At the final plenary session of the 2006 NAIS Annual Conference in Boston, NAIS made presentations to the schools around the globe that participated in the Challenge 20/20 program. Based on J. F. Rischard’s book, *High Noon: 20 Global Problems, 20 Years to Solve Them*, NAIS conceived the Challenge 20/20 program as a way of enabling students and their schools to make a difference in today’s interconnected and challenged world. The unanswered problems of poverty, environmental degradation, and societal conflict expand as the world shrinks. NAIS has challenged its members to consider how to achieve greatness in their programs by helping students understand their roles as future leaders to assist all nations to achieve human and environmental sustainability.

The NAIS Board has done intentional work with the staff to re-focus our schools’ and associations’ thinking. Greatness doesn’t represent some kind of misguided competitive concept (our schools are better than yours). Rather, greatness becomes a mission-driven goal that defines the purpose of independent education as an educational model that gives students the skills and desire to meet the challenges about which Rischard writes. We achieve little if our students can’t use their education to work for social justice and economic sustainability for peoples across the globe.

The NAIS Board fully supports NAIS’s efforts to lead its schools to consider how greatness can be achieved. The past three NAIS Annual Conferences and the upcoming one in 2007 in Denver have been and will be purposeful in doing this. The world-wide presentations made by Pat Bassett and his extraordinary staff have been designed to provide renewed meaning to independent education.

It is not enough that independent school test scores are high, college admissions robust, or that our students score well on AP tests. The NAIS Board believes these objectives become truly important when they serve the larger goal of building sustainable communities, large and small. Greatness can be defined as students’ and schools’ understanding that global interconnectedness demands our attention, and that our actions in bettering the human condition give purpose and meaning to an independent school education.
President’s Report FY 2004-2005

Patrick F. Bassett

Themes from the Year Past, Present, and Future

To whom do you listen? Are you certain about what you’re hearing? Our parish priest tells the story of her husband’s generous offer, early after the birth of their first child, to spend the night on the sofa outside the baby’s room so that he could respond to any need, thereby liberating our friend, his wife, to a full-night’s sleep. They had just purchased and installed a baby monitor, so just after the wife had fallen asleep, she was awakened by the wailing of the baby, and no sound of the husband in attendance. So she rather crossly arises, goes upstairs to find her husband dozing, and awakens him, and tells him he’s useless. They both enter the room, but the baby is asleep. She returns to bed, but is awakened again to the baby’s cries. She yells upstairs, but her husband checks and assures her the baby is asleep. This happens twice more, to the point at which she assumes she is hallucinating from sleep deprivation. Her husband comes down to listen to the monitor in their bedroom, and sure enough the baby is wailing, but then they hear the neighbors’ voices and realize the baby monitor is picking up the signal from their neighbor’s baby’s bedroom, across the street. They hear their neighbor, the husband, ask, “What’s going on with the baby?” and the wife replying, “It’s your mother’s fault. She overfed him.” Not surprisingly, our priest and her husband were very careful what they said in their baby’s room from that point forward.

The 2004-2005 Theme: COMING TO TERMS WITH THE NEW BREED OF PARENTS

So, to whom do you listen? Are you certain about what you’re hearing? NAIS is hearing a lot of wailing these days in our schools: From the students who think the adults are “unfair” (why is that news?); from the board members who think they know better than the professionals how to manage; from the parents who believe they know better than teachers how to grade. I’m wondering, are you listening to the right monitors? I’m wondering if the wailing and whining, even as amplified as it seems these days, is not just a part of raising the child—and can be addressed with a bit more reassurance and hand-holding and a lot less waffling of resolve to stick to the course.

The NAIS Independent School Parents Series booklets made a big splash last year and have been selling briskly ever since; Surviving the College Search at 61,030 copies so far, Understanding Your Child at 68,588 copies so far, and Gifts That Give Back at 143,486 copies so far: Apparently, there is a great need to educate parents about what they should want for their kids’ education in the future, about how they should parent them now, and especially about why they will be better people by tithing to give us all their disposable income.

