



METAIRIE PARK COUNTRY DAY

STATE OF THE SCHOOL REPORT | FEBRUARY 2017



Dear Country Day Community,

As I reflect on the 2016-2017 school year, I feel a sense of excitement at the synergy on campus and the resulting successes in the classroom, on the field, and within the greater New Orleans community. Some students realized success as members of the highly-selective Honor Choir or as teammates on the State Championship Volleyball team; others created theirs as French Oratory Award or Scholastic Art and Writing Award winners.

Parents, teachers, and students, working in tandem with our expansive curriculum and program, collaborated to achieve these successes. The Inventors' Expo came to life through inspiring inventions crafted by middle school students and showcased to faculty of all disciplines. The Hour of Code, now in its fourth year, brought together Pre-K through 12th grade students in a joint learning experience as they wrote 57,000 lines of code over 1,400 hours. Faculty members across divisions also launched the inaugural Hacktoberfest Fair and Design Challenge, allowing lower school students the opportunity to discover the secrets of binary code, 3D printing, and microprocessors, while challenging middle and upper school students to explore the engineering design process.

These diverse student experiences and achievements, although amazing in and of themselves, are even more impressive when viewed in concert.

As construction on the Science and Engineering building, the Art and Lower School Science building, and the Coleman Family Dining Room near completion in August, we look forward to unveiling new, state-of-the-art, teacher-designed spaces; spaces commensurate with our student's exceptional talents. We remain poised to build on these synergistic programs into the future. We also prepare to say farewell to our beloved Head of School, Carolyn Chandler.

Please take a moment to read our 2016-2017 State of the School report. Learn about the impressive accomplishments of our students and faculty, celebrate Carolyn's remarkable tenure, and see how our collective efforts allow us to realize our vision of "strength of intellect, strength of character."

Sincerely,

Andy Weinstock
Chair, Board of Trustees

“Carolyn’s deep commitment to Country Day’s students, faculty, parents, alumni, and to achieving the mission, is represented in Country Day’s challenging academic programs, the warm, welcoming community, and the transformative campus improvement projects currently underway. During her time at Country Day, Carolyn achieved so much for our School and meant so much to so many of us. It is only appropriate that we now look back and reflect on Carolyn’s tenure.”

TOMMY COLEMAN
FORMER BOARD CHAIR



Carolyn Chandler *A Leader for Her Time* BY CATHY HUGHES

A Family Affair

Carolyn Chandler and her four siblings were raised in Midland and Houston, Texas by her parents, Frances and Richard Baile. Her mother, who briefly taught second grade before having children, often shared stories with Chandler from her time in the classroom. “Mom glowed when she talked about her students. You could just tell she loved teaching,” Chandler remembered.

Her father started and led successful oil exploration companies following his service in the Army Air Corps as a flight engineer on B-29s in the Pacific.

“As a young girl growing up, it seemed to me that Dad came home from work happy every single day, energized by taking on a challenge. He extolled the virtues of work and lived what he taught us. Even now at age 96, my father never misses his professional meetings,” Chandler said. “The joy and satisfaction my Dad has taken in his professional life had a major impact on my siblings and me.”

Chandler entered the workforce after graduating cum laude in English from Vanderbilt University. Her first teaching job was as an English and French teacher, at Lookout Valley Junior-Senior High School in Chattanooga. After having her first child, a boy named Dan, Chandler decided to stay at home until both Dan and then her younger son, Richard were in school.

When she was ready to enter the workforce, a position opened at Girls Preparatory School (GPS) in Chattanooga. She was hired at GPS in 1984 and taught upper school math during which time she also acquired a master’s degree in secondary education with a specialty in mathematics from the University of Tennessee at Chattanooga.

Award-Winning Teacher

In 1997, after teaching upper school mathematics at Girls Preparatory School for 14 years, the head of school, Randy

Tucker, asked her to join the administrative team. Chandler asked for time to consider the move from the classroom, and admits to dodging Tucker for several weeks while she wrestled with her decision. Her love for teaching made it difficult to leave the classroom. Indeed, her work had brought her recognition as the Mary Hannah Tucker Distinguished Teacher of Mathematics Award in 1989, the Girls Preparatory School Distinguished Teacher Award in 1990, and the Tennessee Association of Independent Schools Hubert Smothers Award for Excellence in Teaching in 1992.

