

GreatHearts®

ANNUAL REPORT 2017 / 2018

CLASSICAL EDUCATION. REVOLUTIONARY SCHOOLS.

OUR STORY

THE FIRST FIFTEEN YEARS



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LETTER FROM THE CHIEF EXECUTIVE

GREAT HEARTS IS NOW HONORED TO SERVE
OVER 17,000 STUDENTS IN A NETWORK OF 29
ACADEMIES ACROSS ARIZONA AND TEXAS.



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

REVOLUTIONARY SCHOOLS

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.

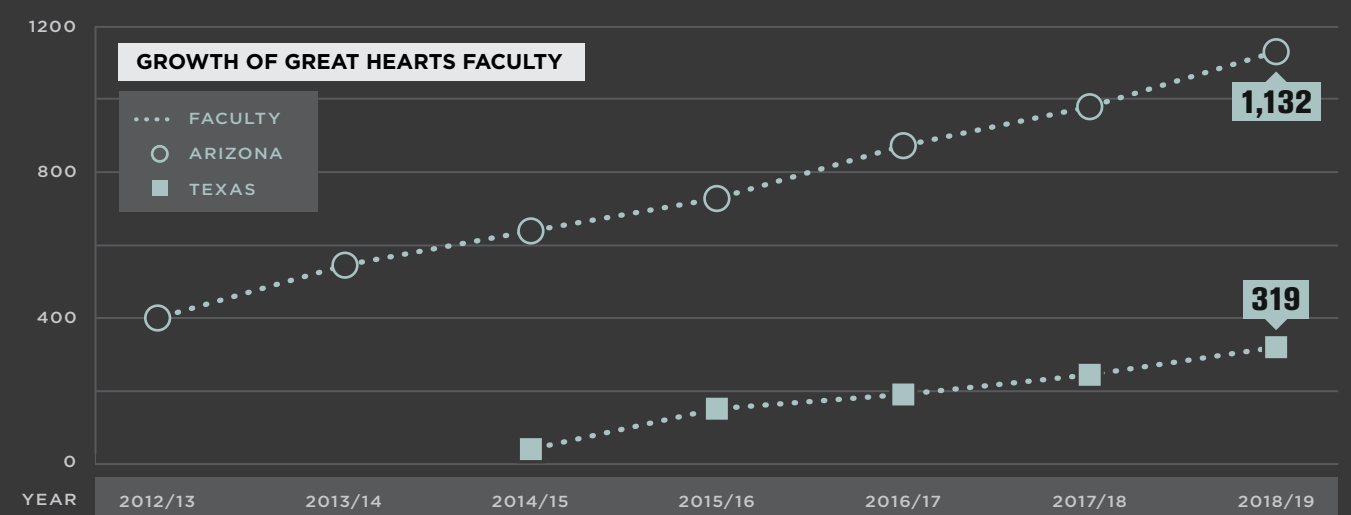
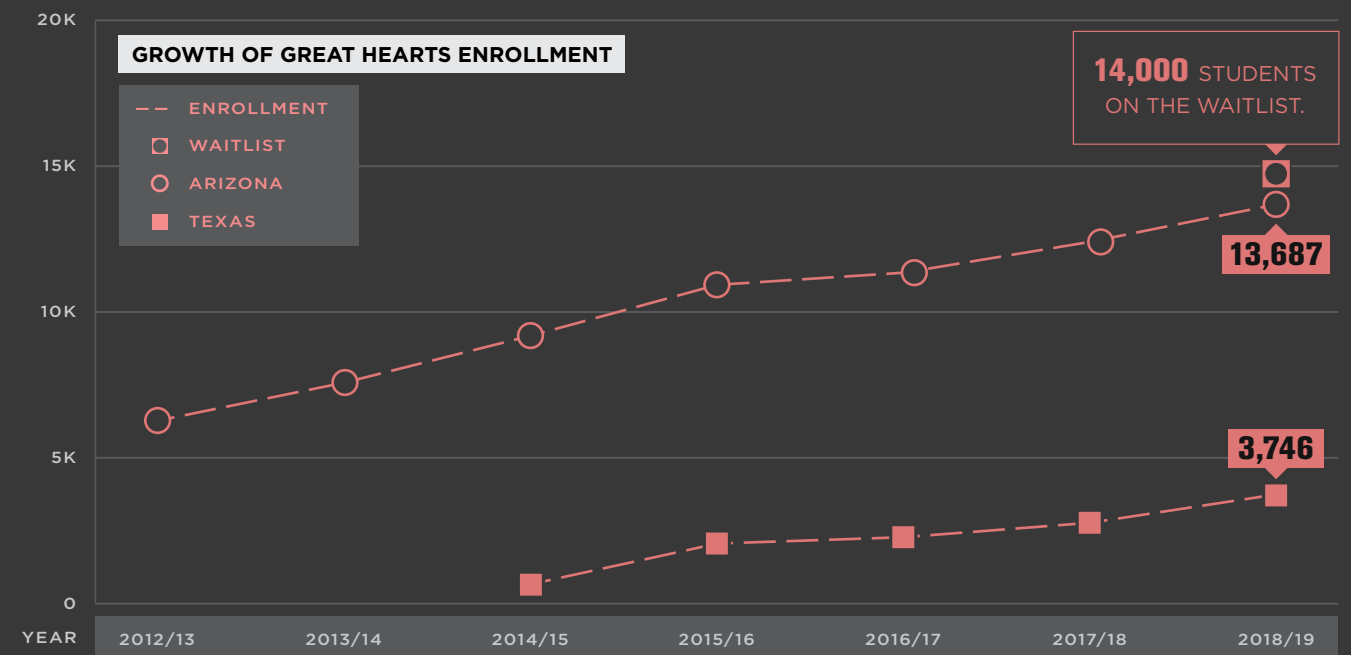
FROM HUMBLE ORIGINS TO THE NATION'S LARGEST PROVIDER OF CAMPUS-BASED K-12 CLASSICAL EDUCATION.

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.

