



Pembroke Hill At A Glance

Founded: 1910

Grades: 2 years - 12th grade

Enrollment: 1,174

Student-Faculty Ratio: 11:1

Annual Budget: \$26.2M

Financial Aid: \$3.4 million
annually to 24% of student
body

Communities Represented:
2 states and 71 zip codes
throughout the Kansas City
metropolitan area

2018-2019 tuition:

EC (half day) \$13,300

EC (full day) \$15,200

Grades K-5 \$18,060

Grades 6-8 \$21,100

Grades 9-12 \$22,300

Professional Affiliations:

Member of the National
Association of Independent
Schools (NAIS). Accredited
by the Independent Schools
Association of the Central
States (ISACS)

Pembroke Hill School Head of School Search

400 West 51st Street | Kansas City, MO 64112

Applications Due: March 31, 2018

Independent Day School: Co-ed

For July 1, 2019

INTRODUCTION - OVERVIEW & BRIEF HISTORY

Vassie James Ward Hill founded The Country Day School for boys, for both day students and boarders, in 1910, using funds from 12 Kansas City businessmen. Within three years of its opening, the school's enrollment grew from 10 to 52 students. This was the first "country day school" in the Midwest.

Three years later, in 1913, Ruth Carr Patton and Frances Matteson Bowersock joined Hill to establish The Sunset Hill School for girls. The school was named after Hill's favorite area on the Vassar College campus.

In 1925, some educators and students left The Country Day School to form The Pembroke School for boys. The school closed during the Great Depression, and the two schools re-merged in 1933, which created The Pembroke-Country Day School. It was often referred to as "Pem-Day."

Sunset Hill and Pembroke-Country Day had a combined history. Many families enrolled their children at both of the schools, and activities, athletics and teachers were often shared between Sunset Hill and Pem-Day. In 1963, the schools began coeducational classes in upper level math, science and languages.

Merger discussions between the two schools began in the early 1980s, which eventually resulted in the creation of The Pembroke Hill School in 1984. The former Sunset Hill campus is now the Wornall campus (400 W. 51st St., KCMO) and houses the early childhood and lower schools (age 2 years to fifth grade). The former Pem-Day campus is now the Ward Parkway campus (5121 State Line Road, KCMO) and is the home to the middle and upper schools (sixth grade through 12th grade).

These campuses are less than a mile apart near the Country Club Plaza area of the city. The Ward Parkway campus straddles the state line between Missouri and Kansas.

In the late 1990s and early 2000s, Pembroke Hill completed a \$37 million capital improvement project that renovated both campuses. Renovations on the Wornall campus included the construction of the Hibschan Early Childhood Building and extensive remodeling of the Dining Hall along with upgrades to other campus buildings. The Ward Parkway campus gained the new Boock Middle School, Jordan Hall (upper school classrooms), Centennial Hall arts center, and a completely renovated James M. Kemper Sr. Library.

MISSION, MOTTO, VALUES, PROMISE & SHARED BELIEFS

Mission

Together, cultivating the best in each, for the benefit of all.

Motto

Freedom with Responsibility

Values

Respect
Compassion
Scholarship
Integrity

Promise

Pembroke Hill is a place where:

- Every child is known, cared for and valued
- Teaching and learning is at its highest level
- A growth-oriented culture of excellence thrives
- Positive supportive relationships exist

Shared Beliefs

At Pembroke Hill our educational goals help us form our beliefs and our values.

- We believe in fostering in our students the joy of learning, the love of discovery, the confidence to grow and a sense of responsibility and respect for others.
- We believe in creating a nurturing environment in which children are central and where they develop a sound knowledge base in core academic disciplines.
- We believe in placing a strong emphasis on character and citizenship education and providing experiences in life skills, leadership and service.
- We believe in creating and maintaining an inclusive community that welcomes, respects, values and benefits from individual differences.
- We believe in fostering and promoting emotional, social and physical health and well-being.
- We believe in nurturing creativity and aesthetic appreciation.
- We believe in our students.



