



# Trinity-Pawling School

## 2021-2022 School Profile (CEEB 334440)

### THE COLLEGE COUNSELING TEAM

**William W. Taylor, Headmaster**  
845-855-4800 • wtaylor@trinitypawling.org

**Scott Harff, Director of College Counseling**  
845-855-4840 • Fax: 4820 • sharff@trinitypawling.org

**Bill Dunham, Associate Director of College Counseling**  
845-855-4839 • Fax: 4820 • bdunham@trinitypawling.org

**Julie Baldwin, Student Information Specialist**  
845-855-4819 • Fax: 4820 • jbalwin@trinitypawling.org

**Chris Gillman, Dean of the Senior Class**  
845-855-3100 • cgillman@trinitypawling.org

### THE SCHOOL

Trinity-Pawling School, founded in 1907, is an independent college preparatory school for boys from eighth through postgraduate year, with boarding beginning in eighth grade. The School is situated on a 230-acre campus, 60 miles north of New York City, and provides a dynamic learning experience — emphasizing creativity, critical thinking, and character.

### ENROLLMENT

Approximately 275: 200 Boarding; 75 Day Students

### FACULTY AND STUDENTS

- » 60 faculty members, over 65% hold advanced degrees.
- » 5:1 Student/Faculty Ratio

### ACCREDITATIONS / MEMBERSHIPS

N.Y. State Board of Regents • NAIS • NYSAIS • NACAC • NYSACAC • NEACAC • International Boys' Schools Coalition  
Test Site for: ACT, AP, PSAT, SSAT, SAT, and TOEFL

### FINANCIAL AID

For those families who are unable to meet the full cost of tuition, financial assistance is available. Trinity-Pawling is committed to enrolling a talented and diverse group of students representing a broad range of backgrounds.

### ACADEMIC CALENDAR

The school year is divided into three academic trimesters: Fall, Winter, and Spring. Class meets four times Monday through Friday. Saturday Programming includes community events, experiential learning, and visiting speakers. Fall, Winter, and Spring grades are available the first week of December, March, and the second week of June respectively.

### GRADUATION REQUIREMENTS

- 4 Years: English
- 3 Years: Mathematics, Laboratory Science, and History
- 2 Years: Foreign Language\*
- 1 Year: The Arts
- 2/3 Year: Religion and/or Philosophy
- Practicum: Winter Project, Global Collaborative Challenge^, and Senior Independent Project^

\* Some students are excused from the foreign language requirement if they are international students or in the LEAD Program.

^ Postgraduates may choose to complete either a GCC or SIP for to satisfy their Practicum requirement

### COURSES OFFERED AT AP AND HONORS

Advanced Placement Classes (16): Biology, Calculus AB, Calculus BC, English Literature & Composition, English Language & Composition, Chemistry, Computer Science A, Environmental Science, European History, Macroeconomics, Microeconomics, Music, Physics 1, Physics C: E/M, Statistics and U.S. History

Honors Classes (31): Advanced Art 1, 2, and 3, Advanced Pre-Calculus, Advanced Spanish, Advanced Spanish Literature, Advanced Spanish Language, Algebra 2, American Experience History, American Experience Literature, Biology, Calculus, Chemistry, Chinese 3, 4, and 5, Creation Modern World, English 1, 2, and 4, French 3, 4, and 5, Geometry, Modern World, Multi-Variable Calculus, Spanish 2, 3, 4, and 5 and Spanish Language & Culture.

### GRADING SYSTEM AND DISTRIBUTION

- » The transcript is shown as unweighted.
- » The last ten valedictorians had a 95 average.
- » Trinity-Pawling does not rank students nor calculate a grade point average.
- » A grade of 60 is considered a Passing/College recommending grade.

## STRENGTH OF PROGRAM FOR THE CLASS OF 2022

The parameters for the “Strength of Program” are derived from the 77 members of the class of 2022 and their senior year AP classes. Please note that this does not recognize honors classes nor sophomore and/or junior AP courses.

Most Demanding 9 students (12%) ≥ 4 AP classes	Very Demanding 11 student (14%) 3 AP classes	Demanding 38 students (49%) 1 or 2 AP classes	Traditional College Prep 19 students (25%) No AP classes
--	--	---	--

