

WaringSchool

School Profile 2020-2021

CEEB #: 221786

www.waringschool.org

Tim Bakland
Head of School
978-927-8793 x333

Robine Vaneck
Associate Head of School
978-927-8793 x228

Harold Wingood
College Counselor
978-927-8793 x335

Mission: To create and sustain a community of lifelong learners who are working together for the individual and common good.

Waring is an independent, coeducational, non-sectarian day school situated in a residential community on the North Shore of Boston. Students are drawn from a variety of economic, ethnic, geographic, religious and social backgrounds. In 2019-2020, there are 153 students in grades 6-12. 50% of Waring students currently receive financial aid. Waring offers a highly demanding college preparatory 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. All courses are given on a Credit/No Credit basis. In grades 10-12, students may earn Honors in Humanities, Science, French, Math, Writing, Art and Performing Arts. Honors designations are earned when students demonstrate a significantly higher commitment of time and effort and go beyond the requirements of a course. Seniors who have met departmental requirements in certain areas may apply to replace a class with a Senior Intensive Study.

The Waring School Program

Waring offers a full program of intellectual, aesthetic, and physical activities for its students. The program balances academic rigor with breadth and asks all students to work not only in humanities, math, science, French, art, and writing, but also with theater, sports, music, travel, and short-term intensives like Camping Trip and the End Term program. Students are asked to take risks and engage with subjects and activities outside their comfort zone, from an art assignment or writing piece to a physics project.

Waring's program facilitates social and academic integration by teaching vertically integrated classes in many subject areas, combining different ages in advisor groups, called tutorials, and grouping students by experience and ability rather than age in math, French, and some science classes. In humanities and writing, classes are almost always in mixed sections of two grades (such as 9th/10th grade), and students learn as much from each other in discussions, interaction and peer review as from a teacher's presentation. Likewise, the Science program emphasizes collaborative learning and group work in labs, projects and interactive lectures. An extensive TA

program, in which many juniors and seniors actually teach classes under the supervision of faculty advisors, allows our oldest, most capable students to mentor our youngest students. The amount of classes taught by upperclass students, especially in the writing program, speaks to the emphasis Waring puts on student mentorship.

SAT - 2018 and 2019	EBRW	M
2019 Mean	657	626
2020 Mean	657	608
ACT		
2019 Average Composite Score	28	
2020 Average Composite Score	28	
SAT Subjects Tests Class of 2019 (averages)		
Math II - 662	Literature - 720	
French w/List - 640	Physics - 608	
French - 628	Biology - 560	
National Merit Scholarship Program		
As of September 2020, 35 Waring graduates have been named National Merit Scholarship Finalists or Semi-Finalists; 81 have been named Commended Students. Since 2011, 38 have been named Commended Students, Semi-Finalists or Finalists.		

2018-2019 PROGRAM INFORMATION

Humanities: The Humanities at Waring is an interdisciplinary program, combining literature, social and political history, geography, philosophy, music and art. Students take four courses during their high school years: Medieval & Renaissance Studies, Modern European Studies, Classical Studies, and American Studies. Each of these courses is conducted as a seminar, engaging students in rigorous discussions that examine the human experience across time periods and geographic locations. The practice of inquiry predominates, as students read and respond to literature and primary historical sources; create individual and group visuals or presentations to teach their peers; attend plays, historical sites, and museums; write critical expository essays; conduct independent historical research; and participate in communal discussions in which they investigate the critical questions about what it means to be human. Teachers act as facilitators in these experiences, modelling the process of learning as a life-long endeavor. The program is flexible, allowing current events and student interests to drive curriculum in ways that reveal connections across time and place. Throughout the program students develop skills such as critical reading; research methods; oral and visual presentation; reflective, expository, and persuasive writing; rhetorical awareness; the give and take of debate; and collaboration.

Science: In addition to the classroom learning experience, the science program strives to both inform and challenge students through conducting scientific experiments and field research. We seek to equip students with scientific knowledge and methodology, as well as creative problem solving skills.

