Why We Exist

Great Hearts is now the largest provider of K–12 classical education campuses in the country...

Families, Colleagues, and Friends,

I am pleased to share with you this year’s Great Hearts Annual Report. For the past 15 years, Great Hearts has offered students an exceptional education. Great Hearts is now the largest provider of K–12 classical education campuses in the country, and we aspire to grow much more over the next decade. We don’t seek to grow for growth’s sake. Rather, our growth is inspired by three fundamental principles.

First, we believe that education should cultivate the minds and hearts of students through the pursuit of truth, goodness, and beauty. We form the character of our students just as much as their intellect. In the classical education model, heart and mind are developed together to form a flourishing human being. So, in this report, you will find the exceptional academic results of our students—and they are world-class results—joined by stories about how their deeper nature as great-hearted young men and women shines through.

Second, we believe that our teachers are the heart of our schools. The Great Hearts culture does not happen by accident. The amazing teachers who pour their lives and talents into serving students every day are essential to the success of our enterprise. Great Hearts exists and succeeds because incredibly bright, dedicated, and virtuous teachers have moved from towns and cities around the country to answer our call to action, and their personal calling to lead.

Third, we believe that classical education should be broadly available to students from all zip codes and backgrounds. For far too long, classical education has been the exclusive domain of ivy-covered private schools, with difficult entrance requirements and lofty tuition bills. As a network of public charter schools, Great Hearts has changed the model and offers a broadly appealing program, with superior results, open to all families, tuition free.

These principles and our success so far animate our mission to expand our classical public school offering in Arizona, Texas, and beyond. And we are also compelled by the thousands of families on our wait list. As we grow, we continue to improve the quality of our schools, showing that high growth and high quality can be married in an organization that stays committed to its core purpose. We hope you enjoy this annual report, and we are honored to work alongside you in renewing American public education.

Wade Dyke, President and CEO

Great Hearts is passionately committed to cultivating the minds and hearts of students through the pursuit of Truth, Goodness, and Beauty.

Truth

Great Hearts is devoted to the pursuit of knowledge and wisdom about every aspect of reality, whether it be nature, history, philosophy, morality, or mathematics. Truth is something much greater than mere personal opinion or an individual perspective—it is transcendentally true, across times and cultures.

Goodness

Great Hearts is dedicated to that which is good. Through the material we teach our students and in the manner we live our lives, we pursue what it truly good for both the individual and society. We seek a balanced, classical ideal of the good life, one that is based not on material prosperity alone, but upon moral excellence and the virtues of justice and sacrifice.

Beauty

Great Hearts ardently loves what is beautiful: the fine and worthy things that uplift us and fill us with wonder. We hold most dear those things that fill us with both emotional and intellectual delight, whether it be in art and music, in poetry and literature, but also in human action, mathematics, and nature itself. Amidst the ordinary, we always make room in our hearts and minds for the finest works of human creativity and for the beauty of our vast universe.

With our core purpose as our north star, we operate classical K–12 charter schools that offer students a transformative educational experience. We believe that the highest goal of education is to become good, intellectually and morally. By engaging in a well-rounded program in a vibrant school culture, our students prepare for success in college, leadership in all their endeavors, and, most importantly, a life filled with purpose.

Our “great-hearted” graduates are prepared for the 21st century. They have the skills to pursue their chosen calling, and they possess great hearts to deploy their talents for a purpose beyond themselves.

Wade Dyke joined Great Hearts as President and CEO in January 2017. At Great Hearts, he oversees the Arizona and Texas operations while leading the planning for the organization’s next phase of growth. A Rhodes Scholar, he holds a doctorate in politics and a bachelor’s degree in politics and economics from Oxford University in England. He returns to charter school management as one of the original pioneers in the field. In 1999, he helped start Chancellor Beacon Academies, now Imagine Schools.

