Defining Success: An Observation from a Great Hearts Alumna
Preparing Your Child for a Great Hearts Education
Athletics Highlights
Annual Report

Goodbye Achilles
Heroism Past and Present
As you will see in perusing this magazine, in its still-young life, Great Hearts Academies has come quite a distance.

When Great Hearts was formed four years ago, there were plenty of doubters. It is, after all, true that what Great Hearts is doing has never been done before. Charter schools were created only in the early 1990s. Only a relative handful of charter operators nationally are attempting to grow, and among these only Great Hearts is attempting to deliver a Classical liberal arts curriculum amid a rigorous academic culture, combined with a full athletic and extracurricular program.

Great Hearts is aiming high, just as it asks the students to aim high. It mainly aims to compete not with schools that are struggling, but with schools that are considered strong, including excelling district schools and venerable, private institutions which will fill their well-built, prime-location classrooms at $15,000-and-up annual tuition rates.

A successful Great Hearts’ mission will be measurable only across a much longer time, but so far the results are solid. State-leading test scores are often considered the “bottom line” results, and we intend always to excel there. But no business can be understood or its future potential analyzed merely by looking at its bottom line, and neither can Great Hearts Academies. A real understanding of Great Hearts’ vision for high school education — broadly available, prep school education — requires contact with the students and faculty and observation of the interaction between the two.

To many modern minds, the assertion is whimsical that today’s challenges can be addressed by resorting to Classical education. Great Hearts asserts that today’s challenges can be met in no other way. The paradox we collectively confront is that the faster technology moves, and the more the world converges economically and culturally, the greater must be our knowledge and reliance upon the inherited truths of Western Civilization. Much like the teacher and the student, the ancient and the new are co-dependent.

Jay Heiler is the President of the Great Hearts Academies Board of Directors.
The 30 members of the class of 2008 were accepted to 35 different out-of-state colleges and universities, including Claremont McKenna, Carleton, Skidmore, Middlebury, and Colorado College.

38% of upperclassmen were enrolled in either advanced Latin or ancient Greek as a foreign language.

VPA 8th graders toured an exhibit of illuminated manuscripts at the Phoenix Art Museum in conjunction with their Medieval History class.

Senior chemistry students successfully engineered an exothermic reaction between iron oxide and powdered aluminum, at a temperature of more than 2000ºC.

Seniors Elliot Godzich, Taylor Huffman, and Allison Kinsall were named National Merit Commended Students and Rachel MacGillivray was named a National Merit Finalist.
• Mesa Prep Academy had 3 gold medal winners (including one 8th grader with an almost perfect score – 39 out of 40), 13 silver medal winners, 6 magna cum laude recognitions and 14 cum laude recognitions in the National Latin Exam.

• All MPA students completed substantial projects in a variety of subjects such as Western artists, Medieval life and civilization, pyramids and animals. Students presented their findings to their fellow students using full-scale models, dioramas, illustrated posters, and PowerPoint presentations.

• 8th grader Christopher Larkin participated in the Youth and Government Model Legislature run by the YMCA at the state capitol. He was awarded the most outstanding lobbyist in the state of Arizona.

• 8th grader Chantez Jones-Larose earned 1st place in Impromptu Art and Drawing, 2nd place in Sculpture and 3rd place in Mosaic at the Arizona Junior Classical League Convention.

• 7th grader James Barton earned 1st place in Roman Life, History and Customs and 4th place in Mythology Level 1 at the Arizona Junior Classical League Convention.

• Chandler Prep’s Science Bowl Team took 3rd place in the 2008 Arizona Junior High Science Bowl and 1st place in the 2007 Science Bowl.

• Chandler Prep’s junior high musicians received 8 “excellent” ratings and 6 “superior” (highest) ratings out of 21 participants in the Arizona Junior High Solo and Ensemble Festival.

• 8th graders Purcell Liddy and Sheridan Rosner were accepted to the prestigious Johns Hopkins Center for Talented Youth.

• Freshmen Scott Wheeler and Brooke Kasprzyk and Sophomore Katerina Noori were accepted to the National Conference for Youth Leadership.

• Sophomore Sean Mulloy was accepted to the Hugh O’Brian Leadership Conference.
I like attending Chandler Prep because I can be myself with my friends and teachers. As an 11th grader and a member of the oldest class at the Academy, I know that I am called to be a leader and good example for the other students. We 11th graders are proud to be on track to be the first senior class of the school. Still, we are not serious all of the time, and some of the best parts of each day for me involve just hanging out with my friends by the lockers, before soccer practice, or laughing over lunch. (I really, really like lunch.)

I have come to believe that Truth, Beauty and Goodness are more than just ideas; they are the unwritten guidelines to being a member of a family and community. In my view, truth is the honest and open-minded search for wisdom. I like what Socrates said — that the “unexamined life is not worth living.” Likewise, beauty is more than physical; it is the nature of one’s character, involving interactions of kindness, generosity, and empathy with every human being. The world is also beautiful in its shape and color and even my science classes have formed a sense of wonder in me about the incredible complexity of creation. Goodness is doing what is right, even if it transgresses social norms or laws, and taking on a mature sense of responsibility. I think I have started to internalize truth, beauty, and goodness through my Great Books liberal arts education.

For instance, this past year in Humane Letters we spent six weeks reading and discussing Dostoevsky’s Crime and Punishment. Our whole class was fascinated by the character of Raskolnikov. As you might recall, this central character in the novel commits a heinous crime in his search to be a great man. He is then slowly destroyed by his own pride and guilt. Our class debated at length about Raskolnikov’s crisis of conscience and what a man naturally owes to others and himself — the question of justice. We thought of the comparison to another novel we read, Frankenstein, and how tragedy is birthed when a proud man tries to stand alone, separated from nature, friendship, and his conscience. That’s the other thing, too: because my class and I read the books in Humane Letters at the same pace and discuss them every day, it’s like living inside the story. I enjoy the book that I’m reading that much more when my classmates and I give our interpretations on the subjects the novel raises. Seeing my friends get the same value out of a Great Books education as I do, I am convinced that our daily seminars are the best way to learn.

The education I’m getting now is a fantastic jumpstart towards a successful future and career. I know I will use every class I have had at Chandler Prep, from Music and Poetry for writing and playing songs with my friends, to Latin for knowledge of Classical culture and a firmer grasp on all Latin-based languages.

I have set my sights very high for the future. I plan to enter an Ivy-League college like Princeton or Harvard, and attain the best education I can. From there I would either like to be a lawyer with eventual aspirations of running for political office, or a physicist. The goal of a Great Hearts academy is to create a well-rounded individual by the time he has graduated from high school, and I aspire to be so by the time I receive my diploma.

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— Tom Osborn Popp
Heroism has been forever fascinating with good reason, given the best qualifications of the great-hearted men and women who have marched through history from pre-Homeric times to the present.

