Families, Colleagues, and Friends,

Great Hearts pursues a simple proposition: making available a classical, liberal arts education to all children. For 15 years we have been showing this is possible in cooperation with you.

This is the spirit in which we offer this annual report. In the following pages, we provide a look into why we exist, where we came from, and where we are going. We delve into how Great Hearts works, in the classroom and as a not-for-profit organization.

One of the themes you will find within is that Great Hearts is an exceptional public and donor investment, delivering an outstanding education with an efficiency that stands out.

Great Hearts is now honored to serve over 17,000 students in a network of 29 academies across Arizona and Texas. We have 14,000 students on the waitlist. We share with them a classical education. Study of Great Books, arts, music, math, and science, through the Socratic method, cultivates the hearts and minds of students in pursuit of Truth, Goodness, and Beauty.

We are so very grateful to every student, parent, teacher, and supporter who makes this work possible. Thank you.

Sincerely,

Wade Dyke
The Great Hearts story began 15 years ago with a belief that public education could do better. The founding leaders believed that a classical, liberal arts education should not be kept behind the walls of expensive private schools. Every child deserves a quality education.

Arizona and Texas welcomed charter schools two decades ago because the states wanted to introduce more options for families and allow innovators to bring new models of high quality education delivery. In the early 2000s, a pioneering group of brave parents took a leap of faith in an organization with very few resources other than goodwill, a small cadre of passionate teachers, and the willingness to begin a journey.

The first Great Hearts schools started in leased church classrooms and strip malls. There were plenty of doubters. Would such a form of education be broadly appealing to families? Could the schools attract enough teachers to work in a classical program? These questions have been answered with a resounding yes and propel the organization forward to this day.

As in the case of any young organization, early decisions made the difference. Great Hearts started by serving students in grades 7–12, but later expanded its scope to K–12 to make the offering accessible to all scholars. In the same spirit, Great Hearts opened academies all around the Phoenix metropolitan area and, in 2014, opened its first Texas campus.

By providing schools in which both students and teachers thrive, Great Hearts has become the nation’s largest provider of campus-based K–12 classical education. It now employs close to 1,500 teachers and serves more than 17,000 students in two states.

Throughout its growth as a public, nonprofit charter school network, Great Hearts has remained squarely committed to the public trust that it serves. Great Hearts is the only network of its size in both Arizona and Texas today that is organized as a nonprofit at all levels. The benefit of the organization has always been for the common good of families and teachers, and even more broadly, the good of our nation.

FROM HUMBLE ORIGINS TO THE NATION’S LARGEST PROVIDER OF CAMPUS-BASED K–12 CLASSICAL EDUCATION.

OUR GROWTH IS DRIVEN BY NEED

Despite Great Hearts’ impressive growth, its current resources cannot meet the demand for its unique educational offering. There are 14,000 students on its waitlist. And as many schools face severe teacher shortages, Great Hearts has the opportunity to expand with, on average, eight applicants for each teaching position it fills.
We believe Great Hearts provides our daughters with the educational foundation that will prepare them well for college and beyond.

—

BRIAN & MELISSA DUCEY
ANTHEM PREP
44% of Great Hearts graduates go on to pursue STEM (science, technology, engineering and math) majors in college.

In our fast-paced, digital world we have an ocean of information — and misinformation — at our fingertips. An education for the 21st century must give students the ability to develop a keen eye and ear for what’s true and what matters. We could call this critical thinking, but when aligned to the search for truth, the ancients called this form of knowing wisdom.

Socrates said, “Wisdom begins in wonder.” At Great Hearts, we use the Socratic method to unleash our students’ sense of wonder, while simultaneously developing their capacity for deep reflection, problem-solving, and a desire for the true, the good, and the beautiful. They contemplate: How does this area of knowledge relate to our well-being? To justice? The common good? How do the means relate to the end?

This form of study is not reserved just for the humanities but also applies to math and science. By first becoming captured by the beauty of mathematics, for instance, students find the eventual application of the subject all the more profound.