Great Hearts is now the largest provider of K–12 classical education campuses in the country...
The Great Hearts SAT average over the past five years

1210

200+ POINT ADVANTAGE
over the national average

Our graduating seniors in 2017 were offered an estimated $37 million in scholarships

ACT AVERAGE is 35% higher than the state average

55%
of graduates pursue a STEM-FOCUSED course of study in college

98% of Great Hearts graduates immediately attend colleges or universities, with 2% participating in military service or a gap year.

98%

TOP 25 Colleges and Universities
(top liberal arts colleges, top public universities, national universities) according to U.S. News and World Report

The Class of 2017 was accepted to

333 COLLEGES

48 STATES

4 COUNTRIES

77%
77% received scholarships based upon academic achievements

Garrison Mueller – Accepted to Lafayette College

GreatHearts | 2016-2017
Snapshot of Great Hearts Impact On Economically–Disadvantaged Students

From State Exams

TOP 10%
Our two Title I schools in Arizona, Maryvale Prep and Teleos Prep, scored in the top 10% of all similar Title I public schools in Arizona.

OUTPERFORMED
Our economically–disadvantaged students in Texas outperformed the state average of similar students by 10% or more in each academic subject area.

Comparative Academic Performance of All Students

Great Hearts Texas vs State

<table>
<thead>
<tr>
<th>Subject</th>
<th>Great Hearts</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>71.3</td>
<td>90.3</td>
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<tr>
<td>Math</td>
<td>74.8</td>
<td>87.2</td>
</tr>
<tr>
<td>Writing</td>
<td>80.5</td>
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<tr>
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<tr>
<td>Social Studies</td>
<td>62.0</td>
<td>67.0</td>
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Note: The Texas Education Agency uses four categories of performance on the state test (STAAR), associated with the likelihood of meeting standards, the total percentage above includes the top three categories.

Great Hearts Arizona vs State

<table>
<thead>
<tr>
<th>Subject</th>
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<th>State</th>
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<tbody>
<tr>
<td>Math (Prep)</td>
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<tr>
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<td>ELA (Archway)</td>
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<td>82.5</td>
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</table>

Note: The Arizona Department of Education uses four categories of performance on the state test (AZMerit), associated with levels of proficiency, the total percentage above includes the top three categories.

Class of 2017 graduates were accepted to 300+ colleges and universities including the Top 25 Colleges & Universities (top liberal arts colleges, top public universities, and national universities) according to U.S. News and World Report including:

Top Public Universities
- University of California - Berkeley
- University of California - Los Angeles
- University of Virginia
- University of Washington
- University of Wisconsin

Top Liberal Arts Colleges
- Bowdoin College
- Claremont McKenna College
- Colby College
- Colgate College
- Colorado College
- Colorado College
- Colgate University
- Claremont McKenna College
- Grinnell College
- Kenyon College
- Macalester College
- Smith College
- William & Mary Universidad
- Washington and Lee University
- Williams College

National Universities
- Brown University
- Columbia University
- Duke University
- Emory University
- Georgetown University
- Harvard University
- Johns Hopkins University
- Massachusetts Institute of Technology
- Northwestern University
- Stanford University
- University of California - Berkeley
- University of California - Los Angeles
- University of Chicago
- University of Pennsylvania
- University of Virginia
- Yale University

Colleges and Universities accepting 2017 Great Hearts Grad (number per state)

The Class of 2017 was dedicated to research as they were accepted to 80% of the nation’s 1,150 institutions that are classified as "R1: Research Universities (Highest research activity)" in the Carnegie Classification of Institutions of Higher Education.
The journey of a Great Hearts teacher begins with their selection during the hiring process. We identify individuals who not only aptly fill a particular teaching role, but who also enhance our culture and community. We hire philosophers-teachers, humanist-scholars, practical-idealists, and life-long seekers of truth who want to live and learn charitably in a community with their students and other teachers. We hire sincere men and women who are deeply committed to introducing the greatest ideas, books, arts, sciences, and virtues of the West to young people.

