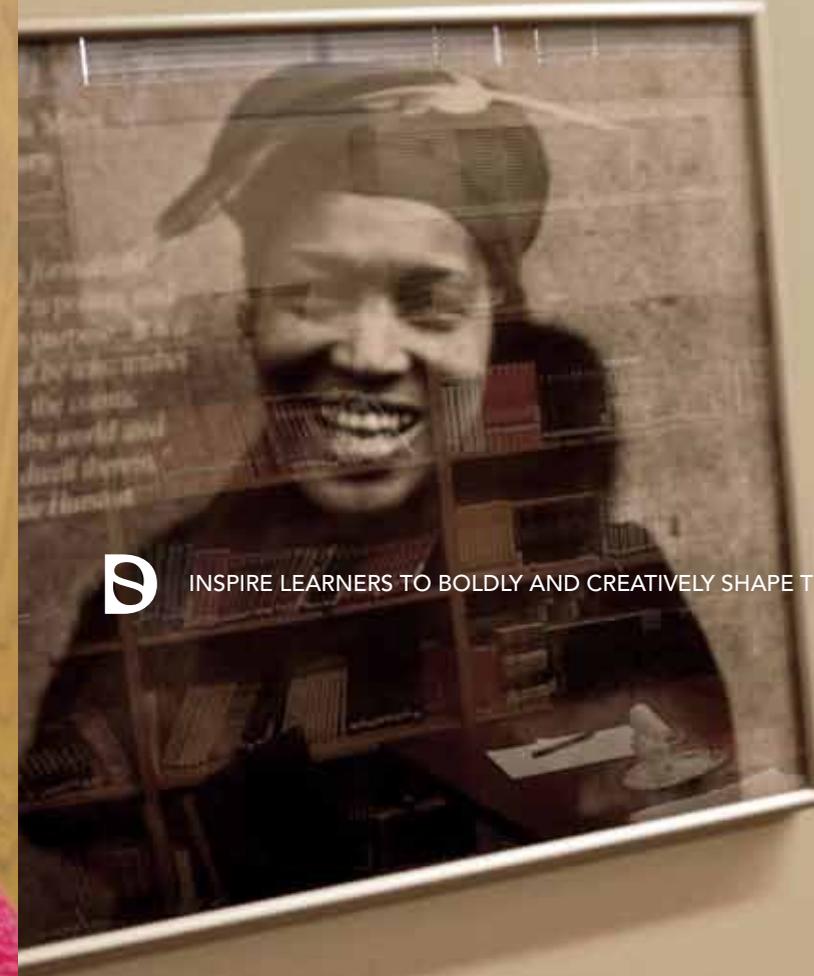




DUKE SCHOOL

WHAT WE DO





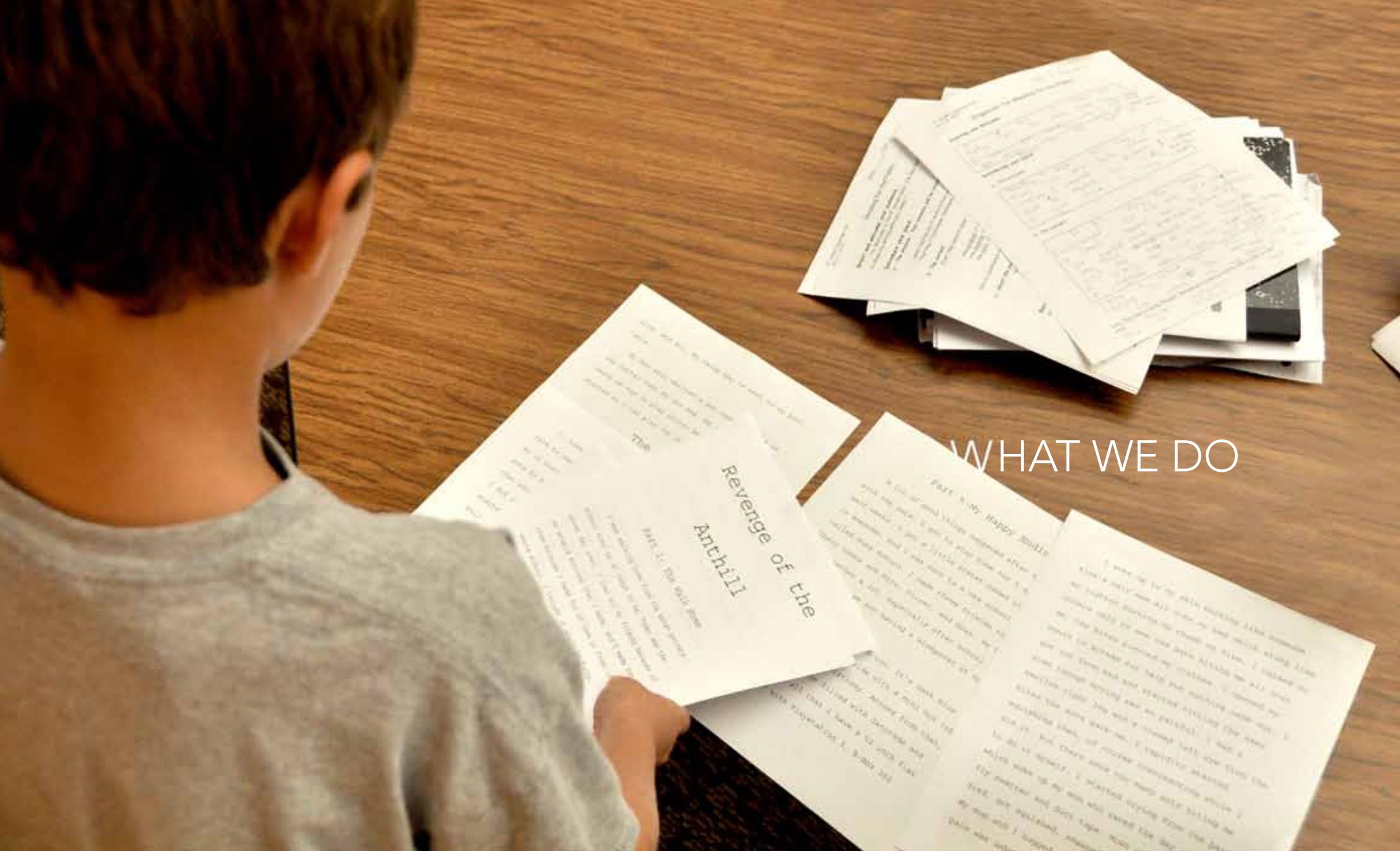
S INSPIRE LEARNERS TO BOLDLY AND CREATIVELY SHAPE THEIR FUTURES.





A PLACE LIKE NO OTHER.

Imagine when an observation got your mind turning – and now imagine that observation becoming the impetus for an in-depth investigation. That happens at Duke School, where our students learn to develop and follow through on their own ideas. Our rigorous academic program, combined with our ability to help students shape and hone their interests, makes Duke School one-of-a-kind. *Let us show you how.*