Eventually, an agreement was reached, allowing Chandler to teach three classes while serving as director of studies, a new position. “I was asked to research best practices in education in order to bring great ideas back to GPS,” Chandler said. In this capacity, she did a great deal of data analysis, led a school-wide review of the curriculum, supervised the writing of a new middle school curriculum in preparation for the addition of a sixth grade, strengthened the School’s professional development program, revised the teacher evaluation system, and led various technology and language-related initiatives. As her work progressed, she came to appreciate the rewards of administrative work, musing, “It’s fine to have an idea, but then how do you actually effect change in an organization?”

While at GPS, Chandler became acquainted with then Country Day head of school, David Drinkwater through his wife, Jacqueline Smethurst. Smethurst had been hired as a consultant by GPS to work closely with Chandler in long-range, high-level educational planning.

Embracing Country Day

When Metairie Park Country Day School decided to add a new position, an assistant head of school, Drinkwater hoped Chandler would be enticed to apply. After a brief conversation, a respectful “thank you, but no,” from Chandler followed.



However, after another request and a subsequent visit to Country Day, Chandler “saw in the culture of this school something very special. I was taken on a tour by Lanier Watson and was astonished at what was happening at Country Day - no bells, cooperative learning, a very talented collegial faculty, and warm relationships. I saw the way adults related to students with a mutual respect I so much admired. I felt at home.”

Chandler accepted the position, joining Country Day as assistant head of school in July 2003. She was charged with implementing the School’s new long-range plan and worked to create accessible and valuable professional development opportunities. She especially enjoyed observing in classrooms as part of the faculty evaluation process, getting to know the faculty first hand.

“Getting to know our faculty gave me an enormous respect and admiration for what they do,” Chandler reflected. “I met a history teacher who is also a working historian. I met practicing artists who teach an amazing array of classes for our art department. I saw great energy and intellect at work for the children of Country Day.”

A Leader for the Times

When Hurricane Katrina struck on August 29, 2005, Chandler had been working at Country Day as the assistant head of school for two years. In a matter of days, the School’s students had scattered across the country. For weeks after the storm, the city of New Orleans was closed to anyone not involved in the recovery effort.

The damage went beyond material things to the very heart of the community. During those exhausting months, Chandler evolved from an insightful administrator to an inspirational leader.

“The work at School and at home was backbreaking and wrought with confusing emotions,” faculty trustee Marsha Biguenet



reflected. “It required optimism and strength of will. Nobody did the work with greater emotional strength and generosity than did Carolyn.”

In October 2005, Drinkwater announced plans to resign as head of school effective in June 2006. Chandler was appointed associate head of school and took over all operations until a new head could be chosen.

Courage and Character

After Hurricane Katrina, Country Day was closed for two months and six days, reopening November 7, 2005, with a limited program for families that had already returned to New Orleans. The blows that Hurricane Katrina delivered to Country Day were physical, financial, and emotional. One of the greatest challenges awaiting Chandler after Katrina was working with Drinkwater and the principals to lay off about a quarter of the faculty and staff, a sadly necessary move considering the smaller student body after the storm. “Our faculty wanted to stay and work, to put the school back together,” she said. “Telling wonderful people they would no longer have a job at Country Day was the single most difficult task of my professional life.”

Rob Saer, who was chairman of the Country Day board in 2011-2012, said Chandler refused to delegate the task of notifying the faculty and staff who were to be laid off. “She and Drinkwater sat down with every single person who had to be let go,” Saer said.

“Not only did Chandler have high ambitions for the School’s recovery, it became our mantra that we wanted to do everything humanly possible to open the School back up as soon as possible,” said Saer.

“Carolyn knew that we had to take steps to support community members brave enough to join the early rebuilding efforts,” Marsha Biguenet recalled.

Country Day’s full program resumed on January 2, 2006.