Our teachers come from all over the country and complete an extensive, competitive application process. Last year, only 288 candidates were hired from the 2,395 that applied. Of the new hires this year, one-third have graduate degrees, and 11 new teachers have completed their doctorate. They come from prestigious universities—Columbia, Yale, and the Massachusetts Institute of Technology—as well as from colleges with renowned great books programs, such as Hillsdale College, St. John’s, Thomas Aquinas College, and the University of Dallas, that prepare them well for our classical model.

To find these great teachers, we cultivate relationships with college professors who have an affection for our mission and a passion for Truth, Goodness and Beauty. They, in turn, direct us to their top graduates who possess the same passion.

When new teachers arrive in Arizona and Texas, they begin their philosophical and pedagogical preparation with a reading of Plato's *Meno*. They are then paired with experienced teachers who act as instructional coaches and provide practical wisdom.

Of course, the work of becoming better teachers hardly ends with the first year. We continue to pour into our teachers year after year—to strengthen, renew, and encourage them to make Great Hearts their home. The Great Hearts Institute for Teachers and Scholars offers seminars, workshops, and lectures throughout the year, as well as travel opportunities and tuition assistance for further graduate-level studies. Through such opportunities, the journey that began at their hiring becomes a life-long endeavor in which a Great Hearts teacher hone[s] her craft as part of a guild of master teachers.

Great Hearts attracts teachers from around the country who are eager to create a brighter future for our students.

**High-Impact Teachers**

Written by [Jerilyn Olson // VP of Faculty Development](#)  [Kiann Mapes // VP of Faculty Talent](#)

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**Professional Development with Professors**

Seven professors from around the country shared their insight and expertise with our teachers in seminars and lectures this year. Dr. Todd Timberlake of Berry College modeled narrative teaching in explaining the difference between the astronomical models of Ptolemy and Copernicus.

**Keeping an Eye on Best Practices**

New video recording tools are allowing master teachers to record classroom lessons and then share them with their fellow teachers across the Great Hearts network.
Robert Funes // Science and Humane Letters
Great Hearts Northern Oaks Upper School

What attracted you or intrigued you about Great Hearts, initially prompting your application?

I first encountered Great Hearts when some of their representatives were recruiting teachers at my undergraduate campus at the University of Dallas. I had just begun my sophomore year and was deeply grateful for the liberal arts education I was receiving—an education that was gradually pulling me out of my socioeconomic context and preconceived opinions, while initiating me into a rich and timeless culture. The fact that Great Hearts affirmed the importance of passing on such a culture and had overwhelming evidence of success in initiating students into it attracted me to the idea of teaching at one of the network’s schools.

Why did you decide to accept a position with Great Hearts?

I immediately applied when the network began to open schools in San Antonio. Visiting a campus and meeting with the headmasters confirmed all the wonderful things I had heard about Great Hearts. What I saw were teachers who had established a strong community centered on the love of beauty and the investigation of truth, and who deeply cared about establishing that same insatiable hunger in their students.

How has your background helped prepare you to teach at Great Hearts?

I was fortunate to attend a university that offers a core curriculum centered on the close reading of great books that form the ongoing conversation of Western Civilization. My professors did not attempt to fill me up with knowledge, but rather, they tried to push me beyond knowledge to understanding and even to humility and wonder in the face of mystery. My professors and classmates gave me memories that have formed in me a “star” to follow.

What do you enjoy/appreciate most about working at Great Hearts?

Along with the profound sense of purpose I receive from crafting souls on a daily basis, the sense of community, the friendships, and the rich social life between the faculty members are irreplaceable. I can truly say that I enjoy working with every person in the school and that the individuals our headmaster has hired have produced a joyful and vigorous culture on our campus.
Our students are our inspiration. We lead them to pursue not just success, but goodness.
Poets like Emily Dickinson, Henry Longfellow, and John Keats left their mark in the literary world with their incredible works. At Great Hearts, we pay homage to these writers in our annual Bard Competition. It's a tradition where scholars from the Archway Academies recite epic poetry with fierce emotion. The winners from each school then go on to compete against one another until one scholar is named the Great Hearts Bard Winner. This year's title went to 4th grader Rebecca Perkes from Archway Glendale.

