



CAMP HILL SPECIAL SCHOOL

Cultivating Community

2016 / 2017 Annual Report



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Jennifer, second from left, with
Camphill high schoolers

“All children
have the power
to teach us the
greatest lessons
we will ever
learn.

— Unknown

Message from the President

Dear Friends of Camphill,

I reflect on my excitement when Guy Alma asked me to become the new president of our Board following Craig Adams' presidency. To follow Craig would be a formidable challenge! Craig, we all appreciate your dedication to the success of Camphill Special School—thank you.

Before I joined the Board, I toured the school and Transition Program at Beaver Farm. This tour was an inspiration. I was overwhelmed. Camphill provides a community of love, compassion, patience, and RESPECT. The children smiled, hugged those around them (including me), showing the joy in their hearts. This only happens when they feel safe with those around them.

I knew I must get involved! As an interior design professional, I knew I could help with the new facilities at Beaver Farm and the design of Meadowsweet. I would have the opportunity to select architectural finishes and incorporate ceramic tiles made by the students. I intend to support and lead our Board in meeting goals for future development and success of the school and encourage our Board members to continue their deep involvement with our community.

To our donors, families, faculty, house parents, staff, and volunteers—thank you again for your tireless dedication to our students.

With appreciation,

Jennifer Nilsen

Jennifer Nilsen

President, Board of Directors

Being a Doctor in Community

By Raphael J. Knauf, MD, School Physician

In the past, many people worked in the community where they lived. Physicians were no exception. And usually there was no choice about it. Nowadays, we have a lot of choice, and most people live and work in separate places. Again, doctors are no exception. I have heard from many colleagues about the advantages of this separation. It can be a challenge when someone approaches you during a family walk to ask for medical advice.

So why is it important to have a physician in the community? Why do I choose to live directly in the community where I serve as school physician?

I believe that true healing arises from us meeting as the individual people we are. Certainly, we bring unique expertise and skill to these meetings, but we lose something important if our roles become a veil for our individualities; if it is only about “patient” and “doctor” and not also about “you” and “me.” Living here allows me to meet students not only for a snapshot in the medical office, but to get to know them on a walk, in the school house, or at a celebration. It allows our students to not only meet me as the doctor, but to also get to know me at home, at a meal, or with my family. This allows us to build a relationship as people. We build community together. This obviously has many benefits. One of them is that, when we then meet in the medical office, we have a different kind of foundation to work from. I understand the student better and I think it is the same the other way around. This mutual understanding creates new, additional possibilities for our encounter, for our working together. And it is similar for my relationship with our students’ teachers, homemakers, therapists, and other staff. This allows us to work as a closely integrated team.

Camphill Special School is a special place. It is a special community of many special people: our students, their parents, our staff and coworkers, and many surrounding circles of support. Living and working here, including serving as school physician, allows me, and my family as well, to contribute to and receive from this special community to the fullest extent possible. Is it always easy? No. Would I want it any other way? Certainly not—I am deeply grateful for this privilege.



Matt and Jack



Maxine, Haley, Ellie, and Issie



“So why is it important to have a physician in the community? Why do I choose to live directly in the community where I serve as school physician?”



With Such a Simple Gesture

By Libby Sanders, House Parent

The start of a school year is always novel—new people, new faces, new rhythms, sometimes even new languages! Particularly when we start the school year, when so much seems new to so many, the personality of our homes and our classes leads us along. Who we are as individuals is, in some sense, “up for grabs.” I experience this every year in my home at Beaver Farm. Some of us may be quiet and take our time, others may be fiery and always bustling about, but when we find ourselves meeting the community those differences fade into the background as we all try to figure out what is being asked of us at any moment. But this is only for a time, because just as much as we meet the community, the community meets us.

Last year I had the pleasure of living with a young woman named Sarah. She was a new coworker at Beaver Farm, and before the school year started we talked about our shared love for dance. Then, of course, the busy and exciting newness of our year began. We all had to pitch in and learn to be jacks-of-all-trades: we all had to learn how we mop the floor, how we have a morning circle, how we say good morning, and how we say good night. We all had to learn, in other words, what our students and what our community asked of us.

Once the community’s rhythms became her own, Sarah started going to dance classes during her time away from the house. The day after a class she would always tell us how it went, and it was exciting to have her passion light up our breakfast table conversation. But the dancing itself was a piece of her that stood somewhat in contrast to the rhythms of our daily community life. We heard about it, we knew it was there, but we couldn’t share it with her in quite the same way. Sarah had certainly met the community, but had the community met her?