PROGRAM

Early Childhood

The mission of the Pembroke Hill early childhood school is to provide developmentally appropriate opportunities for children to grow cognitively, socially, emotionally and physically to their maximum potential, in an intentionally-planned environment that fosters a sense of community and a life-long love of learning.

The Pembroke Hill early childhood program is influenced by the world-renowned Reggio Emilia philosophy of education. At the heart of this philosophy is the image of each child as a competent, capable and curious individual full of potential. Pembroke Hill teachers honor this curiosity and natural desire to learn by encouraging their students to wonder, ask questions, create hypotheses and search for answers.



Educational research backs the Reggio Emilia approach belief that strong relationships are critical to a child's brain development and learning. At Pembroke Hill, the safety and comfort of warm and receptive student-teacher and student-student relationships are important for learning. In every classroom, a lead teacher and an assistant create a strong sense of community that includes children, families, teachers and campus staff.

Visit Pembroke Hill's website for more information on the [Early Childhood Program](#).

Lower School

Lower school students in kindergarten through fifth grade experience an educational environment that focuses on their social, emotional and academic needs and recognizes their individual learning styles. Lower school classrooms feature two experienced educators (a lead teacher and a faculty assistant) who use a multitude of teaching methods, extensive classroom materials and technology to support students as they go about their work.

Extracurricular activities and clubs are offered before and after school. Many students play on athletic teams through the lower school athletic program.

The character education program supports and promotes the school's motto: Freedom With Responsibility. The goal is to develop in students informed consciences that help them choose responsible behavior. The program incorporates the core values of respect, compassion, scholarship and integrity.

Visit Pembroke Hill's website for more information on [Lower School Programming](#).

Middle School

The Pembroke Hill middle school is committed to educational excellence where each student's unique gifts are recognized. The program enables students to explore and develop their full intellectual, physical and emotional potential. The academic and extracurricular programs also provide students with a wide range of experiences that develop critical thinking skills, foster a global perspective and strengthen character. Students are part of a peer group that values academic challenge.

With a middle school population of under 300, there are numerous opportunities for students to participate in a multitude of activities including interscholastic sports, clubs and organizations. It also allows them to get to know each other as they share the classroom, the playing field, the stage and community service projects. Each fall, the sixth grade begins the school year with a three-day campout that is a great introduction to middle school and a wonderful, comfortable way for new students to meet new friends.

Visit Pembroke Hill's website for more information on [Middle School Programming](#).



Upper School

The upper school is a vibrant, dynamic and exciting environment in which students grow to young adulthood. Upper school students experience an academically challenging curriculum in which they are encouraged and supported by some of the finest teachers in the region. Pembroke Hill faculty members know their students individually and care about their educational journeys.

While at Pembroke Hill, upper school students find an outstanding peer group that is highly motivated. It is "cool" to enjoy learning and to work hard at Pembroke Hill. Students are articulate, confident and successful learners.

Pembroke Hill offers Advanced Placement courses in all disciplines, and virtually 100 percent of graduates have taken at least one AP course. Seventy-six percent of AP scores are 3 or higher.

College counseling begins in a student's sophomore year. Multiple programs and information meetings along with individual counseling sessions help students and parents through the college selection process. All graduates go on to four-year colleges and are accepted at their first or second choice college 95 percent of the time.

Visit Pembroke Hill's website for more information on [Upper School Programming](#).

Pembroke Hill is located on two campuses near the Country Club Plaza. The Wornall campus (400 W. 51st St.) provides programs for children age 2 years through fifth grade. Students in sixth through 12th grade attend classes on the Ward Parkway campus (5121 State Line Road).



FACULTY

Pembroke Hill has an outstanding faculty, with 72 of the teachers holding master's degrees - seven have earned doctorates. On average, Pembroke Hill teachers have approximately 17 years experience. An 11-to-1 student-to-teacher ratio allows students to receive individual attention. The diversity of the faculty and staff is another priority of Pembroke Hill. Currently, 16 percent of teachers, staff, assistants and coaches are persons of color.

