

The cover graphic features a dark green background with a decorative border of white and gold wavy lines. The text "WARING SCHOOL" is in a small, white, serif font at the top. Below it, "Annual Report" is written in a large, white, serif font. At the bottom, "2008-2009" is written in a smaller, white, serif font. In the bottom right corner of the graphic, there is a small logo for "SHS" and "LYCEE".

# WARING SCHOOL Annual Report 2008-2009

35 STANDLEY STREET • BEVERLY, MASSACHUSETTS • 01915

WWW.WARINGSCHOOL.ORG

## Report of the Headmaster

by Peter Laird Smick



### Admissions & Enrollment

Waring began the 2008-09 admissions cycle last year amidst the most precipitous economic downturn since the Great Depression. As a result, we, along with most other independent schools, found ourselves in a quandary, wondering just what impact this financial crisis would have on our admissions process and enrollment for the next year. During the course of the admissions season, our initial pessimism morphed into a guarded optimism that was justified eventually by a modest increase in enrollment. That optimism was largely based on a smaller than average graduating class compensating for an almost inevitable drop in the higher than average new enrollment that we experienced the previous year. Even so, the new enrollment of 29 in the 2008-09 admissions cycle was only slightly below our average new enrollment in recent years. The result of all this was a net gain in overall enrollment of two students, which enabled us to meet our target figure of 152 in spite of an attrition rate that crept up to about 6.5%.

Nevertheless, it is of concern that our admissions “funnel” contracted noticeably during the 2008-09 cycle and that this contraction has become a trend in the last few years. The numbers of both initiated and completed applications were down from 2007-08. It appears that the number of inquiries decreased as well, although this figure is an approximation that is surely being influenced downward by the increased use of our website as the point of initial contact. An increase in our yield rate from 64% to a very respectable 70% served to some degree as a counterbalance to the smaller number of applicants in 2008-09. Since yield rate is the percentage of accepted candidates who choose to enroll, it is a fairly accurate indicator of the relatively high level of commitment to Waring within the applicant pool—always a positive sign. Also on the positive side, is the continued high quality of the candidates that we take into our admissions process. Our “self-selected” applicant pool, though small, is largely made up of candidates who are well qualified for admission, know what Waring involves, and are choosing to apply on the basis of this in-depth knowledge. Coming into our admissions process with a philosophical and cultural affinity for Waring, they are more likely to select the school after the school has selected them. This predisposition in favor of Waring surely accounts in no small measure for our having maintained a stable enrollment over the last decade in spite of the gradual diminishing of our applicant pool, a condition that is touching all but the most prestigious independent schools.

It is doubtful, however, that this phenomenon of pre-loyalty to the Waring “brand” will be enough to sustain the school’s enrollment under the twin pressures of demographic and economic contraction that we are now experiencing and that are likely to be ever-present realities in the foreseeable future. Inevitably, families everywhere are having to take a good, hard look at the “value proposition” of an independent school education. The question is not whether independent school education is a “quality product.”

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## Annual Report

A PUBLICATION OF WARING SCHOOL

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MAY 2010

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SIEGLINDE LEVERY-NICHOLAS  
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& ADDRESS CHANGES TO:**  
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	'94

There is almost universal agreement, even among its naysayers, that it is. Rather, the question increasingly comes down to whether families can afford the heavy, long-term investment that independent school education entails. The besetting economic challenge of independent schools has always been how to make them affordable to the broadest socioeconomic spectrum. The present economic crisis has magnified that challenge as more prospective independent school families are forced to join the ranks of those for whom such opportunity is beyond their means. All independent schools must take this new reality into account. Waring is no exception.

