**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 in our world.

**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
- 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

**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
- Passion for learning
- 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**

The Trevor Day School campuses are comprised of two buildings. The Lower School (Nursery through Grade 5) is housed in the Andrew Goodman Building at 88th Street and Central Park West. Home to the Middle and Upper School 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 (Grades 6-12) 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**

Sixty-five percent of the faculty hold advanced degrees. The mean number of years teaching at Trevor Day School is nine.
The Trevor Program — Key Elements

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. We call this inquiry-based learning, and 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 Student-Faculty Center, teachers have individual desks arranged throughout the room, while work tables for students occupy the middle. When students and teachers are not engaged in a formal class, they are most likely in the Common Room or the Center. During a student’s discretionary time, faculty members are available to continue conversations started in class, explore new topics, provide enrichment, 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.

Trevor’s common spaces facilitate exceptionally strong student-to-teacher, student-to-student, and teacher-to-teacher relationships, and expose students to the dynamism of innovative thinking. Within these intentional, intensive spaces, students navigate a curriculum designed to develop academic mastery while building the self-confidence, original perspective, and perseverance to thrive in any idea-rich arena.

Advisors
Trevor graduates believe strongly that an integral part of their Trevor experience was the unique student-teacher relationship. At the core of Trevor’s student-teacher relationship 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. Middle and Upper School advisors hold a one-on-one conference with each advisee once every two weeks. During these meetings, the advisor reviews the advisee’s accountability reports, which are generated by each academic teacher on a regular basis. Advisors also check on the well-being of their advisees, review any challenges that may affect them, are in regular communication with all of their advisee’s teachers, and serve as the family liaison for the school.

Assessment
Middle School 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 and quizzes, labs, etc.

Community Time
Trevor values collaboration and provides opportunities for faculty and students to spend time working together outside of the classroom. The Middle School enjoys two short breaks each day, as well 30-minute pre- or post-lunch periods, when students can meet with advisors or take part in clubs. Shared periods are used for assemblies, joining and leading clubs, grade-level meetings, and advisory group time.

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, Democracy Simulation, Dissection, Harlem: the Black Mecca, Modern American Poetry, The Native American Experience, Rubik’s Cube, Russian, and Stock Mocket.

Clubs and Activities

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<tr>
<th>PARTIAL LIST</th>
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<tr>
<td>American Indian Service Learning Club</td>
<td>MIOW (Multiple Identities One World diversity club)</td>
<td>Baseball (Spring)</td>
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<tr>
<td>ChoreoLab (Dance concert)</td>
<td>Music Conservatory</td>
<td>Basketball (Winter)</td>
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<tr>
<td>Current Events</td>
<td>Robotics</td>
<td>Cross Country (Fall)</td>
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<td>Student Admissions Ambassadors</td>
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<td>Sustainability</td>
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<td>Lab Band</td>
<td>Troubadettes</td>
<td>Softball (Spring)</td>
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<tr>
<td>Lit Mag</td>
<td>Troubadudes</td>
<td>Tennis Clinics (Winter, Spring)</td>
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Athletics

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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)
- World Language (3 years)
- Mathematics (3 years)
- The Arts (3 years)
- Physical Education & Lifelong Fitness (4 yrs)
- Computer Science (1 semester)
- Lab Science (3 years) Biology/Chemistry/Physics
- Bridge Senior Study (½ semester)

## Upper School Course Sequence

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<tr>
<th>Course</th>
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<th>11</th>
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<td>English 9</td>
<td>English 10</td>
<td>Selection of English Course Options</td>
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<tr>
<td>History</td>
<td>World History</td>
<td>American History</td>
<td>History Course Options</td>
</tr>
<tr>
<td>Science</td>
<td>Coordinated Science Year 1 (Chemistry and Physics, 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>
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<tr>
<td>World Languages</td>
<td>Intermediate French 1 through French 4</td>
<td>Mandarin 1</td>
<td>Intermediate Spanish 1.5 through Spanish 4</td>
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<tr>
<td>The Arts</td>
<td>Advanced Dance</td>
<td>Music</td>
<td>Theatre Arts</td>
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<tr>
<td>Computer Science</td>
<td>Advanced Programmer’s Workshop</td>
<td>Advanced Video Production Workshop</td>
<td>Visual Arts</td>
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## Grades 9 through 12

- Intermediate French 1 through French 4
- Mandarin 1
- Intermediate Spanish 1.5 through Spanish 4
- Mandarin 2
- Intermediate Spanish 2.5 through Spanish 5

## Athletics

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

## Community Programming

- AIR (Artist in Residence)
- Assemblies
- Biannual Choral Performances
- Biannual Instrumental Performances
- Choreolab — Dance Concert
- Fall Musical
- Guest Speakers
- Spring Dramatic Play
- Visiting Authors