"I worked for two months on my poem," said Perkes, "and I was really nervous."

She channeled William Shakespeare with her recitation of "Once More unto the Breach" from Henry V. Her overwrought demeanor diminished and her accent took on a British tone. "Once more unto the breach, dear friends, once more; or close up the wall with our English dead..."

"I chose that poem because there is so much emotion in it," she said. "And I was really nervous at the beginning of the Bard when everyone else was saying their poems. I was kind of scared because a lot of them are really good at poetry," Rebecca recalled. However, her passionate performance scored her at the top, and she was named the Great Hearts 2017 Bard Champion. "And I was like, YES!"

"When you observe her fellow students listening to her recite any poem, what you see is students leaning forward, eagerly listening, expecting to witness something very beautiful and moving."

Archway Glendale's Headmaster Jack Kersting depicts Rebecca as a student who displays a remarkable depth of inquiry and a deep love of poetry: "When you observe her fellow students listening to her recite any poem, what you see is students silently leaning forward, eagerly listening, expecting to witness something very beautiful and moving."

"He is such an entertaining, energetic person, filled with musical and artistic impulses."

Isaiah Lewis 5th Grade
Teleos Preparatory

Happy, cool, relaxed; those were the three words Teleos Preparatory Academy's Isaiah Lewis used to describe the biggest performance of his life.

After submitting a video clip audition, the 5th grader was chosen to sing the Star-Spangled Banner in front of nearly 30,000 fans at an Arizona Diamondbacks game.

"I wasn't nervous, no," he said. "That's because Isaiah began singing in front of people when he was seven. "I saw people singing in my church. I tried to be just like them, so I started singing in the children's choir."

"He is such an entertaining, energetic person, filled with musical and artistic impulses," said Teleos Prep music teacher Don Francis. "He's someone that when he shows his joy, energy, and his love of music, the whole class just comes alive in a way."

The first time Mr. Francis heard Isaiah sing, he thought, "Here's a person who really has his own individual voice."

However, Isaiah's musical talent doesn't stop with singing. He can also play the piano, guitar, and the recorder. In class, he enjoys learning about the history of music, the life stories of composers, and how music works as an art.

With all his musical talent, it's easy to think Isaiah would want to pursue a career in the arts, but that's not the case. One day he hopes to become an airplane pilot. "I got inspired by the Tuskegee Airmen," the famous group of African-American military pilots who fought in World War II. In 2nd grade, his class was visited by some of these men, and he has been inspired to fly ever since.

"I think he's got the intelligence, I think he's got the perseverance, and I think he's got the leadership skills to do anything he wants to do," said Mr. Francis. "I would fly in a plane with him."
Diego Charles
7th Grade
Great Hearts Monte Vista North

“Every teacher can teach from a book, but it takes a really special teacher to teach at Great Hearts because they believe in what they teach.” — Diego Charles

Diego was home schooled until he started 5th grade at Great Hearts Monte Vista South. Now a 7th grader at Great Hearts Monte Vista North, his favorite subject is science, and one of his favorite experiments has been dissecting a worm—he had no idea a worm had so many different parts! He appreciates that his teachers are not just teachers, but that they are true to the subject they teach. For instance, his science teacher is an actual scientist. Diego feels that all of his classes proceed at an advanced pace and the teachers encourage the students to ask lots of questions. His discussions about school assignments and experiments are not limited to just his time in the classroom; he enjoys delving deeper into different subject matter with his classmates after school.

Diego really likes taking field trips to historic places that further his knowledge of what he is studying in class. When he is not in the classroom, he is a proud member of the Great Hearts Monte Vista Lions track and field team. Diego participates in shot put and discus field events. “Sports are a great way for students to stay fit, and the coaches teach us not only the proper form for our field events but the best way to prevent injury,” said Diego. The Lions won the 2017 Great Hearts Texas Track and Field Championship! The team was excited to display the inaugural Great Hearts Cup at their campus.