Faculty compensation compares very favorably with similar independent schools, including comprehensive health and dental insurance coverage and a generous retirement plan with TIAA. Other benefits offered are life insurance, long-term disability, flexible spending and computer loans. Professional development is encouraged and well-supported by funding to attend conferences, workshops and to pursue advanced degrees.

ADMINISTRATION

The current administrative structure of Pembroke Hill consists of the head of school and eight senior administrators who report directly to the head. These include four division principals, the director of communications and marketing, the chief financial officer, the director of advancement and the director of admissions and financial aid.

Reporting to the middle school principal is an assistant principal. The structure in the upper school features two assistant principals - one for academics and one for faculty development, a dean of students and a director of athletics. The assistant principal for academics also

serves as the director of college counseling. In addition to the director, there are four college counselors.

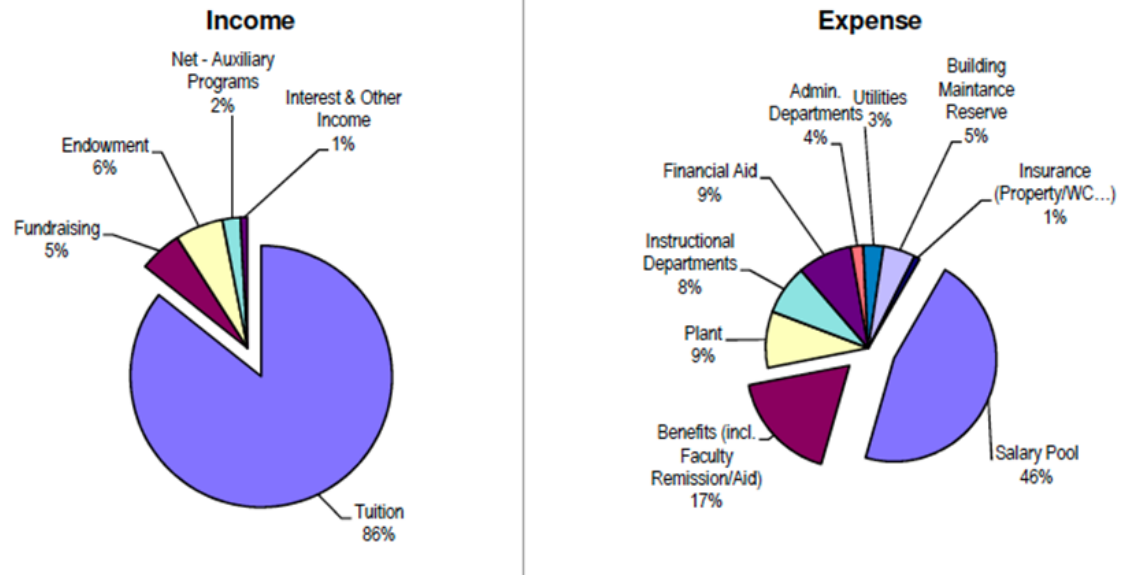
In the area of academic support services, a counselor and a technology coach serve the Wornall campus. The middle and upper schools each have a counselor, technology coach and a learning specialist. A three-person team of learning specialists is available for children on the Wornall campus.



FINANCES

The financial picture at Pembroke Hill is very healthy. Key factors are: \$41 million endowment, zero plant debt and a \$26.2 million operating budget.

Primary components of the budget for 2017-18 are:



ENROLLMENT & ADMISSIONS

Families come to PHS from all over the metropolitan area – 71 different ZIP codes. Our students are equally divided between Kansas and Missouri.

Of the school's total enrollment of 1,174, there are 596 boys and 578 girls. These students represent a variety of socioeconomic, religious, ethnic and racial backgrounds; students of color represent 29.1 percent of the school's population.

Pembroke Hill seeks to enroll academically qualified students from all segments of the community, regardless of socio-economic, racial, religious or geographic backgrounds. The school looks for intellectually curious students who will contribute to the academic and extracurricular programs and who will benefit from a Pembroke Hill education. The goal is to build a community that nourishes all students both intellectually and emotionally.

