

# Waring school

**Timothy Bakland**  
Head of School  
978-927-8793 x333  
tbakland@waringschool.org

**Robine Vaneck**  
Associate Head of School  
978-927-8793 x228  
rvaneck@waringschool.org

**Susan Carlson**  
Director of College Counseling  
978-927-8793 x335  
susan.carlson@waringschool.org

## SCHOOL PROFILE 2022–2023

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 2022–2023, there are 168 students in grades 6–12; 28 are seniors. 56% of Waring students currently receive financial aid.**

Waring offers a highly rigorous college preparatory program in which all students take the same basic course of study. **All students must take Humanities, Science, French, Math, Writing, Art and Performing Arts courses.**

**For those who want to challenge the curriculum even further, in 10th grade and above, students may elect to do additional assignments and projects in order to earn the HONORS designation.** Completing a course and earning Honors credit demands a much higher commitment of time and effort and implies that a student has gone beyond the requirements of a course. See departmental descriptions for more information.

Moreover, seniors who have met departmental requirements in certain areas may apply to replace a class with a **Senior Intensive Study**. The Senior Intensive, although supervised, is an independent course designed by the student so they can pursue a topic of their choice more deeply and broadly than would be possible in the traditional class.

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. Courses in which students earn Honors are indicated on the transcript with an H. Honors is available in the 10th grade and above, other than exceptions listed in Program Information.

## CORE BELIEFS OF WARING SCHOOL

Learning is an essential and defining human activity that involves the whole person throughout life.

A learning environment should stimulate this powerful, inherently human desire to learn and to grow. Most learning in a lifetime takes place outside of school and one of the purposes of school is to prepare an individual to learn on his or her own.

A supportive and stimulating learning culture affirms intellectual tolerance and social unity.

Emphasis on community that occurs in all-school meeting, mixed-age tutorials, on camping trip and through the common language of French, validates shared experiences outside of the classroom.

The ability to foster growth in others is the essence of leadership.

Teaching and learning go hand-in-hand and most learning takes place within the context of relationships, including, but not limited to, faculty to students, students to students, faculty to faculty.

Learning involves taking responsibility to develop and exercise one's personal "voice" by publicly expressing what one is thinking and feeling. We seek to affirm the unique voice—spoken, written, and artistic—of each member of the Waring community.

Learning compels us to use our knowledge responsibly in the service of multiple communities, both locally and globally.

The liberal arts are those branches of knowledge that contribute to the liberation of the mind and imagination through risk-taking and through the application of our knowledge of the world and of ourselves.

CEEBS # 221786  
www.waringschool.org



### MISSION

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



### Class of 2022 Data

SAT mean combined:	1290
Critical Reading:	640
Math:	650
Mean # of honors credits achieved in 10th and 11th grades:	07
Senior Intensives:	07



# PROGRAM INFORMATION

## 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 three courses in middle school, and four courses in their high school years: Monotheism: Ancient, Medieval, and Modern; Modern European Studies; American Studies; and Ancient Worlds and Epics. In each course, students study literature, social and political history, geography, and philosophy, as well as art and music history. Students engage in active discussion on literature and primary historical sources, give presentations and lectures, and travel locally and beyond for field trips. Students learn how to conduct independent historical research, write persuasive and critical expository essays, and to participate in and sustain meaningful dialogue.

## SCIENCE, ENGINEERING, TECHNOLOGY (SET)

The offerings of the SET department are designed to give students a compelling introduction to fundamental natural sciences as well adjacent disciplines such as computer science, robotics, data science and engineering. As part of the learning experience, the SET program strives to both inform and challenge students through conducting scientific experiments, field research and hands-on challenges. We offer a sequence of courses in *Earth Science*, *Biology*, *Chemistry*, *Physics*, and *Oceans and Climate*, as well as courses in *Robotics*, *Programming and Data Science*. Our goal is for students to exit our program as scientifically literate and responsible citizens who are prepared for future academic and professional careers.

## MATH

The Math 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. 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 (beginning in 2020) and prepares students to take the AP Calculus AB exam.

## 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. In addition, students in grades 6, 7, 9 and 11 travel to French-speaking countries

to support the school mission (Montreal, Nantes, Junior Trip) by fostering global awareness. The goal for all students is near fluency in speaking, reading, and writing, as well as cultural proficiency. To that end, all classes are taught in French. Until the 2022-2023 academic year, students were not eligible for Honors until Intermediates III.

## WRITING

In Writing class, students develop their personal voices, strengthening their critical and imaginative faculties in the process. In grades 6-10, students sample a variety of genres, and revise their work to create an annual writing portfolio. In groups 4 & 5 students choose one-semester, genre-specific classes. They often share pieces outside the classroom. Students also attend conferences for young writers and enter a variety of local and regional student writing competitions.

## PERFORMING ARTS

Waring's Performing Arts Department is an integral part of our program with all students participating in vocal and instrumental work as well as multiple aspects of dramatic art. These offerings occupy a central position in our history and are at the heart of who we are and what we do. The entire student body sings in chorus or performs in orchestra throughout their time at Waring. Music classes cover aspects of music theory and history, composition, World music, and music technology. Additionally, our robust lessons program allows students the opportunity to take private instrumental or vocal instruction within the school day. Waring has a busy concert calendar with a wide range of performances throughout the year. Waring's theatre offerings include gradewide classes in Core (6th, 7th grades) and Group One (8th grade) where students are introduced to multiple elements of theatre including acting, script analysis, and theatre design. We produce a minimum of five ensemble-based shows per year including a musical, student-written work, and an honors play that allows serious theatre students to delve into advanced work. Additionally, our students create all design elements for our productions including lights, sets, props, costumes, and sound design. Advanced students may elect to pursue Honors in Music or Theatre or both.

