

Year End Report 2005



PINGREE SCHOOL 537 HIGHLAND AVENUE, SOUTH HAMILTON, MASSACHUSETTS 01982

Director, Steven Filosa T 978.468.4415. ext. 265 F 978.468.3758 E sfilosa@pingree.org W www.pingree.org

Few will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation.

—Robert Kennedy



Mission:



The mission of Prep@Pingree is to provide an ongoing academic and cultural enrichment program for talented, urban, middle school students. Through an intensive five-week summer program and supplemental year round support, Prep@Pingree prepares admitted students for independent, parochial, and public high schools. Prep@Pingree balances rigorous academics with co-curricular experiences.



Since 2002...

75 Lawrence students
have attended
Prep@Pingree

20 Pingree students
and alumni have
worked as student
teachers and
counselors

15 Pingree faculty and
staff have worked as
teachers and support

10 Lawrence schools
and youth centers
have partnered with
Prep@Pingree

I think the program is fantastic. I'm proud to be a small part of it,
and I'm proud that it's here at Pingree School.

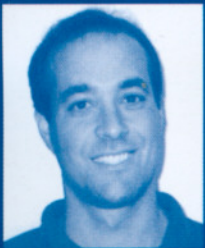
— Peter Cowen, Headmaster, Pingree School



I went to Prep@Pingree in 2002. Now I'm a junior at Pingree. It really helped me academically.

— German Disla '07

November 2005



As one of our inspiring and loyal donors stated 5 years ago, "Prep@Pingree is a win-win opportunity for everyone involved." Prep@Pingree continues to forge a close partnership between the city of Lawrence and Pingree School. The partnership benefits each party in profound ways.

Each year 25 middle school students from Lawrence enjoy opportunities for growth on many levels: rigorous academic enrichment, extensive co-curricular activities and travel and lasting relationships with other students from Lawrence, Pingree students, alumni and faculty. Prep@Pingree students go on to enroll in independent, parochial and public high schools in equal proportions. Our students report, without exception, that their time spent with Prep@Pingree is always well-spent, even life altering in many cases.

Prep@Pingree provides its students and staff meaningful learning opportunities to cross many kinds of boundaries. Pingree alumni who began working as Pingree students four summers ago, now teach their own classes as college students. Current Pingree students enjoy important responsibilities and independence while they learn about mentoring and teaching. Pingree faculty experience a classroom environment that leads to an even broader perspective on teaching and learning. Over the past several years, the Pingree community has made significant progress toward accomplishing Pingree School's mission that "a love of learning flourishes best in a diverse community."

I thank all of the people who make Prep@Pingree a priority in their lives. As Prep@Pingree enters its 5th year, we build on the spirit that kindled Prep@Pingree: "something bold" that benefits the community at large and Pingree School. I look forward to achieving even bolder goals ahead including more program offerings and greater scholarship opportunities for our students.

Steven Filosa
Director

A Day in the Life of Prep@Pingree

Prep@Pingree students board their bus in Lawrence early each weekday, arriving in South Hamilton by 8:45 a.m. Ninety-minute math and English classes begin promptly at 9 a.m. followed by a 10-minute break and another 90-minute class in the other subject.

The work is intense and demanding. Everyone needs to concentrate. The low student to teacher ratio helps each student get the attention and individual help needed to make significant progress over the five weeks. Discussion, questions, and creative thinking are encouraged. Passive learning is not. These students are here to get involved in their education, to harness skills that will help them in high school and beyond. Lunch is a time to socialize with each other and with student and adult teachers. Who said that 90 percent of learning is done incidentally? If that's so, the content of the conversations around the lunch table is as important as the classroom curricula. Stretching their minds to think about new things and to consider new ideas and possibilities is an important part of the day.

Afternoon activities and Friday field trips are designed to team build, to give the students new experiences to help them learn about themselves, broaden their perspectives and have some fun. Students may learn to build rockets or juggle, write and perform skits, try their hands at

ceramics, create a tie dye T-shirt, or listen to guest speakers.

This year, the group attended Project Adventure for two days; visited Harvard University and Fenway Park; studied the tide pools at Halibut Point; canoed down the Ipswich River; sailed on the historic Fame schooner ship out of Salem Harbor; went on a read and write nature walk with Pingree's English Department chair; looked at Proctor Academy to see what a boarding school is like; and attended performances at Pingree.

Student attendance through the five-week summer program is remarkable, greater than 95%. Our in-house testing showed improved scores for each subject; anecdotal evidence from kids and their schools is that the program leads to better eighth grade performance. These numbers tell only part of the story. Many Prep@Pingree students return to Pingree each summer to reconnect with their teachers and friends. Prep@Pingree students return to their communities with new confidence along with improved skills. They feel acknowledged for their abilities and their ambition, ready to take on the next challenge that will help them fulfill their dreams for their futures.

