



CAROLINA DAY SCHOOL

*Asheville's Premier Comprehensive
Independent School*

DISCOVER

the promise

INSPIRE

the journey

CELEBRATE

the achievement



CAROLINA DAY SCHOOL

Carolina Day School is Asheville's premier comprehensive independent school. Our goal is to discover the promise, inspire the journey, and celebrate the achievement of every student in our school. We are independent and non-sectarian. We are four schools in one. We invite you to visit us on the web at www.cdschool.org or visit the campus in person. Better yet, we invite you to join us as we journey into the future.

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Our Community

Carolina Day School is a dedicated, caring community, working together to educate the mind, open the heart, strengthen the body, and kindle the human spirit.

Carolina Day School draws on a rich educational history. Established in 1987 by the merger of two of Asheville's best independent schools — Asheville Country Day School and St. Genevieve/Gibbons Hall — Carolina Day School embodies the highest standards of academic achievement and character development.

Carolina Day School is one school made up of four divisions: The Lower School, pre-kindergarten through fifth grade; The Key School, for bright students in grades one through eight with language-based learning differences; The Middle School, sixth through eighth grade; and The Upper School, ninth through twelfth grade.

We have nearly 700 students, 100 faculty members, and 3,500 alumni. We are a college preparatory school, with a remarkable record of student achievement. Our upper school students average 200 points higher on SAT scores than state and national averages. Our graduates attend the finest colleges and universities in the nation. The vast majority go to their college of first choice.

Even more important, however, is preparing students for a lifetime of responsible citizenship, integrity, ethical behavior, and service to other members of the community at large. We are one extended family engaged in one enterprise — the growth and development of every member of the community.



Fourth-grade teacher Howard Yarborough helps inspire the journey as students explore the mysteries of science.

DISCOVER

the promise

At Carolina Day School we see the promise in every child. More importantly, we help every child discover that promise in himself or herself. What are the keys to our success? Our faculty and staff are dedicated and well trained in the best and latest techniques for teaching. Our parents are actively involved. Our classes are small enough to give individual attention to every student. We write our own curriculum at every grade level to assure that all students have the base of knowledge that is appropriate for their age.

Students don't come to us as blank slates; they come with real skills and talents, although they often don't know what their unique gifts are. We meet students where they are, recognize their own personal learning styles, and work with them to discover their gifts. Our job is to show them they

can do much more than they realize. Students find out right away that the teachers are on their side, guiding and accompanying them on their journey of discovery.

MORE THAN ACADEMICS

Discovering the promise is about much more than academics. We believe it is important for students to grow in all ways — in mind, heart, body, and spirit. We provide many opportunities for service projects and athletic competition. We have a vibrant arts program — music, visual arts, theatrical productions — that breathes life into everything we do. Through our co-curricular and extra-curricular experiences, our students develop in ways that build character, integrity, and compassion. These are perhaps the greatest gifts of all.



Members of the Middle School Show Choir fine-tune an upcoming performance that is sure to bring down the house. Arts play an important role throughout the School with opportunities for self-expression in both the performing and visual arts.



“There’s so much discovery in this school, something new and exciting at each level. Teachers and staff are very involved in cutting-edge education. Innovation! They just changed all the snack machines and put in totally healthy organic foods and drinks. I love how the school is so progressive in every way.”

CAROLE BIRO
parent, Middle and Upper School



I N S P I R E

the journey

How do you inspire another person? By living the values you espouse, by modeling the behaviors you wish to teach, by practicing what you preach. Inspiration is not a one-way street, however. It's more like the intersection of many paths. Teachers inspire students, of course. But students inspire each other. One student says, "When I got a wrong math answer, we didn't discuss the right answer, but how I approached the problem. Then a friend showed me how he solved it and now I know how to do it. The right answer is just a bonus." Teachers inspire other teachers and parents as well. One parent says: "The teachers are so enthusiastic that it inspires the children. I'm inspired every time I go to parents' night. I want to sign up, go back to school myself."

Bev Sgro, Head of School, chats with lower school students.
Inspired? Absolutely.

NO ROADBLOCKS

At Carolina Day School, we foster an atmosphere that builds a lifelong love for learning. And it's not just about academics. Every year we pick a theme for character education and make that a focus of study and reflection for all students. Our school-wide themes are respect and responsibility, compassion, integrity, and a thirst for personal excellence.