## ART

The art program is founded on the idea that the world can be interpreted visually, and emphasizes that in drawing/painting/creating students more fully process what they see and experience around them. Drawing is taught as a skill – or language – that everyone can master. The Art program builds skills year to year through a progressive series of curricula, so that by graduation students are confident in their unique visual voice, can draw from direct observation with relative ease, and possess the critical skills necessary to appreciate and understand visual art.

## HIGHLY RIGOROUS COCURRICULARS UNIQUE TO WARING

The following programs add substantial rigor to a student's curriculum. These are time-consuming courses in which a student can earn credit due to their demanding schedule and material.

### TEACHING ASSISTANTS

Qualified juniors and seniors may apply to assist teachers in any of our program areas, helping teachers to plan and teach. Only our finest students are accepted into this program. In Writing, TAs actually team-teach 6th-8th graders under the guidance of an experienced Writing teacher. All TAs, no matter the subject, 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.

### ROBOTICS

Last year Waring inaugurated its competitive high school robotics teams by fielding two FIRST Tech Challenge (FTC) teams. These teams managed to set the top two scores in the world and come in 4th and 31st overall in the world for the season. This year we are continuing to offer FIRST Tech Challenge teams and are happy to have welcomed many new members to our FTC teams.

### DEBATE

The Debate elective is open to students from grades 6-12. It prepares them for interscholastic debate in the local and regional competitions. Students learn formal Public Forum Debate (teams of 2 arguing current controversial issues, using the National Speech and Debate League's monthly topics). The Debate team is coached by Timothy Averill, a member of the NSDA Hall of Fame and coach of national champions in Policy Debate, Lincoln Douglas Debate and Public Forum Debate. As a result, students who participate grow as advocates and discover their voices through their participation.



# COLLEGE ACCEPTANCES 2018-2022

Alfred University	Framingham State University	Michigan State University	Skidmore College	University of Miami
American University	Franklin and Marshall College	Middlebury College	Smith College	University of Minnesota
American University of Paris	George Washington University	Middlesex University, London	St. Lawrence University	University of New England
Bard College	Goucher College	Mount Holyoke College	Stevens Institute of Technology	University of New Hampshire
Barnard College	Grinnell College	Muhlenberg College	Stoney Brook University	University of North Carolina, Wilmington
Bates College	Hamilton College	Naropa University	Suffolk University	University of North Carolina, Greensboro
Beloit College	Hampshire College	New York University	Syracuse University	University of Notre Dame
Bennington College	Harvard University	North Carolina State University	Temple University	University of Pittsburgh
Berklee College of Music	Haverford College	Northeastern University	The New School	University of Puget Sound
Bishops University	Hobart and William Smith College	Oberlin College	The Ohio State University	University of Rhode Island
Boston College	Hofstra University	Occidental College	The University of Edinburgh	University of Richmond
Boston University	Indiana University	Oxford College of Emory University	Towson University	University of Rochester
Bowdoin College	Ithaca College	Pace University, NYC	Trent University (Ontario)	University of San Diego
Brandeis University	Johns Hopkins University	Penn State	Trinity College	University of San Francisco
Brown University	Kalamazoo College	Pitzer University	Trinity College Dublin	University of South Carolina
Bryant University	Keene State College	Princeton University	Tufts University	University of Southern California
Carleton College	Kenyon College	Providence College	Tulane University	University of Saint Andrews
Champlain College	Lafayette College	Quinnipiac University	Union College	University of Toronto
Chapman University	Lawrence University	Reed College	University College Utrecht	University of Vermont
Clark University	Lesley University	Regis College, MA	University of California, Davis	University of Wisconsin, Madison
Clarkson University	Lewis and Clark College	Rensselaer Polytechnic Institute	University of California, San Diego	Vassar College
Colby College	Long Island University (Brooklyn)	Rhodes College	University of California, Santa Barbara	Wake Forest University
Colgate University	Louisiana State University	Richmond The American College in London	University of Chicago	Washington and Jefferson College
College of Charleston	Loyola Marymount University	Rochester Institute of Technology	University of Cincinnati	Washington University in Saint Louis
College of the Atlantic	Loyola University, Chicago	Roger Williams University	University of Colorado, Boulder	Wellesley College
College of the Holy Cross	Loyola University, Maryland	Rollins College	University of Connecticut	Wesleyan University
College of William and Mary	Macalester College	Rutgers University	University of Delaware	Western New England College
Colorado College	Maine Maritime Academy	SUNY Binghamton	University of Denver	Wheaton College, MA
Columbia College, Chicago	Manhattan College	Saint Anselm College	University of Illinois, Urbana-Champaign	Whitman College
Connecticut College	Marist College	Saint Michael's College	University of Maine	Williams College
Cornell College	Massachusetts College of Art	Salem State University	University of Maryland	Worcester Polytechnic Institute
Curry College	Massachusetts College of Pharmacy and Health Sciences	Salve Regina University	University of Massachusetts, Amherst	Yale University
DePaul University	McDaniel College	Santa Clara University	University of Massachusetts, Boston	York University, Ontario
Dickinson College	McGill University	Sarah Lawrence College	University of Massachusetts, Lowell	
Drew University	McPherson College	Savannah College of Art and Design		
Drexel University	Merrimack College	School of the Arts Institute of Chicago		
Eckerd College		Simmons University		
Elon University				
Emerson College				
Emmanuel College				
Emory University				
Fairfield University				
Fordham University				