At Great Hearts, we believe in technology and its many brilliant applications. However, our students leave their cell phones behind during the day so they can engage in reflection and conversation. We think carefully of when screens are presented so scholars can engage one another face to face first, recognizing the inherent value of the human beings in front of them.

More and more colleges and employers today want graduates and employees who can see the big picture; who can listen, write and speak well; and who have strong character. The value of a classical, liberal arts education stands out today more than ever.
The word education comes from the Latin word, *educare*, which means to lead forth. Students can be called out of their present reality to stand on the shoulders of giants. From this lofty perspective, they can gaze ahead to who they might be. And by gazing higher they will have developed skills and discovered talents far beyond their first expectations.

Our students follow a thoughtful and challenging course of study that exposes them to the most beautiful, profound, and proven works of art, literature, math, and science that our culture and tradition can offer. They long for greatness.

Throughout their formative years, they engage in age-appropriate selections and activities that not only build their intellect, but develop a love for what is noble and lasting.

It is their inheritance to receive, although they have to work hard for it. Such a standard of excellence defines the classical approach.

Did you know that Great Hearts students will have achieved the following during their time with us?

- **Number of hours spent in seminar discussions of the Great Books (in high school alone)**: 1,000
- **Number of works of literature and philosophy read**: 200
- **Number of proved propositions from Euclid as well as the fundamental theorem of calculus**: 75
- **Number of hours invested preparing and defending their senior thesis**: 40
- **Number of phonograms learned**: 70
- **Number of concerts and plays performed**: 25
- **Number of advanced studies completed (Biology, Physics, and Chemistry)**: 3
- **Number of languages studied other than English**: 2

Did you know

Did you know that Great Hearts students will have achieved the following during their time with us?

**DID YOU KNOW?**

> Read the best books first, or you might not have a chance to read them at all.

**HENRY DAVID THOREAU**
TO OVERCOME THESE CHALLENGES...

WE MUST TEACH STUDENTS TO LISTEN, SO THEY CAN LEARN HOW TO SPEAK.
WE MUST TEACH THEM TO THINK CLEARLY, SO THEY CAN THINK FOR THEMSELVES.
WE MUST GIVE STUDENTS THE WISDOM OF THE AGES, SO THEY CAN BRING FRESH INSIGHT TO THE PRESENT.
AND WE MUST TEACH THE YOUNG TO LOVE WHAT IS GREATER THAN THEMSELVES — TRUTH, GOODNESS, AND BEAUTY.
THIS TYPE OF EDUCATION IS HARD WORK FOR ALL INVOLVED — FOR STUDENTS, PARENTS, AND TEACHERS.

The Great Hearts endeavor is held together by a north star that we all seek a life of virtue. Ultimately, education is not just about forming smart scholars, but about forming flourishing, great-hearted human beings. We believe our students’ character and talents can spark a renaissance in civic life in which a search for what is good is the essential starting point.

The happy life is regarded as a life in conformity with virtue.
— ARISTOTLE

PURSUING VIRTUE

We believe that to unlock the unique potential of every child, to prepare this generation for the challenges ahead, we must shape them with an education that is deeply human.

Often in our world today there is too much talking without enough listening, less civility and respect, more noise, and less space to think and reflect. This makes educating the next generation harder than ever.
We love the small community feel, the low student-to-teacher ratios, and the classical liberal arts curriculum.

BANIAMERI FAMILY
LINCOLN - ARCHWAY AND PREP
Every great teacher is a student at heart. They are women and men of curiosity and imagination, always interested in learning something new, and able to envision a life shaped by what they have learned. They have a deep capacity for empathy and wonder, the ability to be moved greatly both by others and by the surrounding world. They are ready to lead and encourage their scholars on a parallel journey.

Great Hearts teachers come from around the country to join a family of colleagues who share a love of learning and teaching. Together, their passion brings each campus to life as an inviting home for students to build lasting relationships and grow in virtue.

Great Hearts employs teachers across all liberal arts subjects, in areas that other schools have cut or simply have teachers carry double duty. We also help our teachers develop the tools and skills they need to engage each student’s curiosity.

