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WWW.WARINGSCHOOL.ORG

Report of the Headmaster

by Peter Laird Smick



Like most of the Waring years I have known, the 2005-2006 school year was typical and yet completely new. We had the normal, exhilarating succession of musical and theatrical events that put us through the gamut of emotional response from laughter to tears to aesthetic bliss. We worked together to raise money, to discuss issues, and, of course, to advance our learning through all the changes and facets of the Waring program. And yet through this welter of events and commitments there emerged new departures that we had not anticipated, such as both the Girls and Boys Varsity soccer teams winning their respective league championships for the second year in a row and the emergence of Waring debate as an important new component of the Waring program. And then on the 15th of May, well past the season of snow days, we had that rarest of occurrences—a flood day! All of these events—common and uncommon—are ably chronicled in the three issues of Journal that came out during the year, and I refer you to them at www.waringschool.org if you want to get more thoroughly in touch with our recent past.

Admissions & Enrollment

During the 2005-2006 admission cycle, we continued the trend of recent years that has brought increasingly well qualified students into the school, though, because of unanticipated last minute enrollment withdrawals, we did not reach our target enrollment range of 152 to 154. Overall interest in the Waring School continues to be high and on a par with recent years, as indicated by the number of inquiries and application processes initiated. Completed applications were up by 16% over 2004-2005. Sixth and ninth grade continue to be the main points of entry into the school. At 20 and 29 respectively, each class is the largest that it has ever been, reflecting the school's willingness to be flexible around class size in order to accommodate the high number of qualified candidates at those two points. As in the past, we had significantly fewer applications for the eighth and tenth grades. And, even while the number of applications for the sixth grade were at an all-time high, the number of applications for the seventh grade dropped precipitously for reasons that are not entirely clear. So, as always, the admissions/enrollment challenge continues to be not so much having enough qualified candidates overall as having enough qualified candidates for the grades where openings exist. And this landscape varies somewhat from year to year.

After three years of average attrition of well under one percent, our attrition for the year, or the number of students leaving the school for any reason between September of 2005 and September of 2006, rose to six, or 4%. This rate is more what we would expect over the long-term and is still less than half of the 8% average annual attrition that the school experienced from 1997 to 2002.

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Annual Report

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AXEL MAGNUSON	KIM WRIGHT
DAVID MARSH	HARVEY ZARREN
KAREN MCNIFF	*MICHAEL ZARREN
CRIS MILLER	'94

* DENOTES NEW MEMBER

Finally, after a modest dip in 2004-2005, our yield rate, i.e. the percentage of accepted candidates who decide to enroll, jumped to over 85%, the high end of its historical range. This is pretty good evidence that most of our candidates are applying to Waring as their “first-choice” school, which in turn suggests that our applicants are choosing us as much as we are choosing them. Even more to the point, given the quality, character, and motivation of the new students who have joined the school during the past year, we are confident that these families and young people are choosing Waring for the right reasons and are all the more likely to prosper with us as a result.

Waring Admissions – 2005-2006

Inquiries (approx.)	360
Application process initiated	100
Completed applications (c)	71
Admitted (a)	42
Denied admission	13
Wait-list	10
Withdrew from process	6
Declined to enroll (d)	6
Yield rate [(a-d)÷a]	86%
Acceptance rate (a÷c)	59%

2005-2006 Enrollment	149
Graduates (5/06)	-27
Attrition (as of 6/28/06)	-6
Withdrew after initial enrollment	-2
New enrollment (as of 6/28/06)	36
2006-2007 Enrollment (as of 9/20/06)	150

Student Body Profile

	Gp5	Gp4	Gp3	Gp2	Gp1	C7	C6	Total	(%)
Students	25	22	22	29	17	15	20	150	(100%)
Boys/Girls	12/13	8/14	11/11	13/16	8/9	7/8	11/9	70/80	(47%/53%)
Faculty-Staff	2	0	1	2	0	0	0	5	(3%)
Trustee	3	2	0	1	0	0	0	6	(4%)
Siblings	16	12	9	16	9	4	11	77	(51%)
Persons of color	4	3	2	2	1	1	1	14	(9%)

Student to teacher ratio: 8.2:1 (approx. 7.1:1 when including music lessons)

2004-2007 Financial Aid

	2003-2004	2004-2005	2005-2006	2006-2007
Total # Receiving Aid	43	41	40	43
Percentage of Students	30%	27%	27%	29%
Total Financial Aid	\$273,544	\$322,818	\$343,274	\$381,727
Average Award	\$6,361	\$7,874	\$8,582	\$8,877