We understand child development, from pre-kindergartners to upper school seniors. Our teachers take all children where they are and go as far as they can. And we don't stop at artificial roadblocks. We don't say, stop here because it's the end of second-grade material, or eighth grade, or sophomore year. We teach the students, not the grade levels.



"I've never worked with a group of teachers who are so professional. They love what they do. I am surrounded by teachers who inspire their fellow teachers. I wish I could take art history from Mr. Henson, calculus from Dr. Concannon, European history from Mr. Reid. Students see the inspiration of their teachers and it rubs off on them."

BILL WOLFE
physics and chemistry teacher, Upper School

C E L E B R A T E

the achievement

At Carolina Day School, celebration of achievement is a way of life, an important component of our educational process. Students are publicly acknowledged in formal ceremonies at all grade levels. In Lower School, individual classes have author days when the children share their published work with other students. In Key School, when students learn they can read and pick up books for the first time, that becomes a moment of joyous celebration. In Middle School, students participate in commendation ceremonies and rituals of completion, moving up to the next level. The entire school recently celebrated six seniors who qualified as National Merit Semifinalists.

PHOTOGRAPHY, GINGERBREAD, AND CYCLING

Just as we focus on more than academics, Carolina Day School celebrates achievements from outside

the classroom and beyond the schoolyard. In Lower School, teachers celebrate a student photographer by displaying his photos in the halls and a student who has won a gingerbread-making contest by announcing her achievement on the marquee sign at the school entrance. We celebrate an upper school student who is a world-class cyclist who competes in cycling events across the country and abroad.

EVERY DAY IN EVERY WAY

Carolina Day School goes beyond formal ceremonies and observances; our philosophy runs deeper. Every single day is a celebration. We celebrate each other, teachers leading by inspiration, students excelling, and parents getting involved. We celebrate goals set and met, doing things students did not think they were capable of doing...or even conceived of doing. We celebrate the process of learning itself.



Students are encouraged to take risks,
to think outside the box, to participate. In our classrooms,
students don't hesitate to raise their hands.



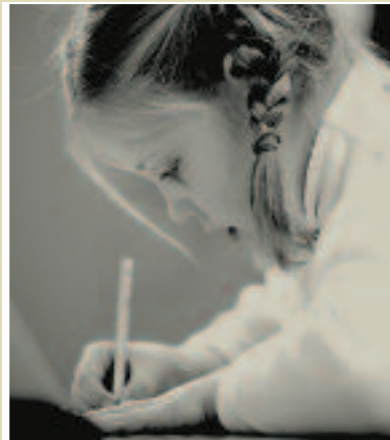
“We always celebrate, and not just for the best grade. We celebrate when someone sets a goal and goes for it. In Middle School we give three grades: academic, effort, and consideration, how you treat your peers and your teachers. In parent conferences, I say, let’s not worry about the academic grade. If the effort’s up there, that’s great.”

DEBBY WOLCOTT
French teacher, Middle School



The Lower School

Students begin their journey toward becoming lifelong learners in Carolina Day's Lower School. The atmosphere here is different from other schools. Our students are immersed in a safe environment that allows them to stretch their minds and challenge their thinking. They gain self-confidence and experience success. They learn respect and responsibility. They mature in remarkable ways. Here's what a current parent says: "When we visited the classrooms, they asked the students to tell us what was going on, to explain what they were doing and why. The kids looked us in the eyes and shook our hands. Even first graders! They're not precocious, but they're confident. It's so impressive the way the children carry themselves."



**The love of learning starts early at CDS.
Across the grades, students come to school each morning
more than ready to take in all that the day might offer.**

Carolina Day's Lower School uses many approaches to show children where their natural gifts are. Students have opportunities to work with their hands, to play math games, to do science experiments, to write original stories. Students also learn how to research, gathering information from multiple sources. They learn public speaking by giving oral reports on their projects.

INNOVATIVE APPROACHES

The lower school curriculum is customized and unique, written by our teachers, as it is throughout Carolina Day School. We revise it frequently, applying new techniques from professional development training, cutting-edge research, or simply lessons learned from our own experience in the classroom. For example, teachers in our Key School found that young children have fewer writing problems when they learn cursive writing at an earlier age. We incorporated the same technique in the Lower School with impressive results.