As we head into the 2009-10 admissions cycle that will determine our enrollment for the 2010-2011 school year, I find it difficult to re-summon last year's cautious optimism that we will be able to maintain our student numbers at their present level. At this point, some decrease in enrollment appears almost certain. The questions are how much and in what grades this decrease will occur. This somewhat pessimistic outlook regarding enrollment is prevalent within the independent school community in our area and reflects the widely held assessment that this second year of the economic downturn will present more of a challenge than the first. Like most of our sister schools on the North Shore, Waring is taking steps to address this challenge and to limit enrollment loss. We have begun to implement the use of web-based social networking resources to market the school more effectively and to expand our applicant pool. We have streamlined our admissions procedures in order to facilitate the application process. And, we have renovated the Waring website in order to make it more informative, interesting, and helpful to prospective students and parents. These efforts are a good start, but they must be sustained in the long-term as part of an overall strategy to target Waring's strengths and educational distinctives more effectively to prospective students of diverse socioeconomic, ethnic, and cultural backgrounds who are likely to prosper in the school's unique academic environment.

**Waring admissions 2008-09**

Inquiries (approx.)	215	<b>2008-2009 Enrollment</b>	150
Application process initiated	73		
Completed applications (c)	51	Graduates (5/09)	-18
		Attrition (9/1/08-9/1/09)	-10
Admitted (a)	44	Returning from Leave	+1
Denied admission	7	New enrollment	+29
Wait-list	0		
Withdrew from process	8	<b>2009-10 Enrollment</b>	152
Declined to enroll (d)	13	Increase/Decrease	+2
Yield rate [(a-d)÷a]	70%		
Acceptance rate (a÷c)	60%	<b>2008-09 Target Enrollment</b>	152

**Student body profiles 2009-10**

	Gp5	Gp4	Gp3	Gp2	Gp1	C7	C6	Total	(%)
Students	25	23	21	25	22	22	14	152	(100%)
New Students	0	2	0	6	2	5	14	29	(19%)
Boys/Girls	10/15	9/14	7/14	15/10	9/13	11/11	6/8	67/85	(44%/56%)
Faculty-Staff	1	0	0	0	2	1	3	7	(5%)
Trustee	3	1	2	1	0	2	0	9	(6%)
Siblings (current)	8	7	6	11	11	8	4	54	(36%)
Siblings (former)	9	8	2	1	1	1	1	23	(15%)
Children of alumni	0	0	1	0	1	3	2	7	(5%)

Student to teacher ratio: 8:1 (approx. 7:1 when including music lessons)

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## 2009-10 Financial Aid

Total # Receiving Aid	48	including 7 on tuition remission
Percentage of Students	32%	
Total Financial Aid	\$634,833	including \$151, 673 of tuition remission
Average Award	\$13,226	

### Class of 2009

In receiving their diplomas last May at the 30th commencement exercises of the Waring School, the 18 members of the Class of 2009 brought the total number of Waring graduates to 435. All of these graduates went on to pursue study at highly regarded four-year colleges and universities. The Class of 2009 fared quite well in the college admissions process. As a whole, the class submitted 135 applications to 91 different institutions. This works out to an average of 7.5 applications per senior, an increase of more than one application per senior over last year's figure of 6.3 applications per senior. This trend at Waring of seniors applying to more colleges reflects a general trend among all college applicants and is something that the colleges have themselves encouraged, either intentionally or unintentionally, by streamlining the application process with wider use of the Common Application combined with on-line candidacy. In short, it is easier than ever to apply to college. The thing to remember is that, though the number of college applications is way up, the rise in the overall number of actual candidates is more modest. This has had the effect of lowering acceptance rates, particularly at the most selective schools, since these rates are based on the higher number of applications in play. But the number of candidates available to accept offers of admission has not increased at nearly the same pace. Therefore, though college admissions remains a competitive endeavor, it is, on the whole, not as competitive as it might seem currently.

Of the 135 applications submitted by the Class of 2009, 74 resulted in acceptance, 22 in wait-list status, and 39 in denial of admission. These numbers are in line statistically with our results in recent years and are quite impressive given the selectivity of the schools applied to. Of the 13 seniors who indicated a "first-choice" college, eight were accepted into these institutions. Members of the Class of 2009 were accepted at the following colleges and universities: (The schools that they are now attending are in bold. Figures, where shown, indicate the number accepted or the number attending out of the number accepted.)

