



Head of School Leadership Opportunity July 2011

ALLENDALE COLUMBIA SCHOOL



Rochester, NY

384 Students, N-12

www.allendalecolumbia.org

Carney, Sandoe  Associates

800-225-7986 ▼ www.carneysandoe.com

THE POSITION

Allendale Columbia School seeks a new Head of School to lead and inspire the institution's vibrant educational community composed of nearly 400 students, 90 faculty and staff and 2400 living alumni. Building on a rich and illustrious history of more than 120 years of educational experience and accomplishment, Allendale Columbia maintains an unwavering commitment to educating its students for a lifetime of success.



The Head of School is the chief executive officer and academic administrator of the school, reporting directly to the Board of Trustees, promoting and executing Allendale Columbia's mission, and carrying out the school's policies and practices determined in conjunction with the Board. For 2010-2011 Allendale Columbia will appoint an Interim Head. The Board and community look forward to the appointment of a permanent Head in July 2011 who will continue the school's vital work in educating its students to be caring, enthusiastic, contributing citizens of the world.

THE SCHOOL

Allendale Columbia School is an independent, nonsectarian, college preparatory day school for students N-12. Offering a rigorous co-educational liberal arts program, the academic community is organized around three divisions: Lower School (Nursery – Grade 5), Middle School (Grades 6-8), and Upper School (Grades 9-12).

With a mission to educate for independence and leadership in a structured environment in which students can feel trusted, Allendale Columbia (AC) maintains a faculty-to-student ratio of 1:7. Known for its small, tight-knit community and supportive atmosphere, the school prides itself on its small average class size across all divisions. Advanced Placement instruction in the Upper School is offered in 16 subjects, and all graduates are accepted at four-year colleges and universities. In 2009, 46 students took 105 AP exams. Of these, 97% scored 3 or higher. The mean SAT scores for this class were 607 (Critical Reading), 633 (Math) and 623 (Writing).

Governed by a 25-Member Board of Trustees, the school has an endowment of nearly fifteen million dollars and an annual operating budget of approximately seven million dollars. Allendale Columbia is accredited by The National Association of Independent Education, the Institute for Independent Education, and the New York State Association of Independent Schools – and holds membership in the National Association of Independent Schools.



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Mission Statement

Allendale Columbia offers a strong coeducational liberal arts program for students in nursery through twelfth grade.

Our college preparatory curriculum allows teachers to challenge students to reach their potential and to gain a sense of responsibility to themselves, the school community, their families, and society in general. We foster scholastic and personal independence within a structured atmosphere in which students can experience confidence and trust. Such trust enables students and teachers to be responsive to each other and to take risks. We believe that structure should liberate, not confine. Excellence is our goal.

SCHOOL HISTORY

Formed in the early 1970s by the merger of two much older single-sex institutions, Allendale Columbia has a rich history. In September 1890, two of the best-educated and aspiring local women of the day – Caroline Milliman and Alida Lattimore – opened a small elementary school to thirteen girls. Once known as the Lattimore and Milliman Preparatory School, the school found great success and moved to a different location in 1895 to accommodate growing enrollment. The new property soon became the Columbia School which gradually expanded to encompass grades N-12, with boys included through Grade Three only.

In 1926, Allendale School for Boys was founded by a group of Rochester businessmen adhering to the “country day” philosophy of mornings spent in academic instruction, afternoons devoted to athletic practice, and late afternoons set aside for completing homework under supervision. The school opened its doors in its first year to 64 boys in Grades Four through Nine. Gradually Allendale became a college preparatory school for boys similar to the Columbia School for Girls.

The schools merged briefly from 1936 to 1939 in response to the Great Depression, although they remained on separate campuses and the merger dissolved after only three years.

Decades passed until the autumn of 1966, when a devastating fire destroyed the original buildings on the Allendale campus, leaving only two structures standing. Although herculean fundraising efforts allowed the school to be rebuilt, discussions surrounding enrollment and faculty needs resulted in a decision to merge the two schools. The Columbia Development Fund raised monies to build a campus adjacent to Allendale School, and in 1971 the schools combined under one unified Board of Trustees. Over the past twenty-five years, the Board has overseen a number of long-range plans that have resulted in significant facility renovations and additions, enhancements to the curriculum, and the establishment of an endowment. The most recent strategic planning cycle, approved by trustees in June 2006, is entitled [A Map to 2010](#). The five guiding priorities of this plan are: excellent educators, a talented and diverse student body, curriculum for a changing world, financial resources for continued excellence, and community interaction. The school operates in a debt-free environment characterized by stability and reliability, enjoying excellent facilities and a well-deserved reputation for academic excellence in Western and Upstate New York.