“The difference for me is the 360° development that goes on here; the school calls it mind, heart, body, and spirit. That’s really important to us. We aren’t looking to raise CEOs of General Electric. We’re looking to raise children who are happy, who know themselves, and have authentic power that comes from inside.”

SCOTT MACGREGOR
parent, Lower School

We use interdisciplinary methods whenever possible. The art teacher has students do projects related to what they are learning in social studies, and the music teacher uses music from countries being studied. Our teachers incorporate the latest brain research directly into the classroom. For instance, research shows that young children learn by doing; therefore, we do not use computers in our classrooms until the third grade. We believe that early computer use is not in the best interest of developing brains. We get strong support from parents on this stand.



Pre-kindergarten teacher Cathy Walters wears many hats. Cathy dons her familiar lab coat and transforms herself into Professor Peabody and her students into captivated learners. It’s magical.

SPECIAL TOUCHES

Our curriculum features five special components: Spanish, art, music, physical education, and library. Spanish is our anchor language; we begin in kindergarten. We believe that music and movement are very important to brain development and incorporate them throughout the Lower School. We also believe that family involvement is crucial. We host an annual dance for the children accompanied by their parents. And Grandparents' Day is one of the highlights of our year.



“My favorite class is probably art.

It's a lot of fun to create new things. And you don't always have to use other people's perspectives.

You can draw purple and orange trees if you want to.

I like that freedom. You don't have to draw what other people see; you can use your creativity.”

CLARKE MARTIN
fourth-grade student

Our children publish a newspaper called Carolina Kids' News. We come together as a community for assemblies that celebrate Earth Day or focus on our character education program. Students get involved in community service, raising money for UNICEF, recycling paper and batteries, singing monthly at a nursing home in Asheville. Perhaps the most important subject our students learn is what it means to be a member of a community.

THE FOREFRONT OF TEACHING

Beginning in third grade, we administer standardized tests developed for independent schools, but we stay focused on the needs of our students, not the artificial demands of required end-of-year tests. As one teacher says, “We know what the children need to learn, and we keep in mind that they will have to perform well on tests, including SATs in Upper School. That's in the back of my mind, but never in the forefront of my teaching. I want students to love learning so that taking those tests some day won't be a big deal.”



Students love physical education with Sharon Fox. They experience the give and take of competition while learning that working together means even more than winning.

The Key School

The Key School is a unique experience; it is a school within a school established to serve the needs of students from the other three divisions of the Carolina Day community as well as students from other public and private schools who have very specific educational needs. The Key School's mission is to provide students who have language-based learning differences the educational opportunity to overcome their challenges and achieve their maximum potential in school and life. The School uses a research-based teaching approach essential for this population and offers extremely low student-teacher ratios. A comprehensive college preparatory curriculum is in place, to enable students to succeed in their transition from Key to other schools.



Key students enjoy a rough-and-tumble game of soccer after an intensive language tutorial session that features a 3:1 student-teacher ratio.



“A lot of our kids here have a huge struggle in reading. But they learn so much; they learn that they can read. We have award ceremonies to encourage them, but something more important happens.

When they pick up books on their own and want to read, every single day is a celebration.”

FELICE STOKES
team leader for first through third grade, Key School

Established in 1997, the Key School is an integral part of our Carolina Day School community. It serves students in grades 1-8, offering both full-day and part-day programs. Some Carolina Day students participate in dual enrollment in the Key School; however, the Key School transcends the scope of our campus. It serves a broader, more diverse clientele from throughout the region. Many of the full-time students come from local public schools and will return to public schools when they have successfully completed our program.

Full-day programs include core classes in reading comprehension and math; a language tutorial block addressing decoding, encoding, written expression, and grammar; content classes such as social studies, science, and integrated projects; physical education, art, computer classes; and a special talents program. Students in Carolina Day's Upper School can receive additional support through a study skills class and/or a linguistics class.

ORTON-GILLINGHAM

The Key School uses the Orton-Gillingham approach based on over 60 years of research and practice (see www.interdys.org for more information). This unique curriculum, highly individualized and cognitive in approach, is anchored in multi-sensory language instruction that stimulates and builds auditory, visual, and tactile/kinesthetic pathways to learning. It teaches the structure of language and the tools that improve reading, writing, and spelling.

