As you seek to find the school that best suits your educational needs, perhaps the best way to begin to get to know Trinity School is to examine the promises and commitments expressed in our mission statement, “Our Idea of Excellence,” for there you find the best, most succinct expression of the distinctive vision that governs our operations and our aspirations.

Like other great schools, Trinity promises to offer a balanced educational program for body and mind, heart and soul; incorporating the arts, athletics, and community service: “We are called to challenge the minds, fire the imaginations, and train the bodies of the young people who have been entrusted to us; to enlarge their spiritual lives; and to increase their capacity for mutual and self-respect.” Like other schools devoted to the liberal arts, we seek to give our students “the tools of rigorous and passionate intellectual inquiry and self-expression.” And, like many other schools in New York City and beyond, we care passionately about the ethical as well as intellectual development of our students, seeking to develop enlightened and engaged citizens: “We must lead them to distinguish between right and wrong and then do what is right so they can be persuasive and courageous citizens.”

What, then, is distinctive about our mission? Perhaps most notably, our mission uniquely elaborates how extensively a Trinity education is connected to the exceptional city in which we live: “We will engage the larger communities of city, nation, and world of which we are a part. We will serve our neighbors. We will live fully in our city—exploring its byways and playing over its terrain. We will learn its history and traditions, and what it can teach us of the arts and sciences. We will embody and celebrate its diversity.”

From Lower School field trips at Dead Horse Bay to Upper School Community Time speakers, and community service efforts in every division, the School seeks not only to make the best use of the extraordinary educational resources surrounding the School, but also to give back to the city that gives so much to us.
From our enriching relationship with the city springs the School’s distinctively strong commitment to diversity: “We will embody and celebrate its diversity.” Deeply committed to creating a diverse, inclusive community of learners and teachers, Trinity enjoys a student body that reflects the ethnic, racial, socioeconomic, gender, familial, and religious diversity of the city it calls home. Seeking to move beyond a “Heroes and Holidays” approach to diversity, Trinity’s commitment to build a truly inclusive community is woven into the fabric of our mission and reaches into every corner of school life. We view diversity not as a special-interest agenda driven by political correctness, but as an integral part of the way in which we enlarge every student’s “capacity for mutual and self-respect”: “In our commitment to diversity, we must show our students how to be colleagues and friends so they can act out of respect and love.” I know of no other school that explicitly articulates its mission as an act of love and conceives of excellence primarily as a collective achievement built upon caring relationships.

While Trinity, like many schools, envisions its mission as “preparatory,” we aspire to be much more than just a college preparatory school: “We intend to prepare students to learn confidently for the rest of their lives and to give generously and joyfully to others.” Talk of college is deliberately excluded from our understanding of excellence, for we believe that a narrow focus on college, with its attendant preoccupation with perfectionistic résumé building, will diminish rather than nourish our students’ growth. We seek to direct our students’ attention to a broader, richer understanding of human excellence, expressed in the classical tradition (and in our school motto) as “virtute.”

As signaled by the mission’s repeated use of the language of vocation and calling to describe our work here, the pursuit of excellence at Trinity is perhaps better conceived as a spiritual process, in which students develop over time an increasingly capacious understanding of their unique role as giving, thinking citizens in a larger world in need of their talents and care: “We must ask our students what they believe in so they can know themselves in the world.” In part, we accomplish this through community service and chapel programs that call students not only to grow into their best selves, but also to reach out to address needs and realities greater than themselves. By encouraging students to make connections between learning in our classrooms and life beyond Trinity, by integrating learning and giving, we seek to offer students a sense of perspective, to enable them, while here, to begin the life-long process of discerning their responsibilities to others. The School believes that such perspective is essential to students’ own sense of balance, health, and fulfillment; fostering such perspective is one of the essential ways in which we strive to “keep our students safe and well.”

While our mission statement and this viewbook are wonderful texts to study as you begin your education about Trinity, the best way to get a sense of the place is to meet our students and teachers. Unsurprisingly, our mission statement begins by directing your attention to them and to the remarkable relationships they build inside as well as beyond our classrooms: “The conversation between student and teacher is the heart of our school; all that we do must be born of and nourish that relationship.” We welcome you to the centuries-old and ever-new humane conversation that is Trinity School.

