



2020 - 2021 Winter Projects*

*Winter Projects this year were completed entirely remotely due to the COVID-19 pandemic.

- Earth/Universe:** Students explored historical truths that turned out to be false.
- Trinitannus:** Students published the yearbook.
- Road Trip:** Students planned a cross country trip and explored each stop through virtual tours.
- Moneyball:** Students explored statistics through the lens of professional sports.
- Cookbook:** Students created an anthology of recipes from students' ancestors.
- Tying Flies:** Students learned the scientific and artistic side of tying flies.
- Hitchhiker's Guide:** Students artistically depicted natural phenomena in outer space.
- Environmental Energy:** Students explored the origins, successes, failures, and future of renewable energy.
- Study of Slavery:** Students explored slavery in the context of the book *Disposable People*.
- African American Oral Histories:** Students explored African American history through the context of rap.
- Bats:** Students built bee hives and bat houses for campus.
- Music Videos:** Students wrote, filmed, and produced music videos.
- War of the Worlds:** Students recorded and produced a remake of *The War of the Worlds*.
- American to Me:** Students explored race, privilege, and equity through the film *American to Me*.
- Benign Distractions:** Students explored the psychology behind the contemporary obsession with social media.
- Simulator Computer Science:** Students created a virtual world in the program Unity.
- Owls:** Students built habitats for owls on campus.

2019 - 2020 Winter Projects

- Board Game:** Students designed an original board game.
- Building an Electric Skateboard:** Students designed and built a motorized skateboard.
- Build a Computer:** Students built a new computer by assembling old parts.
- Calligraphy:** Students learned the art of Chinese calligraphy.
- Chinese Mythology:** Students learned about Chinese Mythology and presented it to the school.
- Cleaning the Pond:** Students conducted a community poll about possible pond uses; looking to restock the pond, raise the water level, and put in a second aerator.
- Dropping Stuff:** Students looked at the different properties of different objects dropped from five stories using video.
- Eighth Army (8TH Army):** Students did original research on the 8th Army in WWII.
- Moneyball Effect:** Students looked at the economics of professional baseball.
- Music Video:** Students wrote, arranged, and performed an original song and made a video.
- Organize Rec Sports:** Students looked at ways to improve the recreational sports program with new activities.
- Original Play:** Students assisted a senior who produced an original production about depression called *A Train Through the Dark*.
- Publishing a Book On-Line:** Students figured out how to self-publish with Amazon.
- Race & Gender:** Students looked at the bias in films against minorities and women.
- Rhythm - The Beat Within Us:** Students built drum boxes and performed for the school.
- Scotland/Ireland:** Students read about and prepared for a spring break trip to Scotland and Ireland (trip cut short due to COVID-19)
- Ship Design:** Students built a model ship from the "log to a cruise."
- Spiritual Vision Quest:** Students researched and practiced the traditional spiritual practices of various cultures.
- Warm-Up America Project:** Students knitted caps and quilts for infants at Putnam Hospital.
- Woodworking by Hand:** Students built cutting boards by milling the wood, planning it, and then cutting, sanding, and curing a cutting board.

College Matriculation for the Class of 2022

Bellarmino University	Fordham University	Sacred Heart University (3)
Bentley University (2)	Franklin Pierce University	Seton Hall University
Binghamton University	Furman University	Southern Connecticut State University
Bowdoin College	High Point University	SUNY Maritime College
Case Western Reserve University	Hobart William Smith Colleges (2)	SUNY Polytechnic Institute
Central Connecticut State University (2)	Indiana University-Bloomington	Trinity College
Clemson University (2)	Marist College	Union College
Clark University	Merrimack College	University of Alabama (2)
Clarkson University	Michigan State University	University of Hartford
Connecticut College	New Jersey Institute of Technology	University of Lynchburg
Cornell University (3)	New York University	University of Massachusetts-Amherst
Davidson College	Princeton University	University of Miami
Elon University (2)	Purdue University-Main Campus	University of Utah
Emmanuel College	Randolph-Macon College	University of Virginia (2)
Endicott College	Roanoke College	University of Wisconsin-Madison (2)
Florida Atlantic University	Rochester Institute of Technology	Virginia Commonwealth University

THE COLLEGE COUNSELING TEAM

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THE SCHOOL

Trinity-Pawling School, founded in 1907, is an independent college preparatory school for boys from seventh 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: 210 Boarding; 65 Day Students

FACULTY AND STUDENTS

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

ACCREDITATIONS / MEMBERSHIPS

NY 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, need-based 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. Each 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 to satisfy their Practicum requirement

AP AND HONORS COURSE OFFERINGS

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 2023

The parameters for the “Strength of Program” are derived from the members of the class of 2023 and their senior year AP classes. Please note that this does not recognize honors classes nor sophomore and/or junior AP courses.

