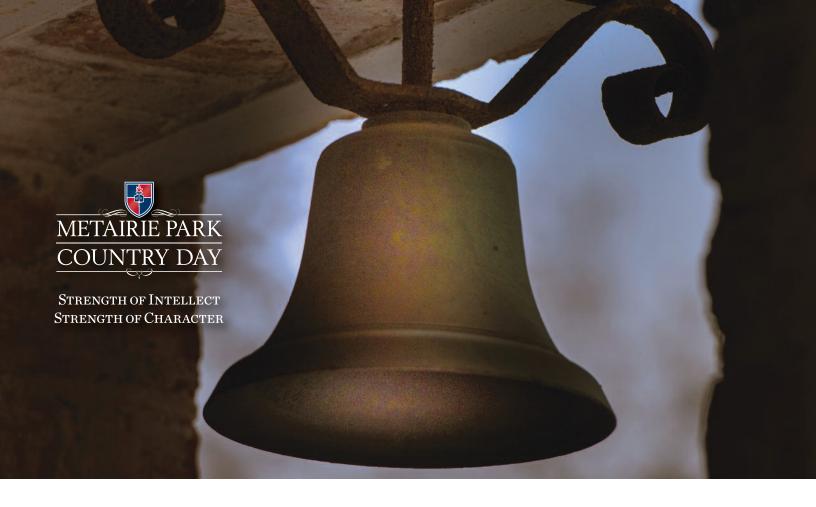


STRENGTH OF INTELLECT STRENGTH OF CHARACTER

STATE OF THE SCHOOL REPORT FEBRUARY 2016



Dear Friends,

Te can all remember the feeling of achieving something that seemed impossible. Often times such an achievement was accompanied by a moment when everything clicked and the question we once asked became the question we could now answer. We experienced an *aha moment*.

At Country Day, we encourage discovery through our curriculum and by doing so, help our students achieve more than they thought possible. We do this in partnership with you and by challenging and supporting students as they learn.

In this State of the School report you will see firsthand how Country Day students excel in academics, athletics, and the arts. Whether writing code to make an EV3 robot move, helping kindergarten buddies learn to pump their legs and swing, or realizing just how to sidestep an opponent and score, Country Day students learn how to succeed. Our use of technology to enhance education, collaboration with community partners, and attention to the development of both intellect and character lay the foundation for the dedicated commitment to excellence our Country Day community fosters.

As we look towards a new year, rest assured that financially and philosophically, Country Day stands ready. Here's to another year, greatly explored, full of learning, supported by community, and, hopefully, full of *aha moments*.

Sincerely,

Cindy Howson Weinmann Chair, Board of Trustees

Cindy Weinmann



e tend to put knowledge in categories — mathematics, literature, languages, science, and history. We do this for our own convenience, and it fosters a linear mindset in which every branch of knowledge has its proper place. It was not always like this; Leonardo Da Vinci for example, was as much a military engineer as he was an artist. From the Renaissance through the Enlightenment, there was the assumption that all knowledge was connected, an integrated mountain of wisdom that we humans slowly chip away from to make sense of the world. Early Romantics were consumed by science, and Mary Shelly's Frankenstein warned of the sheer power and awesomeness of science, a work of such prescience that it still resonates. But with the industrial revolution, science became specialized and the other academic disciplines followed suit. In 1959, British scientist C.P. Snow gave his famous lecture on "Two Cultures" in which he lamented that specialization effected a divorce between science and the arts. "It is bizarre," he said, "how very little of twentieth-century science has been assimilated into twentieth-century art."

But there have always been detractors. Biologist Jacob Bronowski wrote in his magisterial *Ascent of Man*, "Man is unique not because he does science, and he is unique not because he does art, but because science and art equally are expressions of his marvelous plasticity of mind." In the applied sciences, technology has rendered the creative process for young engineers and artists in a similar light. Both applied science and art are creative acts fueled by the imagination, and both require problem solving.

Our engineering program has become an essential part of our science curriculum with prodigious alacrity. Pre-K students program bee-bots to get from one side of a grid to another. Lower School students are building and programming Legorobots, including the engineering of catapults. A group of third and fourth grade girls in partnership with a girls' school in Nicaragua, designed and developed a prototype of solar-powered flashlights with a 3-D printer. Our middle school classes in Earth Science and Physical Science have gone more to application with blended and project-based learning, with an emphasis on creative solutions to real-world problems. And our computer science program continues to grow with not only AP Computer Science but also a sequel in Advanced Design Thinking for those who wish to pursue design engineering in college.

Design thinking will also have significant implications for our art curriculum. According to our own Susan Gisleson, "When you make art you are literally building things in two dimensions or three. The very nature of art making involves critical thinking and problem solving. The equation contains variables such as

material and practitioner working together to reach an elegant solution."