Class of 2006

With 27 graduates, the Class of 2006 was the largest ever in the 27 years that the school has been graduating students, bringing the total number of Waring alumni to 370. During their senior years, these graduates submitted 132 applications to 96 different colleges and universities, a significant number of which had never before been applied to by Waring students. This number of different schools applied to is also a record, the previous high being the Class of 2005 with 75. Twenty-one members of the class (78%) applied through some form of “early action” program. Of this number, 16, or more than three fourths, were accepted. Overall, members of the class received 67 acceptances and 40 rejections. Though the percentage of

rejections was down from the previous year, the number of “wait-list” notices was up significantly (25), reflecting the highly competitive nature of the 2005-2006 college admissions cycle. The class submitted an average of slightly less than five applications per student, down somewhat from previous years. But this number was significantly skewed by the relatively high number of students who applied and were accepted to only one school. Over half of the class (14) were accepted into their first-choice college. One member of the class elected to participate in a “gap-year” program, deferring college enrollment to the fall of 2007. Members of the Waring Class of 2006 are now, or will be, attending the following colleges and universities: Antioch, Babson, Bryn Mawr, Clark, Colorado College, Columbia College, Connecticut College (2), Dickinson, Franklin & Marshall, Gordon, Mt. Holyoke, MICA, Northeastern, Oberlin, Pitzer, RISD, St. Anselm, St. Olaf, Salem St., Sarah Lawrence, Smith, U. of Mass. Amherst, U. of Miami, U. of Michigan, U. of Notre Dame, and the U. of St. Andrews.

Faculty and Staff Transitions

There have been some significant departures and additions to the Waring faculty and staff during the past 12 months. Math and Science teacher Nicolas Fiszman, who came to Waring 12 years ago from France and MIT and has been an important contributor to the vitality of our program and community, moved across country with his family to set down roots in San Francisco. His wife, Christina, has taken a position as a Curator at the de Young Museum, and Nicolas is now teaching at the Bay School. Residents of the House for the last seven years, Nicolas, Christina, and their two children, John and Nathalie, were much loved and now sorely missed by all of us. Christina’s farewell letter to the Waring community may be found in the Fall 2006 edition of *Journal*.

Two Waring alumni, Ila Prouty ’87 and Greg Moss ’89, have also moved on to pursue other worthy interests and aspirations. Greg directed the Waring theater program from 2002 to 2006 and left a strong theater legacy that will be the standard for years to come. He has moved on to Brown University and entered its highly regarded graduate theater program. Ila, who taught art and served as Art Department chair since coming back to Waring in the fall of 1998, has decided to consolidate her life as an artist in her newly built studio in the hill country of western North Carolina. Of course, home for Ila is Gloucester as well as North Carolina, so we expect to be able to utilize some of her many talents on a short-term basis from time to time. Both Greg and Ila are great examples of how former Waring students can benefit the school a second time around by combining their deep knowledge of our culture and approach with their broad experience of new learning environments.

Math and Science teacher Candace Jennings, who joined the Waring faculty two years ago, left us over the summer to take advantage of an offer by the Massachusetts General Hospital Cancer Center to develop a pediatric oncology survivorship program. As Candace said in her letter of resignation, “this is where my heart is happy and my talents are best used.” We will miss Candace’s ability to make perplexing subjects comprehensible but wish her well in the important new work that she is undertaking.

We are minus, at least for the coming year, the exceptional talents of author (*Mistress Bradstreet*) and part-time writing teacher Charlotte Gordon. With the demands of her newest book on the biblical story of Sarah and Abraham and other institutional commitments, Charlotte was not able to keep Waring in her schedule this year. But, perhaps we will have her back at Waring before too long for another lecture and book-signing.

Finally, we are without the services of the inestimable Tim Bakland ’94 for the coming year. Tim, who has completed eight years of teaching at Waring in the Humanities, French, and Music programs, has been granted a full-year sabbatical leave for 2006-2007. Among a variety of undertakings, Tim will be spending time in Holland, where his wife, Andrea LeBlanc ’02, is studying the baroque flute in the Hague. Tim will also be joining Group 2 in Angers during the month of November.

There also has been an infusion of new talent and energy as we have begun the 2006-2007 academic year. Rachel Jirka ’02, who just received her B.A. from the University of Virginia,

has been granted a one-year alumni internship, which involves both teaching in the French, Music, and CORE programs as well as some administrative responsibilities in the area of admissions. Recent Williams graduate Talia Allenberg-Mailman, also of the Waring class of 2002, has assumed the role of part-time teacher in the Writing program. Robine Vaneck '85, who taught at Waring in the mid-nineties and later served as development administrator during our capital campaign, has returned to Waring in pursuit of her vocational first-love—the teaching of Science. Robine holds a B.S. from Stanford and a M.Ed. from the Harvard School of Education.