A UNIQUE SERVICE

The Key School offers an alternative to traditional education by providing a unique and essential service to bright children with language-based learning differences. Students who have this problem with language are often diagnosed with dyslexia. In order for a student with dyslexia to learn to read and process language, new information must be presented through visual, auditory, and kinesthetic modes using a highly specialized approach.



The Key School helps give students the boost and the confidence they need to try something they didn't think they could do.



“Children who have learning differences have a wide variety of things they are good at. The Key School nurtures these other skills through a special ‘talents program.’ They have studied criminology, soap making, pottery, Lego robotics — off-the-beaten-path things that pull in all the math, science and communications knowledge they need to learn.”

JACKIE LALOR
parent, Key School

By creating a teaching environment that removes major obstacles to learning, the Key School helps close the gap between students’ achievement and their potential. In the core areas of greatest need, such as reading, writing, and spelling, Key students benefit from the unusually low student-teacher ratios of 3:1. In areas such as math, computer skills, science, social studies, physical education, and art, we maintain a low student-faculty ratio as well. Study skills, explicitly taught, focus on the

management of materials, time, and information, and are an integral part of every class. In addition, we offer a talents program designed to enrich and stimulate the creative gifts and talents our children possess.

THE KEY LEARNING CENTER

The Key Learning Center serves as a community resource to educators and parents in the Western North Carolina region. It includes the Tutoring Connection, Study Skills Coaching, and Teacher Training Programs.

BACK TO THE MAINSTREAM

The ultimate goal for the Key School is to equip students to go back to the mainstream. We make this possible by showing them they can be successful in ways they never before imagined. One parent says, “The kids at the Key School know they learn differently and find hope when they discover new ways to learn. They want to be at a school where they are understood and where they can achieve — some for the very first time.”



Students share their friendship as they take a morning break. They have the opportunity to slow down and enjoy their environment. Carolina Day is much more than books.



The Middle School

Carolina Day's Middle School is a warm, inviting place, full of creative energy and academic challenge. It serves as a bridge between the lower and upper school years, a unique time when young adolescents experience tremendous growth and change, both physically and emotionally, and must be guided and supported in special ways. We provide a safe and caring environment for these transformations, while holding our students to high academic expectations. We also emphasize moral and ethical development. Our goal is to teach our students how to make responsible choices, to be of service to others, and to develop in all ways as concerned citizens of their community and the world at large.



“Carolina Day is a welcoming place, a great place to grow academically and socially. Our class has come a long way since last year. We used to wonder, what are we doing here? But this year we know our part and how to fulfill it. We help the sixth graders and look up to the eighth graders. It’s great being in the middle.”

WILSON POWELL
seventh-grade student

Carolina Day's middle school teachers seek to move students to discover their individual interests, abilities, and values. We have active classrooms where students work individually, in pairs, and in small groups. Each student has one adult advisor who knows and cares for the student, and who supports the student's academic and personal development. Middle school curricular goals are to develop critical- and creative-thinking skills, problem solving and decision making, interpersonal and communication skills, study and research skills, and proficiency in the use of technology. We also strive to instill a love of the arts.

EXPLORATORY PROGRAMS

The middle school curriculum is rich in meaning — it helps students make sense of themselves and their world, and offers them opportunities to pursue their passions and fully develop their talents. Our curriculum includes both French and Spanish, and we chaperone eighth-grade trips abroad — when security conditions warrant. We offer physical education, intramural sports, interscholastic sports



“I critique my students’ work both in written form and by burning CDs. I talk them through their paper and they listen to it on a CD. I say, ‘Stop the CD here and try this. Play with it and see what you like best.’ I’m having a personal conversation with students after hours.”

MARY ANN JABEN
eighth-grade language arts and social studies teacher

competition beginning in the seventh grade, art, music, and computer labs. We also have a unique program twice a week called “Exploratory.” Recent examples of “exploratory” subjects include crafts, cycling, chess, scrap booking, model building, newspaper, and show choir. Middle school students have also participated in competitions such as Odyssey of the Mind, debate, and Science Olympiad.