When reviewing applications, the admissions committee considers: academic ability; academic performance; character; interests, talents and extracurricular activities; family support of an applicant's educational requirements; and the ability of the school to serve the needs of the applicant.

3-Year Admissions Statistics

	<u>Inquiries</u>	<u>Completed Applications</u>	<u>Acceptances</u>	<u>Enrolled</u>	<u>Yield Percentage</u>	<u>Attrition Percentage</u>
2017-18	629	292	209	156	74.6	6.4
2016-17	651	277	213	156	73.2	5.9
2015-16	666	280	222	162	73	5.5

DEVELOPMENT

Through the efforts of the development office, Pembroke Hill students and faculty benefit from philanthropic support of alumni, parents and friends of the school. The primary fundraising vehicles are annual giving, capital campaigns, and an auction, with additional support coming from planned gifts.



In April 2017, over 500 guests attended PHS Premieres: A Night at the Auction. The evening was a great success with funds raised totaling more than \$265,000. Proceeds support faculty professional development and student financial aid.

The Pembroke Hill Annual Fund provides resources each year that sustain and further the quality of a Pembroke Hill education. The Fund plays a critical role helping bridge the \$2,750 gap between tuition and the actual cost of educating one student. The 2016-17 Annual Fund raised a total of \$1,255,103, with these participation rates: trustees – 100%; current parents – 68%; faculty and staff - 47%; alumni - 16%. These rates are on par with peer schools, aside from faculty and staff who have not been a focus of fundraising efforts.

On occasion of the centennial of Pembroke Hill's predecessor school, Pembroke-Country Day, an ambitious campaign was undertaken to increase the school's endowment. The Centennial

Campaign for Endowment began in 2010 with a goal of \$13 million. The effort was successful, and concluded in 2013 with more than \$17.7 million in cash, pledges and estate commitments secured from 250 individuals and families. The amount raised was greater than the total of all contributions (not counting the time value of money) to the endowment made in the first century of the school's existence.

A new capital campaign is currently in its early stages with a target of \$45-50 million to support renovation and new construction of athletic and dining facilities, as well as upgrading the central quad on the Ward Parkway campus.

DIVERSITY

The school community is very diverse - geographically, socioeconomically, racially and religiously.

While the school does not compile statistics on religious preferences, families in the community identify themselves as Christians, Muslims, Hindus, Jews and Buddhists. Other families do not associate with any organized religion.





Numerous families in the school community call countries other than the United States their country of origin. Families come from all parts of the world, including Asia, Europe, the Middle East, Australia, Mexico and Russia. These families are strongly encouraged to, and many do, share their experiences, customs and language with the Pembroke Hill community.

Students also gain an understanding of the experiences of others through a school-wide commitment to community service. Students, of all ages, participate in activities such as book collections for a partner school in Kansas City, bake sales for an Asian orphanage, holiday Adopt-A-Family programs, service trips to work with Habitat For Humanity as well

as numerous community service projects by individual upper school students who must complete 60 hours of service during their upper school years.

In the lower, middle and upper schools, there are opportunities for students to participate in clubs whose missions are to promote awareness and understanding. Specifically in the upper school, these clubs include Community Service Board, Common Ground, AWARE, International Club, Peer Helpers, South Asia Club, East Asia Club and Spanish Club.

STUDENT DIVERSITY

Grade	African American	Asian American	Hispanic American	Middle Eastern	Multi-Racial	Native American	Total S.O.C.	2016-2017 S.O.C.	Class Size	% of Grade
EY		1			7		8		28	28.6%
PS	2	5		1	7		15	4	48	31.3%
PK	1	8			7		16	13	54	29.6%
KG	5	5	1		8		19	11	63	30.2%
1	2	6	1		9		18	14	56	32.1%
2	3	2	1	1	10		17	16	52	32.7%
3	3	4	2	2	6		17	15	61	27.9%
4	3	10	1	1	10		25	25	65	38.5%
5	7	7	1	1	6		22	22	69	31.9%
6	1	4	4		8		17	14	79	21.5%
7	10	8		2	5		25	22	85	29.4%
8	1	12	1	1	10		25	24	93	26.9%
9	5	9	5	1	11		31	25	110	28.2%
10	7	9	2	2	8		28	28	97	28.9%
11	5	12	1	1	15		34	35	104	32.7%
12	5	8			10		23	24	106	21.7%
Total	60	110	20	13	137	0	340	326*	1170	29.1%