“PERHAPS MOST NOTABLY, OUR MISSION UNIQUELY ELABORATES HOW EXTENSIVELY A TRINITY EDUCATION IS CONNECTED TO THE EXCEPTIONAL CITY IN WHICH WE LIVE.”
Trinity School was founded in 1709. We continue to write our history with every new day.
our idea of EXCELLENCE

OUR VOCATION.
The conversation between student and teacher is the heart of our school; all that we do must be born of and nourish that relationship. We are called to challenge the minds, fire the imaginations, and train the bodies of the young people who have been entrusted to us; to enlarge their spiritual lives; and to increase their capacity for mutual and self-respect. We intend to prepare them to learn confidently for the rest of their lives and to give generously and joyfully to others. We can accomplish these things only if we keep our students safe and well while they are in our charge.

OUR OBLIGATION.
We must ask our young people what they believe in so they can know themselves in the world. We must give them the tools of rigorous and passionate intellectual inquiry and self-expression so they can grow. In our commitment to diversity, we must show our students how to be colleagues and friends so they can act out of respect and love. We must lead them to distinguish right from wrong and then do what is right so they can be persuasive and courageous citizens.

OUR PROMISE.
As a school community with these purposes and responsibilities, we will engage the larger communities of city, nation, and world of which we are a part. We will serve our neighbors. We will live fully in our city—exploring its byways and playing over its terrain. We will learn its history and traditions, and what it can teach us of the arts and sciences. We will embody and celebrate its diversity.

OUR MEANS.
Labore et virtute. The terms of our motto, hard work and moral excellence, are meant to strengthen us as we pursue the promise and joy of Trinity School. We ask Trinity families, alumni, and friends to join us in taking on this high calling.
The day begins abuzz with enthusiasm as students arrive in the Great Hall. Lower School is a nurturing and encouraging place—where students are given room to touch and explore, to question and observe. They are eager to share what they find with teachers and classmates alike. Learning here is always an active experience. Our teachers are passionate, curious, and creative—invested in their students and the world around them.

School life for these ages is varied, springing from individual focus on specific tasks to larger participation that builds interdependence and relationship skills. It is as much about learning how best to be oneself as learning how to collaborate successfully with peers and the world at large.

Lower School students engage in structured activities with Middle and Upper School students, as well as the entire Trinity community. Whether it is fifth graders working on reading and art projects with kindergarteners or small groups of students from mixed grades decorating the dining room for a Thanksgiving feast for our Upper West Side neighbors, students at Trinity share with each other and forge connections among the rest of the School. Through these interactions Lower School students learn what is expected of them while making their own unique contributions.

It is these connections, opportunities, and conversations that define the ongoing life of the Lower School. Here, students begin to build bonds with each other and with the diverse and wonderful world outside our walls.
“ONE OF THE THINGS I LIKE ABOUT TRINITY’S ARCHITECTURE, ITS CAMPUS, IS HOW IT MIXES YOUNG AND OLD. WE ALL SEE EACH OTHER EVERY DAY, FROM THE FIVE YEAR OLDS TO THE EIGHTEEN YEAR OLDS TO THE OLDEST MEMBER OF THE FACULTY. THAT CLOSENESS BUILDS COMMUNITY.”
Trinity’s Lower School curriculum carefully considers all aspects of a child’s development: cognitive, physical, emotional, social, and ethical. The curriculum calls us to strengthen our children’s confidence, independence, and love of learning and to inspire a desire to contribute to their community. The School’s rich tradition of attention to ethical matters is rooted in the belief that the early years of learning are most important in developing a child’s positive disposition toward learning and life.

Our curriculum evolves through conversations among faculty and administrators, balancing Trinity’s academic heritage with the most productive of current educational practices and philosophy. Our youngest children learn to value self-expression and creativity through speaking, reading, writing, and the arts. Their thirst for inquiry grows through instruction in math, science, technology, and social studies. Kindergarten students begin the study of Spanish and delight in learning new words, culture, and accent, ¡Vamos a hablar español! Strong bodies and strong friendships are built through classes that rotate from gymnasium to swimming pool. Students at all levels engage in processes of expression, problem solving and discovery as they gain fluency in the languages of the arts. This program at Trinity gives students opportunities to express themselves in their own unique voices and intends to inspire a lifelong love of the arts. Introductory courses in the arts are designed to give students a solid foundation, understanding, appreciation, and insight into the challenges and joys of the creative process. Advanced coursework aims to give students the tools, skills, and passion to continue to make and study art at the university level and beyond.