The success of the parent communication series has led us to think about other titles. One of our own board members, a school head, suggested we consider any of the following for new editions to the parent series: How To Determine If Your Head is Lazy; How Parents Can Measure the Exact Allocation of Their Tuition Dollars; How To Determine if Your Child Should Have Made the Varsity Team; It’s Only Fair: The Place for Parental Input on the School’s College Recommendation Letter. She also offered some titles for a faculty series: French vs. Chinese: Only the Romance Languages Department Chair Has the Answer, and How To Use the School’s Parent E-mail List as a Tool for Anger Management.

The 2004-2005 Theme: COMING TO TERMS WITH THE NEW BREED OF PARENTS
Our growing exasperation with parents was captured perfectly by the February 2005 *Time* cover story “What Teachers Hate about Parents.” The *Time* story was corroborated by the 2005 MetLife Survey of the American teacher that reports 68 percent of teachers very satisfied in working with students but only 25 percent in working with parents. And the vast majority of the teachers reported that they feel unprepared and untrained for working with parents. These reports, of course, focused on public schools. But aren’t we hearing some of the same disaffection in our community?

So what’s a school leader to do?

Part of the reassurance of staff can be achieved by reading and discussion, school-wide. Beyond Wendy Mogel’s *The Blessings of a Skinned Knee*, Michael Thompson’s guidebook for parents (co-authored by Alison Fox Mazzola, an independent elementary school teacher) *Understanding Independent School Parents: An NAIS Guide to Successful Family-School Relationships* puts into perspective the reality that 95 percent of parents are good partners with us and that for the 5 percent of the parents who cause such *sturm und drang*, there are containment strategies and therapies we can use to get them on track as partners rather than adversaries. After all, it’s not a good idea to hate your customers.

So what’s the message to leadership? We have an obligation to train the staff in adult psychology and to educate and reassure the parents.

Another deeper and, in some ways, more difficult story about parents from last year is just starting to be discussed more fully in our schools: The disappearance of the middle class not just in our schools but in our country. The hard conversations we began last year, continue this year (see the Winter 2006 edition of *Independent School* magazine on socioeconomic class), and must sustain next year are centered on this conundrum: How important is keeping our tuition affordable and thereby our schools accessible to the middle class? Since affluence is growing, do we care if we’re pricing the middle class out of our schools? For some schools, the answer will be “Yes,” for both pragmatic reasons (keeping the customer...
base large) and philosophical ones (mission-driven preference for socio-economic diversity). As the article, “The Middle Class on the Precipice,” in the February 2006 Harvard magazine indicates, the single-income middle-class family of the 70s actually had higher disposable income than the upper-middle-class dual-income family now. Why might this matter to independent schools? According to Ruby K. Payne in an article for the North Central Association Commission on Accreditation and School Improvement, “We should fear the loss of the value set that the middle class brings to the mix (strong work ethic, determined achievement orientation, and willingness to sacrifice for material security) and the absence of a balancing tonic for the ills of affluence (over-involvement of the parents; intense academic and social competition, and misguided parental intervention in student consequences.” Furthermore, without a commitment to the middle class, we may find our schools less attractive to the young, idealistic “Teach for America” talent who seek diversity in the schools they choose to teach in.

So what’s the message to leadership? It’s time to have a serious conversation with the board about how we feel about these trends and what we should do about them.