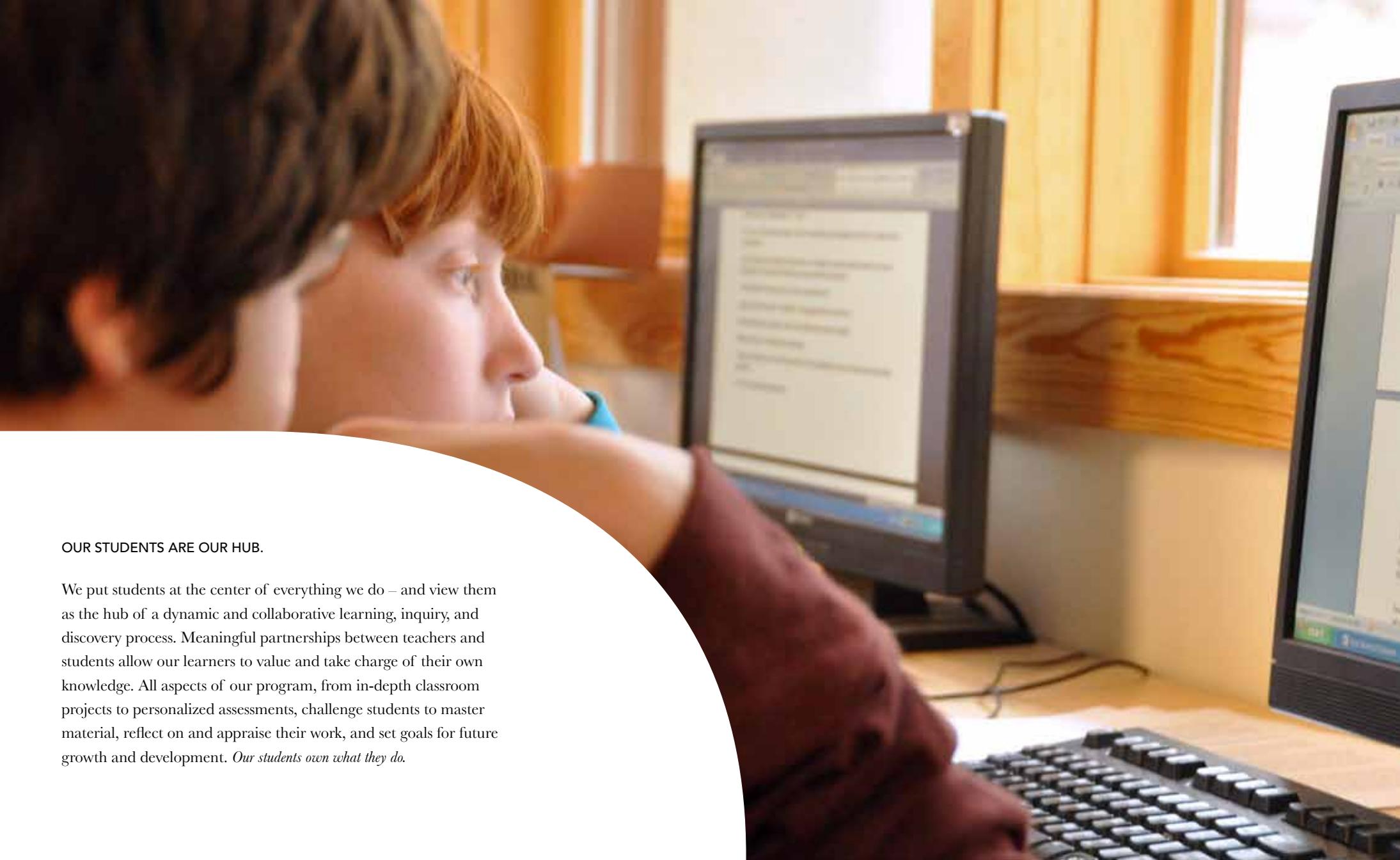
WHAT WE DO



THINK BOLDLY. ACT THOUGHTFULLY.

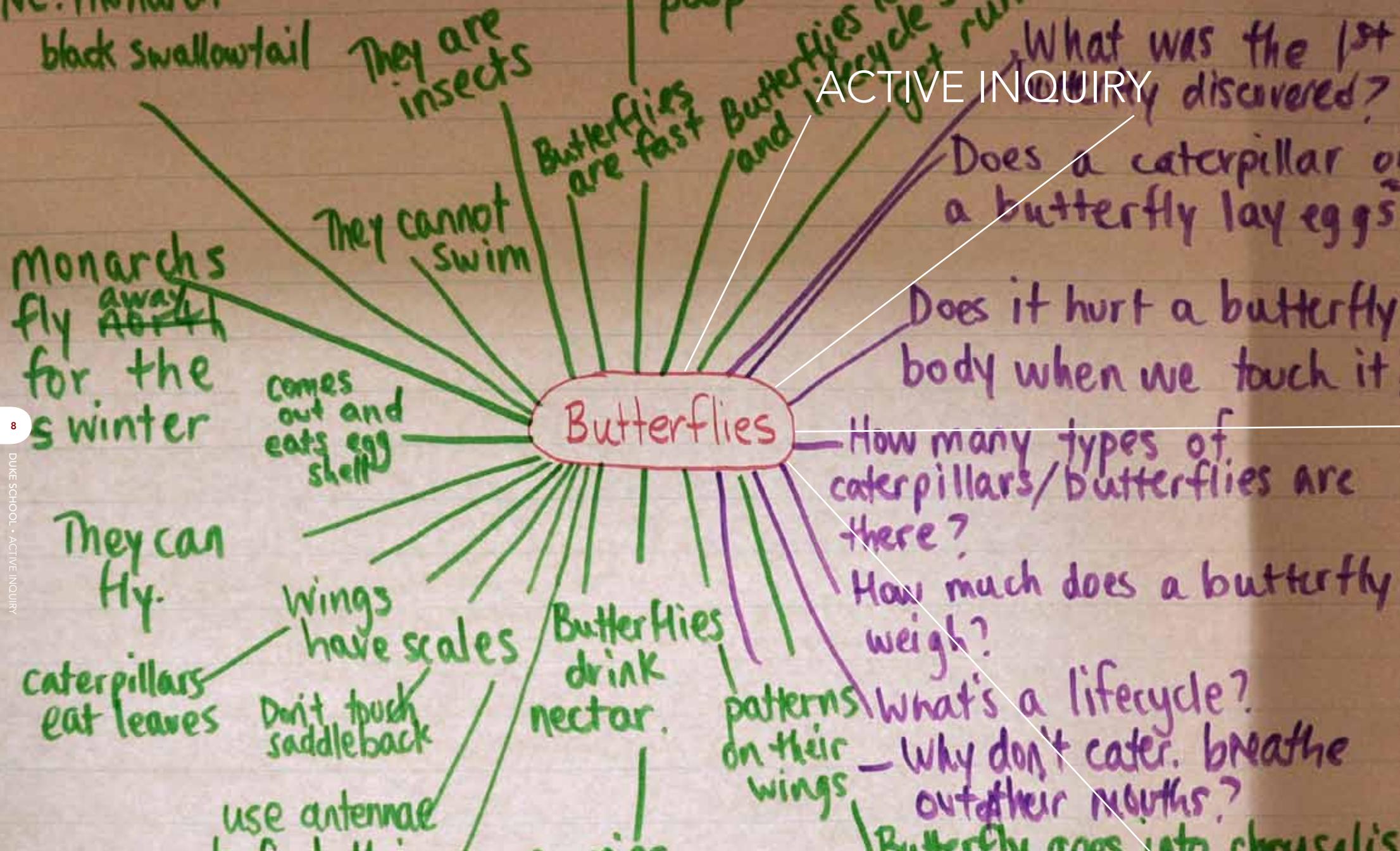
We take education seriously – and set out to cultivate the minds and passions of every one of our students. A deep love of learning and respect for our community forms bold, critical thinkers for life. With highly-trained teachers who are themselves lifelong learners, we nurture students to follow their curiosities, shape and communicate their ideas, succeed in high school, and become enlightened global citizens who build amazing lives and careers of their own.





