

# WARING SCHOOL PROFILE

## 2011-2012



### MISSION

Our principal mission is to establish, sustain, and strengthen a community of motivated students and teachers who work and learn together for the common as well as the individual good. We support an atmosphere in which both teachers and students will want to learn. We expect teachers not only to teach, but to continue their own learning, becoming role models for students. We expect students not only to work hard and acquire the skills and knowledge prerequisite to their learning about the world and about themselves, but also to emulate their teachers, becoming self-learners in their turn. School is not an end in itself, is not mere instruction or training, but is the beginning of a lifelong learning process.

### THE SCHOOL COMMUNITY

Waring is an independent, coeducational, non-sectarian day school, situated in a residential community outside of Boston on the North Shore. Students are drawn from a variety of economic, ethnic, geographic, religious and social backgrounds. In 2011-2012, there are 151 students in grades 6-12, 5% of whom are students of color. 36% of Waring students currently receive financial aid.

### FACILITIES

Our campus, 32 acres of fields, pine woods, pond, stream and marshland, comprises:

**The Forum:** large meeting room, science labs, seminar rooms, offices, greenhouse, computer lab, project room and display areas for art and science

**The School:** large meeting room, computer lab, music wing, faculty and administrative offices

**The House:** dining room and kitchen; French, art and music libraries; classrooms; recital and practice rooms; administration suite; and darkroom

**The Barn:** main library of over 20,000 volumes, classrooms, and pottery studio

**The Theater and Arts Building:** 300-seat auditorium, art studio, exhibition foyer, and music room

#### Gymnasium

**Residences:** Six faculty residences

**Athletics:** Three playing fields

### NATIONAL MERIT SCHOLARSHIP PROGRAM

As of October 2011, 29 Waring graduates have been named National Merit Scholarship Finalists or Semifinalists; 55 have been named Commended Students.

### SAT TESTING—Classes of 2010 and 2011 in senior years

|             | SAT I CR | SAT I MA | SAT I WR |
|-------------|----------|----------|----------|
| '10 Mean    | 670      | 620      | 670      |
| '10 Mid 50% | 610-720  | 550-700  | 640-710  |
| '11 Mean    | 690      | 620      | 670      |
| '11 Mid 50% | 670-720  | 580-680  | 630-730  |

### ACADEMIC PROFILE

**Evaluation:** Waring offers a highly demanding college prep program in which all students take the same basic course of study. For philosophical reasons, Waring does not issue traditional letter grades, determine GPA, or use a system of class rank. Students are evaluated in written narratives at the end of each semester.

**Level of Difficulty:** All courses are given on a Credit/No Credit basis. In grades 10-12, students may take Humanities, Science, French, Math, Writing, Art, and Music at the Honors level. Honors work requires a significantly higher commitment of time and effort and implies that a student has gone beyond the requirements of a course. It is not the equivalent of an "A"; it indicates a course on a different and higher level. Credit indicates nothing more or less than that the normal but rigorous requirements of a course have been met (indicated on the transcript by the number of Credit Hrs. earned). No further indication of the quality of a student's work is intended.

**AP classes** in French Language and Calculus BC are offered this year. Students often take several additional AP tests.

### GRADUATION REQUIREMENTS

**Humanities:** 3-1/2-4 years (56 sem. hrs. min.), including American Studies (8<sup>th</sup> sem. may be independent project).

**Math:** 3-4 years (24-32 sem. hrs.); if precalculus completed, may petition Faculty for senior year exemption.

**Science:** 4 years: biology; chemistry; physics; advanced topics in biology (10 sem. hrs. each).

**Writing:** 3-1/2-4 years (14-16 sem. hrs.) 8<sup>th</sup> sem. may be independent project.

**Art:** 3-4 years (12-16 sem. hrs.) 4<sup>th</sup> year may be independent project.

**French:** 3 years (24 sem. hrs.), intermediate oral proficiency, and level 3 achieved on national French contest.

**Music:** 2 years (4 sem. hrs.) music theory; 4 years (8 sem. hrs.) music listening, choral singing and/or instrumental ensemble; (1) Soirée; (2) concerts performances per year.

