the time to come to know you and your daughter, and we hope that you will enjoy this time of exploration as much as we do. Our goal throughout is to support and guide you so that you can focus on what is important: choosing the best educational environment for your child.

We have outlined the complete admissions process, including appropriate deadlines and application materials, on our website at nightingale.org/admissions. If you have any questions that are not answered on the website, please do not hesitate to contact us at (212) 933-6515 or admissions@nightingale.org.

Curriculum Guide

You may find our curriculum guide, which lists all courses and electives in each division, at nightingale.org/admissions.

Financial Aid

Nightingale is committed to the principle that no qualified student should be unable to attend the school because of financial reasons. Thanks to the generosity of Nightingale parents, alumnae, and trustees, financial aid is made available to many of our families. To apply for financial aid, please file the Parents' Financial Statement with the School and Student Service for Financial Aid, which can be found online at <http://sss.nais.org>. As funds are limited, please complete all documentation as early as possible, and certainly by the January deadline.