Each member of our faculty participates in new faculty training, in-services, reading groups, and seminars that not only speak to issues of pedagogy (the art and science of teaching) but also help create a family environment within each Great Hearts school and our network as a whole.

As with the way we educate our students, our approach to our faculty is one aimed at the whole individual. The men and women on whose shoulders we build our schools haven’t just checked off a list of competencies; rather, they live meaningful lives of inquiry and virtue, and they invite our students to do the same.

What nobler employment, or more valuable to the state, than that of the [individual] who instructs the rising generation.

MARCUS TULLIUS CICERO
“DE DIVINATIONE”
LOVE OF TEACHING

BROOKE LUCERO

Recognizing her outstanding achievements as a teacher in the field of special education, Brooke Lucero of Great Hearts Northern Oaks (San Antonio, Texas) has received the coveted Teacher of the Year Award from the Texas Charter School Association.

As a Great Hearts teacher, Ms. Lucero inspires students of all backgrounds and abilities to learn. She helps her students experience a cognitive shift that doesn’t let their disability define them. She attributes her success to using the Socratic method, an inclusion-based classroom model, and various learning styles, strategies, accommodations, modifications, positive reinforcement and behavior analysis.

“It’s hard to pick out just one success story, because all of our students become success stories. As a Great Hearts teacher, Ms. Lucero inspires students of all backgrounds and abilities to learn. She helps her students experience a cognitive shift that doesn’t let their disability define them. She attributes her success to using the Socratic method, an inclusion-based classroom model, and various learning styles, strategies, accommodations, modifications, positive reinforcement and behavior analysis.

“I love that every Great Hearts teacher is committed to cultivating the hearts and minds of students through truth, goodness and beauty, which not only helps children become well-rounded, but also gives them confidence that they have the ability to change the world around them,” said Ms. Lucero.

LOVE OF TEACHING

NEW TEACHERS

409

HOURS OF SUMMER TRAINING

88

POUNDS OF COFFEE

40

ONE HUNDRED SPEAKERS & TRAINERS LED SESSIONS AT SUMMER ONBOARDING

97% AGREED THAT THEIR SESSIONS...

“Inspired me and made me feel like I signed up for the right place to work.

EMOTIONAL IMPACT

420

PARTICIPANTS EARNING A MASTER’S DEGREE IN CLASSICAL EDUCATION AT THE UNIVERSITY OF DALLAS AND TEMPLETON HONORS COLLEGE AT EASTERN UNIVERSITY.

41

TEACHERS IN LEADERSHIP DEVELOPMENT TRACKS (LEADERSHIP SERIES AND HEADMASTER COLLEGE)

673

HOURS IN MODEL LESSONS AND WORKSHOPS RECORDED AS TEACHER RESOURCES

211

UNIQUE PROFESSIONAL DEVELOPMENT WORKSHOPS AND CLASSES OFFERED TO ALL TEACHERS

30,658

MILES TRAVELED BY OUR TEACHERS TO SUMMER STUDY PROGRAMS

$900,000 AMOUNT AWARDED TO DATE IN SCHOLARSHIP FUNDS TO...

1,324 VIDEOS

AT GREAT HEARTS, ON AVERAGE, WE HAVE 8 APPLICANTS FOR EACH TEACHING POSITION WE FILL.
Over the past three years, 95% percent of Great Hearts families favorably evaluated the quality of their child’s education.
Across the Great Hearts network, 70% of high school students on average played a sport during the 2017–2018 school year.

56 of the 2,000 student-athletes achieved All-Conference/All-State honors.

Very few charter schools offer competitive athletics. At large, public district schools, only a limited few play at the varsity level. There is often little connection between the sports culture and the academic culture.

Not so at a Great Hearts Academy. In the classical tradition properly understood, physical pursuit and intellectual pursuit are one. The struggle, teamwork, strategy, and success on the field and court complete an education. The competitive scholar tests his or her nature through loss and victory and shapes habits that will last a lifetime.

