

Key School engages children from 2.5 years of age through grade 12 in a progressive, coeducational, college-preparatory program on its picturesque 15-acre campus located 4 miles from downtown Annapolis.



About Us

Founded as a day school in 1958 by professors and parents affiliated with St. John's College, Key School graduated its first senior class in 1971. Key's rigorous academic program emphasizes experiential learning, interdisciplinary studies and global perspectives while encouraging both collaboration and independent thinking.



Our Mission

The Key School is founded upon the conviction that children are innately curious about themselves and the world; they want to learn, they want to discover, and they want to create.

Our mission is to nourish and guide this natural exuberance, energy, and delight in the search for meaning, so that each student embraces lifelong learning and develops into an informed, thoughtful, and constructive member of society.



Our Students

Key students are curious, lively and enthusiastic.

645 students enrolled in Key-Wee (2.5 year olds) through grade 12

210 students in Upper School (grades 9-12)

Class of 2019 comprises **56 students, 26 males and 30 females**

35% students of color

Geographic reach: students attend Key from **66** zip codes, **10** countries, and **247** sending schools

6:1 student teacher ratio

Average class size is **16**



Our Faculty

113 faculty members in the School

69 hold advanced degrees / **7** doctorates

35 have taught at Key for more than 15 years



Our Academic Philosophy

The general tone of Key is egalitarian, academically focused, informal, creative, and caring.

Key's program is designed to develop:

- Independent thinkers
- Creative innovators
- Effective collaborators
- Tenacious problem-solvers
- Articulate leaders

The School emphasizes the learning process, promotes individuality and encourages the free expression of ideas and points of view.

The adults on campus honor the intelligence and capacity of the students and the students, in turn, create genuine and long-lasting connections with their teachers.

"Imagine an environment where voicing your dissenting opinion is encouraged; composing your music, as a seven-year-old, is essential to the school play; studying the efficacy of herd immunity is debated or feeling supported in your desires for preserving the Chesapeake Bay for generations beyond me. For the past thirteen years, this has been the Key School environment. It's more than textbooks and classrooms; it's about instilling in me the desire for learning beyond 3 PM."

*Rayan Zia, Class of 2018,
Dickinson College*



Our Curriculum

Key's curriculum includes courses, materials and experiences intended to instruct, stimulate, challenge, and engender a delight in learning while developing a sustaining degree of intellectual curiosity.

Each student in grades 9-11 pursues an essentially core curriculum through the junior year.

Since its founding in 1958, Key School has been teaching its students to think like scientists, technologists, engineers, artists, and mathematicians in an interdisciplinary environment, long before terms like STEM and STEAM existed.

Key faculty believe knowledge should be constructed, not delivered, and that real rigor comes from a deep understanding of the complexity of concepts and problems, not from the sheer amount of content covered.

In each course, Key's curriculum is designed to ask its students to analyze, question and construct meaning from information gathered.

"My journey through school has been anything but typical. As I have grown up, I have discovered that there are many things I do at Key that one would be hard-pressed to find at other schools. I leave school dirty; I have played and learned outside and returned home with messy clothes and leaves in my hair. I know every single person in my grade by name. I challenge my teachers through respectful discussion and call many of them by their first names because they consider me to be a peer. I see my teachers outside of class and feel comfortable sitting down and having coffee with them. I embrace failure and am confident that it will only lead to success further down the road."

*Jerry Mathis, Class of 2016
University of Notre Dame*



Distinctive Curricular Offerings

Civilization Courses: In grades 9 through 11, the study of history and literature is combined with the study of philosophy, art, religion, politics, economics, law, and the history of science. Student essays require original thinking and logical rigor. For example, eleventh graders are asked to assess the role played by early Americans' belief that they were inhabiting a "New World," drawing on literary, historical and cultural evidence.

Independent Study: Provides seniors with a unique opportunity to work 1:1 with a faculty member on a college level course. This intense study allows students to craft a course according to their academic interest. Examples include: Synthetic Biology, Comparison of Eastern and Western Medicine, The Evolution of the French Song, A Study of the Supreme Court, and Multivariable Calculus.

Senior Projects: All seniors spend their final weeks actively engaged in two-week internships or community-based service activities. Recent projects include: shadowing and work at the Computational Biology Lab at Johns Hopkins University and at London School of Economics; glass blowing; and food writing for the Chicago Tribune.

Outdoor Education: This program provides opportunities for students to make connections between their academic studies and the natural world. Entire grades attend 1-6 day-long trips ranging from camping, backpacking, Bay exploration, canoeing, and rock climbing. Trips include: Chesapeake Bay island exploration, rafting the Ohiopyle, and a week-long field study in Assateague Island National Seashore.

