Middle and Upper School Overview

**Type:** Independent; Coeducational  
**Grades:** Nursery–Grade 12  
**Total Enrollment:** 747  
Lower School (Nursery–Grade 5): 245  
Middle School (Grades 6–8): 183  
Upper School (Grades 9–12): 319

**% of Students Who Identify as Students of Color:** 33%  
**# of Students Who enter in Grade 6:** 10–15  
**# of Students Who enter in Grade 9:** 15–20  
**Student-Teacher Ratio:** 6:1

**Average Class Size:** 14  
**Financial Aid Awarded (2018–2019):** $6,200,000  
**% of Financial Aid Recipients (2018–2019):** 21%  
**% of Students Who Go On to 4-year Colleges:** 100%  
**Accreditation:** New York State Association of Independent Schools

**Affiliations & Memberships:**  
ABC, Boys’ Club of NY, Breakthrough NY, The College Board, Early Steps, EMA, ERB, ISAAGNY, Jack and Jill, LGBT Family Center, NACAC, NAIS, NYCAL, NYSACAC, NYSAISAA, Oliver Scholars, Parents League, Prep for Prep, Summer Steps, TEAK Fellowship

**Our Mission**  
An independent, Nursery through Grade 12 coeducational day school, Trevor Day School educates college-bound students to achieve academic and personal excellence in an inquiry-driven, idea-rich community. Trevor celebrates diversity of thought, experiences, and culture; promotes compassion, collaboration, courage, and creativity; and develops in children a recognition of their own unique potential as lifelong learners and leaders who act as responsible global citizens.

**Our Vision**  
Trevor Day School graduates students who:
- face challenges with self-confidence and a willingness to risk failure
- approach new ideas and experiences openly
- engage deeply with academic material and concepts
- think flexibly in problem-solving
- adopt innovative technologies and methodologies readily
- assess and synthesize information critically
- communicate with respect for content, form, and audience
- work independently as well as collaboratively
- act responsibly as global citizens
- value lifelong learning
- balance high achievement with a love of learning

**Our Values**  
In our community we value:
- diversity of ideas, ways of learning, experiences, and cultures
- trust in the members of our community
- teamwork and strong relationships
- inquiry
- personal growth

In our teaching we value:
- passion for learning
- mastery of an ambitious academic curriculum
- creative and hands-on activities that engage students
- responsiveness to the individual as well as the group
- thoughtful innovation
- critical and creative thinking

**Our History**  
Trevor was founded in 1930 as a Nursery and Kindergarten program known as The Day School of the Church of the Heavenly Rest, and slowly increased its scope through Grade 3. In 1960, the Board voted to expand the school through Grade 8, a process which extended over the next ten years. The Day School became fully independent of the Church in 1969. In 1991, the school expanded again to its present size, Nursery through Grade 12, with the acquisition of the New Walden Lincoln School. The Day School was renamed Trevor Day School in 1997 to honor the extraordinary leadership and dedication of Paul W. H. Trevor, who was President of the Board of Trustees from 1969 to 1981. In July of 2014, Trevor welcomed Scott R. Reisinger as the fifth Head of School.

**Our Campuses**  
Trevor Day School has two campuses. The Lower School (Nursery through Grade 5) is housed in the Andrew Goodman Building at 88th Street and Central Park West. Previously home to the Middle and Upper School (Grades 6–12) for 25 years, this building was renovated in 2015 for early childhood and elementary learning. In the spring of 2015, Trevor’s Middle and Upper School relocated to its new home—a state-of-the-art LEED Gold building at East 95th Street, between First and Second Avenues. Both buildings are designed to advance collaboration and inquiry-driven learning.

**Our Faculty**  
Seventy-five percent of the faculty hold advanced degrees. The average number of years teaching at Trevor is nine.
The Trevor Program — Key Elements

**Engagement**
Multifaceted engagement is a hallmark of the Trevor experience. Trevor students are:
- Engaged in the academic curriculum so that the learning is deep and long-lasting.
- Engaged with other students in learning across disciplines, and in spaces designed for collaboration.
- Provided abundant access to teachers so that intellectual and creative engagement does not end when class ends.
- Empowered to meaningfully engage their community in service, advocacy, leadership, and lifelong learning.

**Curriculum**
Students navigate a challenging and dynamic college-preparatory curriculum that is designed to build a foundation of skills and knowledge that are essential for success in higher education and beyond. The curriculum and academic cycle promote collaborative work, access to teachers—and, for 11th and 12th graders, the ability to take multiple electives in various academic disciplines, as well as the arts. The culmination of the curricular scope and sequence is the Senior Bridge program—a mentored independent study in which seniors focus on an intensive academic, professional, and/or creative pursuit.