The 2005-2006 Theme:
FROM CRYSTAL BALL TO MAKING THE CALL

The theme for this year from NAIS has been a rallying call to create a vision for independent schools that is sustainable along five continua: demographic, environmental, global, programmatic, and financial. As the Book of Proverbs tells us, “Where there is no vision, the people perish.” A critical NAIS achievement in the fiscal year 2005-06 is the publication of the the NAIS Opinion Leaders Survey: Forecasting Independent School Education to 2015 (available for sale on our website in pamphlet form or for free to members in a downloadable PDF format).
The main theme that NAIS is advocating to leaders is to help boards make “data-rich” decisions rather than “opinion-rich” decisions. The NAIS Opinion Leaders Survey has been a well-received overview for setting a context for board strategic discussions. NAIS is also committed to providing members more research, more data, and simpler tools for school leaders to employ in making such data-based decisions:

- Two major new tools in the benchmarking section of StatsOnline, the School Dashboards and Financial Calculator, make push-button access quick and easy for ratio analysis, benchmark comparisons, and financial modeling.
- A new compensation section in StatsOnline gives NAIS members detailed compensation, deferred compensation, other income, and benefits information on what the IRS deems as “disqualified persons,” the head and CFO. This information will help NAIS schools create their “rebuttable presumption” checklist from a national, comprehensive, and current database as they determine compensation that is competitive and that can withstand public and IRS scrutiny.
- A new online survey on diversity, an instrument for evaluation called AIM (Assessment of Inclusivity and Multiculturalism), and other online surveys coming this spring can assist leaders in assessing and tracking parent/community satisfaction; school culture and climate; and graduate’s successes, attitudes, and aspirations.

The 2006-2007 Theme:
GOOD AND GREAT

For the last two years, NAIS itself has used Jim Collins’s rubric of the six principles of Good to Great to evaluate our own operations: Simply put, we think we’ve been “good,” but we aspire to be great. Serendipitously for schools, Collins has just published a monograph, available for purchase on Amazon.com, called Good to Great for the Social Sector: It’s a short, astute adaptation of the book for the nonprofit world, especially apt since it makes the point that befuddles our boards: Collins asserts that nonprofits are not supposed to “be like a business” because returning a profit to investors cannot be the metric by which they are measured and so business processes are less relevant. Greatness should be the aim, not profits.

The 2007 NAIS Annual Conference, February 28–March 3, in Denver, will be kicked off by Jim Collins. His presentation will focus on what we believe is the ultimate obligation for independent schools: to be good and great, “good” in the sense of “doing what’s right,” and in the sense of graduating students who are virtuous and committed to making the community and world a better place; “great” in the sense of modeling the best of pre-collegiate education in the world, along all five of the sustainability continua: demographic, environment, global, programmatic, and financial.

This brings us back to the 2006 Annual Conference theme: “Opening the Doors to the Global Schoolhouse...Today.” The great fear that lies under the surface for all of us is that our government and institutions are incapable of addressing the challenges facing us or do so in ways inadequate to meet the need. A colleague reminded me recently of the government advice after 9/11, should a dirty bomb be exploded in our city. You may recall, in addition to plastic and duct tape, we were counseled to “duck and cover” if we hear a large explosion and see a bright flash of light. My colleague thinks better advice would be to “think a happy thought, since it will be your last.”

And so it is with our national and international governments and agencies. If politics at all levels prevent our institutions from effectively addressing the global challenges facing the world, what will become of us, our children, and grandchildren, and great-grandchildren? If not schools, then what institutions can change the pattern? If not we, then who?

I’m actually encouraged by the movement afoot by members of the corporate community to adopt the mantra of the “triple bottom line”: people, planet, profits. They’ve found they can “do good and do well.” This mantra has inspired the 2007 NAIS Annual Conference theme: “People, Planet, Purpose: Leading the Way to a Sustainable Future.” If we do achieve such a worthy triple bottom line, surely we’ll not only sustain our schools but perhaps unleash a generation who will be better than ours at sustaining the world. What better ambition could any of us possibly have than to leave a legacy of a school “built to last” in a world that’s worth living in?
It is a pleasure as well as a privilege to give you the financial overview of your association for the past year. NAIS has completed a dynamic, productive year in terms of programs and initiatives, and the numbers reflect that success. The Finance Committee of the Board and the staff have worked together to ensure that the NAIS resources are both well-managed and well-used. Most importantly, we have continued to strive to keep association membership affordable and services accessible to member schools.