In social studies, students begin to understand their world by focusing first on themselves, their families, and classmates. They then begin to look outward at the greater Trinity community and its neighborhood, at New York City, and, finally, at the global community. For instance, one of the highlights of the third grade study of identity is a simulation of the experience of 19th-century immigrants to New York. Through this simulation the students experience identity as the “other” and gain an understanding of the movement of many immigrants to America. By learning to understand themselves and others, children gain a respect for all—those whose experiences are similar to their own and those whose experiences are different. Lower School students explore identity in this sequence: Kindergarten—basic needs and identity, Grade One—community and identity, Grade Two—interdependency and identity, Grade Three—movement and identity, and Grade Four—culture and identity.

The Lower School curriculum attempts to stimulate the intellects, hearts, and bodies of its students. Community service projects that are interwoven into the curriculum in each grade include projects such as making collections for a local food pantry, creating gifts for members of Trinity’s staff, and making crafts to raise money for a Native American dance group. All these experiences help make students confident, happily engaged learners with strong social skills.

“THE MORE EXPERIENCED FACULTY BRING SO MUCH WISDOM AND THE ASSISTANT TEACHERS HAVE ALL THIS AWESOME, CURIOSITY AND ENERGY. IT’S A GREAT MIX.”
“Being right in the middle of New York City allows us to expand from micro to macro. We see the world up close, and get to truly practice global citizenship.”

SPECIAL SUBJECTS
Art
Ceramics
Computers
Library
Modern Languages
Music
Physical Education and Fitness
Science
Sculpture
Woodworking
Middle School is the time for students to dive ever deeper and cross discipline boundaries, as they continue to hone discrete skills and abilities. It is a delicate time—still close to early childhood and yet not far from high school and college. During these ages, habits of mind and body can become lifelong tools. A close and nurturing relationship with a homeroom advisor, chapel program, and “chalk talks” help Middle School students explore their own identities, enhance relationships with peers, and come together as a group—building a stronger sense of who they are and where they fit in, in the world.

An important center of this evolution is access to many supportive adults. Daily meetings with faculty advisors during homeroom provide emotional, social, and academic support throughout the school year. Further insight and care is available from our school psychologist, who ensures that students have the support they need to cope with the many normative cognitive, physical, and emotional changes of adolescence.

This is an age rife with discovery. Middle School students test themselves and their communities. Supremely capable of wonder, they begin to take on greater intellectual challenges with enthusiasm and confidence; this is the result of their lively discussions with passionate teachers who are experts in their respective fields. By the eighth grade, students are immersing themselves in Shakespeare, competing in sports, scanning Latin, performing on stage, and solving quadratic equations. The spark of curiosity is alive and well in the Middle School.
“IT’S A VERY TYPICAL TRINITY STUDENT WHO WANTS TO BE INVOLVED IN MANY DIFFERENT THINGS. OUR STUDENTS ARE VERY CURIOUS ABOUT EVERYTHING IN LIFE.”
GRADES FIVE AND SIX
Computer
English
French/Spanish
Learning Center
Geography
History
Latin (beginning in Grade Six)
Library Studies
Mathematics
Performing Arts
Physical Education and Fitness
Religion, Philosophy, and Ethics
Science
Study Skills
Visual Arts

GRADES SEVEN AND EIGHT
Similar course of study, with the option of participating in athletics as part of the fitness requirement, and an increase in the number of electives offered in the arts.

ADDITIONAL ELEMENTS IN THE MIDDLE SCHOOL DAY
Advising Periods/Homeroom
Chalk Talk
Chapel
Clubs/Electives
Community Service
Community Time
Field Trips
Life Skills
“We want students to be mindful enough to create strategies for all that life can throw their way.”

“This place really values humility. And that breeds a certain strength in everyone.”
Students in the Upper School celebrate the responsibility of keen inquiry. The atmosphere is wonderfully academic, vibrant with insight. We do not ask students to simply take a formula or a procedure and regurgitate it in different contexts. We encourage them to wrestle with underlying concepts and see how complex ideas function. This curiosity spans classrooms, stages, laboratories, and playing fields.