Taking over from Greg Moss in our theater program is Holly Little. Holly, who studied theater and creative writing at Bradford College, comes to us from a broad background in acting and directing on both sides of the Atlantic. She also brings the distinct advantage of having worked extensively with our former theater director. She is, therefore, already quite knowledgeable about the approach taken to theater at Waring. Assisting Holly in theater is Sieglinde Levery-Nicolas. Sieglinde's main duties, however, are as Communications Assistant in the Development Office. She holds a B.A. in English from the University of New Hampshire.

And finally, on the side of new additions, is Richard Stomberg, who has assumed full-time teaching responsibilities in the areas of Math and Science. Rich, who holds a B.S. from the University of Massachusetts in Plant Science, comes to us most recently from Harvard University where he was Glasshouse Manager in the Department of Organismic & Evolutionary Biology since 1993. This involved the management of multiple greenhouse facilities in support of botanical research and teaching of graduate and undergraduate courses. He has had wide experience in the field of science education and curriculum development, serving, for example, as Director of Education for the Massachusetts Horticultural Society. Some may recall that Rich has been involved at Waring before, notably during the planning and building of the Forum, when he offered us invaluable assistance in the design of our own green house. It seems only natural, therefore, that he should be back at Waring, helping us to make the best use of this wonderful facility.

Program and Administrative Changes

As we transition into the 2006-2007 academic year, there have as well been some important program and administrative changes involving our existing staff. Dean of Students and Admissions Director Dorothy Wang has assumed the position of Assistant Head. Since Dorothy has in many ways been acting in this capacity already, there have not been too many actual changes in her job description. She will still be responsible for student affairs, a customary area of responsibility for Assistant Heads. She will also continue to direct our admissions program but with additional administrative assistance.

Charles Newman has assumed the position of Academic Coordinator. His responsibilities in this role include coordination of the overall academic program in collaboration with department chairs as well as oversight of the faculty evaluation process. Charles' teaching load has been significantly reduced to make sufficient time available for his new responsibilities.

I have named John Wigglesworth to chair the newly formed Department of Math and Science. This decision was made after an extensive search process last spring helped to confirm that the person we were looking for to coordinate the Math and Science programs was right here at Waring all the time. As evidenced by his wonderful address at Convocation, John has a compelling vision for the future of Math and Science at Waring. With John's assuming this important leadership role, that future is closer than ever. Working with John Wigglesworth as Math Program Advisor is John Ferrick, who brings expertise in the area of math education born out of his many years of experience as a highly regarded teacher and administrator in the Ipswich Public Schools.

Finally, I have named Vicki Paret, who joined the Waring faculty in the fall of 2003, to take Ila Prouty's place as chair of the Art Department. Vicki has also increased her teaching hours, meaning, happily for all of us, that we will be seeing much more of Vicki around Waring during the coming year.

Program and Administrative Initiatives

Of the many things going on at Waring during the 2005-2006 school year, there are three that I would like to make you aware of in closing.

- **Waring Debate** – During the past year, we have been very fortunate to have an educator of the stature of Tim Averill join our faculty on a part-time basis. Tim has been in the process of retiring from Manchester Essex Regional High School where he has served with distinction for many years as chair of the English Department and debate coach. During his tenure at Manchester, he built a superb, nationally-recognized debate program. In fact, Tim has been honored as Debate Coach of the Year by the National Forensic League. Much to our good fortune, Tim has elected a form of semi-retirement that allows him to invest a measure of his time at Waring continuing to do the things about teaching that he loves, such as coaching debate. Last fall he and his students founded the Waring Debate Society as an elective program. Over the course of the year that fledgling group generated a great deal of interest in debate around the school, and by year's end 21 students had become members of the National Forensic League. Waring School participated in 19 debate events during the course of the year as well as hosting two "scrimmages" and one tournament of its own. In just nine months Waring has established itself as "the 11th largest debate school in the New England District." As Tim points out, Waring debaters have become a force to be reckoned with but also "are known for their magnanimity and sense of fair play." The popularity and success of debate at Waring is not hard to understand in the context of Waring's historic emphasis on the importance of verbal expression. Debate offers one more way—and a very important one to my mind—that Waring students can effectively develop their spoken and written voices. It is also clear that many of the skills required in formal debate are flowing back and benefiting other areas of our program. The Waring Debate Society is off to a great start in the new academic year. We look forward to what they will achieve during the coming months.

- **Consolidation of Math and Science** – One of the recommendations made by the Select Committee on Science, which concluded its work over the summer of 2005, was to consider consolidating Math and Science within one department in order to promote better program coordination and more meaningful integration of subject matter. Over the course of the year, this recommendation was given careful consideration, first by the Academic Committee and then by the faculty itself, where the recommendation was formally adopted. This decision was followed by a search process to find a qualified individual to serve as chair of the newly formed Department of Math and Science. This individual would need a broad grounding in both Math and Science, would need the administrative skill to coordinate program needs across the Math/Science spectrum, and would need a compelling vision for the future of Math and Science at Waring. As mentioned above, it turned out that this individual was right under our nose, though we considered candidates from across the country. We are confident that this very natural yoking of Math and Science will lead to the long-term prosperity of a program that is in every way a worthy complement of Waring's acknowledged strength in the humanities and fine arts.

