Dedicated to academic excellence and development of high personal standards, Pingree believes that a love of learning flourishes best in a diverse community that respects truth, curiosity, creativity, humor, and independent and imaginative thinking. Above all, Pingree strives to instill in its students integrity, decency, compassion, self-esteem, and commitment to one another and to the world at large.
ADMISSION TRENDS AND THEMES

HIGHLIGHTS

**Exciting Momentum**
We are experiencing strong growth and interest, which is forcing us to recalibrate annual offers. This year, applications to date are up 5%.

**Communicating Story**
Using current parents, PAN, and regional receptions we’re clarifying and reinforcing our message. (Thank you!)

**Broadening Reach**
With bus and train routes, our geographic reach has afforded us a deeper, stronger, and more diverse applicant pool.

OPPORTUNITIES

**Uncertain Economy, Tuition Assistance**
The need for tuition assistance far outweighs our ability to support all applicants. College tuition looms.

**Independent K-8 Market**
Local independent schools are sending fewer families to independent high schools.

**Messaging Innovation**
We always have opportunities to hone our communication through different channels. We have an innovative, evolving, and distinguishing program story to tell.
ENROLLMENT
2008–2020

Number of Students

Academic Year

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>08-09</td>
<td>330</td>
</tr>
<tr>
<td>09-10</td>
<td>330</td>
</tr>
<tr>
<td>10-11</td>
<td>340</td>
</tr>
<tr>
<td>11-12</td>
<td>340</td>
</tr>
<tr>
<td>12-13</td>
<td>350</td>
</tr>
<tr>
<td>13-14</td>
<td>360</td>
</tr>
<tr>
<td>14-15</td>
<td>370</td>
</tr>
<tr>
<td>15-16</td>
<td>380</td>
</tr>
<tr>
<td>16-17</td>
<td>380</td>
</tr>
<tr>
<td>17-18</td>
<td>390</td>
</tr>
<tr>
<td>18-19</td>
<td>390</td>
</tr>
<tr>
<td>19-20</td>
<td>400</td>
</tr>
</tbody>
</table>
THE STATE OF INDEPENDENT SCHOOLS
25 Years From Today

Those insulated by some combination of market, legacy, and financial wealth

Those that are highly differentiated by program and brand

Those that are struggling or failing
FRAMEWORK FOR THE FUTURE

**People**
We will fund programs for students, access for families, and benefits for faculty in perpetuity.

**Pace**
We will prioritize wellness and reflection.

**Place**
We will enhance learning, study, and social environments.
FINANCIAL OVERVIEW
Fiscal Year 2019

**SOURCES OF INCOME**
- 87.4% Tuition ($13.5M) *
- 4.6% Philanthropy ($717k)
- 1.7% Endowment ($255k)
- 6.3% Other ($977k)

**DISTRIBUTION OF EXPENSES**
- 63.6% Salaries and Benefits ($9.6M)
- 10.7% Academics and Athletics ($1.6M)
- 8.8% Administration ($1.3M)
- 11.5% Buildings and Grounds ($1.7M)
- 5.3% Debt ($803k)
ANNUAL FUNDRAISING EFFORTS

The Role of the Pingree Fund

- A community-driven annual fund that bridges the financial gap not covered by tuition and endowment income
- In 2019–2020, the Pingree Fund goal is $1.1 million
- Long-term goal is to raise $1.5 million annually (10% of operating budget)

Head’s Fund for Innovation & Financial Flexibility for Program

- Established in 2018 in an effort to encourage creativity, community, and innovation
- Goal to provide an annual budget for Pingree’s Head of School to support new ideas, coursework, and programs to ensure forward-thinking change that strengthens the Pingree experience
ENDOWMENT TO DEBT COMPARISON
($000)
As Pingree School approaches its sixtieth year, now is the time to reflect and plan for our future. The strongest schools provide an exemplary program today while also preparing to meet the school’s needs many years down the road. Some educational leaders believe that endowment per student is the most reliable predictor of a school’s future success. Now is the time for Pingree.
HISTORICAL SNAPSHOT OF CAMPUS MASTER PLAN

Over the last decade, we have invested more than $30 million into our physical plant.
Recent projects have included:

- **2004 Building Our Future, Expanding Our Home Campaign**
  Completed in 2004; included academic center project

- **2014 Campaign for Arts, Athletics, and Access**
  Completed in 2014; included new athletics center, performing and visual arts center, and access fundraising

- **2015 Commons Renovation Project**
  Completed in 2015; phase one of the project included upgrades to student seating and serving area

- **2018 Turf Field Project**
  Completed in 2018; phase one of project included installation of outdoor field and lights
PHILANTHROPIC INITIATIVES AHEAD

ENDOWMENT
Financial Assistance and Access
Faculty Support: Endowed Chairs and Professional Development Fellowship Program

PINGREE FUND
Unrestricted
Head's Fund for Innovation
Prep@Pingree and Access

PHYSICAL PLANT
Classroom and Science Spaces
Meeting & Performance Space (~150 people)
Support, Study, and Social Spaces
Wellness Center, Rink, and Track
Relocate existing office, enlarge classroom

New classroom space, future student space, access to new volume

Relocate office, enlarge classroom

New building over library

Assembly space for 120

New elevator

New ramp

New building volume
THE STATE OF INDEPENDENT SCHOOLS
25 Years From Today

Those insulated by some combination of market, legacy, and financial wealth

Those that are highly differentiated by program and brand

Those that are struggling or failing
THE CASE FOR PROGRAM INNOVATION

The Pedagogical Case  The Human Case  The World Case

Pingree builds its program based on the interests of its students, the expertise and talents of its faculty, and the demands of our world.
THE PEDAGOGICAL CASE

+ More Active/Experiential Learning
+ Relevant and Authentic
+ Interdisciplinary and Integrated
+ Project-based
+ Collaborative
+ Prioritize Skills

Improve Learning Experience and Redefine Rigor

“Study shows students in ‘active learning’ classrooms learn more than they think.”
Harvard Gazette, September 2019

Improved Learning Through Improved Assessment

“Our methods of assessing student performance are broken. We must develop and use tools that assess what we actually value in student performance, which is not their ability to perform well on tests.”
Grant Lichtman, Winter 2019
“When students have the opportunity to attend classes that are engaging, creative, and relatable to their lives, they are more likely to succeed academically.”