Alfred University, American University (2), Appalachian State, **Bard** (2), **Barnard College**, **Boston College** (1/2), Boston University (4), Brandeis, **Brown**, Bryn Mawr, Emerson, Case Western Reserve, **Colorado College**, **Elon**, Emmanuel College, Eugene Lang/The New School, George Washington, Grinnell, Hampshire College, Lewis & Clark, Lynchburg College, Macalester, **Mary Washington**, McGill (2), Northeastern (3), NYU (2), Penn State, Providence College, Quinnipiac, Reed College, RIT, **Rowan University**, St. Lawrence University, St. Michael's, Salem State, Sarah Lawrence (2), **Simmons** (1/2), SUNY Purchase, Syracuse University, **Tufts**, **U. of Chicago**, U. of Colorado, **UMass Amherst** (2/5), **U. of Cincinnati**, UNH, U. of Puget Sound (2), U. of St. Andrews, **UVA**, UVM (2), Vassar, **Villanova**, Wake Forest, **Wellesley**, Wesleyan-CT, Wheelock College, WPI

### Faculty and Staff Transitions

There were no significant comings or goings among the Waring faculty and staff during the past academic year, except for the important departure of Charles Newman. Charles, ever at home away from home, left us to assume a position on the faculty of the Anglo-American School of Moscow. This concluded his third and longest sojourn at Waring, which began in the fall of 2003. During this period, Charles taught Humanities and Writing. He also chaired the Writing Department and served as Academic Dean for two years. Previously, Charles served on the Waring faculty from 1985-87 and again from 1990-1994—making a total of 11 years of service to the school. Charles was highly regarded in the classroom as a teacher of great erudition, insight, and personal commitment to his students. We will miss his active presence in the daily life of our school community, and we wish him and his wife Suzanne the very best in their new undertakings.

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The school has granted Jim Watras a sabbatical leave for the 2009-10 academic year. This is the third sabbatical for Jim, who joined the Waring faculty in 1980 as a part-time philosophy teacher. During almost 30 years of service to Waring, Jim has become a teaching legend in the school as well as taken on important roles of leadership across our program, including terms as Admissions Director, Assistant Headmaster, and Academic Dean. Jim will use his sabbatical to travel and make contact with other schools and educational approaches far and wide.

Returning in the fall of 2009 after an eventful sabbatical year, John Wigglesworth has fully resumed his teaching duties and responsibilities as Chair of the department of Math and Science.

### **2008-09 Retrospective**

The past school year was another rich tapestry colored and textured with the all the events, personalities, and enterprise that we have come to expect of life at Waring. This animated fullness, spanning new departures as well as time-honored traditions, is captured well in the past year's issues of *Le Temps Retrouvé* and *Journal* (Vol. 5, No. 3 & Vol. 6, No. 1). These are archived on the Waring website and can be easily accessed by clicking on "publications" at the Waring website [www.waringschool.org](http://www.waringschool.org). There you can learn about the exciting and timely trip of Group 1 to Washington, D.C. to witness the historic 2008 presidential election, about last year's Junior Trip to Italy, about an amazing production of Stephen Sondheim's *Into the Woods*, or about Waring's first-ever basketball championship. And that's just for starters. You can catch up on alumni doings, including Hannah Newman's ('06) account of her experience as an Emergency Medical Technician in Israel or the experience of Chai Pocknett ('06) on the University of Michigan's successful Formula SAE racing team. And to see pictures, videos, sketching, and writing of the 2009 Waring in Angers program, you can access the site via the front page of the Waring website [www.waringschool.org](http://www.waringschool.org). Playing on John Wigglesworth's oft-repeated nautical metaphor, Waring may be a small boat, but it throws up a big wake.