Circuit boards will give aspiring artists the opportunity to program designs for both visual and performing arts. Programming itself has become an art because of the creativity needed to gain a desired result. Ours is an age where the two hemispheres of the brain — the right for imagination and the left for logical solutions are codependent.

Our tradition of a strong art department only strengthens our new focus on engineering because the lessons of the arts are fundamental for designing and building. Students develop thick skin by having their work critiqued; likewise they have to endure a failed design or a collapsed pot. In both design thinking and the arts, students own their work and take responsibility; and in both disciplines the essential quality for success is stick-toitiveness, the determination to press on in spite of it all.

Nevertheless, as the possibilities open with changes in technology, we still have to be grounded in eternal verities. The Humanities teach us that not all problems are to be solved; humankind's struggles with love, mortality, and truth have always been and will always exist. By engaging the Big Questions through literature, drama, history, and our senior Humanities requirement, our students have to reflect on their own place in the universe and what it means to live a meaningful life.

We also need to make time for reflection. It's easy to become a victim of information overload and lose oneself to the din of instant communication. We are finding that our mindfulness program — just a few minutes of daily meditation — has made a difference for our third and fourth graders. Finding that quiet center is the corrective we all need, and we think mindfulness, as part of our curriculum, shows great promise.

Outside of our established curriculum we have hosted speakers of international renown: Virologist Joseph Fair spoke on chasing and eradicating Ebola, scientist Brenda Ekwurzel addressed the problem of preserving historic landmarks with rising seas, and writer Jason Berry gave a talk on Pope Francis as a world leader. As a learning community of ideas we will continue to have speakers who engage both our students and the public.

Traditional academic subjects will never go away, but when we can combine disciplines to create through technology, the potential for intellectual growth is profound. Like the human mind, knowledge itself is malleable, either as an instrument for creating or as an end in itself. We will continue to explore the possibilities.

SCHOLAR-ATHLETE HONORS ·····

Academic All-State Girls Cross Country Class 2A: 2 Team Members Academic All-State Football Class 2A: 3 Team Members Academic All-State Swimming Division V: 3 Team Members Academic All-State Volleyball Division V: 2 Team Members Composite Academic All-State Football: 1 Team Member ABC Scholar Athlete of the Week: 1 Team Member WWI, A+ Athlete of the Week: 1 Team Member

CROSS COUNTRY

Boys

District Runners-Up All-State: 1 Team Member

Girls

District Champions, 6th in State

All-District: 3 Team Members

All-District MVP: 1 Team Member

All-State: 1 Team Member

All-Metro: 1 Team Member

FOOTBALL

Lost in Quarterfinals of Class 2A playoffs All-District First Team: 4 Team Members All-District Second Team: 6 Team members All-State Honorable Mention: 2 Team Members Louisiana Football Magazine Class 2A Defensive Player of the Week: 1 Team Member New Orleans Advocate Player of the Week:

3 Team Members

New Orleans Advocate Small Schools Offensive MVP:

1 Team Member

VOLLEYBALL

Undefeated District Champions, State Semi-Finalist

All-District: 6 Team Members

All-District MVP: 1 Team Member

District Coach of the Year

LVCA Division V All-State: 2 Team Members

Times-Picayune All-Metro Small Schools: 2 Team Members

Advocate All-Metro Small Schools: 2 Team Members

NOLA.com Preseason All-Metro Small Schools Team:

2 Team Members

NOLA.com Preseason All-Metro Small Schools Player of the Year:

1 Team Member

NOLA.com All-Metro Small Schools Player of the Year:

1 Team Member

NOLA.com Player of the Week: 2 Team Members

PrepVolleyball.com National Junior of the Year Finalist:

1 Team Member



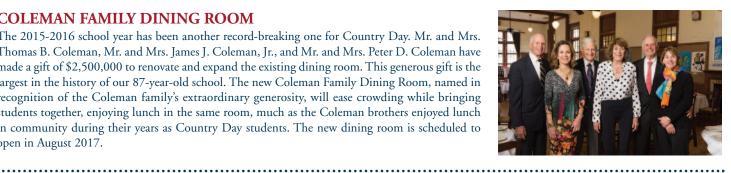
Boys

3rd Place in Division V State Meet: 200 Freestyle Relay

DEVELOPMENT

COLEMAN FAMILY DINING ROOM

The 2015-2016 school year has been another record-breaking one for Country Day. Mr. and Mrs. Thomas B. Coleman, Mr. and Mrs. James J. Coleman, Jr., and Mr. and Mrs. Peter D. Coleman have made a gift of \$2,500,000 to renovate and expand the existing dining room. This generous gift is the largest in the history of our 87-year-old school. The new Coleman Family Dining Room, named in recognition of the Coleman family's extraordinary generosity, will ease crowding while bringing students together, enjoying lunch in the same room, much as the Coleman brothers enjoyed lunch in community during their years as Country Day students. The new dining room is scheduled to open in August 2017.