Our science program encourages students to develop a personal relationship with nature and lays the foundation to understand sustainability and the importance of environmental stewardship. This connection to nature supports the student's natural enthusiasm, wonder and pursuit of knowledge, and sets the stage for them to continue this pursuit beyond Waring. Waring science teachers model open mindedness and fact based reasoning by presenting scientific discoveries in context, and encouraging students to draw conclusions based on rigorous study, observation, experimentation and experience.

We blend academic study with experience in an effort to help students understand the fundamental concepts and related technologies in the natural sciences. Waring places a high value on educating our students to be scientifically literate and informed about the environment and climate systems. Therefore, the high school science curriculum offers the following course progression:

Grade 9 - Biology; Grade 10 - Chemistry; Grade 11 - Physics; Grade 12 - Capstone: Course in Environmental Sciences (including independent research and poster presentation).

Math: The program consists of a three-year Foundations sequence (Algebra, Geometry, Advanced Algebra), followed by Precalculus and advanced course options such as Statistics, Introduction to Calculus, and Calculus AP. Students in Group 3 (sophomore) and above may earn credit at the Honors level in all courses, beginning with Geometry. In-class work emphasizes students doing math through problem solving and cooperative group work. Assessments include traditional tests and quizzes, problem sets, projects, problem presentations, and reflective portfolios. Students who achieve at the Honors level not only demonstrate proficiency on more complex problems and mastery of more content in a given class, but also consistently engage deeply with the material and promote a strong classroom community.

Students are required to take mathematics through Precalculus. Calculus 2 AP is available to all students who have received credit in Calculus 1 (2019-20 and earlier) or Introduction to Calculus course (beginning in 2020) and prepares students to take the AP Calculus AB exam. Students may still register for the Calculus BC exam with department permission and outside self-study or by registering for a senior intensive course in math. Average AP Calculus scores 2015-2019 are: BC = 3.36 and AB = 3.12. SAT Math II test score average 2015-2019 is 668.

French: The mission of the school is tied to the study of French and Francophone culture, in both its ethos, which pushes students to look outward and beyond their own culture, and its emphasis on a curriculum that is common to all students.

Because we only teach French for historical reasons and also by choice, we find that studying and speaking the same language brings the Waring community together. French is one of the defining programs of Waring.

The immersion style teaching of French at all levels is a gateway to lifelong learning beyond high school years. Students learn to grow curious and confident by communicating with others in French. In addition, the many trips to French-speaking countries help support the school mission (Montreal, Angers, Junior trip) by fostering global awareness.

The goal for all students is near fluency in speaking, reading, and writing, as well as cultural proficiency. All students study French at least until they reach the advanced levels. There is particular emphasis on oral communication. Students become cognizant of the Francophone world and feel comfortable using Internet resources in French regularly. All classes are conducted in French.

Writing: The writing program is an essential part of the Waring curriculum, helping students to discover and develop authentic personal voices. At all levels of the program, students write poems, stories, dialogues, plays, and personal essays in a workshop setting. Whatever the genre, they write every week of their Waring career, and by doing so, develop both imagination and self knowledge. Waring strives to create and sustain a community where everyone writes: this is unusual if not unique. This fosters the development of each person's voice. Students learn to take risks and to receive support, thus creating community.

Waring's writing classes at all levels are student-centered writing workshops. Students learn valuable critical listening and evaluation skills, as well as the ability to comment on the work of others in constructive and supportive ways. Students read model texts in specific genres to learn effective writerly choices that they are then encouraged to try in their own writing. Writing teachers participate as facilitators in discussions and workshops rather than as masters, reinforcing the school as a community of life-long learners. Students gradually learn to take ownership of their workshops, and as Juniors and Seniors, can become writing TAs for younger students. The fact that writers at every level in the school participate in workshops fosters the belief that every voice and perspective has value.