It was Homer who in his Iliad definitively portrayed the warrior-hero, constructing a dramatic paradigm from what he had observed in his own time and from the songs of adventure that he had heard from itinerant bards. Striking their lyres and singing about the character and accomplishments of real or imagined ancestors, the bards provided community entertainment and were the main feature of a wealthy man’s feast. At some point in his life, Homer decided to join in the singing. What he sang became the cornerstone not only of dramatic poetry, but also of military science, psychology, and Western Civilization’s concepts of the great man.

Because Homer’s Iliad is the archetypal model of warrior-heroism (and a work of surpassing genius), it is the standard reference for any discussion of the hero. In his heroic ethos, as in ours, courage stands out. Its unrivaled importance is dramatized in a remarkably moving scene featuring the Trojan hero Hector and his wife Andromache, who has suffered too many long days and sleepless nights wondering if her husband will survive another day’s battle. He has done enough, she says, and she wants him to stay home with her, away from danger:

Father and mother – I have none but you, nor brother, Hector; lover none but you! Be merciful! Stay here….

Do not bereave your child and me!

Hector is not unfeeling, but he is unmoved:

Lady, these many things beset my mind no less than yours. But I should die of shame before our Trojan men and noblewomen if like a coward I avoided battle, nor am I moved to. Long ago I learned how to be brave, how to go forward always and to contend for honor…

I doubt that there is a better description of courage anywhere in our culture than “to go forward always” in battle, whether the struggle takes place on the windy plains of Troy, or within a person struggling against hard times, perhaps betrayed in some way, discouraged, perhaps alone, but nonetheless determined to go forward and never be defeated. The courage to go forward however hopeless the situation has always been considered the ultimate measure of a man or woman. It is honored in the admiration that all people have for those who hurl themselves against overwhelming odds for the sake of honor, country, and whatever rewards fate will confer. In our deconstructive age, even as it is by cynical individualism, this ethos of courage and the literature that emblematizes it—“The Charge of the Light Brigade,” nearly anything that Kipling ever wrote, and John Wayne’s big-screen heroics—might seem absurdly unrealistic.

Do relentlessly heroic people exist in the real world? History answers affirmatively, offering ample evidence that ordinary men and women are, in fact, not so ordinary after all. That, it seems to me, is the persistent theme of James Bradley’s inspiring account of the Battle of Iwo Jima. Remarkably, Bradley’s narrative at times transcends the dramatic action and imagery of even Homer’s magnificent epic. Bradley’s Flags of Our Fathers, which documents the astonishing bravery of the U.S. Marines at Iwo Jima during World War II, shows that there is, in fact, no limit to the great spiritedness of some men and that such bravery has world-changing results. Like the heroes of ancient myths, the Marines were confronted with the impossible. Typical of the first day of battle, one company “started the day with two hundred and fifty boys” [a word used deliberately and recurrently] and at day’s end “they were down to thirty-seven. They paid the price for a near-suicidal dash across the island.” (166) On their way they witnessed the worst of war’s horror: Marines hit by Japanese gunfire “were not just killed; their bodies ceased to exist.” (156) Men and machines literally vaporized. (156) Artillery shells came down in sheets. Bodies and body parts everywhere. (158) “Entire platoons…engulfed in fireballs.” All this slaughter on just the first day, more than enough to destroy the spirit of the bravest men. Yet the next day, “a line of unprotected American boys would arise and rush directly at the most fortified mountain in the history of the world. Almost one-third of them would be killed or wounded. But not in vain: their charge would mark the beginning of the end for ‘impregnable’ [Mount] Surabachi.” (182) Japan had lost its final hope for victory in the Pacific or for a negotiated peace.

Given the odds that warriors often face, Homer insisted in the Iliad, courage alone was not enough without endurance, described synonymously as “back bone,” “perseverance,”
The courage to go forward however hopeless the situation has always been considered the ultimate measure of a man or woman.

and “staying power,” which one of the poem’s featured heroes, Diomedes, claimed to be “the greatest gift of all.” Not only does Diomedes define endurance, he also personifies it in a scene clearly intended to demonstrate how a great-spirited warrior behaves under fire. Struck in the foot by an arrow, Diomedes grits his teeth and quickly pulls it out “dragging agony with it through his flesh.” A moment later he defines the antithesis of staying power:

Cowards are men who leave the front in war. The man who will be worth respect in battle holds on, whether he’s hit or his brothers. (11.465)

The Mariners who fought at Iwo Jima personified stamina that went far beyond the imagination of Homer and his audience. Compare, for example, the staying powers of Diomedes with the description of a young Marine Corpsman:

He was finally pulled off the field after refusing to leave by his comrades even though he had suffered the third of three serious wounds. The grenade blast had temporarily blinded him in one eye; he ignored it, as well as the other grenades that sent fragments through his arms and legs... A mortar shell tore a hunk of flesh from his right shoulder; he kept on ministering to wounded men around him. Finally... a mortar splintered his right leg. “I heard other guys crying for help... I tried to walk over to them but couldn’t.” I bandaged myself up and gave myself a shot of morphine.” With his foot barely attached to his leg, he crawled fifty yards to give first aid to another fallen boy before he was pulled from the battle. (234)

Cowards surrender to the hardships of long struggle and misery, falling back while heroes go forward. But not alone. Each has his cohort of brave men – close friends – rigorously trained in the craft of war, all embodying what the Greeks meant the transformation of ordinary men – boys – into elite, interdependent units by means of intense training that went far beyond the imagination of Homer and his followers to one victory and another. During his campaign in the East, he recklessly launched himself over the wall of an Indian town to take on the defenders by himself in the Rambo style of a Homeric hero.

Always heroic in battle, Alexander was often temperate and generous to a defeated people. He was also a ruthless terrorist, laying waste cities for defending what was rightly theirs. He did not hesitate to put prisoners to the sword if they inconvenienced him on the march. When a physician failed to save the life of his best friend, Alexander had him crucified.

Alexander’s warrior offspring are legend from Julius Caesar to Genghis Khan to Henry V of England, Napoleon, Lenin, Stalin, Hitler, the terrorists of the present age, and many others. Far too many others. In every generation, the world’s people have been forced into war by predator nations or by their own ambitious government leaders. The Twentieth Century was ravaged by two world wars that carried off young men by the millions. The First World War was tragically unnecessary and could have been averted by patient diplomacy. As in Homer’s Iliad, honor stood in the way. The pride of kings outweighed human life and inflamed the vengefulness of their antagonists. Conflict cannot always be avoided, to be sure. Hitler and Stalin and all the leaders of monopolistic societies in our world will do what they are allowed to do. When a Taliban leader says, “Islam has no boundaries. There can be no deal with the United States,” he means that the manifest destiny of Islam is to recreate the world in the image of the Koran. Yet when I talked with a Saudi Arabian imam recently, I heard just the opposite. A compassionate and shining soul, he was completely open to peaceful and productive discourse with Christians, Jews, and the West in general. So, too, he indicated he was among the many Muslims who looked to the dilemma of Muslims for wish for what all men wish for in their hearts – a world in which mankind can finally live in peace.