- **Faculty and Staff Development Initiative** – Perhaps the most important development to emerge from conversations that took place last year involving the Board, Faculty, and Headmaster was the Faculty and Staff Development Initiative. This is a comprehensive plan to put all aspects faculty/staff development on a footing that assures sustainable excellence in the long term. Areas of emphases include recruitment and hiring of faculty and staff, support for new teachers, professional development, performance evaluation, compensation, and definition of administrative roles and accountability. This initiative had its origins in our Strategic Planning process of 2002 and is now one of the foremost priorities of the Board and administration. It recognizes the personal, intellectual, and professional well-being of the faculty and staff as being the most essential component to the long-term success of the Waring educational model. There is much yet to be done in implementing this plan, including a full review of Waring's approach to compensation and benefits, which is to be undertaken as a Board priority during the coming year. But much has already happened and is happening at the moment under the following headings:

-
- “Support of New Teachers”
 - A new teacher orientation program has been inaugurated for 2006-2007.
 - A process for developing a teachers’ handbook is underway. This handbook will incorporate not only standard information but significant emphasis on what good teaching means at Waring.
 - Mentoring of new teachers overseen by the Academic Coordinator.

 - “Performance Evaluation”
 - A revised faculty evaluation process was inaugurated in the spring of 2006. This revised process is less cumbersome than the old system and therefore easier to implement.
 - The revised evaluation process was itself evaluated by the faculty at a recent professional day prior to its implementation for the 2006-2007 academic year.

 - “Structure of Faculty Administration and Support”
 - The role of Assistant Head has been re-established.
 - The position of Academic Coordinator has been created to handle overall coordination of the academic program as well as oversight of faculty evaluation.
 - There is defined accountability of department chairs with respect to the Academic Coordinator.
 - There is greater definition of the role of the Academic Council with respect to the Head, Academic Coordinator, and the Faculty.

Waring as Gift

As we seek to put the Waring School on a footing that will assure the longevity of our values and the long-term growth of its academic excellence and financial sustainability, we must never forget that much of what we value most about this school community is what we give freely out of our deep investment in this place. In important ways, this investment of teachers in their students and of all of us in each other cannot be quantified and is, frankly, beyond what anyone could afford to pay. Our transition to a mature, sustainable institution must happen, but it must happen without losing what is essential along the way—our ability to give and to invest freely through our relationships. If we lose this, we will be losing something that is of the very essence of the Waring School. Let us hope that, however the school changes in the future, it will always be a place where giving freely out of deep respect and personal investment will be possible.

Respectfully submitted,

Peter Laird Smick
Headmaster

Report of the President of the Board

What's Most Important?

by Andy Calkins

Last year, this portion of the Waring School Annual Report was devoted to a discussion of the school's system of governance. The community also heard, in a separate open letter from the Board of Trustees, about the school's financial position (on the passage by the Board of Waring's first-ever true break-even operating budget). Both of these letters were intended to shed light on aspects of life at Waring that have not been well illuminated over the years. You can find both discussions at www.waringschool.org, in case you missed them the first time around.

In this somewhat shorter note, we'll report on the work the Board has undertaken with the Headmaster in an area we suspect is closer to the heart of most Waring community members than governing bodies and budget-balancing. That is: faculty excellence.

Whatever else Waring School is, it is mostly—at its best—a cohort of exceptional teachers, organized around teaching in a manner and within a community model that we've come to call the Waring Way. The buildings matter, but they matter less. Everything else that the school spends money on, or time dealing with, matters—but all of it matters less, too.

There is nothing the school can do that is more important than supporting and ensuring faculty excellence. That is true in terms of its current value to students presently enrolled at the school, and in terms of its future as a vibrant and viable organization.

Faculty development is one of the major elements discussed in the school's Strategic Plan, developed in 2001. That portion of the plan pointed to work that needed to be done in recruiting, orienting, mentoring and developing, supporting, evaluating, and compensating Waring's faculty and staff. In short, the Plan recommended an assessment of the complete career cycle of a Waring teacher, with an eye towards building and maintaining the degree of faculty capacity our school needs to fulfill its ambitious educational goals.¹

Some of this work has been quietly under way since the Plan was developed. It has taken three years, for example, for the school to work through the transition from an obsolete pension plan to a direct-contribution plan that can help ensure a comfortable retirement for long-time Waring faculty and staff members.