"After spending a day at our school, a visiting friend from France captured the essence of how we learn at Key. He explained that what he had seen was not a class, but a conversation, an active dialog between students and teachers."

*Declan Lombard, Class of 2017
Fordham University*



Activities

Mostly student-created and student-led, a sampling of Key's co-curricular activities include:

- Black, Hispanic, Asian, and Non-Straight Affinity Groups
- Jazz Ensemble
- Key Inventors
- Maker Space
- Mindfulness
- Model Congress
- Students for Social Change
- Student Forum
- Teaching Peace
- Theater
- *Zenith*, Literary Magazine



Athletics

Inclusive and competitive, all students willing to make the commitment may play on an interscholastic team; Key School does not "cut" students from its teams and as a result more than 75% of students participate in Key athletics.

Varsity and JV sports include:

Girls: Basketball, Field Hockey, Indoor Track, Lacrosse, Soccer, and Volleyball

Boys: Basketball, Indoor Track, Lacrosse, and Soccer

Coed: Baseball, Cross-Country, Equestrian, Golf, Sailing, Swimming, and Tennis



Finding a college that fits the needs of the student is paramount to Key's college advising process. We work closely with students to help them identify their learning styles, personality tendencies, academic strengths, and social, extracurricular and community interests. Finding the right college is an important decision for seniors and we partner with our students and their parents to listen, understand and then determine the best list of potential schools. Our approach is personal, reflective and appropriately paced.

Matriculations for the Class of 2016 - 2018

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| American University (4) | Gettysburg College | Towson University (2) |
| Anne Arundel Community College (3) | Goucher College (2) | Tufts University (2) |
| Bates College | Guilford College | U.S. Army |
| Beloit College | Haverford College | University of British Columbia |
| Bennington College | High Point University | University of Colorado at Boulder (2) |
| Boston College | Hobart & William Smith Colleges | University of Denver (4) |
| Boston University | Jacksonville University | University of Illinois,
Urbana-Champaign |
| Bowdoin College | Johns Hopkins University (3) | University of Maryland Eastern Shore |
| Brown University | Kenyon College (3) | University of Maryland,
Baltimore County |
| Bryn Mawr College | Macalester College | University of Maryland,
College Park (8) |
| Case Western Reserve University | McDaniel College | University of Miami (2) |
| Clemson University (2) | Morgan State University | University of Michigan (2) |
| Colgate University | National Top Sports Institute | University of Mississippi |
| College of Charleston | New York University (3) | University of North Carolina, Asheville |
| College of William & Mary (3) | New York University Shanghai | University of Notre Dame |
| Colorado College (2) | Niagara University | University of Pennsylvania |
| Colorado Mesa University | Notre Dame of Maryland | University of Rochester |
| Columbia College | Oberlin College | University of St. Andrews, Scotland |
| Columbia College, Chicago (2) | Occidental College | University of Tampa |
| Connecticut College | Otis College of Art & Design | University of Tennessee Knoxville (2) |
| Cornell University | Pennsylvania State University (2) | University of Vermont (4) |
| Davidson College | Pennsylvania State University, Abington | University of Wisconsin, Madison |
| Dickinson College (3) | Pitzer College (2) | Ursinus College |
| Drexel University | Pomona College | Virginia Polytechnic Institute and
State University |
| Duke University (3) | Pratt Institute (2) | Washington University in St. Louis |
| Eckerd College | Reed College | Wells College (2) |
| Elon University | Rochester Institute of Technology | West Virginia University |
| Emerson College | Salisbury University | Gap Year, Environmental Studies |
| Flagler College | Savannah College of Art & Design (2) | Post Graduate Year then to USNA |
| Florida Institute of Technology | Skidmore College (2) | |
| Fordham University (2) | St. Mary's College of Maryland (4) | |
| Franklin & Marshall College (2) | State University of New York,
Stony Brook | |
| George Washington University | Stetson University | |
| Georgetown University (3) | Temple University | |
| Georgia Institute of Technology | | |

"My experiences at Key have shaped who I am more than any other influence in my life. Experiences should hold more value than accomplishments...I learned this first-hand by not receiving a letter grade until freshman year. I enjoy learning for learning's sake; I learn because I want to grow and understand the world, not for a good grade. In all of my classes I have been asked deep, complex questions, and I have been expected to take my thoughts and synthesize them into clear, concise responses. I have learned that sharing ideas helps me broaden my perspective and rethink my initial conclusions."

*Katharine Young, Class of 2016
Pomona College*

REPORTING DISCIPLINARY ISSUES

The Key School does not volunteer to colleges information about minor infractions for which a student may have been suspended or placed on probation. If asked, the School will report disciplinary actions resulting from violations of local, state and federal law, from acts of academic dishonesty, vandalism, or from any threat to the safety of the School community.