Saer recalled a spirit of cooperation that allowed the School to accomplish its challenging goal. “Because of Carolyn and our incredible respect for her and her leadership, staff and faculty were at school doing work to get it back up, which was pretty amazing to see,” Saer said. “She not only willingly and ably led that charge, but I don’t think Country Day could have had a better person filling that role.”

Chandler had lobbied for a formal, national search to be undertaken for the next head of school. The board began the process, but when airport closures in the still-devastated city created logistical problems, the board choose to switch gears and consult by phone with former Country Day head Charlie Saltzman. At a board meeting in the winter of 2006, the trustees unanimously agreed to offer the head of school position to Chandler. For Chandler, being offered the position was a moment of disconnect, for she felt both humbled and exalted in the same instant.

Chandler asked if she could have a little time to speak with family and friends and to consult with a nationally known educator in New York who could offer objective advice. At the end of this lengthy conversation, the New York advisor said, “No one knows what will happen to New Orleans or at Country Day. There are many other things you could do. I would have to advise you not to take the job.”

“After thinking about everything for just a day or two, I found that I could not accept her advice,” Chandler said. “I already loved the school and its teachers so much, and I wanted to fight it out with them.”

“I had the honor of announcing Carolyn’s appointment as head of school to the entire faculty and staff,” recalled former board chair Wendy Beron. “Knowing that we would be in great hands to navigate our recovery from Hurricane Katrina gave me tremendous confidence in the future of Country Day. I have been proved correct many times over.”

After the storm, board chair Tommy Coleman agreed to institute annual board retreats, facilitated by well-respected sitting heads of school. When Andy Watson, head of school at Albuquerque Academy, was the board retreat facilitator, he recalled leading an exercise during the retreat “that would have caused some school heads to squirm a bit.”

“No surprise,” Watson continued, “Carolyn, and the board back then, dove in with enthusiasm. By the time I left, I was utterly convinced of the beauty of the match between Country Day and Carolyn, and very impressed by both.”

Forward Looking

Once the Katrina recovery was in hand, Chandler began looking toward Country Day’s promising future. She shared plans for adding a Pre-Kindergarten to attract families that would remain with Country Day through high school. The Pre-K opened in 2007 with 23 students.

“She’s a can-do person; she’s not a procrastinator,” said Andy Weinstock, chairman of the Country Day board. With four children, Weinstock has been a Country Day parent since 1994.

“As a former math teacher, Chandler takes a data-driven approach to curriculum development,” academic dean Howard Hunter said, basing initiatives on test results. “The challenge is to take data and create a narrative out of that, and she’s really good at that. She’s taught me a lot.”

Along that vein, Chandler also began to look at the curriculum offered throughout all grade levels and disciplines. She saw areas where she knew faculty members could apply and grow their considerable skills and talents. She worked with the academic dean, faculty, and the board to further strengthen and diversify the curriculum, adding Mandarin; school exchange programs in Paris, France, and Cape Town, South Africa; and courses in computer science such as AP Computer Science and Creative Design. The school also began participating in the

“Study of the individual child, and effort to satisfy his or her needs; Freedom to develop naturally, which does not mean license to invade other people’s rights; Attention to play and physical development for every child; The utilization of children’s interests for educational ends; A large place for beauty in nature, in art, in music; Friendly relationship between pupils and teachers, with teachers functioning as guides rather than taskmasters; Such cooperation between school and home as will make the two, supplementing each other, provide for the whole development of the child.”

RALPH BOOTHBY, COUNTRY DAY’S FIRST HEADMASTER

Global Online Academy, which offers an array of outstanding international online courses.

Supporting Teachers

As an award-winning teacher herself, Chandler knew the energy required to excel in the classroom, and demonstrated a determination to make sure Country Day’s faculty had the support they needed to remain engaged and enthusiastic.

“Teaching is hard work, and nobody knows what you go through except other educators,” Howard Hunter said. “The support she shows for faculty also serves as a model for how faculty members should support students under founder Ralph Boothby’s philosophy,” he said.