The success of our new initiatives and technological innovations over the past few years resulted in an operating surplus at the end of fiscal year 04-05. Operating revenue exceeded operating expenses by $318,000. Conference revenues significantly increased from the previous year, and our technological innovations continued to lower costs. In order to plan and project accurately both revenues and expenses, we are reorganizing our budget planning process to a three-year rolling budget. This will enable us to focus, anticipate, and plan for future capital improvements, programs, and contingencies.

After three years of no dues increases, NAIS raised dues this year (05-06) by 5 percent, largely to fund the increase in new products, continued investments in technologies and continue support of our existing products and services. These new products include the Assessment of Inclusivity and Multiculturalism (AIM), sustainability workshops, global initiatives, trustee services, and continued commitments to the Advocacy Initiative, teacher recruitment and improvements to StatsOnline. Less than 40 percent of total NAIS revenue continues to come from dues. The balance of annual operating revenues is generated by conferences, workshops, products, and services.

NAIS ownership of the School and Student Services for Financial Aid (SSS) continues to provide the organization with significant revenue. With the implementation of SSS Online, part of the fees and expenses are now fixed, lowering the SSS total program expenses. In addition, the 04-05 fiscal year saw increased attendance at the People of Color Conference held in Miami, and revenue was significantly higher for the Annual Conference on Sustainability held in San Diego in comparison to the prior year’s conference. In our pilot year last year for SSS Online, we met our goal of 15 percent of applications being submitted electronically; so far this year, we are far exceeding expectations, with about two-thirds of applications being submitted online.
The Finance Committee and the staff are pleased with the current results and see this as confirmation of an association committed to innovation, initiative, and a high level of service to its membership. If interested, anyone can go to the NAIS website (www.nais.org) to see the details of our financial position from the audited financial report.

Among other accomplishments in 2004-2005, our budget provided for the following programs and services:

• The implementation of a web-based application to process SSS applications online.

• Development of a content management system for the NAIS website that enhances e-commerce, administrative functions, and user interaction.

• The third year of the successful Advocacy Initiative with association partners to promote independent schools.

• Continued focus on teacher recruitment and retention.

• Continued improvement of the StatsOnline system to make it more user-friendly.

• Our first successful Sustainability Institute.

• The development of our Challenge 20/20 program, which brings together teams made up of two schools each, one in the U.S. and the other from abroad.

• A banner year with record advertising income for NAIS publications, and continued success with the Trustee Handbook, the Kit, and the Parent Series booklets.

• NAIS staff use of the Balanced Scorecard, creating greater transparency and accountability within the organization.

I hope this snapshot of recent results and accomplishments gives you some insight into the many ways NAIS has worked hard to return value to the membership and to provide educational leadership nationally and globally. Again, thanks and congratulations go to Pat Bassett and the entire NAIS staff for their leadership and stewardship. I also want to thank my colleagues on the Finance Committee for their wisdom and counsel.

In sum: we spent a lot of money, but only 40 percent of it was yours; we made a lot of money, more than we spent.
## Operating Statement, FY 2004-2005

*Statement ending 6/30/05*

### REVENUE

**Membership**
- Membership Dues $4,999,333

**Parent Outreach Services**
- School and Student Service for Financial Aid (SSS) 4,513,802

**Communication and Information Services**
- Publications 914,538

**Annual Conference**
- Conference 1,267,593
- Sponsorship 45,000

**Advocacy Services**
- Advocacy Initiative Partners Assessment 55,933

**Equity and Justice Initiatives**
- People of Color Conference (PoCC) 867,850
- PoCC Sponsorship 33,000
- Summer Diversity Institute (DSI) 71,600