OUR STUDENTS ARE OUR HUB.

We put students at the center of everything we do – and view them as the hub of a dynamic and collaborative learning, inquiry, and discovery process. Meaningful partnerships between teachers and students allow our learners to value and take charge of their own knowledge. All aspects of our program, from in-depth classroom projects to personalized assessments, challenge students to master material, reflect on and appraise their work, and set goals for future growth and development. *Our students own what they do.*



ASK BIG QUESTIONS. CRAFT COMPELLING ANSWERS.

A culture of intellectual curiosity thrives across campus and in every classroom. Our *project-based* approach to teaching empowers students to be active participants in creating knowledge and understanding. With each *project*, or in-depth investigation, students formulate essential questions, conduct authentic research, and explore multiple paths to creative solutions. This kind of active inquiry makes learning what it should be – stimulating, relevant, and personally fulfilling.



PRE SCHOOL



LET LOOSE THE NATURAL LEARNER!

The brain develops at a faster pace in early childhood than during any other growth period – and preschool experiences forge ways of thinking that can last a lifetime. Starting with our three year olds, we make the most of the natural curiosity and love of learning that come with childhood by setting up opportunities for our youngest students to interact with and make discoveries about the world around them. Caring teachers facilitate the growth of independent decision-making and conflict resolution, and children express themselves richly through language, music, movement, and art.



DISCOVER YOUR WORLD – AND THE POWER OF YOU.

Whether tracking the transformation of a chrysalis to a butterfly, measuring the rainfall needed for a successful harvest, or analyzing original documents, our lower school students learn to think like scientists, mathematicians, writers, and historians. They draw conclusions from observations and experiences and consult primary sources and experts. With two certified teachers in each classroom (the average teacher-student ratio is 1:12), students work closely with teachers and classmates, and spend time daily honing skills in reading, writing, and math. Project work integrates science, social science, writing, mathematics, technology, art, music, and other disciplines – and reflects the interconnected nature of real life.



LOWER SCHOOL



MIDDLE SCHOOL

THINK AT HIGH LEVELS. START MAKING A DIFFERENCE.

What are the roots of a lasting civilization? What forces act upon a pendulum? Why does hunger exist in the United States? These questions and others drive the discussions taking place daily in our middle school, where projects push our learners to develop and use high-level thinking skills to explore and solve problems. Students integrate skills and strategies mastered in their rigorous core classes – math, science, language arts, and social studies – and conduct authentic research on and off campus, all while working closely with teachers to navigate the physical, social, and emotional changes of emerging young adults. *Middle school at Duke School is a safe place for adolescents.*

CHANGE

Questions we have about change

Is it natural? Who benefits?

Is change the same as progress?