Most Demanding
12 students (14%)
≥ 4 AP classes

Very Demanding
17 students (20%)
3 AP classes

Demanding
25 students (29%)
1 or 2 AP class(es)

Traditional College Prep
31 students (37%)
No AP class

Class of 2023 / Junior year grades previous 8 years (2016-2022)

	97-100	94-96	90-93	87-89	84-86	80-83	77-79	74-76	70-73	≤69
Algebra 2	4	1 / 4	4 / 4	1 / 4	2 / 3	3	0	1	1 / 0	0
American Experience Literature	0	1 / 0	1	1	0	1 / 1	0	0	0	0
American Experience History	0	6	1 / 36	25	20	1 / 17	5	4	3	3
Anatomy and Physiology	2	1 / 7	3 / 14	2 / 5	2 / 10	2 / 4	2	2 / 4	1	0
AP American History	1	4 / 15	14 / 61	36	4 / 21	3 / 24	2	1	0	0
AP Biology	1	2 / 1	1 / 8	0	2 / 6	1 / 2	0	0	0	0
AP Calculus AB	1 / 13	2 / 12	1 / 17	11	1 / 13	1 / 7	2	6	0	1
AP Calculus BC	13	1 / 8	1 / 5	1 / 5	4	2	0	0	0	0
AP English Language	2	1 / 6	20 / 32	1 / 40	1 / 12	6	2	0	0	0
AP Microeconomics	5	1 / 5	1 / 10	1 / 5	3 / 8	1 / 2	0	2 / 0	1 / 0	0
AP Physics 1	3 / 1	2 / 4	3 / 6	1 / 2	10	8	9	3	3	0
Astronomy	0	0	1 / 3	1	2	2 / 1	3	1 / 2	0	1
Biology	13	1 / 9	22	1 / 28	3 / 25	1 / 22	20	7	3	0
Biology Honors	3	4 / 16	1 / 15	1 / 33	1 / 28	1 / 27	18	7	2	0
Calculus Honors	1	1 / 4	3 / 5	2	3	3	1	0	0	0
Chemistry	0	2	2 / 7	1 / 3	1 / 10	12	1 / 3	6	7	3
Economics	3 / 1	2 / 0	4 / 6	1 / 5	1 / 4	1 / 3	1	0	0	0
English 3	7	1 / 18	8 / 57	2 / 62	2 / 57	6 / 59	37	16	3 / 5	11
English 3 Honors	0	1 / 2	4 / 5	0	0	1	0	0	0	0
English 4 British Lit	0	6	4 / 16	5 / 25	2 / 24	3 / 24	10	2	2	1
English 4 Honors	0	1 / 1	4 / 4	0	0	0	0	0	0	0
French 3	1	1 / 22	1 / 3	2	1 / 1	1	1	6	3	0
Meteorology	0	1	1 / 1	1 / 3	1 / 7	2	2 / 2	2	3	2
Precalculus Honors Advanced	3 / 3	2 / 8	5 / 6	11	16	13	5	3	4	3
Physical Geology	0	2	3	3 / 1	2 / 0	1	3	1 / 1	2	1
Precalculus	10	2 / 22	3 / 35	1 / 29	16	22	11	10	7	3
Precalculus Honors	1 / 0	7 / 10	8 / 5	5 / 10	2 / 19	2 / 13	5	3	4	3
Spanish 3	0	2	2 / 6	2	9	6	5	3	4	6
Spanish 4	1 / 0	2	3 / 3	0	1	0	0	0	0	0
Spanish Language & Cultures	3	2 / 8	3	6	2	1 / 3	2	1	0	0
Spanish Language Advanced	1 / 0	2	4 / 1	1	0	0	0	0	0	0
US Government	1	0	1 / 3	1 / 2	7	1 / 7	1	4	0	0
US History	3	12	1 / 27	2 / 51	41	6 / 75	3 / 27	5 / 26	3 / 20	4
RAW NUMBER OF GRADES	13/93	41/221	109/469	31/425	31/381	34/388	6/179	11/124	8/75	43
PERCENTAGE DISTRIBUTION	5%/4%	14/9	38/20	11/18	11/16	12/16	2/7	4/5	3/3	0/2

Institutes for Active Learning

The Institutes for Active Learning are composed of four Institutes focused on Leadership, Citizenship, Environmental Stewardship, and Entrepreneurship. Saturday Programming exposes the entire student body to one of these four Institutes on a rotating basis and exposes the students to 21st-century learning skills in communications, collaboration, creativity, character, critical thinking, and self-awareness. Upperclassmen join one of the four Institutes and complete their Global Collaborative Challenge (see below) and Senior Independent Project within the focus of their Institute.