In this time of war and terror, it is imperative that United States and other NATO countries remain prepared to respond if attacked. However, we should at the same time do everything possible to gain the trust of the world’s people. How can that be done? Dwight Eisenhower was the Supreme Commander of Allied Forces in Europe during the Second World War before he became President of the United States. He understood war and peace far better than most human beings. When asked about a strategy for peace, he replied that the best way to achieve peace on earth was not by mutually assured destruction or externally imposed mandates but by people to people relationships that gradually erase old enmities and replace them with affection and hope. Three centuries earlier, John Milton made the same claim, distilling the spirit of the Gospel of the Christ in Paradise Regained, who rejected “victorious deeds” and “heroic acts” in favor of wisdom, patience and love. By winning words to conquer willing hearts, and make persuasion do the work of fear. Paradise Regained, I, 215-16, 222-23

This is not work for mediocre hearts but for great hearts that are by definition honorable, courageous, persevering, loyal, generous, humble, self-sacrificing and willing to take responsibility for the needs of others.

The magnitude of the challenges that we face today might seem overwhelming, but not if we keep in mind that the responsibility for redeeming the time is not to be shouldered by a few heroic individuals but by all mankind. No one could have foreseen, in the early years of the twentieth century Jewish philosopher Moses Maimonides wrote that “A single righteous act can tip the balance and make all the difference.” If you are somewhat skeptical about this claim, think of the effect of the butterfly’s wings in Brazil can have an effect thousands of miles away in New York.
or Phoenix. Is it too fanciful to appropriate this hypothesis to describe the effects of all human behavior, for good or ill?

If we review the great events of the past, we realize that each of them began with a determined man and women locking arms and settling for nothing less than the triumph of good over evil. They were the true inspirational leaders. It awaits all who strive to understand and embody the greatness of heart and soul that drives a single person. Surrounding that person there was frequently an environment composed of necessity, germinating ideas, and like-minded men and women awaiting a leader. The American War of Independence is a familiar example. Fifty years ago, another great revolution began in our nation with a single woman, ordinary in every way except for the sudden God-given conviction that no human being should have to ride in the back of the bus.

The antithesis is also true: just as a tumor comprised of billions of cells begins with one renegade cell, likewise much of the evil in history began with a single person driven by uncontaminable ambition or malice. The difference, of course, is that destructive cancer cells grow undetected for a long time while human malignancy is readily detectable and can be stopped at the beginning if enough courageous people choose to stand against it.

Every bit as crucial as great people and great events are ordinary people—the salt of the earth—who live lives of quiet inspiration by constant service to their family and community. These are the ones whom Milton recalled as the "salt of the earth"—who live lives of quiet inspiration by constant service to their family and community. When in Paradise Lost Adam was told that the world can be transformed by "good ... overcoming evil and by small accomplishing great things, by things deemed weak subverting strong, and worldly wise." The world, near and far, awaits such people as well as inspirational leaders. It awaits all who strive to understand and embody the greatness of heart and soul that drives a spiritual revolution—the one and only force that can exercise the re-circulating fear, hostility, suspicion, and strife that darken the earth.

In a little book about education published in the 1970s, Escape from Skepticism: Liberal Education as If Truth Mattered, the English reviewer and author Christopher Derrick (1921-2007) devoted a whole chapter to discussing the supermarket. It is, he asserted, the central image of American life, with fully-stocked shelves and attractively packaged goods reinforcing the "anything is possible" spirit that he, like many Europeans of his generation, found both inspiring and bizarre. Derrick’s observations on consumerism still seem insightful, especially his thesis that education in America is being turned into a grocery store stocked full of anything and everything, and the shopper/student is more than ever in need of protection from his own impulses and from the lure of slick packaging. If higher education is unwilling to prescribe what its students should study, and is instead committed to offering them more and more choices, then now more than ever students need a solid understanding of what is really "nutritious" for their souls.

It is no secret that, starting in the universities, American education in the last hundred years has moved steadily away from a traditional and narrowly-focused heritage: long-gone are the days when a liberal education was the only possible courses of study, and mastery of Greek and Latin were required of all. "Electives—choices—were only introduced into course offerings at the end of the 19th century, and as they multiplied, the old ideal of a common course of study for all students retreated." Many modern universities still require something they call a "core curriculum," but choice is the rule: there might be 17 different ways to fulfill a "core science" requirement; AP or transfer credits enable one to test out of the once-obligatory Foreign English; and if one needs more foreign-language is required at all, the modern university sets Arabic, Vietnamese, Czech, and a dozen other fascinating choices alongside Spanish, French, and German. Greek and Latin, once the center of what it meant to be a well-educated Westerner, are still there, just after Georgian and Lao in the course catalog, and with comparable enrollment.

Part of the multiplicity of electives is, no doubt, due to the apparently limitless expansion of knowledge in the modern world. Old disciplines fade away, and new research creates new paradigms for the training of future engineers, doctors, and lawyers. The world constantly changes, and technology enables the modern university to try to keep pace. And why shouldn’t it? New circumstances call for new knowledge and skills.

There is also a much less noble side to the expansion of electives in the contemporary university. While many deans and departments are genuinely striving to pass on knowledge, some are merely competing for enrollments and dollars. The study of popular culture has grown, as universities find that courses in easily accessible rock music, television comedy, and sci-fi attract more interest than (Was anyone really surprised by this?) the difficulties of Bach, Swift, or Dante. The question of the merit or importance of such "cultural studies," if it is raised at all, is rapidly deconstructed by university ideologues and theorists; new courses about video game culture and MySpace are developed; and administrators and professors congratulate themselves on their ability to connect with the digital generation. Homer languishes on the shelf, while sales of "Halo" are brisk. The world of higher education in the 21st century more completely resembles the supermarket now than it did when Christopher Derrick wrote in the 1970s. The university is fully stocked, with bright and attractive products of every sort: some nourishing and useful, many that are wasteful, and some that are downright bad for you. How can the contemporary young American be best prepared to shop wisely in the marketplace of higher learning?

The curriculum and culture of Great Hearts Academies, in which courses and even personal attire are prescribed to be the same for all, offers itself as a stark contrast to the abundant choice of higher education. The same sequence of courses is required for all students; the same high-level math and science are obligatory; Latin is mandated; music, art, poetry, and drama are studied every year; after 4 years of high school, the graduate will have read and discussed exactly the same 50 great books, speeches, and documents as all of his or her classmates.

In doing all of this, Great Hearts strives to give its students the best possible preparation for the choices of higher education. Call it humane, general, or liberal education—since the universities do not require a core curriculum, we must energetically commit to doing so at the preparatory level. Our graduates will have a broad training in literature, history, philosophy, math, science, foreign language, and the arts; they will be prepared to make wise choices about where to go to college, and what to choose from the hefty course catalogs when they are there. And as they become specialists in medicine, biotechnology, Arabic, or law, they will do so upon a solid foundation of general learning. They will better judge what the university offers that is worthy of their time and money, and they will be resolutely critical about educational junk food.

They will be anything but lost in the marketplace.

Andrew Ellison is Headmaster of Veritas Preparatory Academy.
“Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.”