Under the leadership of Carolyn Chandler, funds were secured for many academic initiatives, including the New Orleans Scholars Program, a collaboration between Country Day and Benjamin Franklin High School. Through generous grants from the Edward E. Ford Foundation, the RosaMary Foundation, and the Harry T. Howard III Foundation, the New Orleans Scholars Program was created as an alternative way to educate a new generation of citizens.

Another strategy was establishing stipends for summer study by faculty members, inspired by the F. Parvin Sharpless Faculty and Curricular Advancement Program at The Park School in Baltimore, Maryland. At Country Day, teachers can apply for the Faculty Fellows Program, which started in the summer of 2008 with initial and continued financial support from the Bill and Karen LaCorte family. The program brings a group of faculty scholars together for three weeks in July for advanced study, generating ideas that go on to permeate the School’s learning community. The Country Day Faculty Fellows have addressed topics including writing papers for professional conferences and integrating technology into the curriculum. They have revised existing courses, created new electives, conducted

studies on brain development and gender, reviewed new forms of pedagogy, and sliced and diced standardized-test scores. At the end of the day, everything learned during these exercises goes back into the classroom, helping educate students.

Building Relationships

Warmth and humor are two factors that help Chandler build and maintain relationships with parents, alumni, and staff. “One of the biggest parts of this job is to be the face of the School, and she’s wonderful at it,” said Andy Weinstock, chair of the Country Day board of trustees. “She’s a very confident public speaker, and she also writes very well. She always has a fresh message.”

Former board chair Julie Livaudais George 1972 said Chandler has developed and maintained ties with Country Day alumni, whose continued support strengthens the School. “She wants to meet alumni and find out what they love about Country Day and what they remember, with an eye toward strengthening those proven assets,” George said. “That focuses her on the great things the School does for people.”

Chandler begins building those relationships with alumni while they are still students, George said, by having lunch with small groups of seniors, asking them what they like about the School and what they would change. When she encounters recent graduates, George said, “She remembers where they went to college, she remembers what their interests are. Country Day students are her kids forever. She does not forget their dreams, their accomplishments, their aspirations.”

Building a Legacy

Success is building on success at Country Day. “We’re hitting on all cylinders under Carolyn’s leadership,” said Andy Weinstock, chairman of the Country Day board. “My three oldest children were admitted to the colleges of their choice, and when they got there, they were able to excel. The Country Day curriculum is expansive, he said, and our athletic teams are competitive in all sports.”



Unprecedented levels of financial support and participation from our alumni and parent bodies show that “our community feels good about Country Day,” continued Weinstock. The School is currently amid an \$11 million capital improvement project to extend and refurbish the dining room, build a new science and engineering building, and convert an existing science building into an art and lower school science building.

“Country Day’s expansive curriculum and programming is already in place. These new buildings will allow our students and faculty to capitalize on our existing strengths and to discover new opportunities,” said academic dean Howard Hunter.

“Chandler’s achievements also produced an exceptional field of candidates to replace her,” Weinstock said. Matt Neely, Head of the K-5 Epiphany School in Seattle, Washington, will replace Carolyn in July.

Chandler’s involvement in the community does not end at the borders of the 14-acre campus. She is a 2008 graduate and a member of the New Orleans Regional Leadership Institute and a member of the Lake Pontchartrain Basin Foundation and Trinity Episcopal Church. She has also served on the boards of Longue Vue House and Gardens, The International School of Louisiana, Crescent City Schools, and on advisory boards for Bricolage Academy and for The Klingenstein Center at Columbia University.

National Role

In addition, the magnitude of the hurdles she cleared after Katrina made an impression on her peers across the country. Andy Watson, head of school at Albuquerque Academy, recalled meeting Chandler at the Institute for New Heads of the National Association of Independent Schools, after Chandler was called upon to give an impromptu outline of the experience at Country Day.



“We then were in awe as the story of a community pulling together in great hardship to preserve their School unfolded. It was emotional, a powerful display of fierce loyalty and dedicated leadership, and it ended up being one of the strongest teaching moments of the Institute,” Watson recalled. “Moved deeply, along with everyone else in the room, I knew that I was in the presence of someone who was going to make an incredible mark on her School and on the greater NAIS community.”