**Leadership Services**
- Summer Institutes, Workshops 672,245
- Sponsorship 56,000

**Member Services**
- Associations Meetings 13,500

**Trustee Services**
- Workshops and Tools 2,242

**Accreditation, Standards, and Evaluation Services**
- Commission Meetings 3,745

**Finance & Administration**
- Interest Income 183,738
- Realized/Unrealized Gain on Investments 88,373
- Mailing Labels and Others 12,844

**Membership & Advancement**
- Corporate Subscriptions 214,105
- Sponsorship 8,500
- Contributions 11,525

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<thead>
<tr>
<th>Revenue Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Unrestricted Revenue</td>
<td>14,035,466</td>
</tr>
<tr>
<td>Net Assets Released from Restrictions</td>
<td>78,489</td>
</tr>
<tr>
<td>Total Unrestricted Revenue &amp; Other Support</td>
<td>14,113,955</td>
</tr>
</tbody>
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### Operating Statement (continued), FY 2004-2005

*Statement ending 6/30/05*

#### EXPENSES

**Program Expenses:**

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<thead>
<tr>
<th>Service Category</th>
<th>Expense Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
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<td>Parent Outreach Services</td>
<td>School &amp; Student Service for Financial Aid (SSS)</td>
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<td>Communication and Information Services</td>
<td>Publications, Web &amp; enewsletters</td>
<td>1,502,599</td>
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<td>Annual Conference</td>
<td>Annual Conference &amp; Board Meetings</td>
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<td>Information and Research</td>
<td>StatsOnline, Research and New Products and Services</td>
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<td>Advocacy Services</td>
<td>Advocacy, Media Relations &amp; School Interest with Government</td>
<td>887,016</td>
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<td>Equity and Justice Initiatives</td>
<td>People of Color Conference &amp; Diversity Institute and Training at Schools</td>
<td>1,293,280</td>
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<td>Leadership Services</td>
<td>Leadership, Summer Institutes and Fellowship Program</td>
<td>1,166,523</td>
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<td>Member Services</td>
<td>Leading Edge Program, Global Initiatives &amp; Coordination with ISAnet</td>
<td>534,780</td>
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<td>Trustee Services</td>
<td>Regional Workshops, Online Tools and Consultations</td>
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<td>Recruitment and Retention Services</td>
<td>Career Center, Fair, Research on Recruitment and Retention</td>
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<tr>
<td>Accreditation, Standards, and Evaluation Services</td>
<td>Accreditation Commission &amp; Principles of Good Practices (PGP)</td>
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**Total Program Expenses**

12,154,658

#### Support Service Expenses:

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<tbody>
<tr>
<td>Finance &amp; Administration</td>
<td></td>
<td>1,272,812</td>
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<tr>
<td>Membership &amp; Advancement</td>
<td>Resource Development and Corporate Support</td>
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<td></td>
<td>Membership Development</td>
<td>376,321</td>
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**Total Support Service Expenses**

1,732,175

**Total Unrestricted Expenses**

13,886,833

**CHANGE IN UNRESTRICTED NET ASSETS**

227,122

**CHANGES IN TEMPORARILY RESTRICTED NET ASSETS:**

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<tr>
<th>Description</th>
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<tr>
<td>Contributions</td>
<td>169,000</td>
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<tr>
<td>Net Assets Released from Restrictions</td>
<td>(78,489)</td>
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**CHANGE IN NET ASSETS**

317,633

**NET ASSETS, BEGINNING OF YEAR**

7,631,551

**NET ASSETS, END OF YEAR**

7,949,184
## Statement of Financial Position, FY 2004-2005

*Statement ending 6/30/05*

### ASSETS

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Cash &amp; Cash Equivalents</td>
<td>$4,167,264</td>
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<td>Receivables</td>
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<td>Prepaid, Deposits &amp; Other Assets</td>
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<td>Inventories of Published Materials</td>
<td>100,184</td>
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<tr>
<td>Investments:</td>
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<tr>
<td>Certificates of Deposit</td>
<td>1,309,178</td>
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<tr>
<td>Long Term Investments</td>
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<tr>
<td>Furniture &amp; Equipment</td>
<td>1,651,165</td>
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<td><strong>Total Assets</strong></td>
<td><strong>$10,486,757</strong></td>
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### LIABILITIES & NET ASSETS