But there was strong feeling this past year, 2005-2006, among the Board and senior school leadership (the Headmaster, other administrators and faculty), that the time had come for a concerted, comprehensive effort. It began with extensive one-on-one discussions between faculty, Board members, Peter, and other senior administrators. (See the report of the Board's Committee on Trustees on page 15 for more information on the process.) Many more discussions with Peter followed and produced the following (distilled) outline:

- **Recruitment:** moving the hiring cycle when possible earlier in the year; casting a wider, more ambitious net for candidates; improving and formalizing the use of faculty committees and department heads to conduct the interviewing/selection process
- **Support for new teachers:** producing a fully-realized orientation program for all new Waring faculty and staff, designed to prepare them for success in this unique learning community
- **Mentoring/professional development:** providing staff development more strategically across the entire faculty; supporting individual skill-building; building a more formal role for department heads

¹ For a look at Waring School's Strategic Plan, go to <http://www.waringschool.org/parents/strategic.asp>. For a look at the school's Guiding Assumptions and learning goals that have been shaped over many years, go to <http://www.waringschool.org/visitors/mission.asp>.

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- **Performance evaluation:** answering the need for a strong, understandable, two-part process (one form for the first two years, one for more veteran Waring teachers)
 - **Structure of faculty administration and support:** distributing leadership and responsibility, with provision of adequate time and support to do the job well
 - **Compensation:** developing a consistent schoolwide philosophy for compensation, including all of its various forms—salary, benefits, pension, tuition remission, sabbatical, etc.

That outline was presented to the faculty at its end-of-year meetings this past June. It is testimony to the school's commitment to follow through on this agenda that Waring has made some significant progress on it this year, thanks in great part to Peter's leadership. He has detailed that progress (especially on the restructuring of administration, performance evaluation, and orientation for new teachers) in the Headmaster's report included elsewhere in this document.

The Board's continuing role in this initiative is to monitor the school's progress on all of the goals outlined above, address whatever budgetary impact is the result, and carry out the review of the school's compensation policies. We anticipate that the current year (2006-2007) will see significant progress across all of these areas. The school will be much better for it – next year and in the years to come.

We would be remiss, in this report, if we did not address one other matter that has taken up much attention by the school and the Board this summer and fall. The illicit drinking episode involving 18 juniors at the conclusion of this past year's French trip was unfortunate for all of us in every way. But we—the juniors involved, school staff and parents, and the Board in its role as the policymaking body for the school—have all learned useful lessons. As we write this report, the issue has now devolved into separate problem-sets, each being addressed by the appropriate vehicle within the school: future trip design by the faculty; travel-related policy by the French trip review committee (with final decisions to be made by the Board); health curriculum design by the faculty council; and community outreach jointly by the Communications Department, French trip review committee, and Parents Group. That's as it should be, and once these processes unfold, we should be a stronger, better school and community for having lived through and learned from this experience.

With all good wishes for a wonderful 2006-2007 school year,

Yours sincerely,

Andy Calkins

Chairman of the Board of Trustees

ACADEMIC

COMMITTEE MEMBERS 2005-2006

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MATT TAYLOR

PETER SMICK (EX OFFICIO)

PAM TURNBULL

JIM WATRAS

Goals and Progress in 2005-2006

The goals of the Academic Committee of the Board in 2005-2006 were to:

- Support the work and hear reports from the Select Committees on Science and on Library and Information Resources
- Take up the committee's work on external validations of Waring School standards and achievements
- Launch the board's examination of teacher development, a priority of the Strategic Plan, including professional development, orientation, recruitment, evaluation, retention, and benefits

Select Committee on Science

The committee—composed of science faculty members, outside experts on science and science education, parents, and students—produced a set of draft recommendations that were formally presented to the Academic Committee in the winter of 2005-2006. The goal of the committee was to examine the state of science education at Waring and recommend changes as deemed necessary and appropriate. It was led by former Board member Stan Reczyk (a member of the science faculty at Gordon College) and Waring science teacher Neil Glickstein.

The committee produced a thoughtful, well-organized report. Its major conclusions:

- The current science program may not be giving students the quantitative skills and tools they need to understand science.
- The program's relationship with math is important; more math skills are probably needed by all Waring students, and a lot more math is needed by students who would excel in science.
- The three main areas to focus on in improving science education at the school are: changing school culture on science; establishing energetic, visionary science and math leadership at the school; and aligning science course expectations with higher internal and external sources of validation. The committee observed that there was an opportunity for progress across all three, given (in part by) the openings last year for a permanent chair of the math and science departments.

Over the course of the year, the Academic Committee met several times to discuss these recommendations and the progress of the school in pursuing them. By the summer of 2006, John Wigglesworth had been installed as Department Chair for science and math, with John Ferrick taking on the role of Math Department Advisor. Both have been charged with undertaking the continuous improvement of teaching and learning in these disciplines at Waring. A number of initiatives in that regard have now begun, including a review of the school's math curriculum and several different efforts to raise the profile of science at the school (including dedicated all-school meetings and an End Term focused on science). The Academic Committee will continue to monitor progress on the Select Committee's recommendations this year.