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.



2018/2019 enrollment and current waitlist numbers as of 8/1/18.



“

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



CLASSICAL EDUCATION FOR OUR TIME

CREATING WISE LEADERS
FOR THE 21ST CENTURY.

“

*Wisdom begins
in wonder.*

SOCRATES

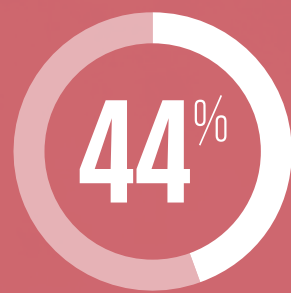
In our fast-paced, digital world we have an ocean of information – and misinformation – at our fingertips. An education for the 21st century must give students the ability to develop a keen eye and ear for what's true and what matters. We could call this critical thinking, but when aligned to the search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



44% of Great Hearts graduates
go on to pursue **STEM**
(science, technology, engineering
and math) majors in college.

GREAT COURSES

The word education comes from the Latin word, *ēdūcō*, 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?

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

“

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

HENRY DAVID
THOREAU

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**
(together with over 100 poems, all written by more than 100 authors)

200

NUMBER OF **PROVED PROPOSITIONS** FROM EUCLID AS WELL AS THE FUNDAMENTAL THEOREM OF CALCULUS

75

NUMBER OF **PHONOGRAMS LEARNED**

70

NUMBER OF HOURS INVESTED **PREPARING AND DEFENDING THEIR SENIOR THESIS**

40

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



PURSuing VIRTUE

WE MUST TEACH
THE YOUNG TO LOVE
WHAT IS GREATER
THAN THEMSELVES
SO THEY CAN COME
TO UNDERSTAND
WHO THEY ARE.

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.

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



“

*We love the small
community feel, the low
student-to-teacher ratios,
and the classical liberal
arts curriculum.*

BANIAMERI FAMILY

LINCOLN - ARCHWAY AND PREP

LOVE OF TEACHING

EVERY GREAT
TEACHER IS READY
TO LEAD AND
ENCOURAGE THEIR
SCHOLARS ON A
PARALLEL JOURNEY.

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”

Great Hearts puts the best teachers in the classroom, and more of them. **Across the Great Hearts network, our average student-to-teacher ratio across our campuses is 12:1** vs. the national average of 16:1.



PROFESSIONAL DEVELOPMENT

NEW TEACHERS

409

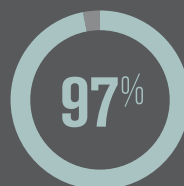
NEW TEACHERS HIRED
NATIONALLY WITH

88
HOURS
OF SUMMER
TRAINING

40
POUNDS
OF COFFEE

WITH
**ONE
HUNDRED**

**SPEAKERS & TRAINERS
LED SESSIONS AT SUMMER
ONBOARDING**



AGREED
THAT
THEIR
SESSIONS...

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

ALL FACULTY

211

UNIQUE PROFESSIONAL
DEVELOPMENT WORKSHOPS
AND CLASSES OFFERED TO
ALL TEACHERS

30,658

MILES TRAVELED BY OUR
TEACHERS TO SUMMER STUDY
PROGRAMS

MODEL LESSONS AND
WORKSHOPS RECORDED
AS TEACHER RESOURCES

673

HOURS IN

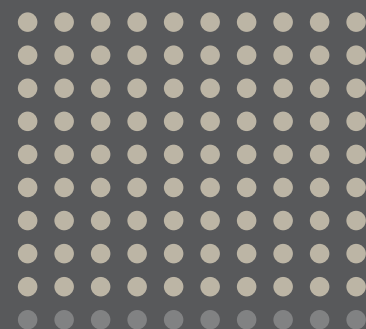
1,324

VIDEOS

LEADERSHIP

41

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



● = \$10,000

\$900,000

AMOUNT AWARDED TO DATE
IN SCHOLARSHIP FUNDS TO...

28 PARTICIPANTS EARNING A MASTER'S DEGREE

IN CLASSICAL EDUCATION
AT THE UNIVERSITY OF
DALLAS AND TEMPLETON
HONORS COLLEGE AT EASTERN
UNIVERSITY.

AT GREAT HEARTS, ON AVERAGE, WE HAVE 8 APPLICANTS FOR EACH TEACHING POSITION WE FILL.



BROOKE LUCERO

TEACHER OF THE YEAR.

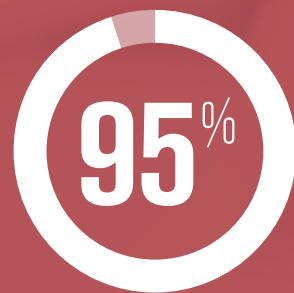
Recognizing her outstanding achievements as a teacher in the field of special education, Brooke Lucero of Great Hearts Northern Oaks (San Antonio, Texas) has received the coveted Teacher of the Year Award from the Texas Charter School Association.

60

It's hard to pick out just one success story, because all of our students become success stories.

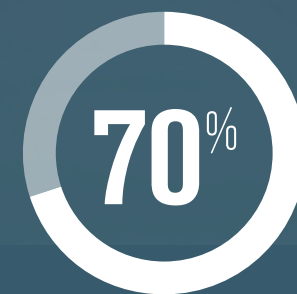
As a Great Hearts teacher, Ms. Lucero inspires students of all backgrounds and abilities to learn. She helps her students experience a cognitive shift that doesn't let their disability define them. She attributes her success to using the Socratic method, an inclusion-based classroom model, and various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



*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.

COMPLEMENTING THE CLASSROOM

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.

HIGH-PERFORMING STUDENTS

GREAT HEARTS BY THE NUMBERS.