#### Liabilities:

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<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Accounts Payable &amp; Accrued Liabilities</td>
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<tr>
<td>Due to Educational Testing Service</td>
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<td>Dues, Subscriptions, Fees Received in Advance</td>
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<td>Deferred Compensation</td>
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<td>Deferred Rent Benefits</td>
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<td><strong>Total Liabilities</strong></td>
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#### Net Assets:

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<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>3,143,137</td>
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<tr>
<td>Board Designated Operating Fund</td>
<td>4,333,931</td>
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<td>Board Designated Teachers Recruitment Fund</td>
<td>91,464</td>
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<tr>
<td>Board Designated Legal Assistance</td>
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<tr>
<td>Board Designated Advocacy Initiatives</td>
<td>169,361</td>
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<td><strong>Total Unrestricted</strong></td>
<td><strong>7,777,893</strong></td>
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<tr>
<td>Temporarily Restricted</td>
<td>171,291</td>
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<tr>
<td><strong>Total Net Assets</strong></td>
<td><strong>7,949,184</strong></td>
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**Total Liabilities & Net Assets**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Liabilities &amp; Net Assets</strong></td>
<td><strong>$10,486,757</strong></td>
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</table>
**Statement of Cash Flows, FY 2004-2005**

*Statement ending 6/30/05*

### CASH FLOWS FROM OPERATING ACTIVITIES

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in Net Assets</td>
<td>$317,633</td>
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<tr>
<td><strong>Adjustments to Reconcile Increase in Net Assets to Cash</strong></td>
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<tr>
<td>Provided by Operating Activities:</td>
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<tr>
<td>Depreciation</td>
<td>450,654</td>
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<tr>
<td>Loss on Disposal of Furniture and Equipment</td>
<td>3,694</td>
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<tr>
<td>Net Gain on Investments</td>
<td>(88,373)</td>
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<td>Decrease (Increase) in Assets</td>
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<td>Accounts Receivable</td>
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<td>Prepaid, Deposits, and Other Assets</td>
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<td>Due from Educational Testing Services</td>
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<td>Publications Inventory</td>
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<td>Increase (Decrease) in Liabilities</td>
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<td>Accounts Payable and Accrued Liabilities</td>
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<td>Due to Educational Testing Services</td>
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<td>Deferred Revenue</td>
<td>(309,803)</td>
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<td>Deferred Compensation</td>
<td>73,793</td>
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<td>Deferred Rent Benefits</td>
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<tr>
<td><strong>Net Cash Provided by Operating Activities</strong></td>
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### CASH FLOWS FROM INVESTING ACTIVITIES

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Purchase of Furniture and Equipment</td>
<td>(307,653)</td>
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<tr>
<td>Proceeds from the Sale of Furniture and Equipment</td>
<td>1,741</td>
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<tr>
<td>Purchase of Certificates of Deposit</td>
<td>(1,923,000)</td>
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<tr>
<td>Sales of Certificates of Deposit</td>
<td>861,575</td>
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<tr>
<td>Purchase of Other Investments</td>
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<tr>
<td>Proceeds from the Sale of Other Investments</td>
<td>145,926</td>
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<tr>
<td><strong>Net Cash Used in Investing Activities</strong></td>
<td>(1,768,500)</td>
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Net Increase in Cash and Cash Equivalents                         (986,524)  
Cash and Cash Equivalents at the Beginning of the Year            5,153,788  
**Cash and Cash Equivalents at the End of the Year**              4,167,264
[NAIS Staff, FY 2004-2005]

This list reflects staff as of June 2005. For the most up-to-date staff list, please go to www.nais.org.