## Clubs

- Boys Dance
- Chess
- Debate
- Fitness and Health
- Fuzzy Greens Environmental Club
- Girls Who Code
- HELO Haiti
- Investment Methods/Stock Market
- Model Congress
- Model UN
- Student Council
- Student Admissions Ambassadors

## Partial Lists

- Advanced Jazz Ensemble
- Advanced A Capella Girls/Boys
- Big Band
- Concert Band
- Music Theory
- Treble Chorus
- Troubadours/Troubadettes
- Trevor Chefs

- Advanced Drama I and II
- Advanced Senior Drama
- Basic Drama
- Drama 1
- Theatre Design and Production
Trevor Graduates
Trevor graduates embark upon college and life beyond, thoroughly prepared academically and poised for further intellectual growth. Because a Trevor education considers the intellectual, social, and emotional development of the whole individual, our graduates face challenges with self-confidence and a willingness to take risks. Trevor graduates approach new ideas and experiences openly, assess and synthesize information critically, and think flexibly and creatively to solve problems. They also communicate with respect for content, form, and audience, act responsibly as global citizens, and value lifelong learning. Our graduates are well positioned for the challenges, opportunities, and responsibilities of the 21st century.

College Admissions
In the past four years, students have been accepted to and matriculated (bold) at these colleges and universities:

Adelphi University
Allegheny College
American University
The American University of Paris
Babson College
Bard College
Barnard College
Bates College
Boston College
Boston University
Bowdoin College
Brandeis University
Brown University
Bryn Mawr College
Bucknell University
Carleton College
Carnegie Mellon University
Case Western Reserve University
Champlain College
Chapman University
Clark University (MA)
Clemson University
Colby College
Colgate University
College of Charleston
College of the Holy Cross
College of William & Mary
Colorado College
Columbia University
Connecticut College
Cornell University
Denison University
Dickinson College
Drexel University
Duke University
Eckerd College
Elon University
Emerson College
Emory University
Eugene Lang College at The New School
Florida Southern College
Fordham University
Franklin & Marshall College
Georgetown University
George Washington University
Georgia Institute of Technology
Gettysburg College
Goucher College
Grinnell College
Hamilton College
Hartwick College
Haverford College
Hobart & William Smith Colleges
Hofstra University
Howard University
Indiana University
Ithaca College
Jacksonville University
James Madison University
Johns Hopkins University
Kenyon College
Lafayette College
Lawrence University (Conservatory)
Lehigh University
Lewis & Clark College
Loyola Marymount University
Loyola University Maryland
Loyola University New Orleans
Macalester College
Manhattanville College
Marist College
Marymount Manhattan College
McDaniel College
McGill University
Middlebury College
Muhlenberg College
Northeastern University
Northwestern University
New York University
Oberlin College
Occidental College
Ohio State University
Parsons School of Design at the New School
Pennsylvania State University
Pitzer College
Pomona College
Pratt Institute
Princeton University
Provence College
Queens University (Canada)
Quinnipiac University
Reed College
Rensselaer Polytechnic Institute
Rice University
Rollins College
Rose-Hulman Institute of Technology
Rutgers University
Sarah Lawrence College
Savannah College of Art and Design
School of Visual Arts
Scripps College
Skidmore College
Smith College
Southern Methodist University
Stanford University
St. John’s University (NY)
St. Lawrence University
St. Olaf College
SUNY Albany
SUNY Binghamton
SUNY Fredonia
SUNY Geneseo
SUNY New Paltz
SUNY Purchase
SUNY Stony Brook
Swarthmore College
Syracuse University
Trinity College (CT)
Tufts University
Tulane University
Union College
University of Alabama
University of Arizona
University of California, Berkeley
University of California, Irvine
University of California, Los Angeles
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Cruz
University of Central Florida
University of Chicago
University of Cincinnati
University of Colorado, Boulder
University of Connecticut
University of Delaware
University of Florida
University of Georgia
University of Illinois
University of Indiana
University of Maryland
University of Massachusetts
University of Miami
University of Michigan
University of New Haven
University of North Carolina, Chapel Hill
University of Notre Dame
University of Pennsylvania
University of Pittsburgh
University of Puget Sound
University of Richmond
University of Rochester
University of Richmond
University of Southern California
University of Vermont
University of Virginia
University of Western Ontario
University of Wisconsin
University of Wisconsin
United States Naval Academy
Vassar College
Villanova University
Wake Forest University
Washington College
Washington University in St. Louis
Wellesley College
Wesleyan University
Wheaton College
Williams College
Worcester Polytechnic Institute
Yale University