She was named a Klingenstein Fellow in the Head of School Program in 2010. That program brings together 20 heads of independent schools from around the world for two weeks of intensive study and collaboration at the Teachers College at Columbia University in New York.

In March 2012, she was elected to a three-year term on the board of the National Association of Independent Schools, the only NAIS trustee from Louisiana. She was re-elected to the NAIS board for a second 3-year term in 2015 and now serves on the board’s Executive Committee.

“It has been a pivotal six years for NAIS and our schools, as disruptive innovation nibbles away at all aspects of education and school life, and as NAIS transitioned through three organization presidents,” Watson shared. “The fact that I, and NAIS, profited from Carolyn’s wisdom, effort, and friendship for six years helped make this service the most enjoyable and meaningful of my life.”

So what does the future hold for Carolyn Chandler? “Who knows?” stated former board chair Mike Siegel. “What I do know is that her future will be full of stories worth sharing, exciting adventures, and lots of fun.”

Cathy Hughes, cathy@hughes-wordsmith.com, is a freelance writer and editor living in New Orleans.

Academics

In a remarkable letter written in 1816 to a neighbor Colonel Charles Yancey, Thomas Jefferson tackled various subjects of local and national importance. He was all for making the Ravenna River navigable, he was against bank-issued paper notes, which he thought worthless, and he passionately pushed for a one penny tax in Virginia that would go toward the creation of schools and a university. Jefferson wanted his “central college” to offer a curriculum that included “every branch of science.” It would make sense that Jefferson, as a man of the Enlightenment, would hold science up to an exhalted position. But the aim was not just technological progress; the point of the university and education in general was for Jefferson civic. He viewed what we would now call critical thinking as our last line of defense against “toryism, fanaticism, and indifferentism.” A country controlled by elites or run by fanatics with an apathetic class of citizens is toxic to a republic. While we think of civic education as instructional with its concomitant levels and branches, we also need to engage our students in order to understand the Good, to go beyond the shadows in Plato’s cave. And it also falls in line with our commitment to an education that reaches beyond the traditional confines of 300 Park Road.

In November, Country Day hosted a naturalization ceremony for 34 immigrants from 24 countries and four continents. Governor John Bel Edwards gave the address and our upper school and middle school students witnessed our guests taking the oath of citizenship. The ceremony was a civics lesson that very few classes could match, a transcendent moment for participants and spectators alike that inspired a compelling sense of why America matters.

Civic education can also be an exploration of our own community, the neighborhoods and institutions that have embodied New Orleans. Our New Orleans Scholars wrote and produced a radio program on St. Augustine Church, a



church founded in the Treme neighborhood by Free People of Color, 175 years ago. The program ran as part of “TriPod: New Orleans at 300,” a series on WWNO to celebrate the approaching Tricentennial. Our scholars attended the church’s 175th celebration, conducted interviews with the congregation, and then delved into the historical documents to create a narrative on race and religion in New Orleans using the vicissitudes that have defined St. Augustine Church — from majority free black to whites only to a mixed congregation — as a lens for understanding the complexity of our city.

Of course we do have to study the levels and branches of the American system. But in keeping with our tradition we do something with it. For example, we have had a number of students in Ms. Gentinetta’s A.P. Government class publish letters to the editor in our two local newspapers. Annie Cohen 2016 published a piece in the New York Times on the treacherous waters of social media. The goal is always to engage the complexity of living in a democratic republic and avoid facile conclusions and platitudes.

In the same letter to Yancey, Jefferson wrote, “if a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be.” If our students are to break free from the cave and see things as they are rather than as shadows on the wall (perfect metaphor for “reality TV”), we need to continue our emphasis on critical thinking. While there is a cultural literacy that is essential for being an educated person, we also want to educate for the ability to make sense of the world, understanding perspective, context, and nuance. There is a dumbing down in popular culture these days that essentially makes our mission counter-cultural by bringing our students out (defined by the Latin *educere*) into the light. Jefferson thought the fate of the Republic depended upon it. We still believe this to be the case.