### **Taking the Long View**

We are living in trying times in this new "flat world" of ours. Waring, along with all other independent schools, is not exempt from the challenges entailed by the global economic realities that are impacting our nation on a daily basis. "Sustainability," or the capacity of institutions to endure and serve their missions over the long term, has been a watchword in the world of independent school education for the last decade. It is now more important than ever for independent schools to maintain this long-term emphasis. But in the present climate, where the pressures are mounting and the perils are immediate, it is easy for the emphasis on sustainability to shift into the mode of "survivability." This shift of emphasis on survival in the short-term is, of course, understandable and even necessary. The long-term sustainability of a school that does not make it in short-term is a moot point. But in surviving the current storm, independent schools, including Waring, must keep their bearings and stay on the course they have set for themselves in serving their defining mission and guiding assumptions.

In my remarks to our graduates last May as they set out on their own individual journeys on this perilous sea, I urged them to take the long view. That advice applies equally well to Waring as an institution. It was short-term thinking, short-term planning, and short-term solutions that helped get us into the economic straits that we are in as a nation. On the individual, institutional, and global levels, the only way out of our economic dilemma is to focus on putting things right for the long term. And this means keeping our mission and guiding assumptions ever before us and renewing our commitment to these animating principles. This is our "vocation" as a school community, and I am confident that such commitment will ultimately sustain the Waring School through the present crisis and the challenging times ahead.

Respectfully submitted,

Peter Laird Smick  
*Headmaster*



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# Report of the Chair of the Board

by Andy Calkins

**B**ehold the period from September 2008 to June 2009 in the rear-view mirror: Financial chaos, in the US and abroad. Unemployment rising to near historic levels. Widespread lack of confidence in government's ability to address our deepest challenges, amidst ever-deepening political polarity. The unprecedented Presidential election. Close to three million people standing in the cold at the Inaugural. The largest federal public works investment since the Great Depression. GM, once the nation's most prominent company, on the verge of collapse.

Meanwhile...in a quiet corner in Beverly, Massachusetts...a small independent school works industriously to create a community of motivated, genuine life-long learners.

As you will read in Peter Smick's Headmaster Report, a lot happened at Waring School in the 2008-9 school year. None of it matched the scale of the political and economic events that put the U.S. (and the world) into such a swirl. We were not untouched by these larger forces—again, as you will read in his report. At one board meeting, we considered the possibility that continuing financial chaos might force us to institute an across-the-board budget cut of 10-15 percent, with consequent impact on Waring's staff and services. Including such draconian scenarios in our planning seemed the only responsible thing to do.

It is mostly with a sense of relief, then, that we look back and report on that season of uncertainty—relief and, at the same time, reassurance that the work of the school moved along and even gained ground during that time. We are not completely sheltered from the impact of outside forces here on Planet Waring, but we are pretty good at *keeping our eyes on the ball*—no matter how many hailstones appear to be landing on the roof.

What was “the ball,” during the 2008-9 school year? As always, it was the pursuit of Waring's mission: to enable each Waring student to develop his or her voice, and to be able to support that voice with skills and content knowledge. It was, as well, the restless and relentless pursuit of *becoming*: figuring out how to become ever more the way Waring should be.

What does that look like? In the 2008-9 year, it involved:

- Supporting an emerging library program designed to serve as an ample and dynamic intellectual resource for the Waring community
- Carrying out the continuing process of re-assessment and improvement of Waring's academic, athletic, and social programs
- Evaluating and re-invigorating the Junior Trip
- Re-shaping the school's administrative structure and procedures, giving particular attention to the role of Dean of Faculty and the Office of Development and Communications
- Facilitating a process for developing a revised strategic plan for the school
- Supporting the Board initiative on financial sustainability by working with faculty to develop program models for different levels of enrollment
- Implementing a more versatile and comprehensive accounting system based on the Quick Books software
- Putting into place a yearly review of and report on risk management policies to the Board of Trustees
- Overseeing implementation of joint faculty/board recommendations regarding compensation bands, evaluation criteria, and annual review of faculty
- Employing accurate market analysis to facilitate more effective targeting of Waring's strengths and educational assets to prospective students of diverse socioeconomic, ethnic, and cultural backgrounds who are likely to prosper in the school's challenging academic environment
- Supporting the Annual Fund and other fundraising efforts through the cultivation and solicitation of major donors

- 
- Publishing *Journal* and striving to “tell the Waring story” both within and beyond the school community.