## JUNIOR YEAR GRADES (CLASSES WITH AT LEAST 3 STUDENTS)

Class	97-100	94-96	90-93	87-89	84-86	80-83	77-79	74-76	70-73	≤69
Algebra 2	2	1	4	2	2	1	0	1	0	0
American Experience Literature	0	0	1	1	0	1	0	0	0	0
American Experience History	0	0	1	0	0	1	0	1	0	0
Anatomy	0	1	2	1	1	0	1	0	0	0
AP American History	1	4	8	3	2	2	0	0	0	0
Astronomy	0	0	0	0	1	0	1	1	0	0
Biology	0	0	3	3	2	2	0	0	0	0
Biology AP	0	0	3	0	1	0	0	0	0	0
Biology Honors	0	4	2	2	0	0	0	0	0	0
Calculus AB AP	3	0	1	0	1	0	0	0	0	0
Calculus BC AP	3	1	0	1	0	0	0	0	0	0
Calculus Honors	0	1	1	0	0	0	1	0	0	0
Chemistry	0	0	0	1	2	1	0	0	0	0
Economics	0	0	5	3	1	1	0	0	0	0
English 3	1	4	7	2	2	2	2	1	0	0
English 3 Honors	0	1	4	0	0	1	0	0	0	0
English 4	0	1	1	1	2	1	0	1	0	0
English 4 Honors	0	1	4	0	0	0	0	0	0	0
English 5	0	0	3	0	0	0	0	0	0	0
English Language AP	0	2	5	2	0	0	0	0	0	0
French 3	0	0	1	1	1	0	1	0	0	0
Meteorology	0	0	0	1	2	0	0	1	0	0
Microeconomics AP	1	3	2	1	1	1	0	0	0	0
Precalculus Honors Advanced	3	1	1	1	2	2	0	0	0	0
Physical Geology	0	0	1	1	0	0	1	0	1	0
Physics	2	0	2	1	1	0	0	0	0	0
Physics 1 AP	1	3	0	0	0	0	1	0	0	0
Precalculus	0	3	0	0	2	3	0	0	0	0
Precalculus Honors	0	3	0	0	5	1	0	0	0	0
Spanish 3	0	0	3	1	2	1	0	0	0	0
Spanish 4	0	1	2	0	0	0	0	0	0	0
Spanish Language & Cultures	0	2	1	0	0	1	0	1	0	0
Spanish Language Advanced	0	2	1	1	0	0	0	0	0	0
US Government	1	0	1	0	1	1	0	0	0	0
US History	0	0	0	2	3	2	5	0	2	1

## PRACTICUM: WINTER PROJECT, GLOBAL COLLABORATIVE CHALLENGE, AND THE SENIOR INDEPENDENT PROJECT

The Practicum for Civic Leadership consists of three elements and is a graduation requirement. Each of the three projects incorporates various aspects of the Institutes for Active Learning. These Institutes, Citizenship, Entrepreneurship, Environmental Stewardship, and Leadership each require students to harness 21st Century Skills in a manner that reflects their real-world application. All projects are completed during the “Wintersession,” an intensive three-week period in December where students’ sole academic focus is their Practicum project.

Each project is reported on the transcript as High Pass (HP), Pass (P), Low Pass (LP), or Fail (F). Each is worth two academic credits.

## ▶ WINTER PROJECT

Students select from a broad range of course offerings which link two of the Institutes. Each project has two teachers, and each student implements the tools from both Institutes' (formerly two academic departments) disciplines to create a product that reflects his learning on the chosen topic. A student who does not find a course offering he likes is encouraged to create his own project, provided he is able to articulate how two Institutes will fit into his experience.

### 2018-2019 Winter Projects Reference

**Admissions Video:** Admissions Video/Lip Dub Over Song for School's Website  
**Bookbinding:** Designing a Cover and then Making a Book  
**Bridges:** How to Build Them so They Do Not Fall Down  
**Card Game:** Creature Chaos Card Game  
**Chinese Mythology:** Chinese Mythology  
**Code of Conduct:** Writing for Athletes and Coaches a Code of Conduct Handbook  
**Cost-Benefit:** Fiscal Analysis of the Future of School's Athletic Fields  
**Custom:** Student Creates a Project with Two Faculty Members  
**Dominican Republic:** Dominican Republic Service Trip  
**Earth Day:** Organizing an All-School Service Event  
**Fly Rod:** Building and Learning How to Use a Fly Rod  
**Gym User Video:** Instructional Safety Video Showing How the New Gym Equipment Works  
**Knitting for Charity:** Knitting Preemie Hats for Charity  
**Literary Magazine:** Literary Magazine: Writing and Publishing  
**Math as Art:** The Perfect Form of Art  
**Memory Project:** Portraits Made for Children Living as War Refugees  
**Motherboard:** Motherboard Construction: Dive into Raspberry Pi  
**Music Battle:** Socioeconomic Competition: Country Versus Rap  
**Music Video:** Writing, Producing and Showing a Video  
**Nuclear Power:** How Do You Close Indian Point  
**Science Fiction:** Illustrating "Fantastic Beasts" and Writing a Short Story about the Creature  
**Solar System:** Building a Model  
**Surf Board:** Building a Surf Board  
**Yearbook:** Photography, Layout and Writing for the Yearbook