Athletics



SCHOLAR-ATHLETE HONORS
Academic All-State Girls Cross Country Class 1A:
1 Team Member

Academic All-State Football Class 1A: 3 Team Members
Academic All-State Volleyball Division V: 1 Team Member

Composite Academic All-State Girls Cross Country:
1 Team Member
GNOSF Chevron Scholar Athlete of the Week: 1 Team Member
WWL A+ Athlete of the Week: 1 Team Member

CROSS COUNTRY
BOYS:
District Runners-Up, 7th in State
All-District: 2 Team Members
All-State: 1 Team Member
GIRLS:
District Runners-Up, 8th in State
All-District: 3 Team Members
All-District MVP: 1 Team Member
All-State: 4 Team Members
All-Metro: 1 Team Member

FOOTBALL
Lost in Quarterfinals of Class 2A playoffs
All-District First Team: 5 Team Members
All-District Second Team: 6 Team Members
Advocate Player of the Week: 2 Team Members
Fox 8 Player of the Week: 1 Team Member
GNOSF Quarterback Club Player of the Week: 1 Team Member
Class 2A All-State: 1 Team Member
Class 2A All-State Honorable Mention: 1 Team Member

SWIMMING
BOYS:
9th in State
GIRLS:
12th in State
3rd Place in Division IV 100 Yard Backstroke: 1 Team Member

VOLLEYBALL
Undefeated District Champions, State Champions
All-District: 6 Team Members
All-District Honorable Mention: 2 Team Members
All-District MVP: 1 Team Member
District Coach of the Year
State Championship Player of the Game: 1 Team Member
LVCA Division V All-State: 3 Team Members
LVCA Division V Player of the Year: 1 Team Member
LVCA Division V Coach of the Year
Advocate All-Metro Small Schools: 2 Team Members
Advocate All-Metro Small Schools Player of the Year:
1 Team Member
NOLA.com All-Metro Small Schools Team: 2 Team Members
NOLA.com Player of the Week: 2 Team Members
LHSCA All-Star Game Miss Volleyball: 1 Team Member
Under Armour All-American Honorable Mention:
1 Team Member
MaxPreps All-American Small Schools 1st Team:
1 Team Member

The Arts



MUSIC

- ▶ 25 upper school students are enrolled in Honors Music and participate in 2 or more music ensembles.
- ▶ 176 students play in an instrumental ensemble at County Day: 26 in Upper School, 66 in Middle School, and 85 in Lower School.
- ▶ 4 students were selected for the 2016 Louisiana All-State Orchestra on violin, viola, and cello. All 4 were named Academic All-State for maintaining a 3.5+ GPA.
- ▶ 3 students were selected to the 2017 District Honor Band on flute, bass clarinet, and percussion.
- ▶ 3 students performed in the New Orleans Opera production of *Brundibar* that was presented at the National World War II Museum in May 2016.
- ▶ Little Group received a Superior Rating for their performance at the LMEA District Festival in 2016. They also performed at Celebration in the Oaks and during the Naturalization Ceremony held at Country Day.
- ▶ 34 Lower School Orchestra students performed with the Louisiana Philharmonic Orchestra in a Young People’s Concert in February 2017.
- ▶ The 3rd and 4th grade classes presented the musical, *Theseus and the Minotaur*, at Grandparents’ and Visitors’ Day in November 2016.
- ▶ Kindergarteners performed their Merry Meeting production of *The Color Factory* in May of 2016.
- ▶ The Advanced Chorale and Small Vocal Ensemble sang at The Naturalization Ceremony, Windsor Court, The Hotel Monteleone, and at Celebration in the Oaks.
- ▶ Over 150 students sing in a select vocal ensemble at Country Day.
- ▶ 12 Country Day students auditioned and were accepted into the LMEA District VI Treble Honor Choir.

50 upper school students showcased their talents at the ISAS Arts Festival at St. Mary’s Hall, either performing with the Advanced Chorale, Small Vocal Ensemble, Jazz Band or Orchestra, exhibiting their artwork and student videos, or acting in musical productions. Most students participated in multiple areas.