PRACTICUM: Senior Independent Project (SIP), Winter Project, and Global Collaborative Challenge

The “Practicum” 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 Winter Projects are completed during the Wintersession, an intensive two-week period in December where students’ sole academic focus is their Practicum projects. Each project is reported on the transcript as High Pass (HP), Pass (P), Low Pass (LP), or Fail (F). A passing grade earns two credits.

Senior Independent Project (SIP) (Seniors and Post Graduates)

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 postgraduates 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.

Global Collaborative Challenge (GCC) (Juniors and Post Graduates)

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 its ability to address the enormity of the global topic in the scope of its 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.

2022 Global Collaborative Challenge Topics (Institute in parenthesis)

- Elon Musk asked his followers to propose a plan to end world hunger with his wealth. Propose a solution to solve American food insecurity. (Leadership)
- Should professional sports teams like the Cleveland Indians, Atlanta Braves, and Chicago Blackhawks change their names and mascots? (Citizenship, Entrepreneurship)
- Should electric vehicles be considered “green”? (Environmental Stewardship)
- There are environmental, health, and ethical concerns around the meat industry. Design a proposal to reduce the negative effects, while still feeding the world. (Entrepreneurship)
- How can humankind build a resilient society given the challenges of climate change? (Entrepreneurship)
- How can the human population be sustained and healthy in green cities? How will green cities look in the future? (Environmental Stewardship)
- Choose three countries and compare how their educational systems prepare their students for our ever-changing world. (Citizenship, Leadership)
- Should Facebook have to fact check political posts? (Citizenship)
- Is war winnable? (Citizenship)
- You are the commissioner of one of the big four sports leagues. Please propose and defend a business case for expanding to China, Mexico, or Europe. (Entrepreneurship)
- Does the electric vehicle industry have a future in the world economy? (Environmental Stewardship)
- How has COVID-19 impacted mental health? (Citizenship)
- What is the net environmental impact of the four major sports leagues? (Environmental Stewardship)
- You are the board of trustees at a large state university with a history of Greek Life. The current culture surrounding fraternities and sororities has left you with a huge question: should you phase out Greek Life, or keep it? (Citizenship)
- Is nuclear energy a feasible option for meeting future energy demands? (Environmental Stewardship)
- Is torture justified in war? (Leadership)

Winter Project (Middle School, Freshmen, and Sophomores)

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.

2021 - 2022 Winter Projects

Baseball Arbitration: Students researched, prepared, and presented a case mimicking a baseball arbitration with half of the students representing a player and the other half ownership. The class visited Cooperstown and the Baseball Hall of Fame.

The History of Flight - Fighting Gravity: Students tracked the history of flight from DaVinci to Space X. Emphasis on the physics of flight. Built RC planes and model rockets.

How Pawling has transitioned from the Quaker years to today: Explored the history of the town and how it has evolved. Students walked to town each day and met with residents and merchants. The group debated what the town has done well and poorly in its 400 years.

Landfill Orchestra: Students built and played instruments created from found and recycled material.

XC Trail Building: Students built cross country/mountain biking/hiking trails on the School’s property.

Trinity-Pawling Maple Sugar Factory: Students identified and catalogued all the maple trees on campus and put on GPS map. They tapped trees and learned how to make maple syrup. Students milled lumber to be used in building a sugar house.

Earth Arts and Performances: Students built artistic constructions made from natural found materials such as earth, sticks, leaves, stones, and seeds. Once students created their artwork, they created a performance around it.

The Great T-P Cook-off Show: Students wrote a pilot and performed a cooking show. Half of the students did the television production and half did the cooking.

Painting Out of This World: Built scale models of each planet and placed them proportionally around campus with the turf field’s Trinity-Pawling crest representing the sun.

Pottery with a Purpose: Students learned how to throw pots and sold them for charity.

Building Selfish Steam: Students learned the physics of steam engines and built different engines that converted mechanical energy into kinetic energy. Took a field trip to Connecticut Antique Machinery Association in Kent, CT.

E-Sports: Students explored the business and entrepreneurial opportunities that e-sports presents to society.

Philosophy of Coaching: Students dove deep into what makes a coach “great”. They reviewed what a coaching philosophy is and how it is implemented into sports.

Students observed different coaching styles and their impact.