

founded 1972

WARING SCHOOL PROFILE



2009-2010

Accredited by NEASC

CEEB code: 221786

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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 2009-2010, there are 152 students in grades 6-12, 5% of whom are students of color. 27% 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 2009, 26 Waring graduates have been named National Merit Scholarship Finalists or Semifinalists; 52 have been named Commended Students.

SAT TESTING—Classes of 2008 and 2009 in senior years

	SAT I CR	SAT I MA	SAT I WR
'08 Mean	655	620	655
'08 Mid 50%	600-720	580-670	610-710
'09 Mean	680	635	655
'09 Mid 50%	630-750	590-660	620-720

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 AP tests.

GRADUATION REQUIREMENTS

Humanities: 3-1/2-4 years (56 sem. hrs.), including American Studies (8th semester may be relevant independent project)

Math: 3-4 years (24 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) plus Science Fair project.

Writing: 4 years (16 sem. hrs.) plus portfolio.

Art: 3 years (12 sem. hrs.) plus portfolio.

French: 3 years (24 sem. hrs.), level 3 achieved on annual Grand Concours (national French contest).

Music: 1 year (2 sem. hrs.) music theory; 2 years (4 sem. hrs.) instrument or voice instruction; 4 years (8 sem. hrs.) music listening, choral singing and/or instrumental ensemble.

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

COURSE OFFERINGS 2009-10

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: African Culture

Group 1: Journey

Groups 2/3: European Studies

Groups 4/5: American Studies

Science

CORE: Principles of Biology

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

Introduction to Calculus

Advanced 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)

Art

Core: Drawing

Grps. 1 & 2: Drawing & Critique I & II

Grp. 3: Painting & Color

Grps. 4/5 Art:

B & W Photography

Graphic Design

Drawing

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 Ecology are studied each year, 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. We strive to widen the internal audience for our writers: as such, pieces are often read at All-School Meetings, coffee houses, and soirées, as well as published in our school newspaper. We strive for an external audience as well, sponsoring an annual Writers Conference, sending at least one junior to a the N.E. Young Writers Conference at Bread Loaf in Vermont, and consistently winning prizes in the Beverly Teen Poetry Contest.

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 chorale 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 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).