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CAMPUS, SETTING AND LOCATION

Allendale Columbia School is located on 30 verdant acres in a residential neighborhood in the southeastern portion of Monroe County. The school is separated into three divisions: Lower School, Middle School, and Upper School. While these divisions each have their own area on campus, they share many areas including a 350 seat performance center, library, and dining commons, as well as athletic, music, and arts facilities. The students change buildings for various classes and utilize the entire campus throughout the course of their day.

The main buildings house 41 classrooms, five science labs, nine computer labs (three classroom and six mobile), three music classrooms, two art studios, a darkroom and digital photography lab, a foreign language lab, a library, a performance center, two gymnasiums, and a science wing. The Gannett Center, a multipurpose gymnasium, was constructed in 1994, as was the Performing Arts Center that includes a multipurpose theater and auditorium. In recent years, the campus has been fully networked, and there is now wireless capacity throughout all school buildings. Teachers have laptops, and several mobile laptop carts are available for student use in classrooms. The school has also taken several important steps towards “greening” its operations, and both faculty and students are actively involved in sustainability themes through recycling, reducing the amount of food waste in the Dining Common.

Located in western New York State, east of Buffalo and south of Lake Ontario, the Rochester metropolitan area is the second largest economy in the state behind the New York City metro region, and the third most populous city after New York and Buffalo. In 2007, Rochester was ranked as the sixth most livable city in the *Places Rated Almanac*, and also received the top ranking for overall quality of life among US cities with populations of more than 1 million in a study by *Expansion Management* magazine. Big-city culture and small-city charm combine to support and enhance the historical treasures and modern attractions offered in this lakeshore community.

The city and its suburbs are home to a number of colleges and universities, including the much-acclaimed University of Rochester, which includes Strong Memorial Hospital. The city is also internationally recognized for the National Technical Institute for the Deaf, one of the eight colleges at Rochester Institute of Technology. The local festival calendar from May through October is one of the most active in the country, celebrating everything from lilacs to jazz and from film to handmade



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artwork. For the sports devotee, the level of athletics is one of the highest in the nation, with minor-league teams fielded in baseball, soccer, hockey, lacrosse, basketball and indoor football. The LPGA also decided to hold its 2010 championship in Rochester.

Outdoor enthusiasts enjoy the beautiful parks within the city limits, the Erie Canal and Genesee River flowing through and around the city's borders, and the numerous hiking trails peppered throughout the Finger Lakes region. The city boasts headquarters of several national and international businesses, including Eastman Kodak, Bausch & Lomb and Bird's Eye frozen packaged foods. In addition, Rochester is the birthplace of Xerox (now headquartered in Norwalk, CT) and Wegman's Grocery, ranked the best company for which to work by *Fortune* magazine. For more information on the city of Rochester, please visit any of the following online resources: www.rochesterdowntown.org, www.visitrochester.com, and www.rochesterbiz.com.

Experience Statement

A student's experience at Allendale Columbia School includes the study of a rigorous curriculum conceived by those who teach it; membership in a civil community; classmates selected for their academic potential; instruction by an outstanding faculty; participation in competitive athletics; involvement in the arts; a campus and facilities designed for students' needs; and an atmosphere encouraging laughter, curiosity, and respect.

COMMUNITY

Allendale Columbia is a warm and caring place with widespread enthusiasm for traditions and for the well being of all members of the school community. Close interpersonal relationships, both student-to-student and student-to-teacher, are a hallmark. Trust is an essential element of the school *ethos*, ensuring that students and teachers alike feel valued, challenged, and supported appropriately. A robust financial aid program allows for considerable social-economic diversity among the students. Faculty members consider the individual needs of every student as they strive to build a climate that rewards intellectual curiosity and perseverance. Of particular note is the long-standing practice of having students and faculty eat lunch together daily in a family-style setting, with assigned seating favored by all three divisions. Members of every constituency are expected to act with civility and respect toward all other members of the population. The result is a community that values respect, independence, creativity and accomplishment.