– Parker J. Palmer, The Courage to Teach

Great Hearts faculty members exemplify a balance of specialized, subject-area expertise and profound appreciation for the breadth of the liberal arts. The PhD in engineering, the soprano who performs regularly with the Phoenix Bach Choir, and the Latin/Greek scholar each bring their unique brilliance to the task – but more importantly, each has responded to the genuine calling they have felt to teach. Many of our faculty hold degrees from the most noted liberal arts colleges and universities in the country: St. John’s College, University of Dallas, Yale University, and Thomas Aquinas College, for example. The majority have graduate degrees in the subjects they teach and more than three years of relevant prep-school teaching experience. Perhaps most significantly, teachers at Great Hearts Academies are characterized by their passion for life-long learning and their heart for working with young people. The chief and essential role of faculty in the success of great schools is undeniable; Great Hearts is fortunate to continue to attract and retain individuals of remarkable talent and dedication.

2008-2009 Faculty Credentials

- 47% Master’s Degree
- 39% Bachelor’s Degree
- 14% PhD/EdD

*Three are PhD students

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Vision

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In my first year as Headmaster, I have discovered the importance of communicating our vision. Our teachers must be able to implement the vision of our academy in their classrooms; parents must understand who we are as a school so they can make informed decisions about their children’s education; and our students must be able to accept the high expectations we have set for their learning in our academy culture. Each part of our community is vitally important and without each member of our academy “family” being completely informed, we would never be able to fulfill our goal of growing a Great Hearts Academy.

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CHANDLER PREP

- Chandler Prep fielded its inaugural high school tackle football team in fall 2007.
- The junior high school volleyball team won 1st place at the mid-season Charter Athletic League volleyball tournament.
- The junior high school boys cross country team won second place at the Charter Athletics Association (CAA) championships.
- The high school girls basketball team placed second in the CAA championships with only freshmen, sophomores, and an 8th grader participating.
- CPA’s high school baseball team won the CAA State Championship with an overall record of 15-1.
- CPA’s high school girls track team won the CAA State Championships by winning all three relay events.
- CPA’s junior high girls track team won the CAA State Championship by winning the 4x400 relay, triple jump, long jump, 3200, 50, and 100 meter dash.

MESA PREP

- Mesa Prep held its inaugural seasons of volleyball, cross country track, flag football, basketball, baseball, and soccer.
- The flag football squad earned the first victory in the history of MPA.
- The cross-country team won Mesa Prep’s first athletic achievement trophy.
- The boys basketball team earned victories in their first contests against Chandler and Tempe Prep.
- 100% of MPA faculty members served as athletic coaches; 74% of MPA students participated in interscholastic athletics; and 40% of MPA students were multi-sport athletes.
- Mesa Prep established what will become a tradition: the end-of-season Student vs. Faculty games.

VERITAS PREP

- Veritas Prep’s varsity football team competed in the Arizona Interscholastic Association (AIA) for the first time and completed the season with a record of 4-4.
- The varsity volleyball team finished the regular season 16-1 and finished 5th place in the 1A State Tournament.
- VPA 11th grader Joseph Heiler finished 3rd place in the entire state in 1A-5A basketball scoring with 27.2 points per game.
- VPA 8th grader Elliot Godzich, of the boys track team, finished 1st place at the 1A State Meet Conference in the 400 meters dash and set a state record in the 800 meters dash with a time of 2:00:36.
- VPA 12th grader Teresa Tesoriero, of the girls track team, finished 1st place at the 1A State Meet Conference in the 100, 200, and 400 meters dash events.

Fall 2008 will mark the beginning of the Great Hearts Middle School League (GHMSL), an athletic league for middle school sports. The GHMSL will develop a deeper sense of community among the academies and extend the values of truth, goodness, and beauty to healthy competition between the schools.

In its first year, the GHMSL will consist of the five current Great Hearts academies – Veritas Prep, Chandler Prep, Mesa Prep, Scottsdale Prep and Glendale Prep – and Phoenix Country Day School. “I like the idea that after a game, the kids on both teams will have a similar homework load and the same academic rigor during the day,” said Joe Fanthorp, Athletic Director at Chandler Prep. For Jean-Marc O’Connor, Athletic Director for Mesa Prep, the number one thing to look forward to is reliable competition.

“Knowing whom we will play in all the sports will simplify our plans and make our seasons more consistent.”

Each academy’s plan for future athletics involves becoming a full member of the Arizona Interscholastic Association (AIA). The Great Hearts Middle School League looks to contribute to that goal. “With the organizational and competitive qualities of the GHMSL and the pursuit of excellence as a top priority, all Great Hearts schools will be well prepared for high school competition in the AIA,” said JD Praasterink, Assistant Athletic Director of Veritas.

The GHMSL will offer the following sports: tackle football, volleyball and cross country in the fall; basketball and soccer in the winter; and baseball, softball, and track in the spring. The sports are distributed to maximize student participation and to correspond with AIA sports as student-athletes progress through the academies.
Arizona is often criticized for the education performance of its students. As a family, we are thankful that Great Hearts has taken advantage of the charter school opportunity to supply quality public education to the children of Arizona.

We have always believed that children thrive in an academic atmosphere with small class sizes and committed teachers. We also feel strongly that a school with an enforced dress and discipline code is beneficial to the educational development of a child. These were the priorities that led us to Great Hearts.

While searching for a school to fit our children’s needs, we discovered Tempe Prep. Everything we learned about the school was completely in line with our expectation of the education we wanted for our children. Our eldest child, Kristina, applied and, because of limited enrollment availability, was put on the waiting list. Fortunately for us, Chandler Prep opened its doors around the same time and we were able to enroll our daughter in the first classes that were formed. Our son, John, followed in Kristina’s footsteps, enrolling in CPA two years later. Our youngest child, Alex, will begin 7th grade during the 2008-09 school year.

While John and Kristina may complain about their homework – what child doesn’t? – they have discovered ways to successfully maintain their studies while participating in extra-curricular activities like sports, music, and scouts. Attending Chandler Prep has taught our children to manage their time and utilize their resources. They understand that they are accountable for their time and use daily planners to streamline their homework schedules. They also work with their fellow students to coordinate and share ideas in and out of class.

We believe that John and Kristina’s academic success is a testament not only to their developed study habits, but also to the teaching environment of the school. Chandler Prep’s teachers make themselves incredibly accessible to their students, offering tutoring before school, during lunch, and after school. Our children feel comfortable approaching their teachers with questions because they know they are there to help them succeed.

As parents, we have always been intimately involved with our children’s education. We help with homework and editing essays. We enjoy listening to their musical practice presentations. And we make it a point to attend each of their games and concerts. We, as parents, strongly feel that the success of any child’s education is directly related to our involvement with our children and their learning environment.

The Danovich Family consists of Jim and Josie Danovich and their children Kristina (11th Grade), John (9th grade), and Alex (7th grade). The children of the Danovich Family are enrolled at Chandler Preparatory Academy.
Great Hearts Academy is a classical, revolutionary school that is committed to providing a rigorous, classical education to its students. The school’s mission is to prepare its graduates to be lifelong learners, thoughtful citizens, and leaders in their communities.