### 2019-2020 Winter Projects Reference

**Board Game:** Designing an original board game  
**Building an Electric Skateboard:** Designing and building a motorized skateboard  
**Build a Computer:** Building a new computer by assembling old parts  
**Calligraphy:** Learning the art of Chinese calligraphy  
**Chinese Mythology:** Learning about Chinese Mythology and presenting to the school  
**Cleaning the Pond:** Taking a community poll about possible uses, looking to restock the pond, raise the water level and put in a second aerator  
**Dropping Stuff:** Looking at the different properties of different object dropped from five stories using video  
**Eighth Army (8TH Army):** Doing original research on the 8th Army in WWII  
**Moneyball Effect:** Looking at the economics of professional baseball  
**Music Video:** Writing, arranging, and performing an original song and making a video  
**Organize Rec Sports:** Looking at ways to improve the recreational sports program with new activities  
**Original Play:** Assisting a senior who put on an original production about depression called A Train Through the Dark  
**Publishing a Book Online:** Figuring out how to self-publish with Amazon  
**Race & Gender:** Looking at the bias in films against minorities and women  
**Rhythm:** The beat within us. Building drum boxes and performing for the school  
**Scotland/Ireland:** Reading about and preparing for spring break trip to Scotland and Ireland (cut short for Coronavirus)  
**Ship Design:** Building a model ship from the "log to a cruise"  
**Spiritual Vision Quest:** Researching and practicing the traditional spiritual practices of various cultures.  
**Warm-Up Am. Project:** Knitting caps and quilts for infants at Putnam Hospital  
**Woodworking by Hand:** Building cutting boards from milling the wood, planning it and then cutting, sanding and curing a cutting board.

## ▶ GLOBAL COLLABORATIVE CHALLENGE

At the outset of the Wintersession, students are placed into random groups of five. Each group first chooses an Institute in which to focus, then selects a topic of national or global interest, and offers a solution through a twelve-minute collaborative presentation. The group defends its position and is assessed on their ability to address the enormity of the global topic in the scope of their chosen Institute, the depth of research, the quality of the presentation, the collaborative nature of the presentation, and the group's defense of its presentation.

### 2020 Global Collaborative Challenge Topics (*Institute in parenthesis*)

**BLM:** What has the Black Lives Matter movement accomplished? (Leadership)  
**Corporate Responsibility:** To what degrees are companies responsible for the actions of their employees and host countries in geopolitical situations? (Entrepreneurship)  
**COVID-19:** What has been the net environmental impact of the COVID-19 pandemic? (Environmental Stewardship)  
**Dams:** Should dams be removed from rivers on the Pacific Coast? (Environmental Stewardship)  
**Electoral College:** Should the electoral college be abolished? (Leadership)  
**Fossil Fuels:** Should fossil fuels have a future in the United States economy? (Environmental Stewardship)  
**Great Pacific Garbage Patch:** How do you solve the problem of the Great Pacific Garbage Patch? (Environmental Stewardship)  
**Homeless Shelters:** With homeless shelters and soup kitchens closing due to the pandemic, how can cities continue to best support their homeless population? (Entrepreneurship)  
**Nuclear Energy:** Is nuclear energy a feasible option for meeting future energy demands? (Citizenship)  
**Pandemic:** Whose responsibility is it to react to and address a global pandemic? (Leadership)  
**Plastic Disposal:** How do we solve the global problem of disposing of plastic? (Environmental Stewardship)  
**Social Media:** Are social media platforms responsible for the content their users post on their platforms? (Leadership)  
**Supreme Court:** How would you fix the supreme court? (Citizenship)  
**Tik Tok:** Should Tik Tok and WeChat be banned in the United States? (Leadership)  
**University Go Green:** You are the board of trustees at a medium-sized (5000-10,000), private university. Present a plan to "go green" in the next 10 years. Include immediate, short-term, and long-term goals. (Entrepreneurship)  
**Zero-Waste Dining Hall:** Design a cost-effective, COVID-19 safe dining hall that is "zero-waste." (Entrepreneurship)

## ▶ SENIOR INDEPENDENT PROJECT (SIP)

The SIP gives students an opportunity to explore an interest that will be the subject of deeper study. In the fall of their senior year, each student is paired with a faculty member who works with him to identify an area of personal interest. This personal area of interest must align with one of the four Institutes mentioned above. During the Wintersession of senior year, each student creates a product that reflects his learning and engagement in his chosen area of interest. All students must present their products to their faculty mentor and a group of their peers. Inherent in this exercise is the challenge for each student to creatively share his learning with an audience. New seniors and post graduates have the option of completing either a GCC or a SIP to satisfy their graduation requirement.

Students may also choose to pursue a "Diploma with Distinction." Students who choose this route present their product in the Wintersession. They are then paired with an alumnus with a professional background in their area of interest. Students then present to a panel of faculty and alumni. This second presentation focuses on how they were able to further their investigation of the product. Successful completion of the "Diploma with Distinction" will be reflected by a grade of High Pass on their transcript.