

PREP@PINGREE ANNUAL REPORT

2002



PREP@PINGREE HISTORY

In the fall of 2001, the Headmaster of the Pingree School convened a committee of trustees, administration, faculty and parents to explore the possibilities for improving Pingree's diversity profile. Out of that committee, a smaller group wrote a proposal to implement Prep@Pingree, an academic enrichment program for middle school students in nearby communities. In December 2001, the committee's proposal was presented to the Pingree Board of Trustees and was unanimously approved and partially funded. Thanks to the generosity of institutional and individual donors, Prep@Pingree raised the other necessary funds to launch its first program this past summer. With the co-operation of several Lawrence schools, youth groups and the Pingree community, Prep@Pingree enrolled 14 talented, hard working and well-intentioned students.

PROGRAM DESCRIPTION

Prep@Pingree is an academic enrichment program for public school students from the city of Lawrence who have completed 7th grade. This past spring, Prep@Pingree enrolled 14 students after reviewing applications and references, and conducting interviews with each applicant. Admission was awarded largely on the basis of personal and character references provided by teachers and other individuals in Lawrence public schools and youth centers. Students' financial need, anticipated family support, life achievements and interests were also important considerations.

Once selected, these students came to the Pingree campus for the first time on July 1, 2002, kicking off a 6-week program designed primarily to improve their math and English skills. Prep@Pingree provided transportation to and from Lawrence, food, books and supplies at no cost to its students. After two days of team building at Project Adventure in Beverly, students were on campus 5 days each week for 6 hours each day. The inaugural program concluded August 9, 2002.



The Prep@Pingree student experience consisted of three main components: on Monday through Thursday of each week, 4 hours each day were dedicated to academics; 2 hours each day were dedicated to co-curricular activities; Friday of each week was dedicated to taking the students on an off campus trip.

ACADEMIC COMPONENT

During the summer of 2002, Prep@Pingree students had the opportunity to work with Pingree faculty and students in and out of the classroom. Pingree faculty members taught the math and English components. A Lawrence community member,



who is also a Pingree alumna, provided instructional and student support. Four current Pingree students served as student instructors.

The Prep@Pingree faculty and staff created an independent school classroom environment designed to help prepare these students for the academic rigors of Pingree, other independent schools and certain public high schools. The math curriculum taught the basic prerequisites for a secondary school math education, including elementary number sense, fractions, decimals, percents, integers, introductory geometry and algebra. The English curriculum emphasized vocabulary, reading comprehension and writing skills. The academic component also honed students' active learning skills such as note taking, home-work organization, group work, speaking in class and active study skills, such as flash cards and outlines.

Other preparations included basic computer skills such as email, web browsing, word processing and web page design, which were taught by Pingree's Head Librarian and Technology Educator.

CO-CURRICULAR COMPONENT

While enrolled in the summer program, the Prep@Pingree students finished each day with various afternoon activities led by the Pingree student instructors. Students made use of Pingree's pool, athletic fields and arts facilities. They also heard invited speakers who addressed the group about selected topics. A Pingree trustee spoke with the kids early in the program about choices, opportunity and motivation. Pingree admissions representatives spoke with the students about the secondary school admission process, the independent school application and personal interviewing skills.



Fridays were dedicated to exploring new places. Students traveled off campus for tours of Harvard and Tufts University, a canoe trip on the Ipswich River, a day at Crane Beach, a Red Sox game at Fenway Park and adventure rides at Six Flags New England.

The Prep@Pingree program continues throughout the school year, providing ongoing opportunities to its students. The students return to Pingree for periodic academic support and school-related events. Their ongoing relationship with Pingree offers supplemental assignments, readings and cultural enrichment. Pingree School students are encouraged to visit the Lawrence students to provide academic tutoring and mentoring.

OUTCOMES



There are several positive outcomes from the Prep@Pingree program for the students from Lawrence, Pingree student instructors and faculty. Although we believe that the 14 students from Lawrence

benefited academically and culturally from the program, it is important to recognize that a program like Prep@Pingree operates on a two way street. Participating Pingree faculty and students gained as much, if not more, than the Prep@Pingree students through the opportunity to get to know the students, their families and their community.

Although Prep@Pingree instructors did not specifically teach to any test, we expect that the program will yield improved student performance in the classroom and test center. During the summer program, we measured the students' math and English improvements through several in class tests, as well as oral and written presentations. Throughout the school year, we will work with individual Lawrence teachers and track standardized test scores such as the ISEE, SSAT and MCAS.

Prep@Pingree students were also asked to complete periodic student questionnaires throughout the six week summer program. Without exception, all students reported that their time at Prep@Pingree was productive. The students' attendance rate exceeded 95% throughout the summer. Students reported that they learned a substantial amount of math and English. The feedback about the students' relationships with current Pingree students is most remarkable to us. Several Prep@Pingree students report that time spent with their Pingree student instructors was the most memorable and rewarding aspect of the program. Prep@Pingree students also noted how much they appreciated getting to know the students from Lawrence.

The Prep@Pingree students reported that having the chance to get to know other students from Lawrence was also a highlight for them. Pingree students enhanced their own academic grounding and appreciation for the work of faculty through their instruction of others. They also gained more leadership skills, understanding and an increased comfort level when moving across boundaries of all kinds. We believe that the Pingree student instructors are better positioned to serve and lead in the future.

Prep@Pingree extended the Pingree School's existing outreach efforts, so that students and their families became even more familiar with the school. We hope that each group of middle school students that we meet and teach will inspire more, well-qualified applicants for Pingree's 9th grade. The Prep@Pingree program has furthered Pingree's stated goal of creating a more diverse community. It is expected that several of the Prep@Pingree students will be accepted into next fall's freshman class.

Funding



Our sources of funding are diverse. Prep@Pingree received \$10,000 from Pingree's operating budget. Several institutions contributed generously. In addition, Pingree's Trustees, Headmaster, Development Director and Prep@Pingree's Program Director solicited specific individual donors with a deep commitment to diversity efforts.

Individual Donors

Richard Bane

Nancy Sullivan

Mr. and Mrs. Whitney Hatch

William and Mary Wasserman

Stephen Kent

Kingman Webster

Enrico and Denise Petrillo

Institutional Donors

The Boston Red Sox

Project Adventure

Crickett Press

Salter Bus Company

Essex County Community Foundation

Six Flags New England

Pingree School

Stevens Foundation

OPERATING EXPENSES 2002 - 2003

Faculty and Staff:	\$18,950
Transportation:	\$4600
Meal Plan:	\$1200
Off Campus Trips:	\$2500
Project Adventure:	\$1800
Outreach:	\$1000
Books and Supplies:	\$800
Indirect Costs:	\$3500
Academic Year:	\$2000
Other:	\$500
Total:	\$35,950

PROJECTED BUDGET 2003 - 2004

Faculty and Staff:	\$19,900
Transportation:	\$5000
Meal Plan:	\$1500
Off Campus Trips:	\$3500
Project Adventure:	\$2500
Outreach:	\$1000
Books and Supplies:	\$800
Indirect Costs:	\$4000
Academic Year:	\$3000
Other:	\$750
Total:	\$41,950

For more information about Prep@Pingree please contact:

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