**Athletics:** 3 seasons per year of interscholastic sport or alternative activity.

### COLLEGES ATTENDED BY GRADUATES (Since 2002)

Air Force Academy, American U, Antioch, Babson, Bard (3), Barnard, Bates (2), BC, Bennington, Berklee, Bowdoin, Brown (8), Bryn Mawr (4), BU (3), Carnegie Mellon, Case Western, Clark (3), Colby (2), College of Wooster, Colorado College (2), Columbia College, Columbia U (2), Connecticut (3), Dartmouth, Davidson, Dickinson, Earlham, Eastern U, Elon U, Emerson (2), Fairfield, Florida Institute of Technology, Fordham (2), Franklin & Marshall (2), George Washington (3), Gordon (6), Guilford (2), Hamilton, Hampshire (5), Harvard (2), Haverford, Hobart & Wm. Smith (2), Ithaca (3), James Madison, Johns Hopkins, Kenyon (5), Lewis & Clark, Lyme Academy of Art, Macalester (4), McGill (2), MICA (2), Middlebury, MIT, Montana State, Mt. Holyoke, NE Culinary Inst., New School, Northeastern (3), Notre Dame (2), NYU (7), Oberlin (2), Pitzer (2), Pratt, Presbyterian, Princeton (2), Quinnipiac, Reed, RISD, RISD, Rollins, Rowan, RPI (2), Salem State U (2), Sarah Lawrence (3), SCAD, Simmons, Skidmore (7), Smith (3), St. Anselm, St. Lawrence (2), St. Michaels (2), St. Olaf (3), Swarthmore (2), Tufts U, Tusculum, U Aberdeen, U Chicago, U Chicago, U Cincinnati, U Delaware, U Illinois Urbana, U Mary Washington (2), U Mass Amherst (11), U Mass Lowell, U Miami (2), U Michigan, U NC Wilmington, U Southern Cal (2), U St. Andrews (3), UNH, Ursinus, UVA (3), UVM (5), Vassar (4), Villanova, Wake Forest, Warren Wilson, Washington College, Washington U (2), Wellesley (6), Wheaton (MA) (2), Williams, Yale (2)

## COURSE OFFERINGS 2011-12

CORE=6/7th; Groups: 1=8th, 2=9th,  
3=10th, 4=11th, 5=12th grades

Courses may be taken at the Honors  
Level in 10-12th grades, except in  
Music and Theater

### Humanities Program

CORE: Cultures of Africa  
Group 1: We, the People  
Groups 2/3: Mod. European Studies  
Groups 4/5: American Studies

### Science

CORE: Principles of Biological Science  
Group 1: Earth Science  
Group 2: Biology  
Group 3: Chemistry  
Group 4: Physics  
Group 5: Adv. Topics in Biology

### French Program

CORE Immersion Humanities, Math,  
& Music  
Beginners I & II  
Intermediate I, II, & III  
Advanced I, II AP, III

### Mathematics Program

Basics Concepts I, II, & III  
Algebra  
Geometry  
Advanced Algebra  
Precalculus  
Advanced Topics in Mathematics  
Introduction to Calculus  
Calculus II AP

### Writing

CORE Writing  
Group 1 Writing  
Groups 2/3 Writing  
Groups 4/5 Writing  
Personal Essay  
Fiction  
*Le Temps Retrouvé* (school journal)  
Playwriting

### Art

Core: Drawing  
Grps. 1 & 2: Drawing & Critique I & II  
Grp. 3: Painting & Color  
Grps. 4/5 Art:  
B & W Photography  
Drawing for Expression  
Mixed Media

### Music Program

Music Theory & Solfège  
Ensemble Program  
Instrumental Lessons  
Choral Program

### Theater

CORE Theater  
Group 1 Theater  
Theater Team

## DEPARTMENT PROFILES

**HUMANITIES:** The Humanities program strives to connect the past to the present and to see our individual lives as part of the larger human picture. Students take four courses in their high school years: Medieval & Renaissance Studies, Modern European Studies, American Studies, and Classical Studies. Literature, social history, and political history make up the principal subject matter of each course, supplemented by art and music history, geography, philosophy, and current events. Discussion of literature, primary sources, and textbooks is the primary classroom mode, supplemented by lecture, student presentations, and simulations. Reading and writing (notecards, essays, and research papers) make up most homework assignments.