*Education Trust, November 2018*

“Most important of all, high school students need to be granted much more *agency, responsibility, and choice*. While there are some things that everyone should know, much of what will help students in college and beyond are skills: the ability to speak and write persuasively, to reason and engage with one another’s reasoning and to think about core content in complicated ways. Happily, there are multiple paths to achieving these ends.”

*New York Times, March 2019*

---

**ENHANCE RELEVANCE & INCREASE CHOICE**

*Teachers bring relevancy to assignments when they:*

- Teach rigorous content using themes across disciplines, cultures, and generations;
- Consider essential questions and explore universal understandings
- Use real-world materials and events to explore salient topics
- Connect with the values, interests, and goals of their students

*The Education Trust, November 2018*
LOOKING AHEAD AT OUR CURRICULAR PROGRAM

- Performance-based and Alternative Assessments
- Expand L.A.B. Programs
- Integrated Studies
- Certificate Programs
- Unique and Varied Advanced Courses Across the Curriculum

Pingree’s diversity audit revealed many opportunities for our curriculum to be more intentional in the areas of diversity, equity and inclusion.
“We must remember that intelligence is not enough. Intelligence plus character: that is the goal of true education.”
Dr. Martin Luther King, Jr.

“Life’s most persistent and urgent question is, ‘What are you doing for others?’”
Dr. Martin Luther King, Jr.

Most parents and teachers say that developing caring children is a top priority and rank it as more important than children's achievements. (Bowman et al., 2012; Suizzo, 2007 as reported in Making Caring Common Report)
Eighty percent of the youth in our survey (across a wide spectrum of race, culture, and class) report that their parents are more concerned about achievement...than caring for others. A similar percentage of youth perceive teachers as prioritizing students' achievements over their caring.

Making Caring Common Report

“Students in High-Achieving Schools Are Now Named an ‘At-Risk’ Group, Study Says”
Washington Post
September 26, 2019

“Many children in affluent and middle-class communities feel fierce, debilitating pressure to achieve at high levels, resulting in a range of emotional, ethical, and behavioral troubles.”
The Children We Mean To Raise
Making Caring Common Project
Harvard Graduate School of Education
“Becoming a more mindful applicant means strengthening the skills of emotional intelligence (self-awareness, self-management, situational and relational awareness) to not only mitigate some of this stress—but also to flourish as a member of society. Research suggests that strengthening [emotional intelligence] may enable a college applicant to be...more deliberate in their focus and purpose, more compassionate and connected with others, and more cognizant of a world beyond themselves.”

Belinda H. Y. Chiu
PREPARATION FOR HAPPY, HEALTHY, CARING LIVES

- Lifelong Learning
- Intrinsic Motivation
- Social-emotional Learning
- Purpose-based Learning
- Health and Wellness

We need flexibility in our program to prioritize these essential areas of focus.
THE WORLD’S CASE

+ Climate Change
+ Inequality
+ Impact of Technology
+ Politics and Civic Engagement
+ Ambiguity Around Truth

*These problems need education directly focused on addressing them.*
WE HAVE MADE BOLD, PROGRESSIVE CHANGE IN THE FOLLOWING AREAS:

- Daily Schedule
- Transition to Trimesters
- Local L.A.B.
- H Blocks: Pass/Fail
- Standards-based Grading
- Raising Art Credit Requirement
- Interdisciplinary Courses
- Learning Gardens
VISION OF A LEARNER

Integrated Studies Certificate Program
Sustainability

Service Learning

Independent Science Research

Expand Community Ed

Expand L.A.B./Miniterm

Interdisciplinary Student Choice & Agency

Application & Relevance Experiential

Social-Emotional Learning & Wellness
Research Civic Engagement & Citizenship

Move Beyond AP’s

Project Based Learning

Advanced Courses Across Our Curriculum

Courses Beyond Traditional Departments

Advanced Interdisciplinary Seminars

CARING
AWARE
PREPARED
WISE
SKILLED
HEALTHY
MORAL

Relate
Communicate
Navigate
Participate
Originate

Over the next 3–4 years and beyond ...

Move Beyond AP's

Advanced Courses Across Our Curriculum

Courses Beyond Traditional Departments

Advanced Interdisciplinary Seminars
HOW WE ASSESS AND ASSESS WHAT WE VALUE

+ Combination of Formative and Summative Feedback
+ Performance-based Assessment
+ Demonstrate AND Originate
+ Standards-based Feedback (Expand to H-Blocks)
+ Final Exams and Protected Assessment Blocks
+ Mastery Transcript
+ Weighting
In consideration of your own thinking about just war theory, what you have learned about warfare in the past (specifically bombing civilian populations), and the ideas from your research that resonate with you, craft a proposal for the U.S. Department of Defense about the guidelines you recommend for the use of drones in warfare.
Our commitment to you and to our students - we are in this together.

When thinking about your learning experiences, what experiences were most transformative for you?

As we look towards the future of education, what experiences do you hope your child will have in their learning at Pingree and beyond?
THANK YOU FOR YOUR TIME!

QUESTIONS?