THE COUNTRY DAY FUND

The Country Day Fund's success further showcases the philanthropic spirit of our Country Day community. With four months still remaining in the fiscal year, volunteers have raised 90% of the funds needed to meet the 2015-2016 Country Day Fund goal. With participation rates across all constituencies at an all time high, we are positioned to reach all-school records for the sixth year in a row.

We are thankful for all the gifts shared with the Country Day community – gifts of time, expertise, and outright donations.



MUSIC

- 150 students sing in a select vocal ensemble at Country Day:
 44 in Upper School, 104 in Middle School, and 42 in Lower School.
- 171 students play in an instrumental ensemble at County Day:
 94 in Middle and Upper School.
- 22 upper school students are enrolled in Honors Music and participate in 2 or more music ensembles.
- 123 Country Day students take private lessons on piano, voice, violin, viola, cello, guitar, flute, clarinet, saxophone, trumpet, and drums.
- 3 students were selected for the 2015
 Louisiana All-State Orchestra on violin and viola. All 3 were named Academic All-State for maintaining a 3.5+
- 9 middle school students were selected to sing in the 2015-2016 District VI Honor Choir.
- 4 students were selected for the District Honor Band on clarinet, bass clarinet, trombone, and tuba.
- 1 student guitarist was selected for the District Honor Jazz Band held in March 2015.
- 3 students participated in the Heritage School of Music for the 2015-2016 season and performed at Jazz Fest in April 2015.
- Little Group received an Superior Rating for their performance at the LMEA District Festival in 2015. They also performed at Place St. Charles, the Country Day Holiday Home Tour, The Preservation Resource Center Holiday Home Tour, Celebration in the Oaks, Windsor Court, and the Country Day Fair.
- Advanced Chorale performed at the Country Day Holiday Home Tour, Celebration in the Oaks, and Canal Place.
- 34 Lower School Orchestra students performed with the Louisiana Philharmonic Orchestra on a Young People's Concert in February 2015.
- 7 students performed with the Greater New Orleans Youth Orchestra in the 2015-2016 season on violin, viola, and cello.
- Country Day welcomed world-renowned violinist, Nadja Salerno-Sonnenberg, to campus in November 2015. Ms. Salerno-Sonnenberg spent time working with the Country Day Orchestra while she was in New Orleans as the Artist-in-Residence at Loyola

University.

- The 3rd and 4th grade classes presented the musical, *Broadway Beat*, at Grandparents' and Visitors' Day in November 2015.
- All lower school students performed at the Lower School Holiday Program.
- Kindergarteners performed their Merry Meeting production of Children Around the World in May 2015.

VISUAL ARTS

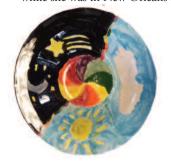
- 25 students are enrolled in Honors Art and 1 student is taking AP Studio Art.
- Over 200 middle and upper school students presented at the fall and spring art shows.
- Lower school students presented their own art show in March 2015 featuring over 200 works.
- The 3rd and 4th grade classes created ceramic bowls for the Salvation Army in November 2015.
- 8th graders created origami ornaments for a tree at City
 Park's Celebration in the Oaks,



THEATER

Twenty-two students will participate in the 2016 ISAS Drama events, including monologues, scenes, a one-act presentation of our production of Macbeth, and a showcase of our production of Grease.

- In January 2016, 38 students participated in the 6th Grade production of Spoon River Anthology.
- In the spring of 2016, 48 upper school students will present *Grease*.
- 15 upper school students participated in the Fall 2015 Shakespeare production of *Macbeth*.
- 32 middle school students will participate in *The Poe Project* in April 2016.



Fifty upper school students showcased their talents at the 2015 ISAS Arts Festival at Fort Worth Country Day, either performing with the Advanced Chorale, Small Vocal Ensemble, Jazz Band or Orchestra, exhibiting their artwork, or acting in the musical production of "Into the Woods."