The faculty at Allendale Columbia are one of its greatest assets. Teachers care deeply about the school and are intensely loyal, going above and beyond to make it a very special place. There are 54 faculty in all, 39 of whom hold advanced degrees, and 9% of whom are people of color. Thirty percent of the faculty has been at Allendale Columbia for 21-plus years, and 16% have more than 30 years of service. The average teaching experience is over 14 years. A mentoring program is in place for teachers new to the school. Many faculty parents are proud to have their children attend the school, and feel



fortunate to benefit from the generous tuition remission program.

Members of the faculty are encouraged to seek professional development, and a relatively new addition to school offerings is the Education Enrichment Grants, or EEG. Teachers write a proposal to seek funds for a project that will enhance their work in the classroom, and a number of faculty enrichment opportunities have been underwritten in recent years.

The student body at Allendale Columbia is talented, ambitious, enthusiastic and well-rounded. The small size of the school, coupled with its rich academic and co-curricular offerings, ensures students can pursue interests and talents as scholars, athletes and artists. Students in all divisions interact with one another in a very comfortable way, and it is clear that they hold great affection and admiration for their teachers. The school serves a diverse student population, with children enrolling from twenty-seven school districts, including the city of Rochester, its various suburbs and rural outskirts. Students are split equally between girls and boys, and 30% of youngsters at the school are ethnically diverse. The school awarded over \$2M in financial aid this year, and just over half of all students receive some form of tuition support.

ACADEMIC AND CO-CURRICULAR PROGRAMS

Allendale Columbia sees its charge as one of educating young people for independence and leadership in a structured environment in which they can feel trusted. The academic program emphasizes rigor, curricular autonomy, and character education while recognizing the challenge inherent in creating a comprehensive curriculum that prepares students for the unpredictable and ever-changing future. Within the framework of a college preparatory culture, the school provides small classes, a rich array of co-curricular activities, and a supportive family atmosphere to nurture young people in their growth and development.

Lower School (Nursery – Grade 5)

A child's journey at AC begins in the Lower School with Nursery through Grade Five. The Lower School provides youngsters with a foundation in the skills necessary for a successful academic career, and plants the seeds of curiosity, creativity and confidence. The Pre-Primary Program in Nursery, Pre-Kindergarten and Kindergarten lays the groundwork for the development of academic, cognitive, social, emotional, fine and gross

motor skills. Following a thematic approach and incorporating small- and large-group activities, the curriculum and the environment provide opportunities for both teacher-directed and child-initiated experiences. The priority of the program is to provide a safe and happy environment in which the developmental learning process can flourish.

Reading, writing, math, science and social studies form the cornerstones of Lower School instruction. Teachers use culturally rich literature to engender a love of reading and to help students learn to interpret the printed word. Students write often, and written work features prominently in all curricula. Beginning in Kindergarten and continuing through the fifth grade, students study French and Spanish, and students at every level receive instruction in art, music, drama, and physical education. In addition, educational field trips play a significant role in the overall curriculum.

Diversity Statement

Allendale Columbia School is a community that affirms the dignity of each person. We believe the best education takes place when academic standards are high, individuality is supported, and diverse perspectives are understood and respected. We aspire to reflect our metropolitan area and to enroll and employ individuals drawn from a variety of social, religious, racial, cultural, and economic backgrounds. We value a school community where individuals may share and express a variety of perspectives in ways that enhance the education and experience of everyone within the community. We are committed to an environment of equality, dignity, and respect which will enhance the mission of our school.

Middle School (Grades 6-8)

Teachers at Allendale Columbia understand that the time of early adolescence represents a period of unique growth and transition in the lives of girls and boys. The Middle School faculty feels a particular commitment to this age group, tailoring their methodology and material to the needs and challenges of students in Grades 6-8. Teachers involve students in a variety of intellectually challenging learning situations that encourage active learning and decision-making, invite self-exploration, and facilitate social interaction with peers and adults.