Through small class sizes and close relationships among teachers, students, and their families, we forge genuine collaboration. We emphasize partnership, to nurture the capacity to respect ourselves and each other as independent, engaged, and virtuous citizens who recognize the essential interdependence of all members of the community, from neighborhood and city to nation, hemisphere, and world.

Performing arts during the day, rich and varied extracurricular offerings, and community programs also contribute to Trinity’s unique tapestry. Opportunities abound to explore, strengthen, and cultivate numerous interests and peer relationships. We encourage students to take risks and to learn from their mistakes. You’ll see our motto—labore et virtute—woven throughout the days and months, as hard work and moral distinction come alive through critical thinking and compassion for one another.

The entire Upper School comes together four days each week for community time. These morning gatherings offer performances, insights, and ideas, presented as often by students as by guests and faculty. In these gatherings, we grasp and discuss topics we face within our school walls, in our city, our nation, and the world. They are times to fuse individual and communal strength and understanding.
“This is a very engaged and devoted community. Students and families are made to feel welcome and important. The bonds here run deep.”
upperSCHOOL

COURSE OFFERINGS

CLASSICS
Greek I
Greek II
Greek III
Latin Caesar and Vergil
Latin Epic
Latin Essentials
Latin Prose
Roman Philosophy

COMPUTER
Advanced Computer Science
Computer Science I and II
Independent Advanced Computer Science
Technology: Problem Solving
Technology: Creativity
Additional Electives

ENGLISH
English 9
Students read As You Like It,
The Catcher in the Rye, and
The Odyssey.

English 10
Texts may include Macbeth,
Pride and Prejudice,
and The Canterbury Tales.

English 11
Texts may include Go Tell It
on the Mountain, Huckleberry
Finn, and The Great Gatsby.

English 12
Students choose separate
courses from a list of
offerings—one each during
fall and spring semesters.

Past Course Offerings
for English 12:
Creative Writing,
Crime and Transgression,
Jewish-American Literature,
Journalism, Joyce’s Ulysses,
Russian Literature,
Modern Poetry, Satire,
Novels of Jane Austen, and
Works of James Baldwin.

English Elective
Available to juniors and
seniors in addition to
English 11 and 12.

HISTORY
American History
China Today
Crisis and Change
Cultural Studies: Hip Hop
Cultural Studies: Gender
and Sexuality
Globalization and
its Discontents
Global 1968
History of Modern China
History of Psychology
Modern European History
Popular Culture
Understanding Gotham
Additional Electives

MATHEMATICS
Algebra
Integrated Math 1
Integrated Math 1 Honors
Integrated Math 2
Integrated Math 2 Honors
Pre-Calculus
Pre-Calculus Honors
Statistics (AP)
Calculus AB (AP)
Calculus BC (AP)
Interschool: Advanced Topics
in Mathematics

MODERN LANGUAGES
Advanced Francophone
Literature
Advanced French Conversation
Advanced Hispanic Film
and Culture
Advanced Spanish Conversation
French I, II, III, and IV
French II and III Honors
French Language (AP)
Mandarin I, II, III, and IV
Spanish I, II, III, and IV
Spanish II and III Honors
Spanish Language (AP)
Spanish Literature (AP)
Spanish Review

RELIGION, PHILOSOPHY,
AND ETHICS
Literature and Asian Religions
Medical Ethics
Religious Phenomenology
Sin and Redemption
Senior Independent Study
Violence, Human Nature, and
Moral Action
Additional Electives

SCIENCE
Advanced Biology
Advanced Chemistry
Advanced Genetics
Advanced Physics
Astronomy and Modern Physics
Biology
Chemistry
Environmental Science
Introduction to Genetics
Physics
Psychology
Additional Electives
"INITIALLY, I THOUGHT I HATED MATH. BUT MY TEACHER KNOWS HOW TO MAKE IT INTERESTING. NOW I LOVE IT. I ALMOST CAN’T BELIEVE IT’S MY FAVORITE CLASS."

"I think Trinity’s a school where people go above and beyond without notice or fanfare on a regular basis. It’s not a showy school. The people here care more about values, hard work, shared experiences, and helping your neighbor."
Chapel represents a distinct and important aspect of life at Trinity—one that encourages individual reflection and strengthens our common life. The weekly programs at Trinity are a collaborative effort among students, faculty, parents, guest speakers, and alumni. With a structure rooted in our Episcopalian heritage, Chapel today draws on all religious and philosophical traditions that are a part of the modern Trinity family—agnostic, atheist, Buddhist, Christian, Hindu, Jain, Jewish, and Muslim. It is a place where all are welcome. We play music, tell stories, learn, share, and grow together. Chapel programs build community, allow us to discuss and celebrate diversity, and inspire us to live engaged lives that encompass needs and realities larger than our individual selves.