The school’s approach is rooted in the classical traditions of education, which emphasize the study of the liberal arts, including philosophy, science, mathematics, and the humanities. The curriculum is designed to cultivate a deep understanding of the human condition and to instill a love for learning.

The school’s teachers are dedicated to helping students develop critical thinking skills and to fostering a love of learning. They use a variety of methods to engage students, including lectures, discussions, and group projects.

Great Hearts Academy is a community of learners who are committed to excellence in all that they do. The school’s students are challenged to think deeply about the issues that face the world today, and to work to create a better future for all.

The school’s approach is not only academically rigorous, but also emphasizes the development of character and citizenship. Students are encouraged to be good citizens, to work for the common good, and to be leaders in their communities.

In summary, Great Hearts Academy is a truly unique school that is committed to providing a classical, revolutionary education to its students. The school’s graduates are well-prepared for the challenges of the 21st century, and are ready to lead in a world that is changing rapidly.
I consider the time I spent as a Veritas student very rewarding. I have been homeschooled; I have attended public schools and private schools (parochial and non-parochial); and I can confidently say that Veritas was the most rewarding academic experience I had as a pre-college student.

I often feel that “success” is something that is de-emphasized in liberal arts education. After all, what does success mean? Being successful academically, financially, socially? It’s a common symptom of American education to focus on education only as means of gaining financial success. This consideration can be detrimental if it excludes all other aspects of education as means of gaining valuable intellectual, emotional, and moral growth. I don’t think most people would define success as being any one of those three things I named, but a combination of all of them. Can you have true success without being educated in a way which focuses on the growth of the individual person? The discipline and the skills needed to succeed at any specialized subject later in life are not learned, they are developed through time and study.

My Great Books education fully prepared me for attending a liberal arts college. I will soon be a sophomore at Fordham University at Lincoln Center in New York City. After my undergraduate career, I plan to attend graduate school for business and hope to pursue a career in that field.

The academic challenges presented by Veritas proved essential to succeeding in a competitive college environment. I am in the honors program here at Fordham, and often times I feel that if I had not been challenged as I was at Veritas I would be at a severe disadvantage.

The Veritas curriculum is carefully chosen to give students a good background in liberal arts; however, it also exposes students to what they will experience in their college courses. Sometimes it’s hard for high school students to see the value or relevance of reading primary sources and texts. I remember hearing students complain about how Augustine or Aristotle doesn’t apply to their lives. I know I have on occasion been guilty of the same offense, but what both students and parents need to understand is that nothing could be further from the truth. For example, because of the superb quality of the Latin program at Veritas, I was able to enter my first semester into the most advanced Latin course available, and found it relatively easy. My ability to do well as an entering freshman in a course with seniors who were majoring in Latin is a testament to what a Great Books liberal arts education can do for a student. It prepares them for their future academic careers by holding students to higher standards, standards which they will in short time be held to in universities and colleges. Even more than this, it hopes to ultimately instill in students a love for learning. Sure, this is often written off as “fluff talk” or trite sentiment. However, I can say from my experience after a year of college, the students who “succeed” are internally motivated. There are no parents or caring teachers to push them and unless one has this “love for learning,” academic achievement will always be a means to an end, and contingent on any number of fluctuating factors. But of course the main reason for liberal arts education is best expressed in the Socratic way, simply that “the unexamined life is not worthy of a man,” or a woman.

Katryn Hurtado is a 2007 graduate of Veritas Preparatory Academy. She currently attends Fordham University at Lincoln Center in New York City.

“Because of the superb quality of the Latin program at Veritas, I was able to enter my first semester into the most advanced Latin course available, and found it relatively easy.”

— Katryn Hurtado
When we began looking for a secondary school for our first child, Alex, we were sorely disappointed by the dearth of options. Having attended large public high schools ourselves, we felt that we wanted a different kind of experience for our children. Fortunately, we discovered Tempe Preparatory Academy, a public charter school with a preparatory curriculum and fee. Not surprisingly, the demand for this school far exceeded its capacity for enrollment. We felt incredibly fortunate when our son was admitted and he happily began his college preparatory experience.

Not so happy, however, was the fact that many students who wanted a college prep education could not receive that opportunity. Realizing this fact, the newly formed Great Hearts Academies Board of Directors, along with Dan Scoggin, developed a plan to expand their model into a multi-school system, offering a college preparatory experience for thousands more children in the greater Phoenix area. When we heard about this plan, we were more than eager to support the endeavor.

Through Great Hearts Academies, kids from all socioeconomic backgrounds have the opportunity to prepare for college in an environment similar to top private secondary schools across the country. The fact that the schools in the network are supported by state funding is an incredible benefit. Unfortunately, the state does not provide equivalent financial support to charter schools as it does to district public schools. For that reason, we have chosen to support Great Hearts in all ways possible, including financially. We believe that it takes contributions from both private and public sources to support educational excellence in Arizona.

Supporting Excellence

We believe that education provides the keys to unlocking the gifts and talents every child has within. Learning how to learn is, by far, the most important skill to develop in life and Great Hearts understands this fact. Supporting efforts that truly grasp this concept and diligently work to promote it, are investments in the future that we are honored to make. The natural resources on the planet Earth are finite and it will only be through human innovation, technological advances, and cultural evolution that we will continue to thrive as a species. We believe we must support educational efforts that teach children how to think independently and how to take an active role in shaping the future.

Great Hearts’ philosophy aligns closely with our philanthropic vision. Their focus on ideas and discussion with a solid dose of hard work promotes just the kind of educational environment we so keenly admire. Educational excellence doesn’t just happen. It is through the immense commitment to each child and each school that Great Hearts is shaping the future. We believe that Great Hearts will play a key role in improving school choice and excellence in secondary education as we move into the future, and we are honored to be a part of this important organization.

“Through Great Hearts Academies, kids from all socioeconomic backgrounds have the opportunity to prepare for college in an environment similar to top private secondary schools across the country.” – Reed and Sabrina Porter
“We believe that providing the students and families of Metropolitan Phoenix with public, tuition-free access to a top-tier preparatory education is revolutionary.”

Building Great Hearts
A Campaign for Public Preparatory Academies

A Great Hearts’ education does not revolve around facilities. However, the Great Hearts community knows that less than optimum facilities pose a challenge to the fulfillment of our preparatory mission.

As public charter schools, the Great Hearts academies receive but a fraction of the facilities funding traditional district schools receive. To meet this challenge, the Great Hearts board authorized the Building Great Hearts campaign to secure $7.5 million in community support to help fund campus capital improvements for the first seven schools of the Great Hearts network. Great Hearts will finance the balance of the total project budget of $24 million.