Middle School courses are set into a six day cycle to allow for more time and flexibility in academic planning. Core courses include English, foreign language, mathematics, science and history; these meet each day of the cycle for all grade levels. All entering sixth graders choose either French or Spanish for full-time study, with the opportunity to choose Latin in the seventh grade. Classes in art, music,

geography and computers are taught in two days per cycle, as are Middle School “mini-course” electives. Spanning a variety of interests, they include such activities as newspaper, chess, reading to a friend in Kindergarten, video-making, cooking, and math/mind games. Physical education meets four times per cycle.



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As students progress through their Middle School years, they attend musical and theatre performances, visit religious institutions, and museums to complement a particular discipline and encourage cross-curricular teaching. Class trips are endorsed and sponsored yearly by the school. The Middle School also offers a variety of curriculum enrichment opportunities such as assemblies, drama (small plays as well as one major production a year), library, student council, and community service. In some capacity, every Middle School student is expected to participate in the annual Middle School Musical (either as an actor or assisting with costumes, set design, programs, etc.). All Middle School students also participate in a variety of community service activities. Interscholastic athletic participation is available to all interested seventh and eighth graders.

All sixth graders are assigned a faculty advisor with whom he or she will work throughout the Middle School years. Advisors monitor the academic, social and emotional progress of the students in their care, meeting regularly with other faculty members and advisees' parents to discuss any potential issues and challenges.

Upper School (Grades 9-12)

The Upper School program at Allendale Columbia is designed to encourage scholastic and personal independence. In English and history, students learn to write with grace and clarity, to read with discernment, and to engage in the learning process with enthusiasm, imagination and compassion. They hone their critical thinking skills, refining their abilities to find, analyze and organize information from both primary and secondary sources. Foreign language instruction offers the myriad benefits of learning a new means of communication through the acquisition of speaking, listening, reading and writing skills. Classroom study includes both modern and classical languages through the AP level.



Courses in math use real-world applications as much as possible, and mathematical modeling is a key component in many courses. In 1999, the school adopted a Physics First program, and the objective of the science curriculum is that students learn to recognize patterns, solve problems, and collect and analyze data. Through the efforts of AC science faculty, students work on funded summer research every year through collaborations with the Laser Energetics Laboratory at the University of Rochester, and the Geology Department at SUNY Brockport. At the same time, studies through the computer science department ensure that all graduates demonstrate competency in word processing and spreadsheets, and more advanced programming classes are available.

The Art Department regards art as a vehicle for self-expression. While students are encouraged to develop a personal voice, they are also expected to work with peers in fully developing ideas and gaining insight. Instruction is available in drawing, painting, three-dimensional design, and both traditional and digital photography. The Music Department promotes an inclusive, performance-based curriculum that empowers students to take risks while building their self-confidence and developing an artistic sensibility and appreciation for all of the arts. The music program consists primarily of performance opportunities including wind ensemble, chorus, combined jazz ensemble for instrumentalists and vocalists, girls' ensemble, and participation in All-County, All-State and Solo Performance Festivals. Students who participate in the chorus and instrumental ensembles perform in a variety of venues throughout greater Rochester.

For almost a decade, Allendale Columbia has participated in a community-wide high school musical/theatrical program called "Stars of Tomorrow" and has won several awards. Each year the school produces one Upper School musical and one dramatic production, and recent upgrades to the technical side of the auditorium – including new lighting, a soundboard, wireless microphones, and a ticketing software program – have allowed students to experience yet another aspect of theatre productions.

The advisor/advisee program continues in the Upper School, and after the ninth grade, students may choose their own faculty advisor. There are also grade level coordinators who monitor the progress of all students in a particular grade. The Senior Study Program at Allendale Columbia enables seniors in their last quarter of the school year to participate in an off-campus project of their own choosing and design. The object is to provide students with an opportunity to have an experience which may relate to a potential career interest; to serve the community in an undertaking of their design; or even to give students the chance to experience something they have never done before at close range. Clubs, organizations, and activities are an integral part of student life at AC.



In the Upper School, these groups are organized and run primarily by students, with the support of a faculty sponsor, and offerings may change from year to year depending on student interest. Co-curricular offerings run the gamut from Mock Trial and Model United Nations, to the literary arts magazine – *Muse* – and The Obscure Music Club. Educational trips abroad are offered annually over February and spring vacations, and two year-end awards in the Upper School offer stipends to students for extra-curricular experiences.