Chapel is central to the life of the Lower School, exploring lessons about friendship, responsibility, diversity, curiosity and life in community. Students participate fully in Chapel—singing songs, delivering readings, offering opinions, and telling the “Good News” that has occurred that week in School—ensuring that they engage in chapel meetings not only by listening but by participating in them as well. Weekly readings are made available to parents to facilitate discussion at home. By putting the worlds of family, community, and classroom in conversation with Chapel and its themes, Lower School students are given the building blocks they need to develop personal spirituality and responsible citizenship.

In the Middle School, Chapel provides a context for growing minds to explore the varied perspectives of presenters, allowing conversations about spirituality, ethics, and communal life to expand. Middle School students become more active participants by performing music, speaking to their peers, and by planning chapel services as well. Community service projects are highlighted and Eighth Grade speakers share wisdom annually with their younger peers. In this way, Middle School students begin to take increased ownership of Chapel in preparation for the Upper School.

By the time students reach the Upper School, members of the student Chapel Council take the lead in planning and implementing much of the chapel program. Once a service begins, sound alternates with silence, providing a mindful sanctuary in the midst of a busy school week. Students, faculty, and guests not only speak to the gathering, but offer music as well. Community Service opportunities are announced and celebrated. In the spring several senior speakers address the community.

The Chapel program lies at the spiritual, moral, and communal center of life at Trinity, helping to shape a culture that is not only critically aware but spiritually reflective as well. It is the sacred space where students and faculty come together to examine what it means to be human in the largest sense, to consider how they can live together with care, and to explore different approaches to lives well lived. Here, students glean insights from each other, from faculty, and from community leaders in a way that is honest and open. Here, students are given an opportunity to enrich and deepen their journeys through Trinity and beyond it as well.

### SAMPLE CHAPEL PROGRAMS

- Lunar New Year Dragon Dance
- St. Francis of Assisi and The "Blessing of the Stuffed Animals"
- Diwali Celebrations in South Asia and New York
- Rosh Hashanah and Good Intentions for a New School Year
- Martin Luther King Jr.'s "Letter from Birmingham Jail."

### SAMPLE CHAPEL THEMES

- Upper School Teachers on Spirituality: Yoga, Music, Meditation, and Reading as Spiritual Practice
- An All Souls’ Day Commemoration of Trinity’s Departed
- Valentine’s Day Chapel on Different Forms of Love
- Make the Most of Every Day
- Metamorphosis
- Wonder
- Pilgrimage
- Who is My Neighbor?
“I REALLY APPRECIATE THE MEDITATIVE ASPECT OF CHAPEL. IT’S NOT JUST A RESTING PLACE, BUT A VENUE FOR LISTENING TO THE SPIRIT, TOGETHER. IT HELPS OUR COMMUNITY BE MORE THOUGHTFUL.”

“I THINK CHAPEL HERE IS REALLY GREAT, IT’S A SPACE WHERE WE THINK ABOUT FAITH, WHERE WE THINK ABOUT RELIGIOUS TRADITIONS, AND WHERE WE THINK ABOUT WHO WE ARE AS SPIRITUAL BEINGS.”

LEARNING TO ACT OUT OF RESPECT AND LOVE

From the Chapel experience, it is easy to understand how and why Trinity’s community service efforts continue to grow and thrive each year. In the Lower School, students collect gently used coats, scarves, and blankets in support of New York Cares, an organization that provides outerwear to many charities throughout the city. Lower School students meet and spend time with members of our kitchen, security, maintenance, and administrative staff and enjoy getting to know these important members of our community. The children also give them a gift of a plant in a decorated pot or a painted wooden picture frame. Students in the Middle and Upper School can be found working together in service to the Trinity neighborhood. We hear from many students that community service is one of the most rewarding aspects of School life. Trinity students find purpose and fulfillment in serving their neighbors.
The diversity of ways students learn how to think, to solve problems, and to understand humanity is often best experienced through performing and creating. The arts at Trinity provide meaningful opportunities to understand and express emotions, engage in an ensemble of other like-minded people, to hone craft and expand capacity for self-reflection and mutual trust. Students develop a sophisticated appreciation for aesthetics; discover that practice, repetition, and discipline pay off; and experience the joy that comes with creativity in full bloom.
performance and listening skills. Third grade music classes meet twice a week for forty minutes.