Teachers plan interdisciplinary units that allow students to make important learning connections



Jeff Peisner's science class works on a creative problem-solving activity — how to protect a raw egg from breaking as it's dropped from a height of several feet. Student teams each designed a system of cushioning an egg from breaking — some with great success and others making plans to go back to the drawing board.

between the core subjects of language arts, math, science, and social studies. Based on brain research that guides us in understanding the differences in how boys and girls learn, our academic classes in the sixth and seventh grades are single gender. The research on single-gender instruction points to improvements for girls in girls-only classes, especially in math and science, and to improvements for boys, especially in reading and writing. This approach creates more success in our classes and a more cohesive



“The reflective portfolio is a great way to put all your memories of Middle School together. You include tests and projects — not just your best work but things you bomb too. You write reflections on what you did well and not so well and present it to your parents. What an incredible way to learn.”

ESHA GROVER
eighth-grade student

program with fewer distractions for students at a time in their lives when they are going through major cognitive and physical transformations.

We also know that students want to participate in mixed groups, so we provide coed opportunities in art, music, exploratory, and modern language. Students return to all coed classes in the eighth-grade year, providing a smooth transition to Upper School.

PORTFOLIO: A REFLECTION OF YOU

Perhaps our most successful innovation is the “reflective portfolio,” a capstone project for the Middle School. All eighth-grade students create portfolios of their work with sections for every class. They send written invitations to their parents to attend a conference, run by the students, not by the teachers. Afterwards, parents write a letter to their children. Parents and children alike experience meaningful communication that wouldn’t happen otherwise. The program has been so successful that our teachers lead workshops on it at professional conferences.



Single-gender core classes in the sixth and seventh grades have been embraced by students, teachers, and parents. With fewer distractions, students find it easier to discover their place.

The Upper School

The Upper School is the bridge to college and beyond, both a culmination of the Carolina Day School experience and a gateway to the next phase of our students' journeys. We are a college preparatory school with an enviable record of success. All of our graduates go on to college and the vast majority are accepted by their college of first choice. The Upper School has a broad-based curriculum, including many AP courses, a 9:1 student-faculty ratio, a commitment to community service, and an Honor Code that instills the values of honesty, integrity, and self-reliance. By teaching these values to our students, we hope to give their higher education a higher purpose, ensuring their success throughout college and the rest of their lives.



**In our small classes and numerous clubs,
friendships just happen.**



“The teachers trust you to do the right thing. That’s so huge, because when you feel trust you have a responsibility to it. When I visited, I said, ‘Where are the locks on the lockers?’ They said, ‘We don’t need locks here.’

There are hardly any incidents of cheating. When there are, the students respond. We want the Honor Code to stay intact. We want to live up to our responsibility and show that we are trustworthy.”

RACHEL WOOD
senior, Upper School

The upper school program consists of required courses in the major academic areas: English, math, science, modern language, and history. In addition, all students complete courses in computer, fine arts, physical education, and public speaking. Students take five academic courses per semester; highly motivated students may choose to take six. We currently offer 18 Advanced Placement courses through which students may earn college credit or advanced standing in college courses.

INSPIRING FACULTY

The strength of our Upper School lies in our highly qualified and motivated teachers. We have 25 faculty members, with an average of 19 years experience each. More than 70% have advanced degrees, and all are committed to developing students who will be lifelong learners. Small classes foster individual participation, and our advisor/advisee system enables teachers to monitor each student's academic, extracurricular, and social progress.

RESPONSIBLE FREE TIME

The Upper School cultivates independent thinkers by allowing students to manage their own time. There are eight class periods a day, but most students take only five or six classes, leaving two or three periods a day free. One student says, "When I first heard about it I was surprised. It sounded like a complete waste of time. Freshman and sophomore year I'd go play soccer or socialize. That didn't help my grades. Now I get it. Learning to organize my free periods has taught me more than anything else here."



"I'm having some trouble with math right now, so my teacher spends all this time with me after class. She doesn't stop teaching until I'm finished learning, until I finally figure things out. She pours all that time and energy into me until I get it. All the teachers do that here."

ADAM TRUFANT
junior, Upper School



Teachers take the time to explain and explain again. Students come to understand that the process of learning is just as important as the grade on their paper.

Another student says, “It’s like unsupervised study halls. You can sit in the hallway and do your homework. I’ve also had amazing discussions... politics, the environment. I think of things at school more as a unit because I have time to integrate my thinking about the subjects.”