Select Committee on Library and Information Resources

The year marked the first draft report from this committee, which is in part a response to one of the main recommendations of the NEASC audit. Board member Lindsay Diehl (who

also serves as a trustee of the Beverly Public Library) and Kathleen Forgac (who serves as the school's librarian) are co-chairs. The committee is charged with recommending strategies for the school in organizing and improving the ways students and faculty use information resources of all formats—electronic and non-electronic. The Academic Committee will focus in the upcoming school year in part on the school's collective response to the recommendations of this Select Committee.

External Validation of Programs at Waring

The committee examined all current external validations of skill development at Waring, by academic area, as articulated by the faculty. The committee will continue to consider this issue in 2006-2007, with an eye towards understanding how Waring can usefully validate levels of student achievement through external means of assessment.

Faculty Development Initiative

The outline for this initiative was produced by Andy Calkins, Jeff Averick, and Peter Smick following a spring devoted to extensive interviews with faculty members and staff on subjects relating to faculty recruitment and hiring, orientation to Waring, induction and mentoring for new teachers, professional development, evaluation, and the structure of faculty and curriculum support at the school. Since that outline was prepared, the school has addressed some areas, launching a new evaluation program for faculty (led by academic coordinator Charles Newman) and preparing an orientation curriculum (a process led by former Art Department chair Ila Prouty). The Academic Committee, perhaps in consort with the Faculty Council, will continue to address the work of this initiative in 2006-2007.

Preliminary Goals for 2006-2007

- Coordinate the Board's involvement in the school's faculty development initiative, ensuring timely, deliberate progress on the various goals it encompasses
- As part of that work, collaborate with the Finance Committee and other school bodies as needed to conduct a broad review of Waring's compensation policies and procedures, producing recommendations (if possible) in time for budget-setting processes for 2007-2008
- Continue to monitor the school's response to recommendations from the Select Committee on Science; finalize recommendations and activate the school's response to the work of the Select Committee on Library and Information Resources
- Conduct, perhaps with members of the Faculty Council and/or music department at the school, a cost-benefit analysis of Waring's current approach to individual music lessons (a recommendation from the January 2006 annual Board retreat);
- Continue the committee's work on external validations of Waring School standards and achievements.

Respectfully submitted,

Andy Calkins
Committee Chair

BUILDINGS & GROUNDS

COMMITTEE MEMBERS 2005-2006

ANDREW ST. JOHN • CHAIR
TOM ELLIS
MARTHA HAYWARD

DIANNE JIRKA
ALLEGRA SMICK
PETER SMICK (EX OFFICIO)

Goals for 2005-2006

- Continue update of Master Plan
- Continue maintenance program

Overview of 2005-2006

The Committee has spent an impressive amount of time updating the Master Plan to reflect the general sense in the community on building needs (see below). Any further activity in the area of research for future building possibilities will wait until the Board makes decisions about the following “tuning knobs”:

- School size and culture
- Fundraising goals and success
- Need (desire) for facilities

Master Plan

Started in 2004, in an effort to update the 1997 Master Plan, we have completed a data gathering process, looking at existing conditions and current and projected uses. We have updated the documentation of several of the school’s buildings, and have received continual, excellent input from faculty and staff on program needs. An update of the campus site plan will be the final piece for an accurate picture of the school’s existing conditions.

There is general agreement within the committee of the need for several major projects:

- Renovation of the Head’s house at 38 Standley Street
- Renovation (or rebuilding) of the School Building
- Creation of a new performing arts facility
- Other projects have been identified, with less agreement on priority:
 - Renovation of the systems in the existing Theater building
 - Renovation and possible expansion of the Gym

Final conclusions, with specific recommendations and budgeting, will await the Board’s decision-making process.

Maintenance Program

The past year was the first in the renovated House, and while the heating system continues to be somewhat tricky to operate, all reports stated that the functional changes were a success. The Gym was greatly improved with a new floor and lighting, as well as the installation of acoustical baffles.

Dianne and Pavel Jirka continue to perform yeoman’s work in the basic maintenance program of the school. Most of the interiors are painted every year. Ongoing roofing maintenance and other repairs occupy all of their time not spent in cleaning, mowing and snow-plowing.

Other completed projects include:

- Replacement of rotted windows at 38 Standley Street (Headmaster's House)
- Patching or re-roofing the School Building, the Café in the House, and the Gym
- Renewing finishes (flooring, plaster, paint) in House apartments
- Repairing rot in Gym wood siding
- Improvement of Gym loft railing
- Gym locker room renovation

Community Projects

Possible projects that might be accomplished by community groups include landscaping installation (designed by professionals), exterior painting of carefully defined areas, and brush clearing.