Great Hearts Class of 2018 had

474 STUDENTS GRADUATE FROM
9 / DIFFERENT ACADEMIES
8 / ARIZONA 1 / TEXAS

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



SCORE REPORT

Average SAT Score



Average ACT Score



SCHOLARSHIPS

The Great Hearts Class of 2018 was offered

\$56 MILLION*

Averaging Out To

\$118,000 /STUDENT

MERIT-BASED SCHOLARSHIPS

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



31 STUDENTS WERE AWARDED
COMMENDED STATUS
2.5X THE NATIONAL AVERAGE

9 GREAT HEARTS STUDENTS WERE RECOGNIZED AS
NATIONAL MERIT FINALISTS
2 / ANTHEM PREP
1 / CHANDLER PREP
1 / GLENDALE PREP
1 / NORTH PHOENIX PREP
3 / SCOTTSDALE PREP
1 / VERITAS PREP

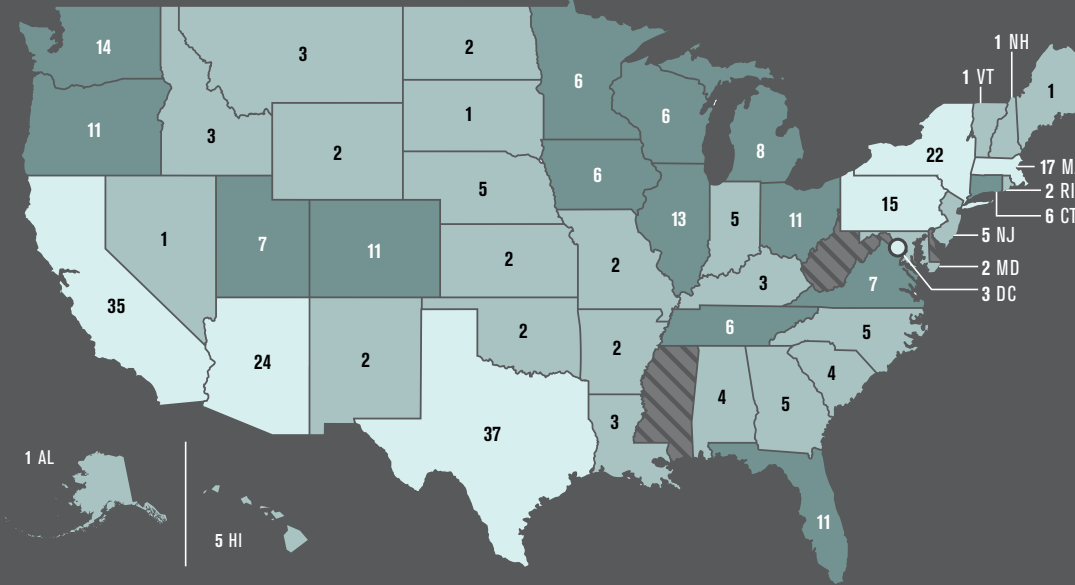
**This is an aggregate amount with not all funds accepted.*



The Carnegie Classification of Institutions of Higher Education identifies **115 schools** as **‘R1—Research Universities/highest research activity’**. The class of 2018 was admitted into 61% of these R1 Research Universities.

GREAT HEARTS STUDENTS WERE ACCEPTED INTO 367 COLLEGES AROUND THE WORLD*

48 STATES** / **6** COUNTRIES



351 U.S.	5 CANADA	8 ENGLAND	1 ITALY	1 NETHERLANDS	1 SCOTLAND
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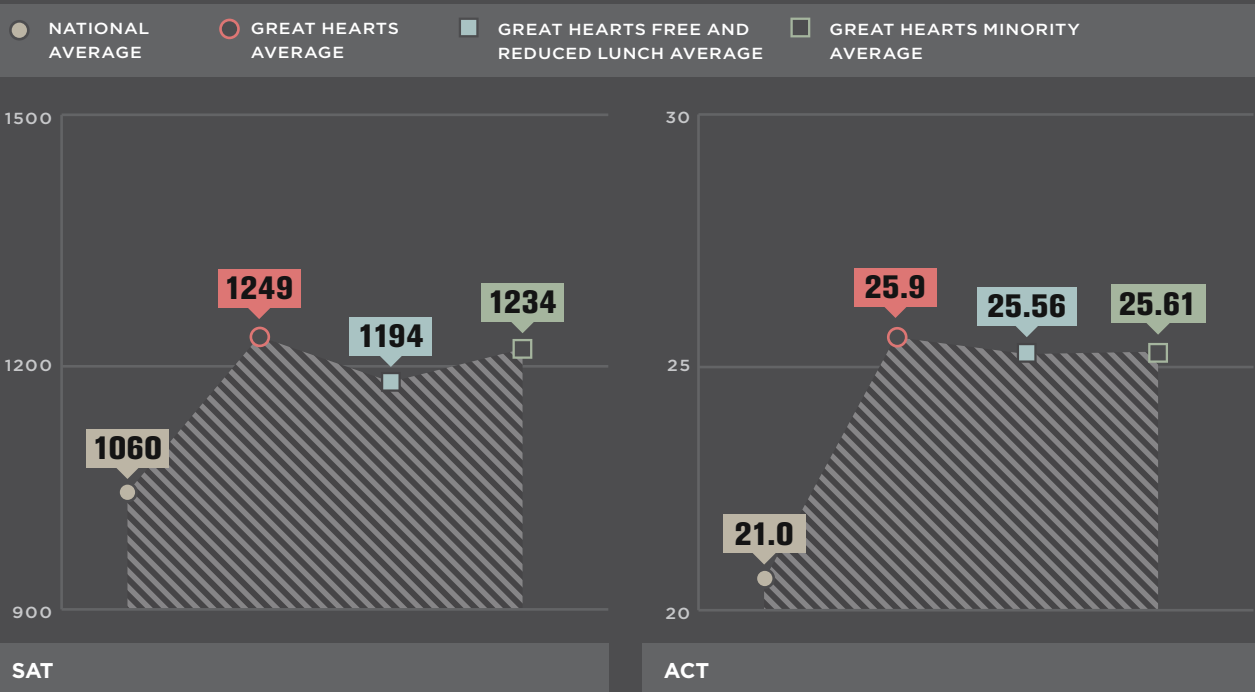
**This number also includes Honors Colleges. ASU and ASU Barrett count as 2 schools. If counselors reported the Honors College separately, then it was counted as another college.*