**President’s Office**
Patrick F. Bassett, President
Darlene Dove, Executive Assistant to the President and Board Administrator

**Communications Team**
Nancy Raley, Vice President, Communications
Kitty Thuermer, Director of Publications
Edward O’Neill Hoyt, Editor of Publications
Cameron Johnson, Director of Web Services
Myra McGovern, Director of Public Information
Shannon Joyce Spaeder, Director of Marketing
Sahar Sulayman, Production Coordinator

**Equity and Justice Initiatives Team**
Harold Eugene Batiste III, Vice President, Equity and Justice Initiatives
Jay M. Rapp, Director of Programs, Equity and Justice Initiatives

**Finance and Administration Team**
Thoai Hovanky, Chief Financial Officer
Elizabeth I. Fediay, Director of Human Resources
Janyce Bryant, Director of Administration and Facilities
Netty Ford, Accounts Receivable Manager
Francois B. Innocent, Comptroller
John Rodrigues, Director of Information Technologies
John Hawkins, Director of Conference and Meeting Logistics
George Mendel, Senior Network/Systems and Telecommunication Engineer
Carlos-deShaun Brown, Customer Service Representative
Floyd Smith, Customer Service Representative

**Global Initiatives and Leadership Development**
Brad Gray, Vice President, Global Initiatives and Leadership Development
Tina Wood, Director of Team Administration & Institute Logistics
Ioana S. Suciu, Associate Director of Global Initiatives
Sterling Yates, Associate Director of Leadership Development and the Fellowship for Aspiring School Heads

**Government Relations Team**
Jefferson Burnett, Vice President, Government Relations
Amy B. Sechler, Director of Legislative Affairs
Debra Wilson, Legal Counsel

**Information and Research Team**
Michaela Platzer, Vice President, Information and Research
Monique Rush, Director of Statistical Research
Crystal D. Gay, Information Resource Specialist
Amada Torres, Director of Stastical Survey and Analysis
Martha Lucia Galindo, Director of Research Initiatives

**Membership Relations Team**
Heather Hoerle, Vice President, Member Relations
Vivian Dandridge-Charles, Director of Membership
Michael Rease, Manager of Corporate Relations
TuNia Slade, Database Manager

**Strategic Initiatives Team**
Donna Orem, Chief Operating Officer
Susan Booth, Director of Products and Services Development

**Financial Aid Services Team**
Mark Mitchell, Vice President, Financial Aid Services
Leslie B. Vorndran, Associate Director for Financial Aid Services
NAIS Board of Directors, FY 2004-2005

This list is valid as of June 20, 2005. For an up-to-date list of NAIS board members, please visit www.nais.org.

Bruce Shaw, Chair (2006)
Director, Shady Hill School
Cambridge, MA

Val Iwashita, Vice Chair (2007)
Headmaster, Iolani School
Honolulu, HI

Fran N. Scoble, Treasurer (2007)
Head of School, Westridge School
Pasadena, CA

Ruel (Rudy) Jordan, Secretary (2006)
Head of School, Bank Street School for Children
New York, NY

David Chojnacki (2008)
Executive Director, Near East South Asia Council of Overseas Schools
Athens, Greece

John Creeden (2008)
Headmaster, Fountain Valley School of Colorado
Colorado Springs, CO

Sarah Daignault (2008)
Executive Director, National Business Officers Association
Boulder, CO

D. Ralph Davison, Jr. (2007)
Headmaster, Greensboro Day School
Greensboro, NC

Richard P. Hall (2007)
Head, The Washington International School
Washington, DC

Head of School, The Phillips Brooks School
Menlo Park, CA

Henry (Skip) L. Kotkins, Jr. (2009)
Trustee, Pacific Northwest Association of Independent Schools
Seattle, WA