Wouldn't you like to help their dreams come true?



I would definitely recommend Prep@Pingree for any student. It will help them do well for the next school year...not only do well but excel. I would say that it led to my getting into Nobles. I hope that Prep@Pingree will continue for many years and help students from Lawrence reach for something better.

—Victoria Namias
Prep@Pingree Alumna

Funding

Prep@Pingree's sources of funding are diverse. A number of individuals and institutions with a deep commitment to the children of Lawrence and Pingree School are generous contributors. In addition, Prep@Pingree receives support from Pingree's operating budget.

Individual Donors

Mr. and Mrs. Alexander K. Buck, Jr.
Debbie and Malcolm Coates
David Comb and Coleen Fitzgibbon
Tracy and Steve Filosa
Mr. and Mrs. Frederick H. Glore
(Constance Pemberton Glore '69)
Mr. and Mrs. F. Whitney Hatch
Mr. Stephen P. Kent and
Ms. Nancy L. Sullivan
Dr. and Mrs. Enrico Petrillo
James Pratt and Deborah Nelson
Mr. Scott Smith and Ms. Jane Girodat
Bill and Mary Wasserman
Mr. and Mrs. Kingman Webster

Institutional Donors

Ayco Charitable Gift Foundation
Essex County Community Foundation's
Greater Lawrence Summer Fund
Foley Hoag Foundation
Forest Foundation
The Charles E. Harwood Trust
Highland Street Connection
Horizon Foundation
"I Have A Dream" Foundation
Pingree Parents Association
Pingree School
Proctor Academy

Lawrence Partnerships

!Adelante!
Asian Center
Blessed Stephen Bellesini Academy, O.S.A.
Community Day Charter School
Lawrence Boys and Girls Club
Lawrence Family Development
Charter School
Wetherbee School



Why support Prep@Pingree?

We support Prep@Pingree because we get triple value for our contribution: This program benefits Prep@Pingree students, Pingree students, and the communities from which all these students come.

— Bill and Mary Wasserman P'02
Prep@Pingree Advisory Committee

I am very impressed with Prep@Pingree. Not only are the minds of the participants energized and expanded during an otherwise non-stimulating period in the lives of inner city children, but it expands the universe of social interaction and experiences for the inner city students as well as the students at Pingree who are exposed to the program.

— R. Kingman Webster
"I Have A Dream" Foundation

Prep@Pingree is a brilliant way to expose urban kids to the unique educational traditions of independent schools. Pingree gains from this exposure, especially as the school gets to meet bright, motivated young people from Lawrence. For everyone involved, Prep@Pingree provides a view of the possibilities of a bright future.

— Sandy Buck P'02, '05
Horizon Foundation
Past Pingree Board of Trustees

How Can I Help?

For the past four years, at no cost to its students and their families, Prep@Pingree has served Lawrence middle school students. The program enrolls 25 students each year at a cost of roughly \$2,500 per student. Our operating budget is approximately \$50,000 per year.