***Including Washington, D.C.*

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	TOP PUBLIC UNIVERSITIES	TOP NATIONAL UNIVERSITIES
Bates College Carleton College Claremont McKenna College Colorado College Davidson College Grinnell College Harvey Mudd College United States Military Academy United States Naval Academy University of Richmond Vassar College Wellesley College Wesleyan University Middlebury College	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 Texas at Austin University of Virginia Virginia Tech University of Wisconsin Madison	Columbia University Duke University Emory University Princeton University Rice University University of California, Berkeley University of California, Los Angeles University of Chicago University of Pennsylvania University of Southern California University of Virginia Vanderbilt University Washington University in St. Louis Yale University

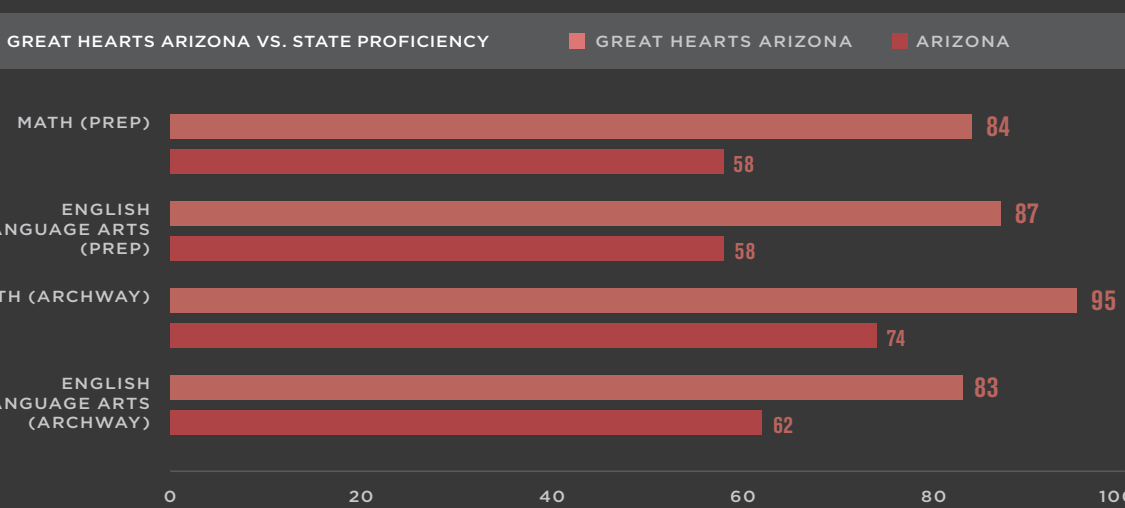
CLOSING THE ACHIEVEMENT GAP BEFORE COLLEGE TRANSITION



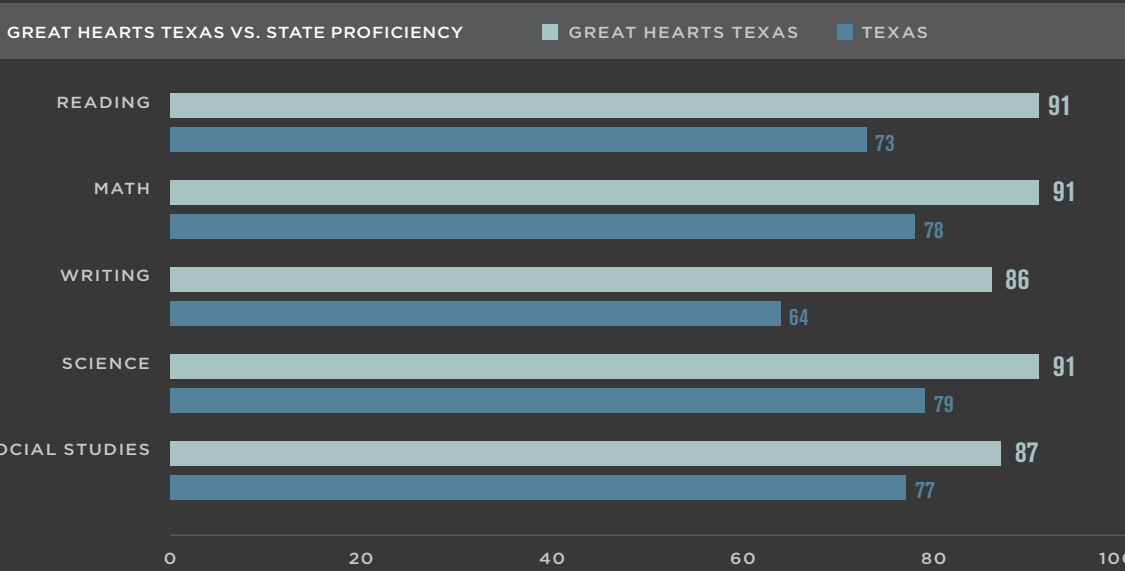
ON THE SAT TEST, GREAT HEARTS MINORITY STUDENTS AND THOSE PARTICIPATING IN THE FREE AND REDUCED PRICE LUNCH PROGRAM ARE SIGNIFICANTLY OUTPERFORMING THE NATIONAL AVERAGE.

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 include 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 the likelihood of meeting standards. The total percentages above include the top three categories (masters grade level; meets grade level; approaches grade level).



INAUGURAL GRADUATING CLASSES

IN 2018

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.

“

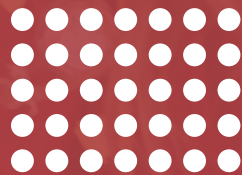
I firmly believe that we are more than a class – we are a family, a ‘band of brothers’ as Shakespeare puts it.