% of S.O.C. to total enrollment - 2016-2017 = 27.4% or 326 students.

% of S.O.C. to total enrollment - 2015-2016 = 25.8% or 306 students.

% of S.O.C. to total enrollment - 2014-2015 = 24.7% or 290 students.

*This figure includes the 34 students of color that graduated in the class of 2017.

FUTURE LEADERSHIP

The Board of Trustees of Pembroke Hill School is conducting an international search to identify a new Head of School, who will assume office on July 1, 2019. To that end, and to assist them in clarifying the goals and challenges the new Head will face, John Mackenzie and Marcus Hurlbut of Educators' Collaborative solicited input from members of the school community during an on-campus visit and by means of an electronic survey, with over 500 constituents responding to the survey. Those interviewed and surveyed included faculty, administrators, staff, parents, trustees, and alumni. Based on this input and the impressions of the consultants, as well as input from the Search Committee, the following represents a summary of Pembroke Hill's strengths, the challenges it faces in the next three to five years, and the qualities and traits the trustees and the School seek in the next Head of School.

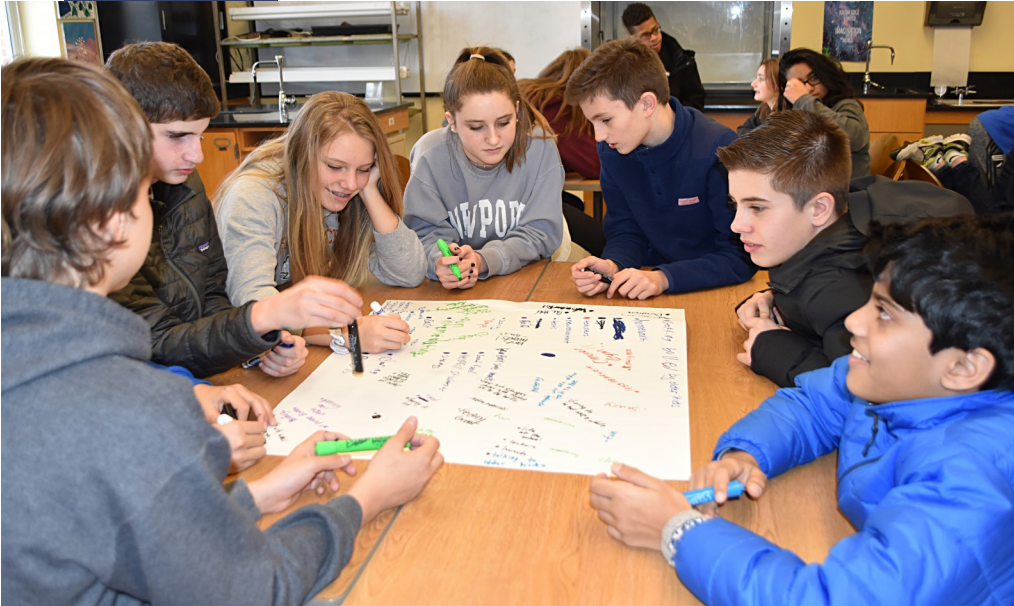
Pembroke Hill is well-positioned for its upcoming leadership transition. The next Head of School will follow two successive and successful Head tenures lasting over a decade each. By all reasonable measures relating to quality of programs, finances, facilities, and reputation, PHS rightfully deserves the high regard in which it is held. At the same time, one does not sense institutional complacency here, and the next Head will find ample opportunity to lead the school in directions that will both reinforce and advance the Mission: "Together, cultivating the best in each, for the benefit of all."