That this is “A Campaign for Public Preparatory Academies” is what sets Great Hearts apart. We believe that providing the students and families of Metropolitan Phoenix with public, tuition-free access to a top-tier preparatory education is revolutionary. Great Hearts is grateful for significant gifts from key community partners like The Kemper and Ethel Marley Foundation, APS, and Blue Cross Blue Shield of Arizona, to name a few, and to the many individual leadership gifts from parents and community leaders. Their support has put the campaign on a path to success, and signals to the rest of the community their faith in the Great Hearts model, and their investment in the Valley’s future.

The Chapman Foundations
Darrel and Cindy Barger
Mark and Michele Meyer
Dr. William Huizingh
Mrs. Michael Rossman
Karrin Kunasek Taylor
The Kemper and Ethel Marley Foundation
Mr. and Mrs. Michael Rossman
John and Kay Sack
Daniel Sauer
Veritas Prep Parent Organization
Jeff and Jill Van Brunt
The Rodel Foundations
Barbara Balson
The Rodel Foundations
Veritas Prep Parent Organization
Reed and Sabrina Porter
Brian and Jennifer Powell
Benjamin Powers
Barbara Balson
Jack and Kimberly Ross
Mr. and Mrs. Michael Rossman
John and Kay Sack
Daniel Sauer
Mr. and Mrs. Michael Rossman
Karrin Kunasek Taylor
Southwest Gas Corporation
Henry Stearn
The Walton Family Foundation
The Kellogg Family Foundation
The Kemper and Ethel Marley Foundation
Mr. and Mrs. Michael Rossman
Mr. and Mrs. Michael Rossman
Henry Stearn
The Walton Family Foundation

To commemorate unselfish generosity and a commitment to strengthening children, families, and the community, the Building Great Hearts Capital Campaign leaders wish to publicly acknowledge gifts from those who have helped make the goals of this campaign a reality.

Great Hearts Academies gratefully acknowledges the following individuals, corporations, foundations and organizations for their commitment to improving the quality of public education in Maricopa County.

GREAT HEARTS CAMPUS | COST* | PROJECT ELEMENT
--- | --- | ---
Chandler Preparatory Academy | $6,974,000 | A 40,000 square foot campus including: 18 classrooms, 6 science laboratories, gymnasium, auditorium, and administrative offices on 10 acres of leased land at First United Methodist Church of Gilbert.
Veritas Preparatory Academy | 4,405,000 | A 26,000 square foot academic and administration building with 10 classrooms, 2 science laboratories, library, music room, and art studio on the leased land of Lincoln Heights Christian Church campus.
Mesa Preparatory Academy | 3,003,000 | A 20,000 square foot high school gymnasium with 10 classrooms, 2 science laboratories, and assembly area on leased land at Church of the Master in Mesa.
Tempe Preparatory Academy | 2,803,000 | Science laboratory and classrooms, additional classrooms to support addition of 6th grade and gymnasium.
Phoenix Core Academy (Name TBA) | 500,000 | A 30,000 square foot turn-key campus opening for grades 5-6 in fall 2009, including 16 classrooms, 2 science laboratories, gymnasium, and administrative offices in existing buildings leased at Pilgrim Rest Baptist Church.
Scottsdale Preparatory Academy | 931,500 | School start-up tenant improvements to existing facility to allow for fall 2008 campus opening for grades 6-9 (275 students) in leased building within Scottsdale Airpark.
Glendale Preparatory Academy | 931,500 | School start-up tenant improvements to existing facility to allow for fall 2008 opening for grades 6-9 (175 students), and construction of new 6,000 square foot administration and classroom building for spring 2009 on leased land at Dve of the Desert United Methodist Church.

TOTAL PROJECT REQUIREMENTS | $19,548,500
Less School Financing and Start-up Grants | 12,048,500

Campaign Goal | $7,500,000

* Project costs include allowance for construction escalation, fixtures, furnishing and equipment, as well as design, infrastructure, and development costs.
These Founding Partners were vital in their early support of the vision, business planning, and start-up of Great Hearts Academies. Each has continued to support Great Hearts as it grows to a self-sustainable network of schools. Great Hearts wishes to thank these partners for their generous support and to recognize the entrepreneurial spirit they bring to their philanthropy.

**Founding Partners**

The Chapman Foundations
Reed and Sabrina Porter

Charter School Growth Fund
The Walton Family Foundation

Each academy conducts its annual Community Investment Campaign to support the core priorities of a Great Hearts education that are not paid for by the Arizona per-student allocation. Great Hearts would like to thank and recognize the following families and friends for investing in their schools.

---

**2007-2008 Community Investment Campaign Donors as of June 11, 2008**

**VERITAS PREPARATORY ACADEMY**

Herbert and Lee/Anne Abel
American Express Gift Matching Program
Anonymous (1)

American Express Gift Matching Program

**Founding Funding Partners**

The Chapman Foundations
Reed and Sabrina Porter

**CHANDLER PREPARATORY ACADEMY**

American Express Gift Matching Program
Anonymous (1)

Rashid Gorji and Sita Asadi
Phillip and Coleen Austin
Tim and Shari Ayers
Alan and Nancy Ball
Darrell the Nancy Barg Park
Robert and Jeanette Barney
Robert and Wendy Besellie
Randall Blum and Charlene Berger-Blum
Scott and Melissa Bordow
David Burdeaux and Debra Bettis
Matthew and Kerri Campbell
Chandler Prep Parent Organization
Raj and Vidyad Chandrashekar
Michael and Nancy Clark
Brad Curtis
James and Josie Danovich
Emmanuel and Myma Diaz
Roy and Hollie DiCicco
Cole and Andrea Dickson
David and Tamarah Fennell
Alan and Keltuhl Gilin
Terry Gin and Tracey Sherman-Gin
James Guy and Julie Elsner-Guy
Jery and Mitzi Haggard
Kelvin Helmink and Muguq Hanson
Tim and Allison Harmon
Helin Hayes
David and Kelly Henry
Don and Barbara Hiatt
Darrell and Cindy Hill
Joseph and Claudia Hilton
Don and Diana Suchoff
Max and Maria Taylor
Shawn Tebranian and Colleen Cakes
Ruth Tomam
Paul and Carin Tuff
Daniel and Amy Tyre
Justin Van Dyck
The Vanguard Group Foundation
Robert and Teresa Vejar
George and Jennifer Velitchkov
Nell Wake and Shari Carpa
Robert and Julie Wallace
Peter and Jennifer Walsh
Michael Ward
John and Suzanne Williams
Steve and Denise Zabilski

**MESA PREPARATORY ACADEMY**

American Express Gift Matching Program

Basim and Maria Noori
Carlos and Diane Nunez
Bayani and Vicki Dania
Gregory and Deborah Osburn
Steve and Amy Ostwinkle
Carlos and Rosie Ovando
Dave and Luanne Pepper
Greg and Laura Pershbcger
Brian and Anna Peterson
Jason and Rina Pociak
Stephen and Lisa Pomraning
Jim and Kyle Poulin
Randall Pyke and Donna Zhang
Gerard and Margaret Quinnvelle
Robert and Janette Rallison
Juan Rosales and Anna Zuniga-Artega
Doug and Kendra Rose
Christopher and Kimberly Rosner
Jack and Kimberly Ruck
Anthony and Maria Rwamukunya
Paul and Erica Saylor
Mordie and Tanya Schlotterbeck
Paul and Doris Schubring
David Shaw and Connie-Scholl-Shaw
Mark and Marie Seidel
Tim and Martha Strong
George and Karen Thomas
John and Kimthuan Tran
Jay and Joanna Urick
Scott and Janice Urick
Sheryl Vendi
Erlolf Vol and Colette Michel
Richard and Christine Weber
Geoffrey and Julie Webster
Hermann and Lori Weidemann
Wells Fargo Educational Matching Gift Program