ADAM NIX 2018 VALEDICTORIAN, MONTE VISTA

28 NORTH PHOENIX
PREP GRADUATES



35 MONTE VISTA
GRADUATES





“

*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

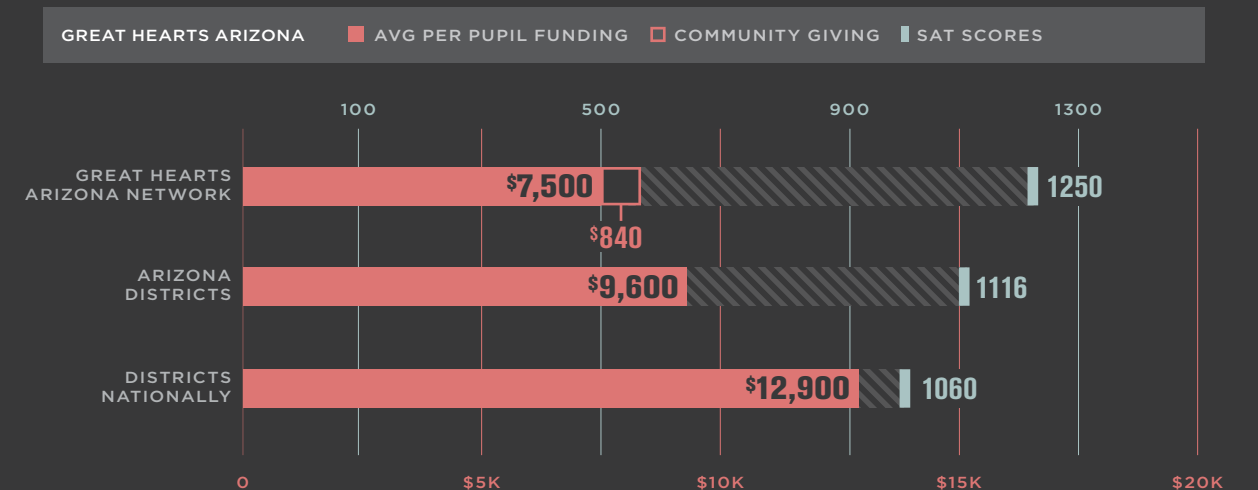
A BETTER PUBLIC AND PRIVATE INVESTMENT

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.

AVERAGE PER PUPIL FUNDING VS SAT SCORES

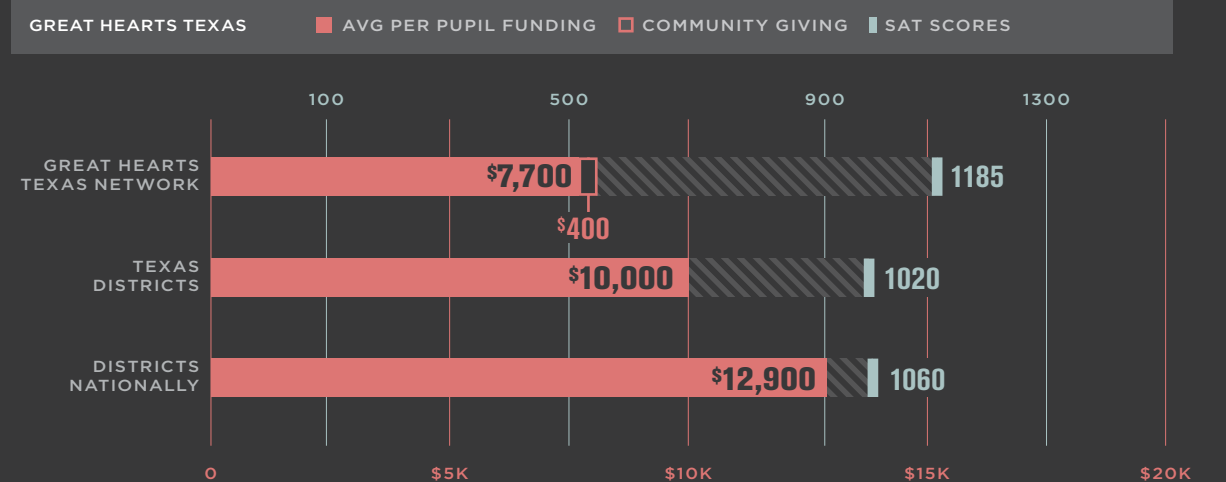


Great Hearts Arizona funding data from FY17 internal financial data. Great Hearts SAT average for 2017–2018 school year from internal data.

Arizona districts FY17 funding data provided by [OAG FY17 District Spending Report](#). Arizona districts SAT average for 2016–2017 school year (most recent data available) provided by [College Board 2017 SAT Suite Annual Report – Arizona](#).

National district funding data provided by [OAG FY17 District Spending Report](#). National average SAT for 2016–17 school year (most recent data available) provided by [College Board 2017 SAT Suite Annual Report – Total](#).

GREAT HEARTS TEXAS



Great Hearts Texas funding data from FY17 internal financial data. Great Hearts SAT average for 2017–2018 school year from internal data.

Texas Districts funding data FY17 provided by [Texas Charter Schools Association and TTM Analytics](#). Texas districts SAT average for 2016–17 school year (most recent data available) provided by [College Board 2017 SAT Suite Annual Report – Texas](#).

National district funding data provided by [OAG FY17 District Spending Report](#). National average SAT for 2016–2017 school year (most recent data available) provided by [College Board 2017 SAT Suite Annual Report – Total](#).

FUNDING BY THE CLASSROOM

ARIZONA

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

TEXAS

Annual per-student funding for Great Hearts students is at least \$1,900 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

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.

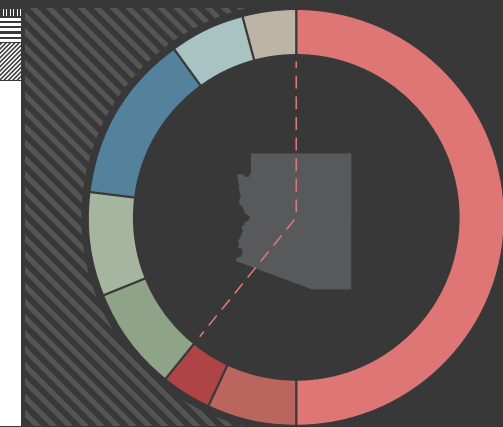
HOW WE RECEIVE AND ALLOCATE OUR REVENUES

ARIZONA NETWORK 2018-2019 (in percentages)

WHERE DOES THE MONEY COME FROM?