Meg Milne Moulton (2009)
Executive Director, National Coalition of Girls’ Schools
Concord, MA

William New, Jr. (2007)
Trustee, The Putney School
Palo Alto, CA

Jaqueline Pelzer (2009)
Executive Director, Early Steps Incorporated
New York, NY

Lou A. Salza (2007)
Head of School, Assets School
Honolulu, HI

Marcia Prewitt Spiller (2009)
Head of School, The Children’s School
Atlanta, GA

Bruce Stewart (2008)
Head of School, Sidwell Friends School
Washington, DC

Peter Tacy (2008)
Connecticut Association of Independent Schools (Retired)
Mystic, CT

Agnes C. Underwood (2009)
Vice President/Managing Associate, Carney Sandoe & Associates
Cornwall, VT
Advisory Task Forces, FY 2004-2005

This list of advisory task forces is as of June 30, 2005. For an up-to-date list of task forces, please visit www.nais.org

Independent Schools Magazine Editorial Board
- Dulany Bennett, Chair
  Oregon Episcopal School, OR.
- Vance Wilson
  Saint Albans School, DC
- Sidney Bridges
  Brooklyn Friends School, NY
- Ned Smith
  St. Paul Academy and Summit School, MN

NAIS Legal Assistance Advisory Panel
- Lucinda Lee Katz, Chair
  The University of Chicago Lab Schools, IL
- Rev. Thomas G. Clarke
  The Campbell Hall School, CA
- George Boggs, Dickstein
  Shapiro, Morin & Oshinsky, DC
- John Liekweg
  United States Catholic Conference, DC

Financial Aid Services Task Force
- William G. Cumming, Chair
  Gilmour Academy, OH
- Dallas Joseph
  Baylor School, TN
- Grant L. Jacks
  Friends School of Baltimore, Inc., MD
- Jean K. Norris
  Miss Hall's School, MA
- Eileen Powers
  Campbell Hall, CA
- Terrie Hale Scheckelhoff
  Columbus School for Girls, OH
- Cathy Thomas
  University of Southern California, CA
- Stephen H. Gonzales
  Barrett, Burke, Wilson, Castle, Daffin & Frappier, L.L.P., TX
- Marjory Nelcoski, Educational Testing Services Liaison

Mark J. Mitchell and Leslie Vorndran, NAIS Liaisons
The following companies and foundations generously supported NAIS programs and offerings in Fiscal Year 2004-05.

Companies
- Academic Management Services (now Sallie Mae)
- Accordia Insurance Services, a Wells Fargo Company
- Avocus Publishing
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- Chevron
- Cum Laude Society Inc.
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- Institute for Cultural Exchange, Inc.
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- MBS Direct
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- Sodexho
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- The Magazine Group/TMG Web

Foundations
- The Benedict Foundation for Independent Schools
- Christian A. Johnson Endeavor Foundation
- The Edward E. Ford Foundation
- Edward T. Baur
- The Esther A. and Joseph Klingenstein Foundation
What is NAIS?

THE NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS

• serves as the national voice of independent education;
• promotes high standards of educational quality and ethical behavior;
• advocates principles of equity and justice and affirms accessible and affordable independent schools; and
• develops products, services, and targeted information to strengthen independent school governance, teaching and learning, and operations.

NAIS Members
More than 1,300 independent schools make up NAIS’s membership. They include the following: single-sex and co-educational; elementary, middle and high school level; day and boarding; rural and urban; and traditional and progressive schools. NAIS member schools range in enrollment size from fewer than 30 to more than 5,700 students. As a community, NAIS member schools serve 487,618 students and employ 51,295 teachers.

Independent Schools
Independent schools are “independent” because they have distinct missions; are primarily supported by tuition payments, charitable contributions, and endowment revenue; meet high accreditation standards; and are held accountable by independent boards of trustees.