Great Hearts creates campuses that are bursting with life: gyms filled with play, halls filled with poetry recitation, stages that echo with Shakespeare, and art studios overflowing with light, color and precision. While many schools across the country have been cutting back on the arts and their teachers and coaches, Great Hearts schools and students are going further into the best arenas of human endeavor.

COMPLEMENTING THE CLASSROOM
Great Hearts Class of 2018 had 474 students graduate from 9 different academies: 6 in Arizona and 3 in Texas.

96% of Great Hearts graduates immediately attend colleges or universities, with the other 4% participating in military service or a gap year.

**SCHOLARSHIPS**

The Great Hearts Class of 2018 was offered $56 million, averaging out to $118,000/student.

82% of our students were awarded merit-based scholarships. This was in the form of academic, artistic, and athletic scholarships.

**MERIT-BASED SCHOLARSHIPS**

42% of our students were awarded merit-based scholarships. This was in the form of academic, artistic, and athletic scholarships.

31/9 of Great Hearts students were recognized as National Merit Finalists.

**SCORE REPORT**

- **Average SAT Score**: 1250/Great Hearts Average, 1060/National Average
- **Average ACT Score**: 26/Great Hearts Average, 21/National Average

**U.S. News and World Report** annually ranks the Top 25 Liberal Arts Colleges, the Top 25 Public Universities, and the Top 25 National Universities. From this list, the class of 2018 graduates were accepted into the following:

**TOP LIBERAL ARTS COLLEGES**
- Bates College
- Carleton College
- ClaremontMcKenna College
- Colorado College
- Drexel University
- Grinnell College
- Harvey Mudd College
- United States Military Academy
- United States Naval Academy
- Vassar College
- Wellesley College
- Wesleyan University
- Middlebury College

**TOP PUBLIC UNIVERSITIES**
- College of William and Mary
- Ohio State University
- Pennsylvania State University
- Texas A&M University
- University of California, Berkeley
- University of California, Davis
- University of California, Irvine
- University of California, Los Angeles
- University of California, Santa Barbara
- University of Georgia
- University of Illinois at Urbana-Champaign
- University of Michigan
- University of Michigan-Berkeley
- University of Texas at Austin
- University of Virginia
- Virginia Tech
- University of Wisconsin Madison

**TOP NATIONAL UNIVERSITIES**
- Columbia University
- Duke University
- Emory University
- Harvard University
- Rice University
- University of California, Berkeley
- University of California, Los Angeles
- University of California, Los Angeles
- University of Southern California
- University of Southern California
- University of Virginia
- Vanderbilt University
- Washington University in St. Louis
- Yale University
CLOSING THE ACHIEVEMENT GAP BEFORE COLLEGE TRANSITION

ON THE SAT TEST, GREAT HEARTS MINORITY STUDENTS AND THOSE PARTICIPATING IN THE FREE AND REDUCED PRICE LUNCH PROGRAM ARE SIGNIFICANTLY OUTPERFORMING THE NATIONAL AVERAGE.

ON THE ACT TEST, GREAT HEARTS MINORITY STUDENTS AND THOSE PARTICIPATING IN THE FREE AND REDUCED PRICE LUNCH PROGRAM PERFORM AT THE SAME EXCEPTIONAL LEVEL AS THE REST OF THE STUDENT BODY.

COMPARATIVE ACADEMIC PERFORMANCE OF ALL STUDENTS 2017-2018 School Year

Note: The Arizona Department of Education uses four categories of performance on the state test (AzMERIT), associated with levels of proficiency. The total percentages above exclude the top three categories (highly proficient; proficient; partially proficient).

Note: The Texas Educational Authority uses four categories of performance on the state test (STAAR), associated with levels of proficiency. The total percentages above include the top three categories (masters grade level; meets grade level; approaches grade level).
I firmly believe that we are more than a class – we are a family, a ‘band of brothers’ as Shakespeare puts it.