WHERE DOES THE MONEY GO?



61 INSTRUCTIONAL

50 FACULTY SALARIES & BENEFITS

7 STUDENT SUPPORT SERVICES & MATERIALS

4 EXTRA-CURRICULARS

8 ACADEMY ADMINISTRATIVE SALARIES & BENEFITS

8 NETWORK SUPPORT SERVICES

13 BUILDING MORTGAGE/RENT

6 BUILDING OPERATING EXPENSES & SUPPLIES

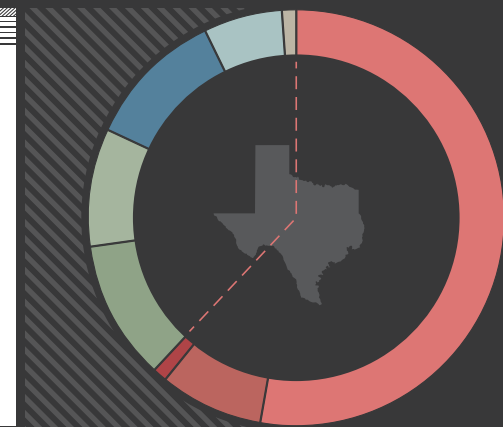
4 PROGRAM SUPPORT

TEXAS NETWORK 2018-2019 (in percentages)

WHERE DOES THE MONEY COME FROM?



WHERE DOES THE MONEY GO?



62 INSTRUCTIONAL

53 FACULTY SALARIES & BENEFITS

8 STUDENT SUPPORT SERVICES & MATERIALS

1 EXTRA-CURRICULARS

11 ACADEMY ADMINISTRATIVE SALARIES & BENEFITS

9 NETWORK SUPPORT SERVICES

11 BUILDING MORTGAGE/RENT

6 BUILDING OPERATING EXPENSES & SUPPLIES

1 PROGRAM SUPPORT

“

*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.



A LOOK AHEAD

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.



1,400 STUDENTS



WESTERN HILLS
SAN ANTONIO

Students at capacity K-12



1,300 STUDENTS



MARYVALE PREP
SYDNEY STEWART CAMPUS
PHOENIX

Students at capacity K-12



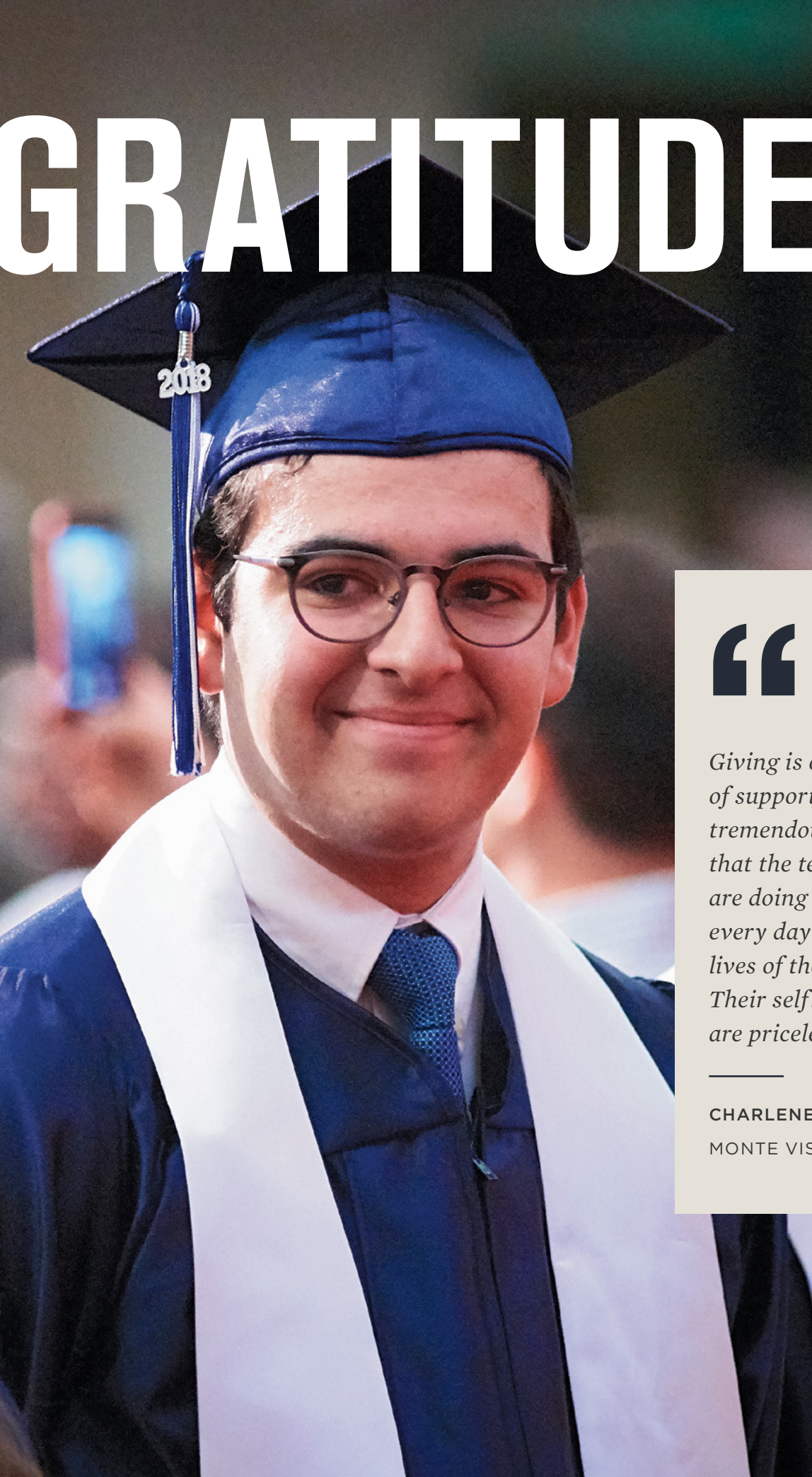
1,100 STUDENTS



**ARCHWAY
SCOTTSDALE**
SCOTTSDALE

Students at capacity K-5

GRATITUDE



“

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

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 (ARIZONA ONLY)

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 (ARIZONA ONLY)

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
greatheartsls.greatheartsacademies.org

Greater Good Fund (ARIZONA ONLY)

Support Great Hearts' Title 1 academies that serve a majority low-income student population.