CREATIVE EXPRESSION

The Upper School encourages students to engage in community service. The School plans many service activities in which most or all upper school students participate, such as Make-a-Difference Day and Special Olympics. Other projects are sponsored by clubs such as Students Against Drunk Driving, Students Allied For Environmental Responsibility, Roots & Shoots, and Fellowship of Christians in Universities and Schools. We recognize students who have demonstrated a commitment to service by bestowing membership in the Highlander Society.

We also encourage students to work on independent projects. Three students traveled with a biology teacher to Alaska through a grant from



“Students find out right away that teachers are on their side, that we’re not looking for perfection, but for progress. Students will find their niche, but we make them stretch as well. We don’t just say, this is what you’re good at, let’s keep going, but also this is what you’re not good at, let’s give it a try. We make the hurdles a little bigger each time. We fire over their heads a lot, intentionally.”

BILL WOLFE
chemistry teacher, Upper School

the National Science Foundation. For three weeks, they measured permafrost depths in the tundra and excavated thousand-year-old graves of Inupiat Indians. Another student organized a chapter of “Roots and Shoots” after meeting Dr. Jane Goodall in Asheville. “Carolina Day supported me and helped me set it up,” he says. “We do projects that show concern for the environment. Our first was building a flight cage for the birds of prey at Asheville’s ‘Wild for Life.’”



Students in the Upper School learn to manage their time. A walk through the hallway will find students working together on a project, reviewing for an upcoming quiz, or chatting with friends.

Athletics

Our athletic program is participatory, comprehensive, highly successful...and fun.

More than 80% of Carolina Day students participate in our award-winning program.

Carolina Day School begins the athletic experience in lower school physical education classes. We believe it is as important to strengthen the body as to educate the mind. We begin interscholastic competition for both boys and girls in the seventh grade. Within reason, we carry as many students as we can, and we play everyone in every game. In the Upper School, our varsity teams are based on earned playing time. We are fully competitive and vie for both conference and state championships.

One former athlete says, "The daily challenge of achieving excellence both on and off the playing field is the basis of Carolina Day School athletics."

This challenge brings players and coaches together to form unique bonds that extend beyond sports and become cherished relationships for a lifetime."

Our facilities include two spacious gyms and a well-equipped fitness room. We compete as a member of the North Carolina Independent Schools Athletic Association and our conference affiliation is the Carolinas Athletic Association. Our students bring home numerous all-conference and all-state awards and honors, including the prestigious Wachovia Cup for overall excellence, and many go on to compete and coach at the college level. For a complete list of our athletic achievements, please visit www.cdschool.org.

GIRLS SPORTS

Basketball
Cross Country
Field Hockey
Golf
Soccer
Swimming
Tennis
Track & Field
Volleyball



BOYS SPORTS

Baseball
Basketball
Cross Country
Golf
Soccer
Swimming
Tennis
Track & Field

Members of the varsity field hockey team are friends on and off the field. Over 80 percent of CDS students participate in the athletic program.



The Journey Beyond

Life is a journey best traveled in the company of like-minded seekers.

At Carolina Day School, we don't send students on their way. We go with them.

Carolina Day School graduates have an exceptional record of achievement in college and university, both in academic performance and extracurricular involvement. Most are able to attend their school of first choice. They return to tell us how well prepared they are — confident in their skills and assured in their demeanor. Our job is to prepare them for that journey beyond our gates. We equip their minds with knowledge, their hearts with compassion, their bodies with strength, and their spirits with depth. To learn more about this remarkable journey, please visit us at www.cdschool.org or better yet, come see us in person.

“A journey of a thousand miles begins with a single step,” wrote Confucius long ago. For some of our students, that first step comes in pre-kindergarten, for others as late as senior year. Whenever students arrive at our doors, in whatever stage of development, we take them from where they are and help them discover their unique promise. We inspire their journey and celebrate their achievements along the way. We travel with them as far as we can, then send them on their way, knowing that they take a part of us with them. We know that our students leave Carolina Day School prepared not just for something, but for anything.



The school bell was given to Asheville Country Day by the Southern Railway in 1958. Seniors ring the bell on the first day of school and on their way to Commencement exercises nine months later as a way of letting the world know — we're coming!



CAROLINA
DAY SCHOOL

1345 Hendersonville Road
Asheville, North Carolina 28803-1923
(828)274.0757
admissions@cdschool.org
www.cdschool.org