Allendale Columbia School and The Harley School merged their athletic programs in grades 7-12 during the 1972-1973 year. The joint program is referred to as Harley Allendale Columbia (HAC). There are a total of 18 Varsity interscholastic teams for boys and girls. For Modified Sports (grades 7-8) there are 15 interscholastic teams. HAC is a member of the New York State Public High School Athletic Association (NYSPHSAA). It is also a permanent member of the Finger Lakes High School Athletic Association and competes in the Finger Lakes League, a 20-team league consisting mostly of public schools. Since the inception of the New York Sectionals in the late 1970s, HAC has won 49 Section V championships, with 38 of those since 1990 and 20 since 2000. HAC has also won numerous Sportsmanship Awards.

STRENGTHS AND QUALITIES OF THE SCHOOL

There is much to commend about Allendale Columbia. The school has enjoyed and greatly benefited from Chuck Hertrick's leadership from 1988 to 2010. The board has been and continues to be a wise steward of the school's vision and resources, perhaps especially so in this economic climate. For instance, the endowment stands at \$14.8 million and the school carries no indebtedness. In October 2008 the school received numerous accolades from the NYSAIS Decennial Visiting Committee. Most recently, the board has retained a local firm to provide extensive marketing research and recommendations to strengthen the school's position in an area known for excellent schools. Relationships between students and faculty are excellent. The students are engaged in every aspect of school life and a highly experienced, dedicated faculty takes a genuine interest in their students' lives. There is a fine blend of seriousness of purpose and levity. Whether long-tenured or more recently appointed, the faculty and staff are loyal to the institution and supportive of one another. The curriculum and other programs extend from nursery to the most advanced, college-level courses. There is a good balance between the academic, arts and athletic offerings. Writing and public speaking are particularly strong. What strikes a visitor most deeply, however, are the repeated refrains about the strong and enduring bonds of friendship forged by a caring community and a culture of doing well.

CHALLENGES AND OPPORTUNITIES

Because of its long tradition of excellence and the loyalty of so many, the school and its extended community are well prepared to see the challenges ahead as true opportunities. Perhaps foremost among these is declining enrollment and an increasing reliance on financial aid. Currently there are 384 students at AC. While there are certainly advantages to socio-economic diversity, having just over 50% of students on assistance is not sustainable. The opportunity, then, is to find creative ways to return the school to a sustainable level of enrollment and, over time, to reduce the number of students on aid. A concurrent opportunity is to refurbish the school's brand as the school of choice in western New York.



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Another opportunity resides in the areas of the faculty and the curriculum. Providing still more funds for professional development will enhance the faculty's adapting emerging technologies to their teaching, will provide them with even greater understanding of child and adolescent development, and will reveal more ways to meet the needs of diverse learners. Additional commitments of time and perhaps funding would offer opportunities for an in-depth mapping of the N-12 curriculum. A more robust and innovative program for assessing faculty growth and performance is also an opportunity. A sensitive issue that deserves attention is equity of faculty workloads. There are several opportunities to capture from a more robust technology platform in administrative and academic areas. An important opportunity will be to strengthen communications, both within the school and between the school and families, alumni and others in the greater community. Finally, the arrival of the permanent Head offers exciting opportunities to embrace the community of alumni, parents, faculty and staff, and friends through annual and planned giving, volunteering, and reunion initiatives.

Desired Experiences and Qualifications

- A master's degree or equivalent
- Previous experience in a similar N-12 school
- Experience with successful change and innovation
- Business acumen
- Development experience



Qualifications and Traits of Character

- A community builder
- Forward looking and forward thinking
- Supportive of new ideas
- Understands and appreciates the complexities and opportunities around change
- An inclusive and collaborative decision maker
- Champions and appreciates academics, arts, and athletics
- A role model for the community
- A vibrant, inspiring, engaging personality
- Strong speaking and writing skills

Interested and qualified candidates should submit electronically and as separate documents the following materials:

- *cover letter expressing interest in the Allendale Columbia School position*
- *current résumé*
- *statement of educational philosophy and practice*
- *list of 5 references with name, phone number, and email address of each to either:*

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~ Allendale Columbia School is an Equal Opportunity Employer ~