Diego believes that Great Hearts has taught him how to be a better person. The teachers create a safe and caring environment where they encourage excellence in academics, fine arts, music, athletics, and, most importantly, The Virtues. Diego said, “The Virtues are what’s good about us.” Great Hearts has instilled in him the importance of love, kindness, justice, and service. These virtues are very meaningful to Diego as he continues his academic journey to graduate as a great-hearted person.

Isaac Wen
12th Grade
Trivium Preparatory

“I have ... ants.” Trivium Prep’s Isaac Wen said with a pause when he described his hobbies.

Like many boys, he has an interest in bugs—but instead of using them to terrorize his little sister, Isaac sees them as a potential solution to some of the world’s biggest problems. “I really want to study them in college and look at their applications in robotics and engineering.”

Albert Szent-Györgyi said that “Genius is seeing what everyone else sees and thinking what no-one else has thought,” and—and—well—we’ve never heard of anyone who thought about ants like this:

“Individually the ants are dumb and don’t have much going for them. But together they’re able to make rational decisions as a super-organism. So you can apply that to robotics.”

One example would be cleaning pollution out of a river. “When you have something like a robot cleaning up pollution, it has to make a lot of decisions, like, ‘Should I clean up here? Should I clean up over here? Should I clean up a spot that’s more concentrated pollution and smaller, or a spot with less pollution that’s bigger?’ They have to make all of these decisions, and trying to control that with one central computer is overload. By applying ants to this, you could have a colony of robots that communicate with each other, which individually are not very smart, but together can make rational decisions, and they don’t need to be controlled by a person sitting there with a joystick.”

Isaac earned a perfect physics score on the SAT and will be attending the University of Washington on the Purple and Gold scholarship where he plans to study bio engineering or computer science.

While most dorms don’t allow pets, we hope he gets to keep his ants.
Beyond the Classroom

Great Hearts seeks to educate the entire individual, mind and body. These activities are a vital complement to the character development that goes on in the classroom. Our after-school enrichment programs, athletics, and summer programs allow our scholars to learn to compete with intensity and integrity.

Athletics

The Great Hearts Academies Core Purpose statement also captures the purpose of our athletic programs: We aim for students to develop a Great Soul (as defined by Aristotle) while pursuing Competitive Greatness (outlined by John Wooden).

The Great Hearts scholar-athlete strives to give 100% effort in the classroom by exercising their sense of wonder, and by diving into and exploring the subject matter. The athletic experience allows the student to test his or her own nature and the nature of others through teamwork, personal adversity, loss, and victory.

Whether running a 5K, executing the perfect corner kick, perfecting a fade-away jumper, stealing second base, or scoring a touchdown, our student-athletes strive to attain Competitive Greatness in sports for which they are passionate. Those scholar-athletes who love to compete are the individuals who love a challenge that demands their best.

Athenaeum After-School Program and After-School Clubs

Great Hearts students are happier and more successful when they are given the opportunity to become involved in after-school programs. The Athenaeum After-School Program challenges students to balance their participation in practices, performances, and games with their academic goals. In the process, they develop greater discipline and often experience growth in their educational progress.

Our K-5 academies also offer after-school athletic activities. Through a partnership with Skyhawks Sports Academy, young athletes learn more than the skills they need to successfully transition to middle school sports. Our young scholar-athletes also learn about sportsmanship, respect, teamwork, and leadership from caring, experienced coaches. Our teachers don’t just teach in the classroom; they also contribute to the vibrant after-school life. Each academy offers teacher-led clubs that are driven by student interest and align to the purpose of the academies in forming well-rounded, life-long learners: fencing, knitting, sculpting, running, drama, board games, jewelry-making, choir, the science of flying contraptions—the list of clubs is endless.
of Great Hearts graduates immediately move on to college. Making sure these scholars are prepared for this journey, and for life beyond school, is at the core of what we do.

Reading assignments, homework, soccer, swimming, family (phew)—the list goes on and on. But Arete Prep’s 2017 Valedictorian Ruth Oliver has found the poise to carry her through a chaotic world.