The fourth grade music curriculum builds and expands on all previous learning. Students embark on their yearlong study of the soprano recorder and play it in ensemble with the Orff instruments. The Adventures in Strings program gives each child the option to study either violin or cello.

In addition, fourth grade students have the opportunity to join Trinity Tones, Trinity’s fourth grade chorus. Weekly rehearsals and performances throughout the year at chapels and other school events allow the students to enhance their ensemble music-making experience and showcase their talents in an exciting and enjoyable way.

**MIDDLE SCHOOL**

**VISUAL ARTS**
- Ceramics
- Digital Photography
- Drawing and Mixed Media
- Drawing and Painting
- Drawing and Printmaking
- 2-D and 3-D Design
- Sculpture
- Studio Art

**PERFORMING ARTS**
- Beginning Acoustic Guitar
- Chorus
- Computer Music
- Drama
- General Music
- Instrumental Music
- Jazz Ensemble
- Musical Theater
- Orchestra
- Theater Lab

**UPPER SCHOOL**

**VISUAL ARTS**
- Advanced Photography
- Advanced Practices in Art
- Art History (AP)
- Ceramics
- Drawing
- Independent Advanced Photography
- Intermediate Photography
- Introduction to Art History
- Introduction to Photography
- Introduction to Studio Art
- Issues in Art Making
- Painting
- Printmaking
- Senior Studio

**PERFORMING ARTS**
- Advanced Technical Theater
- Advanced Theater Design
- Chamber Music
- Chorus
- Dance Theater
- Introduction to Acting
- Introduction to Theater
- Introduction to Theater Design
- Introduction to Technical Theater
- Improvisation Workshop
- Improv
- Jazz 9
- Jazz Improvisation I and II
- Madrigal Singers
- Music Theory I and II
- Musical Theater
- One-Act Plays
- Play Production
- Playwriting
- Production Workshop
- Public Speaking 9
- Scene Study and Performance
- Theater II, III, and IV
- Theater 9

“The culture at Trinity is very supportive. It takes bravery to go in front of the entire school and say ‘This is who I am.’ And yet, students take those leaps here all the time.”
Our habit of instilling brave curiosity and diligent effort has enabled Trinity to thrive as New York City’s oldest continuously operating academic institution. This legacy is known far beyond Manhattan, helping to affirm Trinity as one of the best schools and its students as many of the best in the country, decade after decade. Our coursework, from Kindergarten through Grade Twelve, provides meaningful and challenging opportunities for both individual and communal achievement. We empower students with the desire and the means to reach their highest potential.

“WE WANT STUDENTS TO BE ABLE TO TAKE A QUESTION THAT’S REALLY COMPELLING IN THE WORLD OR IN THEIR LIVES, AND HAVE MANY TOOLS WITH WHICH TO HELP THEM ANSWER IT.”
POSTSECONDARY INSTITUTIONS ENROLLING
TRINITY GRADUATES FROM THE PAST FIVE YEARS:

Amherst College 7
Babson College 3
Bard College 4
Barnard College 3
Bates College 4
Bennington College 1
Boston College 4
Boston University 4
Bowdoin College 7
Brandeis University 1
Brigham Young University 1
Brown University 18
Bryn Mawr College 2
Bucknell University 4
Carleton College 2
Carnegie Mellon University 2
Colgate University 12
The College of William & Mary 4
Colorado College 2
Columbia University 24
Connecticut College 1
Cornell University 29
Dartmouth College 12
Davidson College 3
Denison University 1
Dickinson College 1
Duke University 16
Emory University 12
Eugene Lang College
The New School for
Liberal Arts 1
Fordham University 2
Franklin & Marshall College 1
George Washington
University 6
Georgetown University 10
Hamilton College 14
Harvard University 31
Haverford College 3
Hobart and William
Smith Colleges 1
Ithaca College 1
The Johns Hopkins
University 14
Kenyon College 9
Lafayette College 1
Lehigh University 4
Macalester College 3
Massachusetts Institute
of Technology 8
Middlebury College 9
Mount Holyoke College 1
New York University 15
Northeastern University 2
Northwestern University 9
Oberlin College 5
Occidental College 2
Pace University 1
Pennsylvania State University 2
Pitzer College 1
Pomona College 4
Princeton University 13
Reed College 3
Rensselaer Polytechnic
Institute 1
Rhodes College 1
Rice University 3
Rochester Institute
of Technology 1
Scripps College 1
Sewanee: The University of the South 1
Skidmore College 6
Stanford University 7
State University of New York at Albany 1
State University of New York at Binghamton 1
State University of New York at Stony Brook 3
Swarthmore College 1
Trinity College 3
Trinity College Dublin 1
Tufts University 4
Tulane University 4
University of California,
Santa Barbara 1
University of Chicago 9
The University of Edinburgh 2
University of Miami 1
University of Michigan 7
University of Pennsylvania 40
University of Redlands 1
University of Rhode Island 1
University of Richmond 3
University of St Andrews 2
University of Southern California 4
The University of Texas at Austin 3
University of Virginia 4
University of Wisconsin—Madison 3
Vanderbilt University 6
Vassar College 3
Wake Forest University 1
Washington University in St. Louis 10
Wesleyan University 10
Whittier College 1
Williams College 3
Yale University 24
Good morning! As Lower School students arrive in the Great Hall, they’re encouraged by a collective energy. This is an important time for students to experience and celebrate the diversity of friendships and their broader community. As the day formally begins, they’ll separate into specific tasks and focused effort. From the ingredients of storytelling to concrete explorations of mathematics concepts, from the lyrics of a Chinese song to the rigors of woodshop, learning often occurs actively. Comprehension occurs together as much as it does alone, sparked equally by a teacher’s observation as by the thoughts of a fellow student. Relationships with each other and with teachers thrive through mutual inspiration.

The capacity to learn intensifies throughout Middle School. Students encounter increased complexities and the realities of constant change—so life skills are emphasized. Physical education ramps up because healthy bodies enable healthy minds. Service to each other and to our community become important constants and a part of a healthy balance. Participation in Chapel enables everyone to benefit from perspective and serenity. Meanwhile, academic challenges continue to spread far and wide, encouraging students to excite and surprise themselves.

Upper School students are engaged in focused activity, honing skills to serve them throughout life. They will grapple with moral questions through religion, English, and history courses. They will embody a playwright’s idea by acting it out. They will understand mobile technologies by writing code. They will scan Latin or converse in Mandarin. There is so much to do. Alone and together, Upper School students engage in song, volunteer work, varsity sports, and preparation for college admissions. They publish. They plan and preach. They share who they are becoming with the world. It is a very full life, yet marked all the while with moments of peaceful, intimate insight. What better way is there to prepare for what comes next?

The lives of Trinity students are diverse. They come to understand and prepare for the world as well as being actively engaged in it. Community is an integral part of what it means to be a Trinity student. So too are moments where quiet reflection or one-on-one discussion allows insight into one’s identity and encourages personal growth to take place.

The life of a Trinity student
“Trinity is a school where people go above and beyond without notice or fanfare on a regular basis. It’s not a showy school. The people here care more about values, hard work, shared experiences, and helping your neighbor.”
Physical Education and Fitness and Athletics at Trinity provide a wide range of opportunities for students to instill habits that sustain an active and healthy lifestyle. Whether holding a racquet for the first time or honing that perfect serve, students at Trinity will find that the athletics program offers something for everyone.

Lower School students are provided with programs that encourage self-discipline, self-sacrifice, teamwork, and sportsmanship.

Middle and Upper School students are given powerful opportunities to strive towards excellence—to deal courageously with adversity and to learn how to live within and grow beyond their limitations.

All students at Trinity are given the opportunity to develop a solid base of skills and understanding, as well as loyalty and pride in themselves and the School community.