VISUAL ARTS

- ▶ 26 students are enrolled in Honors Art, and 3 students are taking AP Studio Art.
- ▶ 6 students are enrolled in a pilot course, Creative Design that integrates their knowledge of art, math, science, and design.
- ▶ 6 upper school students submitted artwork in the National Scholastic Arts and Writing Competition and were recognized within the following categories: painting, drawing and illustration, and mixed media. One student’s pen and ink illustration was awarded the highest honor, the Gold Key.
- ▶ Over 200 middle and upper school students presented at the fall and spring art shows.
- ▶ Lower School students worked with guest artist, Kaki Foley, to create Dream Weavers in October 2016.
- ▶ Lower school students presented their own art show in March 2016, featuring over 200 works.
- ▶ The 4th grade participated in the Art in Bloom exhibit at the New Orleans Museum of Art in April 2016.
- ▶ The 3rd and 4th grade created ceramic bowls for a fundraiser for the Salvation Army in November 2016.
- ▶ The 3rd grade designed a holiday-themed tree for display at the Louisiana Children’s Museum Exhibit in December 2016.
- ▶ The 3rd grade painted large mural-type panels for the Kids Zoo-To-Do in April 2016.

THEATER

- ▶ 54 students participated in the 6th Grade production of *The Lion King, Jr.* in February 2017.
- ▶ 57 upper school students will present *Hairspray* in spring 2017.
- ▶ 23 upper school students participated in the Fall 2016 production of Shakespeare’s *The Taming of the Shrew*.
- ▶ 29 7th and 8th Grade Drama students will participate in our production of *30 Reasons Not to Be in a Play* in April 2017.
- ▶ Twenty-five students will participate in the 2017 ISAS Drama events, including monologues, scenes, a one-act presentation of our production of *Taming of the Shrew*, and a showcase of our production of *Hairspray*.

Financial Statements

	(Amounts in 000)	
	2016 Actual	2017 Projected
INCOME STATEMENT- OPERATING FUND (For fiscal year ended June 30)		
REVENUE:		
Tuition	\$13,754	\$14,061
Less Financial Assistance	\$(2,746)	\$(2,892)
Net Revenue	\$11,008	\$11,169
Contribution Income	\$759	\$675
Annual Endowment Drawdown	\$516	\$516
Other Income (Dining, Childcare, Summer Programs)	\$3,030	\$2,901
Total	\$15,313	\$15,261
EXPENSES:		
Salaries and Benefits	\$10,098	\$10,422
Other Expenses (Dining, Childcare, Summer Programs, Facilities, Administration)	\$4,658	\$4,605
Provision for Plant Replacement, Renewal, and Special Maintenance	\$400	\$125
Principle Debt Service	\$34	\$48
Total	\$15,190	\$15,200
NET SURPLUS	\$123	\$61
BALANCE SHEET- ALL FUNDS (Amounts in 000)		
	As of December 2015	As of January 2017
ASSETS:		
Cash-Unrestricted	\$2,553	\$4,772
Cash-Restricted	\$2,041	\$1,432
Endowment Investments	\$12,000	\$12,469
Receivables	\$3,504	\$5,920
(Tuition and Pledges, net)		
Fixed Assets, net	\$15,401	\$19,750
Other Assets	\$366	\$107
TOTAL ASSETS	\$35,865	\$44,450
LIABILITIES AND FUND BALANCES:		
Payables	\$-	\$-
Lines of Credit (incl Construction Line of Credit)	\$1,481	\$3,365
SBA Loan	\$1,197	\$1,152
Other Current Liabilities	\$141	\$575
Fund Balances	\$33,046	\$39,358
TOTAL LIABILITIES AND FUND BALANCES	\$35,865	\$44,450

THE 2016-2017 COUNTRY DAY FUND

Thanks to our generous donors and the 100+ volunteers, this year’s Country Day Fund campaign is off to a great start.

100%

Participation from
FACULTY
AND STAFF

Over
75%

PARENT
PARTICIPATION
as of February 15, 2017

Over
20%

ALUMNI
PARTICIPATION
as of February 15, 2017

Over
\$635K
RAISED
as of February 15, 2017

* The 2016-2017 Country Day Fund runs July 1, 2016 - June 30, 2017.