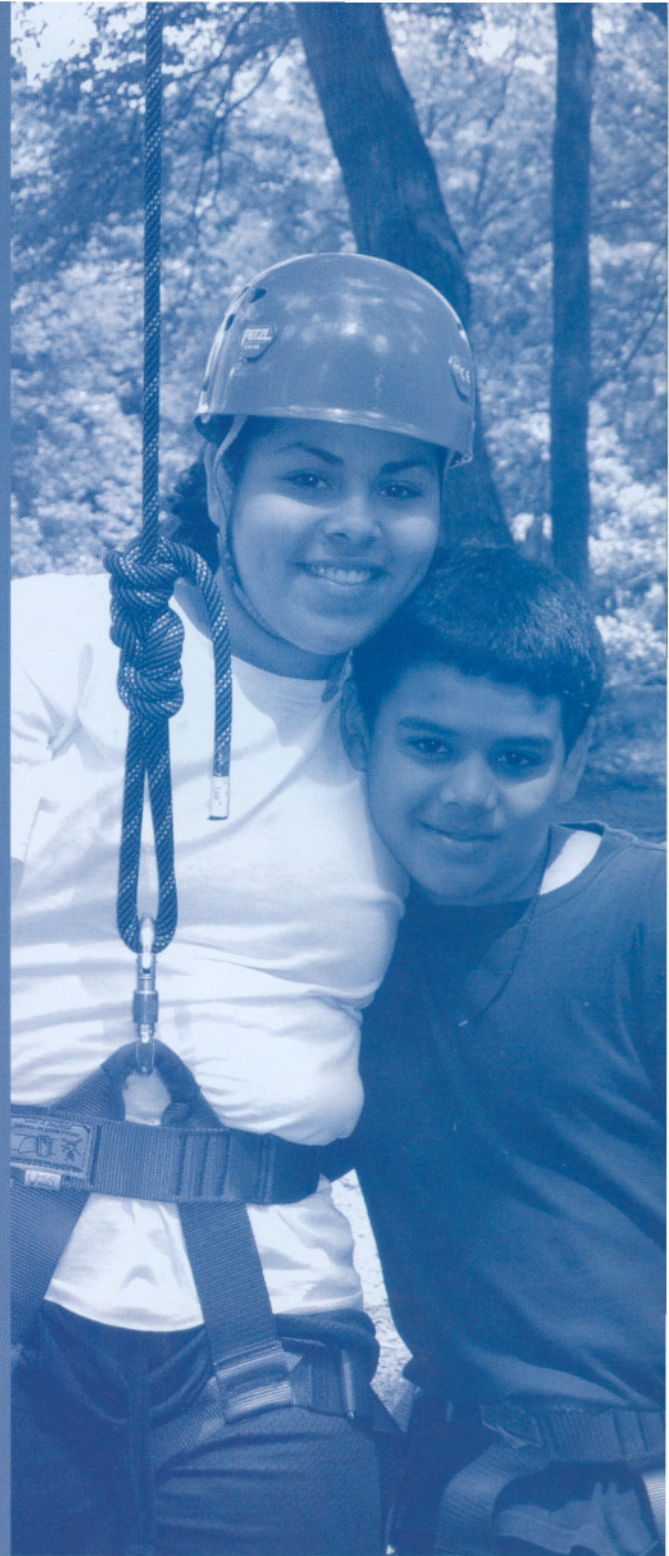
The program needs funds to support its students and staff. To fully sponsor a Prep@Pingree graduate to attend Pingree costs \$26,000 per year. To sponsor a Lawrence middle school student to attend Prep@Pingree costs \$2,500.

There are many ways to give to Prep@Pingree. Gifts of any size are greatly appreciated. Your contribution may be used to support:

- ◆ Scholarships for Prep@Pingree alumni to attend Pingree School
- ◆ Scholarships for Lawrence middle school students to attend Prep@Pingree
- ◆ Stipends for returning Prep@Pingree students to work at Prep@Pingree
- ◆ Stipends for Pingree School students to work at Prep@Pingree
- ◆ Stipends for Prep@Pingree faculty
- ◆ Prep@Pingree's two-day orientation at Project Adventure
- ◆ Prep@Pingree's Friday Field Trips
- ◆ Transportation, meals, learning materials

Gifts in Kind are also welcome.

- ◆ Mentor a student
- ◆ Share your expertise as an invited speaker or workshop leader
- ◆ Contribute food, art or academic materials from your business
- ◆ Provide a venue for an event or outing
- ◆ Volunteer as a chaperone



I've worked at Prep@Pingree for the past four summers, since it first began. Working with the students from Lawrence has enriched my life immeasurably. Each year I am impressed with their drive, motivation, eagerness to learn, and willingness to take risks. Whether they are in South Hamilton just for the summer or eventually as full-time students, they enhance the Pingree community. We're all better for their presence in the school. As a result of my work at Prep@Pingree, I see the importance of eradicating education inequality. Consequently, I tutor inner city students in Providence and am concentrating on the role of race in American education as my major course of study.

— Matthew Soursourian
Prep@Pingree Instructor
Pingree '04, Brown University '08

None of us got where we are solely by pulling ourselves up by our bootstraps. We got here because somebody - a parent, a teacher, an Ivy League crony or a few nuns - bent down and helped us pick up our boots.

— Thurgood Marshall



Advisory Committee

Malcolm Coates, Prep@Pingree Advisory Committee Chair, Pingree Board of Trustees, Parent '01

Steven Filosa, Director of Prep@Pingree, Pingree math teacher

Susan Brown '70, Pingree Board Chair

Peter Cowen, Pingree Headmaster

John Glessner, Pingree history teacher

Vuyelwa Maqubela, Pingree Director of Diversity, English teacher

Jane Riley '77, Pingree Board Chair-Elect, Parent '05

J.D. Smeallie, Pingree Board of Trustees, Pingree Parent '05, '09

Eric Stacey, Pingree Director of Admission

Mary Wasserman, Pingree Parent '02

B.B. Wright, Pingree Board of Trustees