This is not a random list of the undertakings of the school that year; it’s approximately *half* of the projects listed and described by the Board of Trustees in its annual evaluation of the Headmaster. In a fairly typical year (even with the context of national and global economic and political unrest), Waring’s school head is called upon to be an educator, personnel director, program developer, strategic planner, budget overseer, market analyst, fundraiser, communicator, and advocate—and that’s really just for starters. This is true to an extent of any independent school head. But because of its small size—and the leanness of the school’s administrative leadership and support structure—Waring places an even more varied and weighty burden on the shoulders of its head.

That could have created problems for our school. But in fact, the opposite has been our lucky experience. Waring’s story is unique in many ways, but people knowledgeable with the ways of independent schools may be most likely to take note of the fact that it has been led by exactly *two* headmasters in its nearly forty years of existence (two!) That continuity of leadership, as much as anything else, is what’s responsible for lending this community such an intensely strong sense of itself.

It is a priceless gift, and one that will serve us long after Peter and Allegra retire. The entire Waring community—past, present, and future—owes them a tremendous debt of gratitude and acknowledgement. For me, as an outgoing chair of the Board of Trustees, that debt is crystal clear on the basis of the school’s institutional strength and clarity of purpose. As a father of three Waring daughters—whose eldest enrolled at the school in 1998 and whose youngest graduates in May of 2010—that debt is equally as clear, and twice as deeply felt.

Respectfully submitted,

Andy Calkins  
*Chair, Board of Trustees, 2004-2009*



# STATEMENT OF GIFTS

ANNUAL REPORT

2008-2009

The following summary shows the sources of charitable gifts to Waring during 2008-2009. It does not indicate the many hours that parent volunteers, Development Committee, and Board of Trustees, have donated to our school. Volunteer enthusiasm and generosity of time contribute enormously to Waring's strength as a learning community.

## Summary of Cash Gifts

2008-2009

Annual Fund	\$220,394
Restricted Gifts	\$68,015
Total	\$288,409

Note: *Annual Fund includes junior auction.*

## Summary Financial Statement

2008-2009

Tuition and Fees	\$3,381,826
Other Income	\$363,019
Gifts & Contributions	\$288,409

**Total Operating Income \$4,033,254**

Compensation & Benefits	\$2,309,985
Operations	\$778,896
Plant/Technology	\$89,579
Capital Depreciation	\$200,000
Interest Expense	\$142,208
Financial Aid/Scholarship	\$435,738
Operating Reserve	\$70,000

**Total Operating Expenses \$4,026,406**

Operating Surplus **\$6,848**

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# D O N O R S

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We are grateful to each of our many donors listed below. Some names appear more than once in the list representing their various roles in the school. This list reflects the contributions received only during the Fiscal Year 2008: July 1, 2008 to June 30, 2009.