“I don’t get a lot of just me time,” she said. And it’s easy to see why.

Somehow, the 17-year-old has found stability when it comes to balancing her school life and her life at home. In addition to maintaining a perfect 4.0 grade point average and receiving a perfect score on the ACT, the senior also participates in soccer, swimming, and track and field for Arete. “Even though it is kind of stressful, it’s really good for me to be everywhere and doing everything.”

She says the reason she enjoys doing so much is the number of people she gets to meet. “Sometimes, I almost feel like I’m friends with the whole school!” Because of the school’s emphasis on supporting others in the school and the surrounding community, she wants to be even more involved in college, and is already off to a good start having been accepted as a member of the Next Generation Service Corps at Arizona State University in the fall.

But without Great Hearts, she feels her rigorous academic and extracurricular lifestyle would not be possible.

“Within Great Hearts, I have had so many opportunities to stretch myself and grow. The teachers and coaches support their students and want us to reach our goals. I took advantage of the many opportunities the school offers because the support I received from the faculty showed me I never need to fear failure.” She has not only taken advantage of every moment of her high school career, but also moves on from high school having learned this valuable lesson.

Ruth was accepted into Barrett, The Honors College at Arizona State University, where she plans to study materials engineering. She hopes to take that knowledge and work for NASA one day. “With materials engineering, you can become a part of the space program without solely just having to study space.”
When Great Hearts was founded well over a decade ago, there were plenty of doubters. What Great Hearts set out to do had never been done before. Charter schools were created only in the early 1990’s, and few—if any—had attempted to deliver a classical liberal arts curriculum alongside a full athletic and co-curricular program. At the time, a full liberal arts education could only be found in expensive, elite private schools. Great Hearts aimed high, just as it asks its students to aim high, in restoring a classical program to public education.

Since its inception, Great Hearts has grown to become a national leader in public charter schools. We work tirelessly to ensure our students receive an outstanding and relevant education. Our program is anchored in exceptional teaching from the best in the profession and the support of committed families who make each school a thriving community.

Today, we serve over 15,000 students at 28 academies across Arizona and Texas. From our humble beginnings as a single entity in rented space, we have become the largest “brick and mortar” classical education provider in the country, and we are excited about working with new partners to extend this education to eager students nationwide.

Great Hearts is now looking outward to what growth opportunities make the most sense for families, teachers, and the future communities we will serve. That means growing the resources and quality of our existing campuses, with a special focus on faculty retention and career development. It also means expanding into new cities or regions as opportunities arise.

To discuss expansion opportunities, please contact me at Dscoggin@GreatHeartsAmerica.org.
A New Campus for Maryvale Prep

“The goal for the students is clear: to move on and be successful. Not just academically and financially successful, but—to grow in character and then come back and give to your community.”

~ Ashley Trejo, Maryvale Prep parent

Maryvale Prep is committed to providing a full liberal arts education to every child. With inspired school leadership and the tireless commitment of its teachers, it is delivering on its promise to the children and families it serves.

Maryvale Preparatory Academy opened its doors in August 2012 with the special mission of bringing a Great Hearts education to the under-served families of West Phoenix. Maryvale Prep serves a community where 40% of adults did not finish high school and college attendance of any sort is at 10%.

But with the dedication of the school leadership and the tireless commitment of its teachers, Maryvale Prep has thrived as it has grown from 140 students in grades K–3 to now serve 515 students in grades K–8, with hundreds more on the wait list.

The founding vision of Maryvale Prep was to serve grades K–12, and it plans to graduate its first seniors in 2022.

“From day one, the vision for Maryvale Prep has been K–12,” says Mac Esau, Headmaster of Maryvale Prep. “This community wants it and deserves it, and we want every one of our scholars to graduate ready for college.”

However, at the end of this school year, Maryvale Prep will be maxed out in its original church-leased campus. Only with the construction of a new upper-school campus will the school be able to achieve its full vision and deliver on its founding promise to the families of Maryvale.