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

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

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.

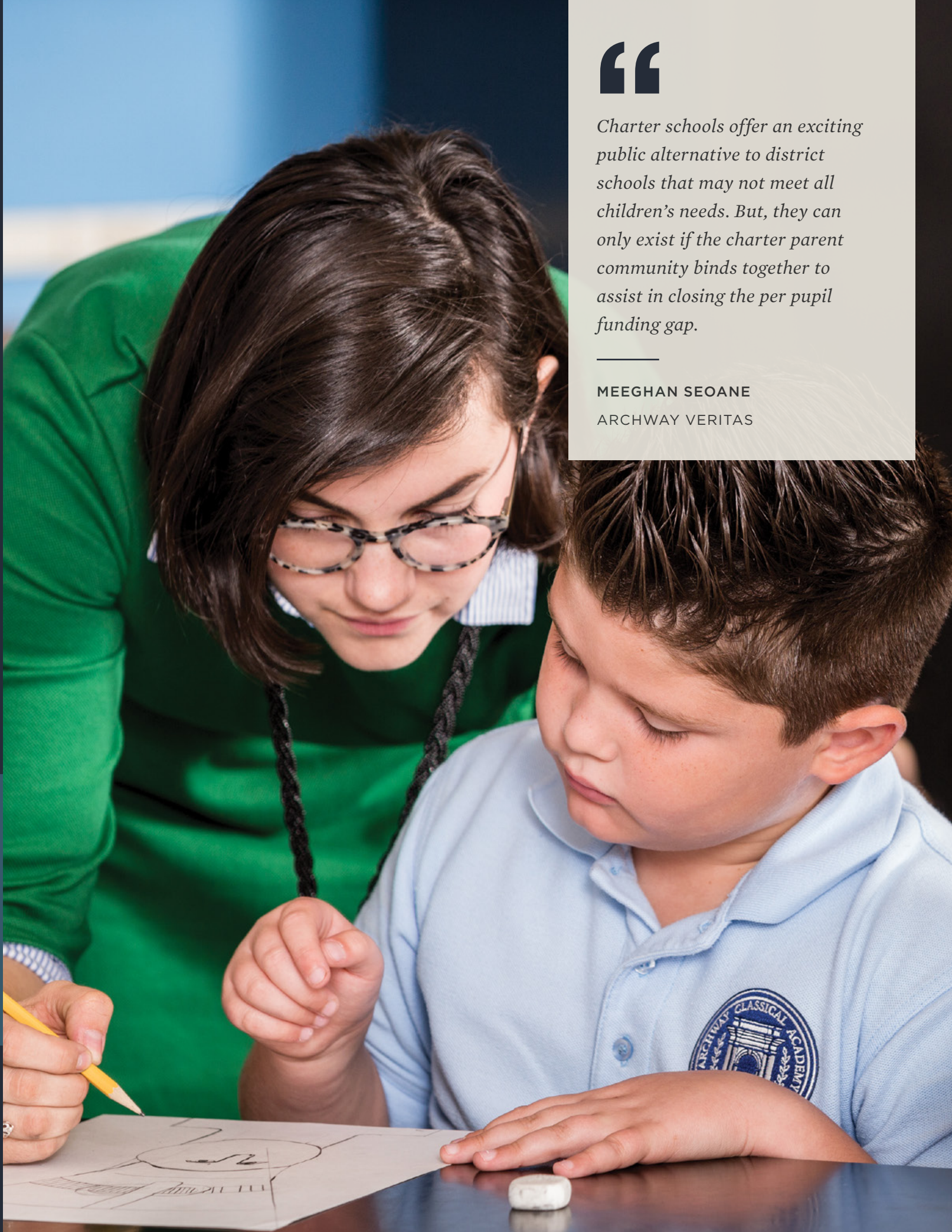
*4,854 families participated
in the Community Investment
campaign in 2017–18, giving
a total of*

\$7.7 MILLION

“

Charter schools offer an exciting public alternative to district schools that may not meet all children’s needs. But, they can only exist if the charter parent community binds together to assist in closing the per pupil funding gap.

MEEGHAN SEOANE
ARCHWAY VERITAS



“

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

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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Contributors to the Greater Good Fund help us bring a Great Hearts education to lower-income neighborhoods.

greatheartssamerica.org/support-us/greatergood

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These families have responded with special generosity to help us cover the cost of a Great Hearts education at their individual academies.

greatheartssamerica.org/support-us/community-investment

TEACHER ADVANCEMENT

Through the funds raised at our annual Great Hearts Arizona Gala, we reinvest in the heart of our schools—our talented and dedicated teachers.

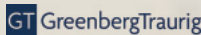
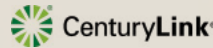
greatheartsgala.greatheartsschools.org

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MAGNA CUM LAUDE
\$12,500



MAGNA CUM LAUDE
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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:

WORKING WITH NATIONAL DONORS WHO SEEK TO STRENGTHEN GREAT HEARTS, TO THE BENEFIT OF OUR TEACHERS AND STUDENTS.

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.