Goals for 2006-2007

The basic committee goals remain the same. Catching up on deferred maintenance is still at the top of the list. In addition, in keeping with Waring's mission of environmental stewardship, we will:

- Consider ways in which the work of the committee can help to raise student and community consciousness of the principles of green and sustainable design and construction
- Work to increase green and sustainable practices in operations and maintenance, and ensure that any development projects are as sustainable as practicable

Respectfully submitted,

Andrew St. John
Committee Chair

FINANCE

COMMITTEE MEMBERS 2005-2006

CHARLIE GRIMES • CHAIR

DIANE FITZGERALD

CAROLE GANZ

DAVID MARSH

GAR MORSE

BRUCE RAMSEY

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SAM OTIS

PETER SMICK (EX OFFICIO)

One of the Committee's priorities has been to establish the new balanced budget financial plan for the school. The new budget was approved by the Board at the Annual Retreat in February, 2006. We examined each of the factors contributing to the budget plan.

Expenses are at a minimum gain this year. Close management of each of our income areas will be the key to budgetary success. To that end the following actions have been taken:

- **Investment Policy:** The Committee produced a draft of a new policy for the school's endowment. This new policy, when adopted, will replace the 1991 investment policy
- **Refinancing:** The \$3.3 million bond indebtedness was finalized with the Beverly National Bank, reducing the interest rate from 6.5% to 4.75%
- **Pension Plan:** Termination of the defined benefit plan and institution of the defined contribution plan has been finalized. This process should be completed, including the distribution of the benefits from the old plan to the employees, in October 2006. Committee member and pension trustee, Samuel Otis, made this important achievement possible, through his extensive investment experience and judgment, as well as many hours of hard work
- **Annual Fund:** The Board has charged the Development Committee with raising \$175,000, a 20% increase, for FY2007
- **Tuition:** Original projections set for the school's three to five year financial plan in 2002 called for 3 years of raises at 11% and 2 years at 8%. The recommendation for the fourth year (FY2007) is that tuitions be raised 10% rather than 8%

The new financial reporting system was not put in place during the year as we had hoped; we expect that to be achieved in the fall of 2006.

Our auditors, Anthony and Cherry, issued a management letter in connection with the annual audit. In that letter they pointed out a number of items in regard to account authorization documents, separation of duties for reconciliations and disbursements, budget process, and internal control review. The budget item is being addressed above; the other items will be the job of a subcommittee meeting in the fall of 2006.

Charlie Grimes resigned from the Board after nine years of service, most of those as chair of the Finance Committee. At the September meeting of the Trustees, Peter commended Charlie for his extraordinary commitment of time and expertise, which has brought us through such an important period of financial growth and fiscal responsibility.

To give him the last word for this year, we leave you with his opening thought when presenting the proposal for balancing the budget:

“Our fundamental mission is delivery of the highest educational product, not money, but the bottom line guarantees or imperils the future of the school.”

Submitted by,

Gar Morse

Committee Chair, 2006-2007

C O M M I T T E E O N T R U S T E E S

COMMITTEE MEMBERS 2005-2006

JEFF AVERICK • CHAIR

BOB BROUDO

ANDY CALKINS

STEVEN HINRICHS

SAM OTIS

MALCOLM REID

PETER SMICK (EX OFFICIO)

PAM TURNBULL

Goals for 2005-2006

- Cultivate and identify prospects for trustees, corporation members, and officers
- Finalize a new Headmaster employment contract and conduct bi-annual Headmaster review
- Ensure that the Board and its committees focus their efforts on the Three-Year Priorities and work diligently to complete the current year's priority tasks
- Continue to clarify the role of the corporation members and identify opportunities to expand their involvement with and contributions to the school

Overview of 2005-2006

Balancing the Budget: The subject of the 2005-2006 annual Board retreat, held on January 7, 2006, was how to create a sustainable, balanced operating budget. At this retreat, the Board discussed how Waring's budgetary "tuning knobs"—1) Tuition; 2) Enrollment; 3) Development; 4) Capital Campaign; 5) Endowment; and 6) Expenses—could each be adjusted in order to balance the budget and meet the school's financial needs. Members of the board's Finance and Development Committees led discussions on each of the six budgetary areas. The outcome of the retreat was a balanced budget for 2006-2007.