ADAM NIX 2018 VALEDICTORIAN, MONTE VISTA

MONTE VISTA NORTH, LOCATED IN SAN ANTONIO, AND GREAT HEARTS NORTH PHOENIX PREP, SENT THEIR FIRST GRADUATING CLASSES INTO THE WORLD IN 2018. THE MONTE VISTA NORTH GRADUATING CLASS IS THE FIRST FOR GREAT HEARTS TEXAS.
Schools should send forth great-hearted men and women of action, to be leaders, informing a more philosophical, humane and just society.

CÉSAR CHÁVEZ
STATE REPRESENTATIVE, ARIZONA
A BETTER PUBLIC AND PRIVATE INVESTMENT

GREAT HEARTS INVESTS MORE IN INSTRUCTION, DELIVERS BETTER RESULTS, AND DOES SO WITH CONSIDERABLY LESS FUNDING THAN ITS DISTRICT AND PRIVATE SCHOOL COUNTERPARTS.

Great Hearts is built on trust. This starts with parents choosing Great Hearts to serve alongside them in the formation of their children. Great Hearts continually earns this trust by delivering academic results and a campus culture that parents want.

Great Hearts students’ academic performance exceeds that of their district peers, although we are confronted with a disparity in funding. When you add it up, our public, nonprofit charter school network provides a phenomenal return on public education spending, delivering a comprehensive and world-class education for less.
Annual per-student funding for Great Hearts students is at least $1,100 less than that for the average district student.

- $1,100 /STUDENT

This amounts to fewer $ per classroom

- $33,000 / ELEMENTARY
- $26,000 / MIDDLE & HIGH SCHOOL

Without charitable support from parents this amounts to

- $58,000 / ELEMENTARY
- $46,000 / MIDDLE & HIGH SCHOOL

When you add to this the fact that our class sizes are smaller, we offer more direct teaching support, and more arts, music, foreign language and physical education classes. The disparity is even greater.

Annual per-student funding for Great Hearts students is at least $3,900 less than that for the average district student.

- $1,900 /STUDENT

This amounts to fewer $ per classroom

- $57,000 / ELEMENTARY
- $46,000 / MIDDLE & HIGH SCHOOL

Without charitable support from parents this amounts to

- $69,000 / ELEMENTARY
- $55,000 / MIDDLE & HIGH SCHOOL
The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.

— MARTIN LUTHER KING, JR.
FOR THE 2018–2019 SCHOOL YEAR, GREAT HEARTS IS SERVING AN ADDITIONAL 1,700 SCHOLARS AND ADDED NEW SEAT CAPACITY OF 3,800 TO SERVE FUTURE STUDENTS IN ARIZONA AND TEXAS.

Great Hearts does not seek to grow just to grow. Rather, our nonprofit organization seeks to serve more families because of a moral imperative. Frederick Douglas said, “Education … means emancipation. It means light and liberty. It means the uplifting of the soul of man into the glorious light of truth, the light by which men can only be made free.”

More families deserve such a life-changing opportunity. Indeed, the future of our republic depends on cultivating the hearts and minds of the next generation for what is lasting, and greater than the present. This long view animates the soul of the organization with a zeal to do its very best, striving outward as it grows and improves.

Great Hearts reflects regularly on what growth opportunities make the most sense for families, teachers and their communities. 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.

If you are interested in bringing a Great Hearts Academy to your community, please contact Great Hearts Foundation President Dan Scoggin at DScoggin@GreatHeartsAmerica.org to discuss expansion opportunities.
Whether you feel called to invest in the program and teachers of your own academy, the building of a new campus, or the advancement of the broader Great Hearts mission for the public good, Great Hearts invites you to join its community of supporters by participating in its high-impact giving opportunities.

**OPPORTUNITIES TO SUPPORT DESIGNATED SCHOOLS**

**Community Investment**
Help to cover the gap between what each academy receives from public funding and the actual cost of providing a Great Hearts education.

To learn more visit greatheartsamerica.org/support-us/community-investment

**Public School Tax Credit**
(Arizonly)
Support the qualified extra-curricular and character-building programs at each academy.

To learn more visit greatheartsamerica.org/support-us/tax-credit

**Capital Campaigns**
Invest in the building or improvement of new or existing campuses.

To learn more visit greatheartsamerica.org/support-us/capital-campaigns

**Planned Giving**
Ensure the long-term sustainability and health of both individual Great Hearts schools and the network as a whole through estate and other legacy gifts.