Fred Wood
Paul and Julie Wingett
Gary Winterton
Mike and Kathy Wlesiacher
James and Neva Wuerfel
Wensheng Xu and Fang Zhou
Youangling Zhou and Wenjie Jiang
Stanislaw and Maria Koncieszcz

Mitchel Mertens and Lindsay Naas

**Contributors**

Reed and Sabrina Porter
The Walton Family Foundation

Great Hearts contributors
### Financials

#### Income Dollars (In Thousands)

<table>
<thead>
<tr>
<th>Source</th>
<th>Veritas</th>
<th>Chandler</th>
<th>Mesa</th>
<th>Glendale</th>
<th>Scottsdale</th>
<th>Network Total</th>
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<tbody>
<tr>
<td>State Funding</td>
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<td>2,841</td>
<td>1,479</td>
<td>1,135</td>
<td>1,811</td>
<td>9,523</td>
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<tr>
<td>Curricular Fees &amp; Contributions</td>
<td>43</td>
<td>41</td>
<td>21</td>
<td>11</td>
<td>31</td>
<td>146</td>
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<tr>
<td>Extra-curricular Fees &amp; Contributions</td>
<td>222</td>
<td>173</td>
<td>80</td>
<td>80</td>
<td>130</td>
<td>684</td>
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<td>Contributions &amp; Grants</td>
<td>156</td>
<td>309</td>
<td>240</td>
<td>176</td>
<td>408</td>
<td>1,288</td>
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<td>Other/Miscellaneous</td>
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<td>9</td>
<td>3</td>
<td>3</td>
<td>5</td>
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<td><strong>TOTAL INCOME</strong></td>
<td>2,685</td>
<td>3,371</td>
<td>1,822</td>
<td>1,404</td>
<td>2,385</td>
<td>11,667</td>
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#### Expenses Dollars (In Thousands)

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<th>Category</th>
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<tbody>
<tr>
<td>Program - Personnel</td>
<td>1,544</td>
<td>1,602</td>
<td>839</td>
<td>650</td>
<td>1,028</td>
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<td>Program - Other</td>
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<td>139</td>
<td>81</td>
<td>79</td>
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<tr>
<td>Non-Program - Personnel</td>
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<td>253</td>
<td>133</td>
<td>141</td>
<td>165</td>
<td>934</td>
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<tr>
<td>Non-Program - Other</td>
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<td>324</td>
<td>229</td>
<td>175</td>
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<td>1,370</td>
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<tr>
<td>Facility Cost</td>
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<td>459</td>
<td>161</td>
<td>86</td>
<td>596</td>
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<td>Surcharge</td>
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<td>185</td>
<td>111</td>
<td>85</td>
<td>136</td>
<td>683</td>
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<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td>2,577</td>
<td>2,962</td>
<td>1,553</td>
<td>1,217</td>
<td>2,303</td>
<td>10,613</td>
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#### Cash Flow for Reserve/Debt Service

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<tr>
<th>Source</th>
<th>Veritas</th>
<th>Chandler</th>
<th>Mesa</th>
<th>Glendale</th>
<th>Scottsdale</th>
<th>Network Total</th>
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<tbody>
<tr>
<td>Cash Flow for Reserve/Debt Service</td>
<td>108</td>
<td>410</td>
<td>268</td>
<td>187</td>
<td>82</td>
<td>1,055</td>
</tr>
</tbody>
</table>

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**Great Hearts’ schools achieve academic excellence while maintaining fiscal responsibility.**

As charter schools, Great Hearts’ schools are funded primarily with public dollars. Each school receives just over $6,700 per pupil from state and federal sources.

Great Hearts schools also raise money to support facilities financing, capital costs, and curricular and extra-curricular programs. Approximately 20% of the annual funds needed to operate the schools as comprehensive preparatory programs comes from sources other than state and federal sources.

Facility costs represent a substantial expense for all Great Hearts’ schools and a challenge as our schools grow and expand. In addition to the annual operational funds raised via the Community Investment campaign, tax credits, allowable fees, and local grants, Great Hearts Academies is engaged in a multi-year Building Great Hearts capital campaign to improve the facilities at each of the campuses. Great Hearts believes that each school should eventually be housed in a durable facility with the amenities requisite to a college preparatory experience. At three of the campuses, Great Hearts is entering into long-term ground lease relationships with stable church landlords for the development of new facilities. Long-term plans for the newest campuses are yet to be developed or finalized.

Facility expansion will be funded by a combination of capital campaign contributions and 30-year bond financing. Facility costs in the budget to the right vary considerably from school to school due to lease costs and the location of campuses in the Valley. In next year’s budget, the facility costs for Veritas, Mesa, and Glendale will increase substantially — in line with Chandler’s and Scottsdale’s current lease costs — as debt service for new buildings is added to the facility expense line.
### 2007-08 Parent Satisfaction Survey Results

- My child’s school is following its mission to provide an academically rigorous liberal arts education.

- Overall, my child’s school is serving the needs of the students.

- Overall, I am satisfied with the school’s curriculum.

### 2007-08 Student Satisfaction Survey Results

- I enjoy attending my school.

- I have grown this year as an independent learner.

### College Board Test Results Classes of 2006-08

- Reading: Average 530, National Average 510
- Math: Average 610, National Average 580
- Writing: Average 530, National Average 520

### College Board Test Results 7th and 12th SAT

- Reading: Average 530, National Average 510
- Math: Average 610, National Average 580
- Writing: Average 530, National Average 520

### Great Hearts Academies Students Served

- Harvey Mudd College
- Hillsdale College
- Hofstra University
- Hope International University
- Johns Hopkins University
- Iona College
- Iowa State University
- Kalamazoo College
- Kenyon College
- Knox College
- Lafayette College
- Lake Forest College
- Lawrence University
- LeTourneau University
- Lewis and Clark College
- Loyola Marymount University
- Manhattan Christian College
- Marist College
- Mesa Community College
- Middletown College
- New Mexico Tech
- New York University
- North Carolina School of the Arts
- Northwestern University
- Northern Arizona University
- Notre Dame
- Notre Dame de Namur University
- Occidental College
- Ohio Wesleyan University
- Oklahoma Christian University
- Pace University
- Pacific Lutheran University
- Pepperdine University
- Phoenix College
- Point Loma Nazarene University
- Point Park University
- Pomona College
- Purchase College, State University of New York
- Purdue University
- Radford University
- Reed College, University of Oregon
- Rensselaer Polytechnic Institute
- Rhodes College
- Rice University
- Ripon College
- Rochester Institute of Technology
- Rose-Hulman Institute of Technology
- Saint Ambrose University
- Saint John Fisher College
- Saint Mary’s College
- Sarah Lawrence College
- Scripps College
- Skidmore College
- Smith College
- Southern Methodist University
- Southwestern College
- St. John’s College
- St. Mary’s College (IN)
- St. Olaf College
- Stanford University
- Stonehill College
- Swarthmore College
- Thomas Aquinas College
- Trinity International University
- Tufts University
- U. of California – Davis
- U. of California – Irvine
- U. of California – San Diego