Notable Strengths of The Pembroke Hill School include:

- Students, faculty, and staff believe in and act in accord with the motto of "Freedom With Responsibility." This mindset undergirds school policy and student privileges. Teachers are entrusted with a high degree of autonomy and use this in ways they believe will most benefit student learning. The concepts behind the motto are apparent in the school's physical plant and design of student spaces.
- Pembroke Hill deservedly enjoys an impressive reputation locally, regionally, and nationally. For over a century, the school and its pre-merger predecessors of Pembroke-Country Day and Sunset Hill Schools have been seen as the preeminent elementary and secondary schools in the Kansas City area. And yet, even with this high standing, Pembroke Hill maintains an ethos of institutional humility.
- This reputation is based primarily on the high quality of the curricular and co-curricular offerings. PHS students at all age levels benefit from broad and attractive programs that develop their intellectual abilities and enable them to discover their own personal strengths. Driving and sustaining this quality is a talented faculty dedicated to the school's Promise that "every child is known, cared for and valued."



- Solid financial health supports the comprehensive student programming. In addition, employee compensation compares very favorably with comparable independent schools, and faculty and staff are encouraged to take advantage of a wide range of professional development opportunities. The school carries no net debt, with a dedicated repayment fund that exceeds total indebtedness. Prudent planning for future construction is likely to minimize financial risks.



- All constituencies benefit from the strong sense of community based on a school culture that is caring, nurturing, and inclusive. Students and parents recognize the dedication and commitment of the faculty and staff, who in turn find joy in working with their students and appreciate the partnership shared with parents. The low student attrition and minimal faculty turnover attest to the high level of community engagement at Pembroke Hill.

- The senior administration is an effective team that has moved the school forward academically, culturally, and financially. A Board of Trustees, comprised primarily of parents and alumni, provides thoughtful governance and well understands its appropriate role as one of oversight rather than management.



- The Pembroke Hill School is the product of the merger of two well established and mature schools in the 1980's which also combined their respective campuses. As such, PHS has facilities that provide many advantages, including three libraries, three theaters, three gymnasiums. Perhaps most impressive is the quality of the teaching/ learning spaces: classrooms, science laboratories, art studios, and music spaces. A capital campaign, now in its early stages, aims to support improvements in the athletic and dining facilities.

Challenges and Opportunities:

In the context of The Pembroke Hill School's numerous strengths at this point in its history, the Board of Trustees is conducting an international search to identify its next Head of School. The preferred candidate for this position will be:

An experienced leader capable of providing vision, perspective, and stability suiting PHS's school culture, setting, and needs. The following realities will present both challenges and opportunities for future leadership.

- Pembroke Hill is an outstanding independent school in a geographical region that lacks an ingrained independent school tradition. Therefore, the tasks of educating the region and prospective families about the benefits of an independent school experience are on-going, and the Head of School will be expected to provide consistent leadership in these areas.
- Enrollment at Pembroke Hill is healthy, with just a few grades short of full capacity. The primary admissions competition is with free public schools or less expensive faith based institutions. In this context, the Head has an accentuated role in articulating and assuring that there is a common message, both internally and externally, about the value-added proposition of a Pembroke Hill education.
- Pembroke Hill is one school situated on two campuses approximately a mile apart and organized as four divisions. This arrangement presents unique challenges in establishing coherence about program and school culture across a student spectrum of two-year olds through high school seniors. PHS's structure also necessitates extra attention to school-wide communications, especially as to the process and locus of decision-making.



- Arriving in 2019, the new Head of School will likely be tasked with completing a capital campaign currently in its early stages. With that timing, it will also be important for Pembroke Hill to define its vision and strategic intentions for the near future.

The above points depict some of the most important “big picture” aspects of the work ahead specifically for Pembroke Hill School and the new Head of School. It is the case, however, that the tenure of the next Head of School will just as likely be defined by how well he or she guides the school to find the right balance points in several areas that may not be unique to PHS and upon which there is unlikely to be unanimity of opinion. These include but are not limited to:

- Defining what is meant by “academic excellence” for students with a range of abilities, backgrounds, and learning styles in an educational world with ever increasing insight into how students learn.