**Inquiry-Driven Learning**
Students at Trevor acquire a deep understanding of the subjects they study by engaging in investigations, activities, and highly contextualized discussions and lessons. Rather than reciting facts or following a predetermined path to a solution, students construct knowledge by grappling with essential questions and real-world concepts. In this process, the teacher acts as a guide and a facilitator, encouraging higher-order thinking and providing information and scaffolding as needed. Students who are educated this way develop lifelong processes, habits of mind, and love for learning that serves them into college and beyond.

**Common Spaces**
In the Middle School Common Room and the Upper School Center, teachers have individual desks arranged around the perimeter of the room, while work tables for students occupy the middle. When not engaged in a formal class, students and teachers are most often in these shared common spaces. During a student’s discretionary time, faculty members are available to continue conversations started in class, explore new topics, or offer extra help. During this time, students also learn how to manage their time, a key skill in the course of becoming a lifelong learner.

**Advisors**
Trevor graduates affirm that an integral part of the Trevor experience is the unique student-teacher relationship—the core of which is an unparalleled advisory system. All students in grades 6 through 12 are assigned annually to an advisor who serves as their mentor and advocate. Advisors hold regularly scheduled one-on-one conferences with each advisee to review accountability reports, which are generated by academic teachers. Advisors also check on the well-being of their advisees, review any challenges that may affect them, and serve as the family liaison for the school. Advisors also meet with advisees in group settings.

**Assessment**
Sixth-grade students receive detailed narrative progress reports in lieu of grades. Beginning in 7th grade, numeric GPAs are introduced to accompany the narrative reports. Upper School students are assigned grades on a letter-grade system. Assessments may include papers, presentations, performances, tests, quizzes, and labs.

**Middle School Program**

**Academics**
Students in grades 6 through 8 follow a classic college-preparatory curriculum requiring them to work both collaboratively and independently in discussion-based classes. Coursework includes English, Mathematics, History, Science, World Language (French, Mandarin, or Spanish), Visual Arts, Performing Arts, and Physical Education. MiniTerm and the Spring Musical permit students to take elective courses in a wide variety of areas, giving them the opportunity to expand their academic experiences and discover new ideas and, possibly, new passions. Recent MiniTerm courses have included: The Comedy and Tragedy of William Shakespeare, Composer’s Workshop, CSI Trevor, Astronomy, Dissection, Harlem: the Black Mecca, and Modern American Poetry.

**Clubs and Activities**

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<tr>
<th>Admissions Ambassadors</th>
<th>Mathletes</th>
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<td>Book Club</td>
<td>Music Theory</td>
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<tr>
<td>Flag Football</td>
<td>Students of Color Affinity Club (SOCA)</td>
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<tr>
<td>Gender Equality</td>
<td>Sustainability Club</td>
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<tr>
<td>Juggling</td>
<td>Yearbook</td>
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<tr>
<td>Lab Band</td>
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**Athletics**

<table>
<thead>
<tr>
<th>Baseball (Spring)</th>
<th>Basketball (Winter)</th>
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<tbody>
<tr>
<td>Cross Country (Fall)</td>
<td>Indoor Track (Winter)</td>
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<tr>
<td>Soccer (Fall)</td>
<td>Softball (Spring)</td>
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<tr>
<td>Tennis Clinics (Winter, Spring)</td>
<td>Track &amp; Field (Spring)</td>
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<tr>
<td>Volleyball (Fall)</td>
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Upper School Program

Academic Requirements for Graduation

Students in grades 9–12 carry a course load that includes five to six academic subjects and one to two arts electives each year. Candidates for graduation must complete the following:

- English (4 years)
- History (3 years)
- Mathematics (3 years)
- World Language (3 years)
- Lab Science (3 years) Biology/Chemistry/Physics
- Computer Science (1 semester)
- Physical Education (4 years)
- Bridge Senior Study (½ semester)