**SCIENCE:** The curriculum is designed to foster curiosity for and understanding of the natural world. Classes are taught through first-hand observations, testing hypotheses, and discussion of theoretical constructs. Earth Science, Biology, Chemistry, Physics, and Advanced Topics in Biology are studied in the program, incorporating new information into each course as new discoveries are made. We hope that students will exit the program with a working understanding of the major paradigms in the natural sciences as they are understood today.

**FRENCH:** All students study French until they reach the advanced levels, where French becomes optional. Our goal for all students is fluency in speaking, reading, and writing. All classes, beginning through advanced, are conducted in French. In addition, we have a partial immersion program in 6th and 7th grades. In 9th grade, students may participate in a four-week exchange program in Angers, France. In the last 20 years we have performed five full-length plays in French. At the advanced level, students read unabridged literature including poetry, plays, and novels by authors such as Molière, La Fontaine, Hugo, Sand, Flaubert, Gide, Camus, Dumas, and Ionesco.

**MATH:** The goals for the math program are to foster an appreciation of mathematical reasoning, to develop skills in modeling and solving problems, and to provide a solid foundation in precalculus mathematics. To meet this objective, the program is based on an integrated curriculum covering the full range of topics in algebra, geometry, trigonometry, matrices, probability and statistics typical of the most advanced middle and high school curricula today. Students move through the program at a pace that is based on a thoughtful evaluation of their grade, their ability and their learning style.

**WRITING:** In Writing class, students develop their personal voices, strengthening both critical and imaginative faculties in the process. Students sample a variety of genres, such as fiction, poetry, and the personal essay. The best of each student's revised writing becomes part of an annual writing portfolio. Pieces are often shared outside of the classroom: at All-School Meetings, coffee houses, and soirées, as well as in our school newspaper. We also strive for a broader audience by sponsoring an annual Writers Conference, sending at least one junior to the N. E. Young Writers Conference at Bread Loaf in Vermont, and entering a variety of local and regional student writing competitions.

**ART & DRAWING:** All students are asked to develop their skills as an artist, particularly the skill of drawing. To this end, weekly assignments are given in the sketchbook for homework, and "visuals" (visual developments of an idea) are sometimes assigned in other classes. Younger students focus on perceiving their world through drawing and work primarily in black and white media. Older students paint in oil color, then have the opportunity to take semester-long classes in selected media or approaches. Advanced students may participate in portfolio development and independent projects (Senior Intensives).

**MUSIC** is an important part of the curriculum. Most students study and play one or more musical instruments, sing in a choral group, and become familiar with the great composers and their works by means of a weekly music listening program. Many students play in string, wind, percussion, voice, or jazz ensembles. The ensembles are combined to play as an orchestra in preparation for an annual concert. Many students perform at bi-monthly Soirées Musicales. Students take theory and solfège and may study composition.

**THEATER** is woven throughout the program: from French skits to full-length French plays, single scenes through Broadway musicals. Theater enriches the curriculum: French plays by the advanced French students, *Oedipus Rex* (Classical Age) or *Twelfth Night* (European Studies) by Humanities classes. Productions may be "in house", for Waring families, area schools, or the larger North Shore community; some are student-directed.

**TEACHING ASSISTANTS:** Qualified juniors and seniors may petition to assist teachers in any of our program areas, helping teachers to plan and teach. In Writing, TA's team teach 6th-8th graders under the guidance of an experienced Writing teacher. All TA's participate in regular sessions on the art of teaching.

**SENIOR INTENSIVE STUDY:** Senior Intensive creates an opportunity for individualized study and depth in a particular area of interest, within and, in some cases, beyond our program. Interested seniors petition the Faculty to modify their customary program; if a proposal is approved, a member of the Faculty will oversee the study.

**SPORTS:** Waring offers three interscholastic sports—soccer, basketball and lacrosse—and fields instructional, junior varsity, and varsity teams in each. In general, students are required to participate in soccer and lacrosse for two years. In high school, they continue with team sports or choose an alternative activity such as X-country running, dance, yoga or theater.

**ENDTERM** is a three-week intensive program following Graduation in May. While the Junior Class travels as a way to deepen and extend the curriculum, 6th-10th graders in mixed-age groups participate in one of 8-10 offerings. While EndTerms vary from year to year, they always combine elements of the core curriculum (e.g., a biking trip combined with writing, musical theater with community service).