To learn more visit greatheartsamerica.org/support-us/planned-giving

**OPPORTUNITIES TO SUPPORT THE GREAT HEARTS MISSION**

**Leadership Society**
(Arizonly)
Be a part of our inner core of annual supporters committing to a gift of $5,000 or more annually and play a particularly important role in helping us reward and recognize our best teachers.

To learn more visit greathearts.greatheartsacademies.org

**Greater Good Fund**
(Arizonly)
Support Great Hearts’ Title 1 academies that serve a majority low-income student population.

To learn more visit greatheartsamerica.org/support-us/greatergood

**Great Hearts Foundation and Institute**
Join Great Hearts in working to strengthen and promote classical education nationwide, and open new academies.

To learn more visit greatheartsfoundation.org

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_Giving is our way of supporting the tremendous job that the teachers are doing each and every day in the lives of the students. Their selfless acts are priceless._

CHARLENE CHARLES
MONTE VISTA
SUPPORTING A GREAT HEARTS ACADEMY

Throughout the Great Hearts network, thousands of generous families, community leaders, businesses, and foundations make it possible for our schools to exist, grow, and thrive.

Individual Great Hearts schools receive direct support in three primary ways:

1. **COMMUNITY INVESTMENT CAMPAIGN**
   in which each Great Hearts family is asked to contribute $1,200-$1,500 per student, or as they are able, to their academy to help cover the gap between what each academy receives from public funding and the actual cost to provide a Great Hearts education.

2. **ARIZONA PUBLIC SCHOOL TAX CREDIT**
   to support each academy’s qualified extra-curricular and character-building programs.

3. **CAPITAL CAMPAIGNS**
   that provide funds for building projects and other capital improvements.

THOSE TO WHOM WE ARE GRATEFUL

More than 9,400 individuals made a gift to Great Hearts in 2017–18. If you were one of them—thank you! Our students depend on your generosity for the rare gift of a classical education, and our teachers depend on your generosity for the rare gift of giving such an education to their students, who hunger for truth, goodness, and beauty.

Since 2004, the Great Hearts mission has been shaped, strengthened, and propelled by our philanthropic partners. From families with children in one of our academies to national institutions with a stake in supporting innovative education models, we have been blessed by others’ generosity.

4,854 families participated in the Community Investment campaign in 2017–18, giving a total of $7.7 MILLION.
As parents and members of the school community, we feel it is our responsibility to help Great Hearts to continue their mission. That cannot be done without resources, and Community Investment is one way that we can help.

TRACY MUILENBURG ARCHWAY TRIVIUM EAST

GRATITUDE

GREAT HEARTS FOUNDATION AND INSTITUTE FOR CLASSICAL EDUCATION

The Drexel Fund
T.W. Lewis Foundation

FOUNDING PARTNERS

These founding partners have led the way to establish a Great Hearts network in the communities we serve, opening doors to give thousands of families access to a world-class liberal arts education, public and tuition-free. Generous contributors (> $100,000) include:

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In December 2017, the Great Hearts Foundation was launched as a private, nonprofit organization to support and serve the needs of the Great Hearts network of public, nonprofit charter schools. Led by Great Hearts co-founder Dan Scoggin, the Great Hearts Foundation believes that to restore American education we must make the fostering of personal character and moral imagination central to our task of educating young scholars.

THE FOUNDATION EXISTS TO RAISE FINANCIAL SUPPORT FOR KEY INITIATIVES, WHICH INCLUDE:

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GROWING THE GREAT HEARTS NETWORK, SO WE CAN SERVE MORE FAMILIES AND COMMUNITIES.

ADVANCING THE INSTITUTE FOR CLASSICAL EDUCATION, WHICH CHAMPIONS THE CLASSICAL, LIBERAL ARTS EDUCATION MOVEMENT AS A WHOLE.

We invite you to learn more about the Great Hearts Foundation by visiting greatheartsfoundation.org.

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