To meet this need, on May 17, 2017, Great Hearts officially began the journey towards a new Maryvale Prep campus with the purchase of 9.37 acres on Camelback Road and 47th Avenue. Over the next year, with the help of generous community partners, we will build a first-class campus that will allow Maryvale Prep to sustainably grow to serve over 1,200 students in grades K–12.

Great Hearts has launched the $75 million Heart of Maryvale campaign to help make this campus a reality for our students and families—with spacious classrooms, science labs, athletic facilities, a performing arts center, and outdoor playgrounds.

With help from generous community partners, Maryvale Prep will deliver on its founding vision and promise—to become a healthy, sustainable Great Hearts academy that graduates generations of great-hearted men and women who are prepared for college, a virtuous life, and leadership within their community.

Learn more: http://maryvaleprep.greatheartsacademies.org/heartofmaryvale/
Thanks to our generous donors and careful stewardship of funds, we are able to provide the best education possible to our students in Texas and Arizona.

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<th>Year</th>
<th>Students A</th>
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**Arizona Academies**

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<tr>
<td>Net Assets</td>
<td>$23,149</td>
<td>$22,779</td>
</tr>
<tr>
<td>Total</td>
<td>$186,856</td>
<td>$184,135</td>
</tr>
</tbody>
</table>

**Texas Academies**

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>JUNE 2016</th>
<th>JUNE 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Assets</td>
<td>$50,576</td>
<td>$50,576</td>
</tr>
<tr>
<td>Property and Equipment, Net</td>
<td>$129,454</td>
<td>$129,454</td>
</tr>
<tr>
<td>Other Assets</td>
<td>$4,105</td>
<td>$4,105</td>
</tr>
<tr>
<td>Total</td>
<td>$186,135</td>
<td>$184,135</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liabilities &amp; Net Assets</th>
<th>JUNE 2016</th>
<th>JUNE 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Liabilities</td>
<td>$1,236</td>
<td>$1,263</td>
</tr>
<tr>
<td>Long Term Debt &amp; Other Liabilities</td>
<td>$12,529</td>
<td>$12,529</td>
</tr>
<tr>
<td>Net Assets</td>
<td>$6,334</td>
<td>$6,334</td>
</tr>
<tr>
<td>Total</td>
<td>$20,099</td>
<td>$20,099</td>
</tr>
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</table>

*Financial information for the year ended June 30, 2017, is forecast and has not been audited. Information about how to access annual audit reporting packages is available through the Arizona State Board for Charter Schools website (http://online.asbcs.az.gov/help). Income and expense graphs reflect schools only. Balance sheet numbers include schools and CMO.
“The direction in which education starts a man will determine his future in life.”

– Plato
Introducing the Great Hearts Leadership Society

Building the Great Hearts Mission

The Great Hearts Leadership Society will launch in our home state of Arizona and draw together, across academies and communities, our generous donors who are most passionate about the Great Hearts mission.

Members of the Leadership Society inform, strengthen, and expand the entire Great Hearts mission, so that we can deliver the highest quality education to as many students as possible and raise the bar for public education nationwide.

“A Great Hearts education goes far beyond the mere conventional accumulation of information; it is the gradual development of strong habits of thought and practical skills upon which our children may begin building a rewarding and personally fulfilling life. A journey which is not possible without the finest of teachers and staff leading the way. We are pleased to Co-Chair the Leadership Society and the needed funds it will raise to support our teachers, our growth and the greater good.”

– Christopher and Adela Sommer, Owners - GymnasticBodies.com and Leadership Society Diamond Members

Informed by conversations and surveys with hundreds of our donors, the Leadership Society focuses on three key initiatives:

1. The Teacher Excellence Fund
   Invest in rewarding, retaining, and advancing our teachers through performance pay, promotions, and signing and retention bonuses.

2. The Growth Fund
   Give more families the chance to receive a Great Hearts education. Open the door to new neighborhoods and regions and transform public education in America.

3. The Greater Good Fund
   Support Great Hearts academies that serve a majority low-income student population and prove that a liberal arts education is for every child.