### Annual Report Achievement and Results

- United States Merchant Marine Academy
- University of Arizona
- University of Chicago
- University of Cincinnati
- University of Dallas
- University of Denver
- University of New Mexico
- University of North Carolina, Chapel Hill
- University of Oklahoma
- University of Portland
- University of Puget Sound
- University of Redlands
- University of Richmond
- University of Rochester
- University of San Francisco
- University of Southern California
- University of St. Andrews (Scotland)
- University of the Incarnate Word
- University of Utah
- US Air Force Academy
- US Merchant Marine Academy
- US Military Academy
- Utah Valley University
- Valparaiso University
- Vanderbilt University
- Virginia Tech
- Washington University (St. Louis)
- Wellesley College
- Westmont College
- Wheaton College
- Whitwore College

### Great Hearts Aims Testing Results

- Reading: Average 530, National Average 510
- Math: Average 610, National Average 580
- Writing: Average 530, National Average 520

### Great Hearts Graduates

- Abilene Christian University
- Agnes Scott College
- Allegheny College
- American Academy of Dramatic Arts
- American InterContinental University
- American University
- Arizona Culinary Institute
- Arizona State University
- Art Institute of Phoenix
- Azusa Pacific University
- Baylor University
- Belhaven College
- Benedictine College
- Biola University
- Boise State University
- Boston University
- Brown University
- California Institute of the Arts
- California Lutheran University
- Carleton College
- Carnegie Mellon University
- Catholic University
- Chapman University
- Christopher Newport University
- Claremont McKenna College
- Colgate University
- College of Wooster
- Colorado College
- Colorado School of Mines
- Colorado State University
- Concordia University, Nebraska
- Cornell College (IA)
- Cornell University
- Creighton University
- Dartmouth College
- Denison University
- Drew University
- Duke University
- Earlham College
- Eckerd College
- Embry-Riddle Aeronautical University
- Evergreen State College
- Fordham University
- Franciscan University of Steubenville
- Furman University
- George Washington University
- Goucher College
- Grove City College
- Harvey Mudd College
- Hillsdale College
- Hofstra University
- Hope International University
- Johns Hopkins University
- Iona College
- Iowa State University
- Kalamazoo College
- Kenyon College
- Knox College
- Lafayette College
- Lake Forest College
- Lawrence University
- LeTourneau University
- Lewis and Clark College
- Loyola Marymount University
- Manhattan Christian College
- Marist College
- Mesa Community College
- Middletown College
- New Mexico Tech
- New York University
- North Carolina School of the Arts
- Northwestern University
- Northern Arizona University
- Notre Dame
- Notre Dame de Namur University
- Occidental College
- Ohio Wesleyan University
- Oklahoma Christian University
- Pace University
- Pacific Lutheran University
- Pepperdine University
- Phoenix College
- Point Loma Nazarene University
- Point Park University
- Pomona College
- Purchase College, State University of New York
- Purdue University
- Radford University
- Reed College, University of Oregon
- Rensselaer Polytechnic Institute
- Rhodes College
- Rice University
- Ripon College
- Rochester Institute of Technology
- Rose-Hulman Institute of Technology
- Saint Ambrose University
- Saint John Fisher College
- Saint Mary’s College
- Sarah Lawrence College
- Scripps College
- Skidmore College
- Smith College
- Southern Methodist University
- Southwestern College
- St. John’s College
- St. Mary’s College (IN)
- St. Olaf College
- Stanford University
- Stonehill College
- Swarthmore College
- Thomas Aquinas College
- Trinity International University
- Tufts University
- U. of California – Davis
- U. of California – Irvine
- U. of California – San Diego
Preparing your child for Great Hearts Academies

A common question from prospective parents is: “I know that I want my child to attend one of your schools, but what should I do to prepare them in the meantime?”

If you have an elementary school age child, there are a number of things you can do to prepare them for the academic rigor and unique culture of a Great Hearts academy:

1. **Choose the right elementary school.** The Great Hearts office can provide you with recommendations for elementary schools (district, public charter, and private) in your area. Great Hearts administers “readiness tests” to all incoming students, and using that data maintains a ranking of the elementary schools from which those students come.

2. **Assign daily homework.** If you choose the right elementary school, then this will not be an issue. But if your child attends an elementary school wherein he or she is not routinely assigned homework, then Great Hearts suggests that you create a separate homework regiment for your child. In 3rd and 4th grade, 30-45 minutes of meaningful homework a night is recommended; in fifth grade, increase the load to 60 minutes.

3. **Have your child read and discuss high quality literature (ideally with their peers).** Great Hearts recommends the **Junior Great Books** (Series 3, 4 and 5) from the Great Books Foundation (www.greatbooks.org). The teacher’s edition will supply you with seminar leader questions, and you can either use those to work one-on-one with your children, or, even better, to run a weekly neighborhood seminar with other children.

4. **Work above grade level in mathematics.** The standard 6th grade Great Hearts’ mathematics curriculum is pre-algebra, whereas at your typical public district or private school, pre-algebra is covered in the 7th grade (or even later). Many of Great Hearts’ best students have supplemented their elementary math education with **Kumon** (www.kumon.com), but there are many other math enrichment options in the Valley.

5. **Immerse your child in the fine arts.** Go to plays, to the symphony, to the opera, to museum exhibitions. If your child attends a school that has cut back on the fine arts recently (as so many of them have), seek out studio art or music classes at your local library or through small local studios.

Questions? Contact Director of Curriculum and Research, Peter Bezanson at (480) 899-9181.

Enrollment tips

Enrolling in a Great Hearts School is easy! Please note the important dates listed below and consult our website, [www.greatheartsaz.org](http://www.greatheartsaz.org), for current information.

- **The Early Enrollment period is November 1st through December 31st.** Submitting an application during this time will offer your student the best chance for enrollment.
- **The Regular Enrollment period is January 1st through March 15th.** If the number of applications received during this enrollment period exceeds the number of available spaces, there will be a lottery. All Regular Enrollment applicants will have an equal chance of acceptance.
- **After each available space is filled, remaining students will be placed on waiting lists specific to their grade and could be offered enrollment within the school year.**
- **Enrollment applications are available and can be submitted securely online at [www.greatheartsaz.org](http://www.greatheartsaz.org).**

Questions? Contact the Enrollment Coordinator at 480-365-8125.