Can we separate change into "human" "other"?

Is it possible for all change to be valuable for all?

Statements) * Does change have an "equal & opp" reaction?



WHY WE DO IT

To give Danny Jeck '00 the entrepreneurial and scientific skills to create an inexpensive malaria test as an undergraduate

To empower Rebecca Telford-Marx '07 to graduate as valedictorian from Jordan High School, while mastering the violin and later attending Oberlin College Conservatory of Music.

To give Anna Carson Dewitt '98 the clarity of commitment to help mothers give birth to babies in Honduras and rural parts of the United States – and to write a book of poetry about her experiences.

To motivate twin brothers Matt and Ross Duffer '99 to turn their childhood love of making backyard films into a thriving career in the Los Angeles film industry.

To inspire Lee Wheless '97 to pursue a cure for cancer as a fifth grader – and years later to enroll in a dual MD-Ph.D. program in epidemiology.

To prepare every one of our learners – like these six Duke School alums – to become the next generation of problems solvers in our complex world.



WHY WE DO IT.

We believe an education constitutes more than grades and test scores. Educating a young learner calls for a focus on the whole child, a thorough understanding of the world in which we live, and the willingness to reflect on and adapt to changes. We want our students to succeed not just as students but as lifelong learners, workers, and citizens of the 21st century. And we strive each day to prepare every one of them to become the next generation of problem solvers in our complex world.

THE DUKE SCHOOL ADVANTAGE



WHY US?

As a school that extends from 3 year olds to eighth grade, Duke School offers an unmatched academic and social foundation in which one year builds upon the next. Eighth graders get to lead, become role models, and contribute to the community in ways that empower each of them. Project work starts as early as preschool and grows more sophisticated each year. And our small class sizes allow teachers to form close relationships with students and families – and to tailor instruction to the needs and interests of the individual. Best of all about Duke School, our students and families become part of a tight-knit community built around a shared love of learning. *And that shared love of learning stays with our students for life.*



WHAT THEY SAY

EMORY BUCK

"I'm competitive by nature, but Duke School encouraged me to be competitive about learning, not about grades. I'm also highly self-motivated, and my progress remains more of a self-evaluation marked not against my peers but against myself. Duke School awoke within me a desire to learn that is more powerful than any other stressors I may experience. This desire pushes me to challenge myself, as my thirst for knowledge far exceeds my fear of failure."

EMORY BUCK University of Virginia '15
Deerfield Academy, '11 Duke School, '07



BOB ROBINSON

"Duke School entrusts teachers with a dynamic curriculum that invites us to bring our own creativity and remain responsive to a world that is ever-changing. The project work we do transcends and unites the subject areas we teach, and lets us take advantage of the amazing resources right here in Durham. We do some very serious field work and consult with the world's top experts. And our students pick up that drive to learn, explore, and question that is so much a part of where we live."

BOB ROBINSON Sixth-grade teacher, Duke School

CAROLYNN KLEIN

"For me and across all of Duke School, *our parents are our partners*. I turn to them all the time – to come in and read a story, to get interviewed, and to serve as a guest expert for a project. It's a two-way street: we communicate with them, and they communicate with us. We're all invested in the common goal of ensuring the very best in every child, and our parents value learning and want to be part of this enormously important work."

CAROLYNN KLEIN First-grade teacher, Duke School

KELLY ROBINSON

"My husband and I went to traditional independent schools, where we sat in rigid desks and took notes all day. We wanted something different for Wyatt, our son. And once we learned about Duke School, it was the only school we considered. Period. *Duke School gets my son excited about learning*. Even in preschool, the field trips weren't typical petting zoo trips."

KELLY ROBINSON
Early childhood parent, Duke School



VISIT US!



COME SEE FOR YOURSELF.

Imagine your child growing up in a challenging, engaging, supportive environment like Duke School. We invite you to tour our campus, enjoy our outdoor learning spaces, observe project work in action, and talk to our faculty, staff, students, and parents. With a smartly designed, eco-friendly campus reflective of the school's mission, Duke School is widely known and universally respected for its exceptional program. For more details on our admission process, curriculum, and extracurricular program, please browse our web site (www.dukeschool.org) and call to set up a tour. We're eager to meet you, answer your questions, and share with you the great things Duke School helps children achieve.

 **DUKE SCHOOL**
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TO PREPARE THE NEXT GENERATION OF PROBLEM SOLVERS FOR OUR COMPLEX WORLD.



WHY WE DO IT



DUKE SCHOOL

WHAT WE DO