Faculty Development: One of Waring's top strategic priorities is faculty development. The Committee on Trustees agreed to forgo the bi-annual Headmaster review during 2005-2006. Instead, we conducted a series of interviews during the spring of 2006 with a representative selection of Waring faculty and staff to examine the school's organizational structures and support systems for faculty and staff, as well as identify opportunities for improvement. The objective of these interviews was stated as follows:

Waring's Board of Trustees has identified "Ensuring Organizational and Faculty Excellence" as one of its top priorities. We believe strongly that sustaining the high quality of our faculty and staff is the single most important ingredient in Waring's ability to fulfill its educational mission. With this in mind, we would like to ask your assistance in evaluating Waring's organizational structures, support systems for faculty and staff, and other institutional factors. We'd like your candid and confidential assessment of our existing structures and support systems, as well as your recommendations for future enhancements, all with an eye to sustaining and enriching Waring's extraordinary educational environment.

The interviews provided feedback and recommendations concerning faculty and staff recruitment and hiring, support for new faculty, professional development, performance evaluation, administrative support systems, and compensation. Based on the feedback, a faculty development initiative has already begun as a project defined and led by the Headmaster and the Academic Council, in consultation with the Board's Academic Committee. This initiative will be a primary focus of the Board throughout the coming year.

Respectfully submitted,

Jeffrey Averick
Committee Chair

DEVELOPMENT

COMMITTEE MEMBERS 2005-2006

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HELEN GLAENZER
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PETER SMICK (EX OFFICIO)
CAMILLE VICENTI

Annual Fund

Ann and Dan Lasman, Chairs; Helen and Tom Glaenger, Co-chairs

Goals for 2005-2006

- To raise \$145,000 for the Annual Fund
- To establish a 3-5 year fundraising development activity plan based on the Financial Plan as set out by the Finance Committee
- To assist the Development Office in preparing a report of development activities in order to determine priorities and address areas of need
- To identify and initiate community cultivation opportunities to strengthen the Annual Fund and build community support for capital projects.

Progress and Accomplishments

Annual Fund: We are grateful to the Waring community for responding so generously to the Annual Fund in a year when our charitable dollars were needed urgently in New Orleans and beyond. The bulk of our committee work was directed at meeting our Annual Fund goal. Special thanks to Tom and Helen Glaenger for co-chairing the Annual Fund this year.

A total of \$233,000 was raised, \$145,000 in unrestricted and \$88,000 in restricted funds. Participation in Annual Fund giving among parents (88%) is higher at Waring than at most independent schools, and participation levels among other constituencies continue to grow as well. It was decided that, beginning in fiscal year 2006-2007, the solicitation of major gifts would become the primary focus of a small group, working with the Director of Development.

Tom and Helen Glaenger will undertake the responsibility for major gifts for Annual Fund 2006-2007.

Annual giving at Waring, in its present form, is only three years old, and it is a tribute to this community that the Annual Fund goal has been met each year. Many thanks to you all.

We worked more closely with the Finance Committee this year to gain a more thorough understanding of the overall “financial picture” and the implications for Development Committee activity over the next several years. Our collaboration produced three directives:

- The Finance Committee will, beginning with fiscal year 2006-2007, set the Annual Fund goal, in conjunction with the Director of Development. The goal will be based on giving trends as well as budgetary needs.
- The Development Committee will continue to stress the need for community-wide participation in fundraising, bearing in mind that strong annual giving contributes to the good financial health of the institution which, in turn, attracts investment.
- The Development Committee will structure its fundraising efforts to support financial strength objectives, which are based on strategic priorities and fulfillment of the school’s mission.

The Development Office updated its Development Plan for the school this year. Our committee’s goals for the next fiscal year support and carry out specific tasks identified in this Plan.

Receptions were held in two members' homes last May, to acknowledge and appreciate major donors to this year's Annual Fund.

Junior French Trip Auction: The Junior Class Auction and other fundraising raised about \$65,000, which covered the entire cost of the trip this year.

Goals for 2006-2007

- To raise \$175,000 in unrestricted funds for the Annual Fund
- To target constituencies, build contact and relationships to increase the number of overall donors
- To identify and execute a new giving function—event or matching gift program—in keeping with the culture of the school
- To develop the donor recognition component of charitable giving at Waring
- To support the Development Office in integrating members of the corporation in appropriate ways; to continue to help in creating cultivation opportunities that engage overseers
- Helen and Tom Glaenzer will focus their attention on major gifts this year. Karen and Neil Stanton will Co-chair the Annual Fund. Waring is fortunate to have so many dedicated volunteers, involved in so many ways around the school. Nine of the best are members of the Development Committee. Sincere thanks to each and every one of you.

Respectfully submitted,

Ann Lasman
Committee Chair

D O N O R S

2 0 0 5 - 2 0 0 6

We are grateful to each of our many donors listed below. Some names appear more than once in the list representing their various roles in the school. This list reflects the contributions received only during the Fiscal Year 2006: July 1, 2005 to June 30, 2006. Every effort has been made to assure the accuracy of this report. We regret any errors and ask that you please report any to the Development Office.

Annual Fund Unrestricted

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Robert & Jill Ammerman

Thank
you.

Waring School



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Annual Report

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