INSTITUTE FOR CLASSICAL EDUCATION

The Institute's goal is to promote the expansion of a classical, character-centered, liberal arts model of K-12 education in America's schools. Under the direction of Dr. Robert Jackson, the Institute will serve as an intellectual hub for the classical education movement. It will pursue this mission through a think tank approach that combines research and publications (including its flagship quarterly, *Virtue*); professional development opportunities for classical teachers and leaders; fellowships for both rising and established thinkers; policy solutions; and the creation of a national association and conference dedicated to advocacy for classical education.

For additional information about the Institute for Classical Education, and to access its resources, please visit classicaleducation.institute.



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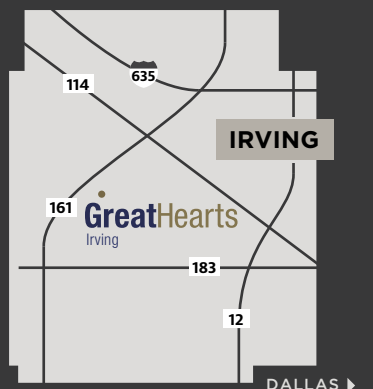
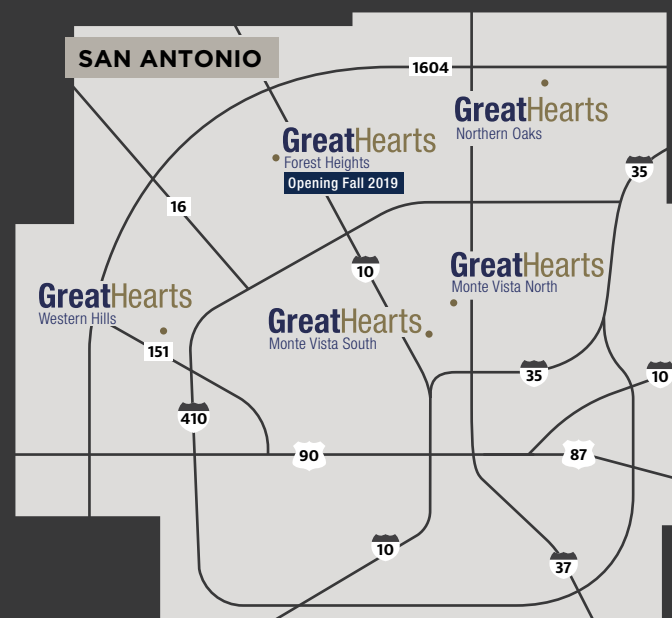
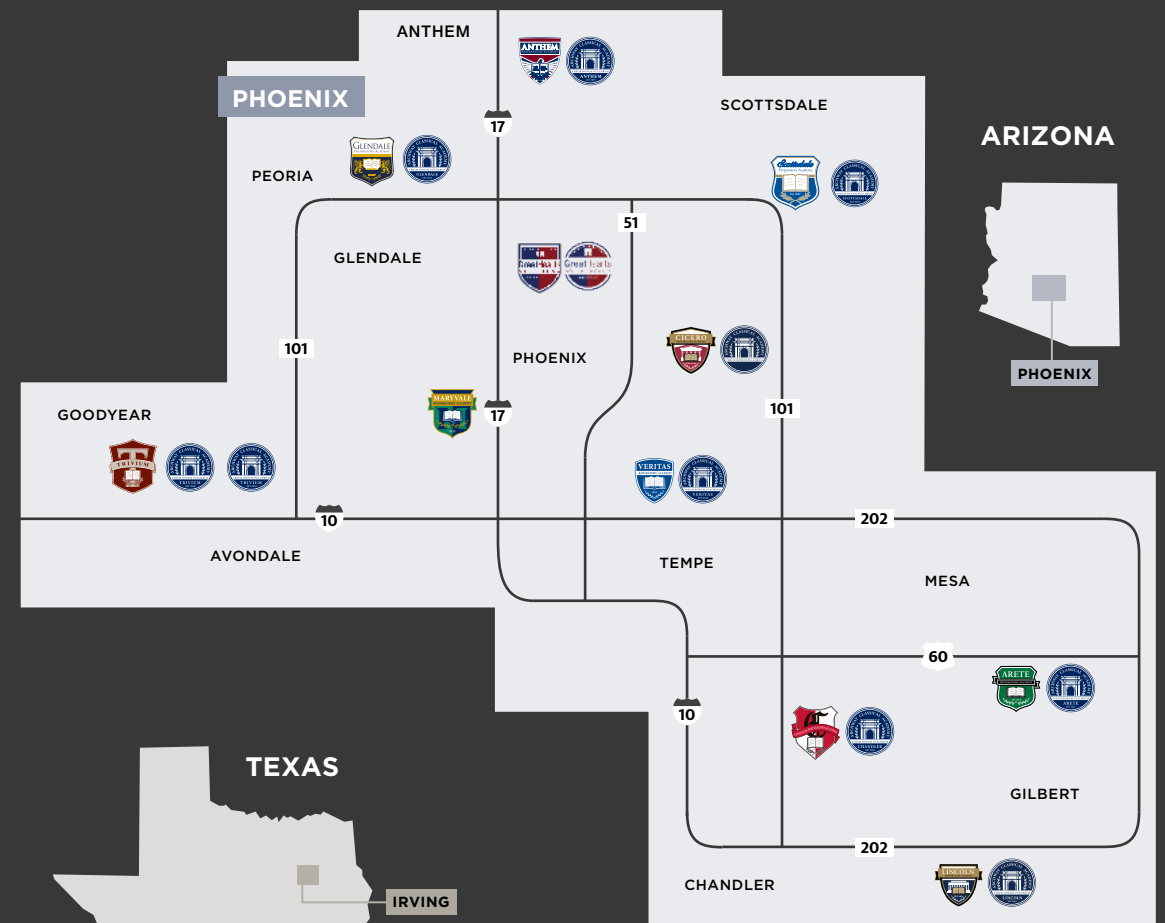
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“

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JOHN & NORA PALUBINSKAS

GLENDALE PREP



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CLASSICAL EDUCATION. REVOLUTIONARY SCHOOLS.™