Upper School Course Sequence

<table>
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<tr>
<th>Course</th>
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<th>10</th>
<th>11</th>
<th>12</th>
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<tbody>
<tr>
<td>English</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 11</td>
</tr>
<tr>
<td>Math</td>
<td>Grade 9 Math</td>
<td>Grade 10 Math</td>
<td>Precalculus</td>
<td>Precalculus</td>
</tr>
<tr>
<td>History</td>
<td>World History</td>
<td>American History</td>
<td>History Course Options</td>
<td>History Course Options</td>
</tr>
<tr>
<td>Science</td>
<td>Coordinated Science Year 1 (Chemistry and Biology, taken concurrently)</td>
<td>Coordinated Science Year 2 (Chemistry and Biology, taken concurrently)</td>
<td>Coordinated Science Year 3 (Physics and Biology, taken concurrently)</td>
<td>Science Elective for Grade 11 Problems in Science</td>
</tr>
<tr>
<td>World Languages</td>
<td>French 1 through French 4</td>
<td>French 5: Advanced 21st Century Topics in Francophone</td>
<td>Mandarin 1</td>
<td>Spanish 1 through Spanish 4 + Spanish 5: Advanced Arts &amp; Culture of Latin America &amp; Spain + Spanish 5: Advanced Literature / Latin American &quot;Boom&quot;</td>
</tr>
<tr>
<td>The Arts</td>
<td>Introduction to Dance</td>
<td>Concert Band + Big Band + Trevor Choir + Treble Choir + Troublemakers + Advanced A Capella + Advanced Jazz Ensemble + Music Theory</td>
<td>Basic Drama + Drama II + Theatre Design &amp; Production + Advanced Drama I and II + Advanced Show Production</td>
<td>Ceramics (Intro through Advanced) + Concentration on the Potter's Wheel + Mosaics + Painting &amp; Drawing + Drawing into Printmaking + Portfolio + Mixed Media + Stained Glass + Photography + Video Arts I &amp; II + Narrative Moviemaking I &amp; II + Film Adaptation + Experimental Moviemaking</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Exploring Computer Science (required for Grade 9; if no other elective is taken) + Programming Fundamentals, Parts I &amp; II - Intermediate</td>
<td>Computer Programming + Advanced Programmer's Workshop</td>
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Athletics

- Baseball (Spring)
- Basketball (Winter)
- Cross Country (Fall)
- Golf (Spring)
- Indoor Track (Winter)
- Soccer (Fall)
- Softball (Spring)
- Tennis (Girls/Fall Boys/Spring)
- Track & Field (Spring)
- Volleyball (Fall)

Community Programming

- AIR (Artist in Residence)
- Assemblies
- Biannual Choral Performances
- Biannual Instrumental Performances
- ChoreoLab — Annual Dance Concert
- Musical
- Guest Speakers
- Dramatic Play
- Visiting Authors
- Biomimicry Youth Design Challenge
- Chess
- Environmental Club
- Girls Who Code
- HELO Haiti
- Improv
- Law Club
- Literary Magazine
- Marketing & Advertising

Clubs (partial List)

- Model Congress
- Model UN
- Palestinian Awareness
- Peer Leadership
- Science Olympiad
- Student Admissions Ambassadors
- Student Council
- Students of Color Affinity Club (SOCA)
- Yearbook
College Admissions

In the past four years, students have matriculated at these colleges and universities:

American University
Bard College
Barnard College
Bates College
Berklee College of Music
Boston College
Boston University
Bowdoin College
Brown University
Bryn Mawr College
Bucknell University
Carleton College
Carnegie Mellon University
Case Western Reserve University
Chapman University
Colby College
Colgate University
College of Charleston
College of the Holy Cross
Colorado College
Columbia College, Chicago
Columbia University
Connecticut College
Cornell University
Dartmouth College
Davidson College
Drexel University
Duke University
Elon University
Emory University
Eugene Lang College at The New School
Fordham University
Franklin & Marshall College
Georgetown University
George Washington University
Gettysburg College
Hamilton College
Harvard University
Haverford College
Howard University
Hofstra University
Indiana University
Ithaca College
Jacksonville University
Johns Hopkins University
Kenyon College
Lafayette College
Lehigh University
Macalester College
Manhattanville College
Marist College
Massachusetts Institute of Technology
Miami University, Ohio
Middlebury College
Muhlenberg College
Northwestern University
New York University
Oberlin College
Oberlin Conservatory
Occidental College
Ohio State University
Pace University
Pennsylvania State University
Pitzer College
Pomona College
Princeton University
Rensselaer Polytechnic Institute
Rice University
Rochester Institute of Technology
Rutgers University
Sacred Heart University
Savannah College of Art and Design
Skidmore College
Smith College
Southern Methodist University
Stanford University
St. John’s University
St. Olaf College
Syracuse University
The New School
The Sophie Davis School of Biomedical Education of CUNY
Trinity College (CT)
Tulane University
Union College
United States Naval Academy
University of Chicago
University of Colorado-Boulder
University of Delaware
University of Denver
University of Florida
University of Massachusetts
University of Miami
University of Michigan
University of North Carolina, Chapel Hill
University of Pennsylvania
University of Rochester
University of Southern California
University of Toronto
University of Utah
University of Vermont
University of Virginia
University of Western Ontario
University of Wisconsin
Vassar College
Villanova University
Wake Forest University
Washington University in St. Louis
Wellesley College
Wesleyan University
Yale University