LEADERSHIP SOCIETY GIVING LEVELS AND BENEFITS

Members of the Leadership Society are individuals who share our vision of a classical education, are passionately committed to the pursuit of Truth, Goodness, and Beauty, and commit to a gift of $5,000 or more annually (including Community Investment gifts, Capital payments and all other charitable giving). In acknowledgment of these sacrificial commitments, members of the Leadership Society receive the following:

Silver Member // $5,000+
- Special communications from the headmaster and CEO
- Invitations to Leadership Society events
- A special annual Leadership Society gift
- Special recognition in the Great Hearts Annual Report, at the Great Hearts Academies special event, and on the Great Hearts website

Gold Member // $10,000+
All of the above benefits, plus:
- Two VIP tickets to the annual Great Hearts Academies Special Event
- Invitation to participate in planning and strategy sessions with Great Hearts’ leadership on topics of interest

Platinum Member // $25,000+
All of the above benefits, plus:
- A table for 10 at the annual Great Hearts Academies Special Event
- Receive updates, and engage in strategic conversations, on Great Hearts’ growth plans
- Invitation to the Great Hearts annual board luncheon

Diamond Member // $50,000+
All of the above benefits, plus:
- Prominent and permanent recognition at the Great Hearts headquarters and each of the Academies
- Annual private meeting with the Great Hearts senior leadership

If you have questions about the Leadership Society or are interested in becoming a charter member, please contact Director of Major Gifts, Genevieve Peterson at (602) 438-7045 ext. 486 or by email at gpeterson@greatheartsaz.org
Consider a planned or estate gift to Great Hearts.

See all the ways to give in our Legacy section on the facing page.

Tell three friends about why you support Great Hearts: over coffee, on the phone, or on social media.

Attend or sponsor our Annual Gala.

For more information: greatheartsgala.org

Contribute online by going to greatheartsamerica.org/support-us or by sending a check to us at:

Great Hearts Arizona
3102 North 56th Street, Suite 300
Phoenix, Arizona 85018

Great Hearts Texas
824 Broadway, Suite 101
San Antonio, TX 78215

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San Antonio, TX 78215

Take advantage of the Arizona Public School tax credit program.

Donate up to $200 per person to a Great Hearts school.

As a dollar-for-dollar credit, it costs you nothing!

Are you or your relatives alumni of Great Hearts? Join our friends and Great Hearts Alumni Program at greatheartsamerica.org/alumni

Donate to the Greater Good Fund to support our Great Hearts academies located in low-income neighborhoods, so that all families, regardless of zip code can receive a Great Hearts education.

greatheartsamerica.org/support-us/greatergood

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“Gratitude is not only the greatest of the virtues, but the parent of all the others.”
– Marcus Tullius Cicero
Partners in the Mission

From the very beginning, the mission of Great Hearts has been shaped, strengthened, and propelled forward by generous and strategic philanthropic partners. From our academic families to our national funders, we are profoundly grateful to them all.

We work every day to return their investments many times over.

Partners in Opening Doors

These founding partners have led the way to establish a Great Hearts network in the community. Their generosity has opened thousands of families access to a world-class liberal arts education, public and tuition-free.

Partners in Renewing American Education

As Great Hearts America has grown to open new schools and new regions, we have also doubled down to continuously improve our program. From our Headmaster College to our Master’s Program for Teachers (MAT), we are thankful to the national funders who help us develop a model for the renewal of American education.

Partners in a Place to Call Home

As public charter schools, Great Hearts academies receive no additional funding for facilities. Thanks to these generous families and community organizations give generously to make a Great Hearts campus available for students.

Partners in the Greater Good

Through our Greater Good Fund, fellow Great Hearts families and community organizations give generously to make a Great Hearts education possible for all communities.

DONORS

The list of donors is too long to list here. For a complete list, please visit our website.
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Mr. and Mrs. Adam Merenda
Mr. Brian Mendez and
Mr. and Mrs. Chris Meagher
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