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FINANCIAL STATEMENTS

Income Statement – Operating Fund (For fiscal year ended June 30)						
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Revenue:	2015 Actual	2016 Projected				
Tuition	\$13,536	\$13,687				
Less Financial Aid	(\$2,583)	(\$2,713)				
Net Revenue	\$10,953	\$10,974				
Contribution Income	\$777	\$675				
Annual Endowment Drawdown		\$516				
Other Income (Dining, Childcare, Summer Programs)	\$2,392	\$2,777				
Total Revenue	\$14,559	\$14,942				
Expenses:						
Salaries & Benefits		\$10,084				
Other Expenses: (Dining, Childcare, Summer Programs, Maintenance, Utilities, Administration)	\$4,839	\$4,713				
Total Expenses	\$14,297	\$14,797				
Operating Fund Surplus	\$262	\$145				

Balance Sheet - All Funds (Amounts in 000)								
Assets:	As of 12/31/14	As of 12/31/15	Liabilities & Fund Balances:	As of 12/31/14	As of 12/31/15			
Cash – Unrestricted Cash – Restricted Endowment Investments Receivables	\$2,192 \$910 \$12,989	\$2,553 \$2,041 \$12,000	Payables Line of Credit SBA Loan Other Payables	\$23 \$1,481 \$1,243 \$104	\$0 \$1,481 \$1,197 \$141			
(Tuition & Pledges, net) Fixed Assets, net Other Assets	\$3,770 \$15,152 \$102	\$3,504 \$15,401 \$366	Fund Balances	\$32,264	\$33,046			
Total Assets	\$35,115	\$35,865	Total Liabilities & Fund Balanc	es \$35,115	\$35,865			

Income Statement Notes

- The surplus is dedicated to building reserves for working capital, plant repairs, and contingencies and to help pay down the SBA Loan.
- Expenses were budgeted to be within operating revenue, generated primarily through tuition and fees, which were raised a nominal 3% in 2011, 2013, 3.5% in 2013, and 3% in 2014, 2015, and 2016.

Balance Sheet Notes

- SBA Loan is a 30-year, low interest rate loan, obtained after Hurricane Katrina.
- Line of credit is used to help fund the construction of the Early Childhood Center that opened in 2014.



"In the future, all students will have computers. Only rich children will have teachers."

-Educational historian Dr. Diane Ravitch

hen Dr. Ravitch made this statement, the drumbeat for increased use of educational technology was muted compared to today's call for standardized, centralized curricula presented largely via computer to students in new models of for-profit, test-focused, putatively more efficient schools. This, we predict with strong conviction, is NOT the future of Country Day. Just as Country Day set the standard for personalized education in 1929 in a bold move away from the "factory model" of traditional education, so on into our bright future, we will continue relying upon the finest of dedicated human educators to create vibrant personal connections with young minds. Though computers have added exciting features to our teaching, computers cannot convey the deep caring that is an essential feature woven into the fabric of a Country Day education.

Our present Pre-Kindergarten class, the Class of 2029, is our 100th year class. During these children's senior year, we will be celebrating our Centennial as a School. As the youngest of today's students wend their way through their 14 years here, they will use technology extensively as our faculty discover more and more ways of engaging students of all ages with "blended learning." Many of our teachers are already using this technique, employing the best use of both technology and teacher guided class presentations and discussions to challenge our students with applying knowledge to ever greater complexities of thought and problem solving.

Yet there is always more to be learned. We are pleased that a team of four Country Day faculty members drawn from all three divisions have been accepted for participation in the Global Online Academy's Blended Learning Institute. These teachers will immerse themselves in a demanding series of online training modules this spring, and then travel to Seattle this summer to join educators from around the world for further in-person and in-depth study.

We expect to see increased use in all disciplines of one of Country Day's long-established practices, now referred to as "design thinking." Already we see our teachers extending the practice of creating and refining beyond the arts and beyond our writing program into the realm of engineering - creation of physical prototypes designed to perform a task, testing, learning, redesigning, and refining. Country Day's tradition of fostering creative thinking is now taking us onto a new path melding the arts into 21st century science, a convergence that requires and celebrates both creativity and experimentation. We hope to launch a future campaign to build a proper computer science classroom, engineering lab space and refurbished art studios to meet the needs of the programs our teachers are creating.

As we move into our future, we are keenly aware that attention to the human spirit has never been more important in our world. More screen time necessitates more personal interface, teacher with student and student with student. We will be working further to ensure student-teacher relationships remain strong throughout a child's experience at our school so that future graduates will continue to cite our close community as a primary source of personal and academic strength at Country Day. In this regard, our lower school faculty will be delving into mindfulness training this spring while our middle school faculty will be refining their approach to developing those intellectual virtues that help students become not only better learners, but also better people. Emphasis on ethical conduct will continue in the Upper School not only through our insistence on adherence to the Country Day honor code, but also through cultivating the practice of critical reflection on current events and the pervasive culture of our times. At Country Day, "strength of intellect" and "strength of character" will remain our guiding lights as we explore new possibilities to educate and enrich the lives of our children. Dr. Ravitch may rest assured that, no matter what the future may bring, our children will always have the luxury of great teachers.



Metairie Park Country Day School

300 Park Road • Metairie, Louisiana 70005 Telephone: 504-837-5204 • Fax: 504-837-0015

www.mpcds.com

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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.



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