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Daniel & Merrily Glosband  
John & Beth Grimes  
Bernhard & Susan Heersink  
Peggy Hinrichs  
Winifred Hodges  
Michael Hoffman  
Kitty Hunt & David Marro

Geoff & Debbie Hunt  
David Kalman & Tina Buchs  
Michael & Lynn Kessler  
Dr. & Mrs. Jack Kriteman  
Thomas Egan & Mary Krull  
Daniel & Andrea Lasman  
David Leach & Laurie LaChapelle  
Andy & Jan Lindsay  
Frank & Christine Marangell  
Paul G. Matthews  
George Sherwood & Ruth McCabe-  
Sherwood  
Mark McDonough  
Raymond & Christine Miller  
Charles & Suzanne Newman  
Thomas Pelsue & Barbara Oswald  
Sam & Lisa Otis  
Michael & Jennifer Otis  
John & Irene Pickering  
Richard & Doris Prouty  
Sabine Ralston  
Mrs. Susan Richardson  
David Russell & Jane Woodman  
Betsye Sargent  
Francis Saunders & Camilla Blackman  
Erwin Schowengerdt  
George Sherwood & Ruth McCabe-  
Sherwood  
Thaddeus Siemasko  
Peter L. & Allegra Smick  
Ellen R. Solomon  
Andrew & Katie Blair St. John  
Doug Stewart & Coco McCabe  
Dan & Nancy Streeter  
Constance Tippens  
Robert & Ruth Wall  
Stephen Walsh & Ellen Bergner  
Dorothy Wang & Karl Hemberger  
James Watras  
Helen Watson-Felt  
Paul Wise & Janice Lowe  
Sook Bin Woo & Roger Warner  
Patricia & Douglas Woodlock  
Harvey & Gail Zarren  
Barry & Melinda Zitin

#### GR&NDPARENTS

Edna Allee  
Mr. & Mrs. Oliver Balf  
Bert & Alice Ballin  
Ms. Ann Bruce

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Ms. Carolyn Brotherton  
Dr. & Mrs. Roland D. Carlson  
Mr. & Mrs. Sebastian DiMauro  
Mr. & Mrs. Al Geron  
Cynthia Greene-Eason  
Peggy Hinrichs  
Mr. & Mrs. Harry Kessler  
Mr. & Mrs. Alan Kirk  
Richard Lyman & Kathleen Dunn Lyman  
Dr. & Mrs. Andrew McDaniel  
Mr. & Mrs. Edward McMillan  
Ms. Jeanette Molzer  
Mr. & Mrs. George Mosse  
Mr. & Mrs. Bob Olson  
Sam & Lisa Otis  
Mr. & Mrs. John D. Pope  
Sabine Ralston  
Mr. & Mrs. Norman Reid  
Ms. Maizie Sanford  
Mrs. Peter Seamans  
Ms. Shirlie Slater  
Grant and Chris Turnbull  
Ms. Hope Wigglesworth

#### FRIENDS

Aztec Soccer  
Betsy Hayes  
Penelope Randolph

#### CORPORATE MATCHING GIFTS

Nokia Nice Employee Matching Gifts Prgrm.  
Microsoft Matching Gifts Prgrm.  
Osram Sylvania  
Raytheon

#### FOUNDATIONS

Boston Foundation  
Bank of America  
Fidelity Foundation  
Frank H. Jernigan Charitable Foundation Inc.  
Macy's Foundation  
United Technologies  
Virginia Wellington Cabot Foundation

## Annual Giving (Restricted)

#### ADMIN

Eric Lustic & Ann Weeks

#### ART

Charles Crowley & Claire Sanford

#### ATHLETICS

Robert & Jill Ammerman  
Jeffrey & Susan Bernhard  
Kelley O'Brien & Brenda Fogarty  
Kurt Ogle & Joanne Avallon

#### HEADMASTER'S DISCRETIONARY

Anonymous

#### IN-KIND

Anthony & Dodge, PC  
Tim & Lauren Averill  
Andrew & Peggy Calkins  
David Leach & Laurie LaChapelle  
Leonard & Lee Richardson  
Neil Glickstein

#### LIBRARY

Ms. Maizie Sanford

#### MUSIC

Doug Stewart & Coco McCabe  
Leonard & Lee Richardson

#### PROFESSIONAL DEVELOPMENT

Anonymous

#### SPECIAL GIFTS

Waring School Auction  
Waring School Parents Group

**Thank you.**