### Physical Education and Fitness Curriculum

#### Kindergarten Through Grade Two
- Basic Sports Skills
- Fitness Components
- Rhythmic and Motor Skill Development
- Swim Development

#### Grades Three and Four
- Cooperative Games
- Fitness Components
- Sports Skills
- Swim Development

#### Grades Five and Six
- Baseball
- Basketball
- Cooperative Games
- Dance
- Fitness
- Lacrosse
- Soccer
- Softball
- Swim
- Track and Field
- Volleyball
- Wrestling

#### Grades Seven and Eight
- Choice of Physical Education Club:
  - Cooperative Games
  - Interscholastic Athletics
  - Personal Fitness
  - Running

#### Grade Nine
- Basketball
- Core Strength and Agility
- Fitness
- Flag Football
- Floor Hockey
- Golf
- Kickball
- Running
- Swimming
- Tennis
- Ultimate Frisbee
- Volleyball
- Weight Training

#### Grades Ten Through Twelve
- Badminton
- Basketball
- Cardio-Walk
- Core Strength and Agility
- Dance
- Fitness
- Flag Football
- Floor Hockey
- Golf
- Kickball
- Running
- Spin
- Swimming
- Tennis
- Ultimate Frisbee
- Weight Training
- Yoga
extracurricular ACTIVITIES

Much of what defines Trinity’s culture, beyond its academic, artistic, and athletic excellence, lies in the opportunities available through extracurricular clubs and activities. These programs help students forge friendships, learn to work collaboratively, take on leadership roles, manage their time, and engage in the larger world. Through exposure to new interests, students deepen their knowledge about themselves and the human condition while savoring the pleasures of possibility.

LOWER SCHOOL

ACTIVITIES
After-School Program
Classes give students the opportunity to focus on exploring a single activity or interest, and each class is different. Activities may include ceramics, chess, modern languages, and more.

Kids Club
Students taking advantage of Kids Club enjoy a range of activities as well as time for unstructured play. From sports and cooking to crafts and more, there is always plenty for students to do when they stay after school.

MIDDLE SCHOOL

CLUBS AND ACTIVITIES
Model Congress
Breakdancing Club
Knitting and Crocheting Club
Scenery Construction Club

ELECTIVES AND CO-CURRICULAR CLUBS
Chapel Council
Girls Learn International
Grades 5-8 Orchestra
In the Middle (student publication)
Ink (literary magazine)
Math Counts
Multicultural Affinity Groups
Student Government
Robotics and Engineering

STUDENT CLUBS
Academic Quiz Bowl Team
Alumni Relations Club
Asian Affairs Club
Audiophile (Podcasting club)
Badminton Club
Baking Club
Beginner Econ-How to Choose A Stock
Black Affairs Club
Blues Group
Board Game Club
Booster Squad
Bow Tie Appreciation Club
Breakdance Club
Bridge Club
Business Club
Cheese Lover’s Club
Chess Club
Chocolate Lover’s Club
Cinematic
Cooking Club
Chorale
Classics Club
Computer Music Club
Debate Team
Early Classic Rock Club
Eastern European Affairs Club
Filmmaking Club
Food Critique Club
French Club
French Glee Club
Hacktrin
Investment and Economic Affairs Club
The Italian Affairs Club
Jewish Affairs
The Magician’s Club
The Mandarin Club
“Trinity boasts such a wide range of personalities. And you’re encouraged to discover them all, to better understand your own sense of self.”

Latin American Society
Math Club
Middle Eastern Affairs
Model Congress
Model United Nations
Museum Exploration Club
Musician’s Club
Nothing But Treble
Paleo Club
Physics Club
Pokemon Club
Political Unity
Rocketry Club
Science Club
Science Olympiad
Shakespeare
Appreciation Club
Shutter Speed

Smart Team
Sons of Pitches
South Asian Society
Sports and Social Issues Club
Stage Crew
Stand Up Comedy Club
Statistics in Sports
Survey Club
Tech Club
3-D Printing Club
Tiger Zone
Trinity Feminism Club
Trinity GSA
Trinity Cycling Crew
Trinity Ultimate Tigers
Trinity Writers Workshop
Trinlit Book Club
Trinprov
Urban Safari
Vegetarian Affairs Club
Web Creators Club

UPPER SCHOOL
PUBLICATIONS

BRUNER
school yearbook
COLUMBUS
literary magazine
COMMON SENSE
political magazine
DISCOURSE
political magazine
DIVERSION
modern language magazine

PULSE
cultural magazine
SYNAPSE
science magazine
TRINITY TIMES
student newspaper
VISION
visual arts magazine
PURSUING EXCELLENCE
AS A COURAGEOUS CITIZEN.
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