Our students share their writing in a variety of venues: convocation, graduation, all school meetings, and soirees. In addition, our students routinely find success in various local and national writing contests. Students who wish to pursue a particular writing project in greater depth can apply for an independent study. While expository writing and argument skills are taught in Humanities classes, devoting two periods a week to exploratory and self-revealing creative writing allows our students to develop powerful, self-aware, and confident personal voices. This along with the valuable critical faculties and communication skills they attain through the give and take of the writers' workshop serve them well as writers as they move on to college.

Performing Arts: The Performing Arts are a vital part of everyday life at Waring School. We believe that a community of lifelong learners is not complete without an active presence of music and theater. We believe, therefore, that all students should be exposed to the performing arts and take active roles as creators and sustainers, themselves, of our program.

The Music program gives students an understanding and appreciation of music through listening, study and performance, allowing them to be active participants in and supporters of the art throughout their lives. It contributes to the common good by giving students the chance to sing and play together, sharing their voices and talents with the wider community.

Art: The main goals of the Art Program are for students to develop a personal relationship with visual language through both the act of creating art and critically interacting with it. Each course

is designed to build student voice through hands-on studio work, self-reflection and critical capacity. A major component of the program is the pursuit of a visual interpretation of the world, which results in vital development opportunities such as risk-taking, perseverance, imagination, open-ended problem solving, self-reflection, playfulness, confidence and self-esteem.

Art is an activity of the heart and mind that teaches students to examine, analyze, construct and design. Students learn to develop and communicate with their visual voice (across a broad range of media in both two and three dimensions), which contributes to the larger community. Students learn to understand the uniqueness of their voice, and to recognize and celebrate the same in others.

Teaching Assistants: Qualified juniors and seniors may apply to assist teachers in any of our program areas, helping teachers to plan and teach. In Writing, TAs team-teach 6th-8th graders under the guidance of an experienced Writing teacher.

Senior Intensive Study: Senior Intensive study 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.

Athletics: Waring offers five interscholastic sports—soccer, cross country, basketball, lacrosse and ultimate frisbee—and fields instructional, junior varsity and varsity teams. In general, students are required to participate for two years. In high school, they continue with team sports or choose an alternative activity such as kickboxing, dance, yoga or theater.

COLLEGES ATTENDED BY GRADUATES (Since 2013 - 153 students total):

American University, Art Institute of Cincinnati, Barnard College (3), Bates College, Bath Spa University, Berklee College of Music, Boston College (3), Boston University (3), Bowdoin College, Brandeis University, Bucknell University, Centre College, Clark University (3), Clarkson University, Colby College (3), Colorado College, Columbia College (IL), Columbia University, Connecticut College (2), Dickinson College, Elon University, Emerson College (3), Franklin Olin School of Engineering, George Washington University, Georgetown University (2), Gordon College (2), Hamilton College, Hampshire College, Harvard University (4), Haverford College, Hobart & William Smith College (6), Hofstra University, Ithaca College (4), Johns Hopkins University, Kalamazoo College, Kenyon College (2), Lafayette College, Macalester College, Maryland Institute College of Art, Massachusetts College of Art and Design (2), McGill University (3), Middlebury College (6), Mt. Holyoke College (7), New York University, Northeastern University (7), Northwestern University, Oberlin College (2), Oxford University, Pitzer College (2), Quinnipiac University, Rensselaer Polytechnic University, Ringling College of Art & Design, Salve Regina University, Sarah Lawrence College (2), School of the Art Institute of Chicago, Simmons College, Skidmore College (5), Smith College (6), St. Michael's College (2), Syracuse University, Towson University, Trinity College, Tufts University (3), Tulane University (2), University of California - San Diego, University of Chicago (5), University of Cincinnati, University of Connecticut, University of Edinburgh (3),

University of Massachusetts - Amherst (16), University of Massachusetts - Lowell, University of New Hampshire (2), University of New England, University of Rochester, University of Southern California (2), University of Vermont (4), University of Wisconsin, University of Wyoming, Vassar College (6), Wake Forest University, Wheaton College (2), Williams College, Yale University (2)