The Future

“The future is much like the present, only longer.”

Former Major League Pitcher Dan “Quiz” Quisenberry

If only Mr. Quisenberry could have visited Country Day! Even a superficial look around our campus today might convince him that things are changing here well beyond his vision of a future “much like the present” as we move forward in advancing and expanding the future for all our children in dynamic ways.

August 7, 2017 continues to be the projected date of completion for all work on our new Science and Engineering building, the expanded and renovated Coleman Family Dining Room, a reimagined lower school science lab/classroom, and creation of open, light-filled art studios for all three divisions. These teacher-designed spaces will rise to meet the needs of an enriched curriculum that has expanded in recent years to include computer science courses, a highly successful interdisciplinary creative design course, and engineering projects in all divisions. These engineering projects require the combination of hands-on skills and knowledge that is ideal for developing creativity, persistence, and advanced problem-solving, skills we believe to be essential for today’s students. This is also showcased by our science department faculty, who are in the midst of creating a Pre-K-12 engineering curriculum to ensure all students advance sequentially in this important work.

In order to prepare our teachers to learn about and consider a wide-range of possibilities for the engineer lab that will open next fall, we have engaged lower, middle, and upper school faculty members representing all departments in grant-funded training sessions on the fascinating multi-purpose equipment that will be available in the lab. In late January, an alumnus who understood our program needs very generously donated three high-end 3-D printers to add to the wonderful resources already funded for the engineering lab by the Country Day Parents’ Association. Teacher and student creativity along with new handsomely-equipped space will make for exciting possibilities for designing, building, testing, and refining special projects. Be watching for the announcement of a special event this March in the Bright Library, the “Evening of Design.” This display will highlight student work from several disciplines using design thinking, project-based learning, and the engineering cycle, all in the service of connecting the arts and the sciences in ever more meaningful ways.

In addition to creating connections, engaging our students in the wider world has long been a key component of the Country Day experience. Future plans include a spring 2017 visit by Tibetan monks from India who will share their culture with us, a middle school field trip in April 2017 to Livingston, Louisiana to participate in activities with scientists at the Laser Interferometer Gravitational-wave Observatory, strengthening the second-language program by allowing students to choose their focus language in Kindergarten, development of ideas to expand the highly-successful New Orleans Scholars program, and consideration of specially designed Spanish language experiences in Costa Rica and/or South America.

While developing a global perspective remains of great importance in preparing young people for their future lives, Country Day continues its emphasis on building strength of character as the most important element of an active and involved life. A committee of lower and middle school teachers will be advancing their studies of social-emotional learning specific to our younger students. Last year, the Upper School began using research and materials from Making Caring Common, a project of the Harvard Graduate School of Education, and now plan to expand their involvement with this organization to further character education in the years ahead.

All our work is headed for close inspection under the microscope of ISAS, the Independent School Association of the Southwest, our accrediting agency. Following completion of our self-study this spring and summer, ISAS will gather a team of educators from sister schools around the region to visit Country Day in October 2017 to review all aspects of our program and to offer formal comprehensive commendations and recommendations for our consideration. When we were last visited ten years ago, we were inspired to raise our sights in multiple ways; no doubt next year’s visit will provide equally affirming and inspiring ideas for the next ten years.

Perhaps Mr. Quisenberry was right about the future in an important way. Country Day’s future will be “much like the present” in that we will never compromise our values and our strong sense of educational purpose as set forth in our Mission. No matter what innovations we embrace, building “strength of intellect and strength of character” will remain our focus as we educate and enrich the lives of our beloved students.



STRENGTH OF INTELLECT
STRENGTH OF CHARACTER

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*Metairie Park Country Day
School enriches the lives
of talented young people
in a dynamic learning
environment, building strength
of intellect and strength of
character within a community
that is simultaneously
challenging and supportive.
Our students learn to be
flexible, to be adaptable,
and to face the challenges
of life with honor, optimism,
confidence, creativity, and a
sense of humor.*