- Encouraging teachers to explore and understand evolving methodologies, while simultaneously honoring PHS's important traditions and respecting that each individual has his/her own capacity for the pace of change.
- Determining how best to mesh PHS's commitment to academic and character education (including program expectations and requirements in each), while simultaneously paying full attention to a healthy pace of life for children and adults.
- Honoring the evidence that faculty autonomy often provides the best spawning ground for great teaching, while also ensuring that all students benefit from a comprehensive and coherent curriculum.
- Serving equally the needs and interests of families from communities of generational familiarity with Pembroke Hill as well those newer to the school and essential to its future.
- Promoting that Pembroke Hill must constantly adapt to new understandings about how students learn best and that such adaptations will have bearing on staff size and workload as well as on the most effective allocation of school resources.

- Finding the most effective ways to market and promote the many strengths of Pembroke Hill, through both admissions and fundraising, in a manner that reflects the culture of the school community and the region.

Leadership Qualities of the next Head of School:

In consideration of PHS's current situation and needs in the coming years, the next Head of School will ideally possess certain skills, qualities, and characteristics. The Board of Trustees aspires to find a person who fits many or all of the following descriptors.

- A person who possesses and evidences the essential qualities of strong character necessary for leading an educational institution: honesty, respect, integrity, empathy, scholarship, trustworthiness, compassion, and courage.
- A forward looking educational thought leader who can, in concert with others, build a vision for Pembroke Hill, effectively articulate it, and persevere to see it achieved.





- An individual whose leadership style fits the culture of Pembroke Hill and the region with qualities such as approachability, caring, collegiality, warmth, and sense of humor.
- An advocate of and articulate spokesperson for a culture of diversity and inclusion – one who understands emerging issues regarding diversity and embraces how these principles can continue to strengthen the school community.

- A leader inclined to trust others to do their jobs well and not micromanage, and yet one who also will be decisive and will act when the school's professional standards are not met.
- An eager and effective fundraiser who recognizes that success in this regard is highly dependent on the building of meaningful relationships.
- A wise and steady community leader who can provide calm guidance during turbulent times and steer the school ever forward through the often deliberate process of change.
- A chief executive possessing sound business and financial acumen, who understands the essential nature of school life and makes business decisions with the spirit of teaching in his/her heart.



- An effective communicator, both orally and in writing, who is committed to transparency in decision making as well as to honoring the confidentiality of personal matters.
- A “people person” who possesses a high degree of emotional intelligence enabling him or her to work effectively with all school constituencies.

SUMMARY OF THE SEARCH PROCESS

Candidates interested in this position are asked to submit the following materials by March 31, 2018:

- EC Candidate Summary Sheet
(contact John Mackenzie or Marcus Hurlbut for that document)
- Letter of Interest addressed to the Search Committee
- Current résumé
- Personal Statement or Statement of Educational Philosophy
- A list of five or more references with contact information
(including phone numbers and email addresses)
- Up to three letters of reference (optional)

Application materials are to be sent, electronically via email, as a single WORD or PDF document to:

John Mackenzie, Partner, Educators' Collaborative, LLC
jmackenzie@educatorscollaborative.com

Marcus Hurlbut, Partner, Educators' Collaborative, LLC
mhurlbut@educatorscollaborative.com

Candidates are encouraged to speak personally with John Mackenzie (614-207-1006) or Marcus Hurlbut (949-279-3084).

Interested candidates should submit application materials at their earliest convenience and preferably not later than March 31, 2018. Current plans are for preliminary in-person interviews in mid-April and finalist visits in May with the possible appointment of the next Head of School by the end of this academic year. The Board of Trustees will extend the search into the fall if an appropriate candidate is not identified in the spring. Salary and benefits are competitive. The Pembroke Hill School is an equal opportunity employer.