It happened pretty simply. We had a free night in the house and, while we were thinking about what we could do, Sarah had an idea. “What about a dance night?” The music went on, the dancing started, and from that night on Sarah carried Silver Maple’s Thursday night dance party with the same passion we saw lighting up our breakfast table. With such a simple gesture something so

uniquely and individually Sarah became part of all our lives. Rather than needing to separate her individuality from the community to nurture it, Sarah found a way to share her individuality with the community in a way that nourished, strengthened, and enlivened both. Inasmuch as Sarah had changed and grown by meeting the community, our house community had changed and grown by meeting Sarah and receiving her gifts.

There is, to me, no clearer picture of how we build community together in our homes. In the giving and receiving between our unique, individual personalities and the impressive personality of our shared community, we can grow and help each other grow. Every year, our community shapes me in new ways, and I cannot claim to be unchanged by the experiences our community offers me. With time, interest, and sometimes just the single moment of inspiration, so too do we build our community in new ways just by finding ways to offer our individual gifts to others, by transforming that which makes me “me” into something that can make us “us.” The best part of this giving and receiving of individual and community building is that we all participate in it equally—students, homemakers, teachers, Academy students, paraprofessionals, new coworkers, old coworkers, staff children, administrators, therapists, families, even those members of our community who have moved on to new places—all of us shape and build our community every time we meet it new.

Community Everywhere: A Class of Equals

By Courtney Coffman

Colleagues in the development field are often surprised to hear that I have been at Camphill for over twelve years, as the average development staff stays at an organization for two to three. It is easy to understand for those who know Camphill. This place is a part of my soul, and I am forever grateful that it is. When you get to be part of a community of people who you know and who know you, how can you not stay? It is a privilege to ensure the school is here and thriving in the future for all the families and children yet to discover how special our place is.

I can't exactly remember when I first started volunteering with "my class." I think they were in sixth or seventh grade. They are now about to be high school juniors. Some I have known since they were in kindergarten, others just started this past school year. Each of them is an essential part of their class community and the community as a whole.

Walking into my class every week is a homecoming for me. I am greeted with smiles, excitement, and questions of how I am and what I have been doing. I am as grateful to be here as they are to have me. It is one of the best parts of my week.

None of the art blocks I help with come naturally to me, but the students perform every task with grace, ease, diligence, and patience, and I, in turn, attempt to rise to the occasion. When I work with one of the students on a project they guide me as much as I



guide them. Together we get in rhythm of paint strokes, strikes of a xylophone, weaving patterns, and swipes of a saw.

I know the students on a level I would never have been able to without being in the classroom. I know that Marcus loves dragons, and anything red, like their fire, excites him. I know that Charlie adores music and is disappointed when the session is over; that McKayla is a patient, gentle weaver with an impeccable eye for color combinations; and that Antonia is a true leader and empathetic friend to her classmates.

You can see the caring and support everywhere and from everyone. When someone has a difficult day, everyone feels it and everyone is there to see them through. This includes me: They may not know it is a bad day for me, but they always make it better.

To say that this class—students, teachers, and aides—holds a special place in my heart would be an understatement. They, and everyone in this community, are what keep me at Camphill. It is difficult to feel accepted, appreciated, and part of something larger than yourself. This is never the case at Camphill. There is community everywhere.



“You can see the caring and support everywhere and from everyone. When someone has a difficult day, everyone feels it and everyone is there to see them through.



The Class of 2017

By Mandla Qwabe, Their Teacher



Galya

Galya had a very successful senior year. She is a dedicated and capable student who truly enjoys learning and is very proud of her accomplishments. Throughout her senior year, she demonstrated a growing maturity and confidence. Her role as Dorothy in *The Wizard of Oz* was indicative of her commitment to challenging herself beyond all expectations and mastering the challenges that she faces. Galya has a bright future ahead of her and will, by all means, do well in whatever she endeavors to do.



Julie

Julie truly enjoys school. She is an enthusiastic student with a good sense of humor. Julie's transformation into the role of the Lion in *The Wizard of Oz* was a testament of how capable and able Julie is in transcending any challenges and limitations that come her way. Julie's continuing maturity, willingness to work hard, and wit will serve her well at the Transition Program.



Tevake

Tevake's cheerful nature and innate ability to lead are qualities that are rare to come by. His maturity, ability to rise to the occasion, including as the Tin Man in *The Wizard of Oz*, and tenacity to overcome any challenges that come across his path with a smile is truly inspiring. Tevake will do well at the Transition Program.



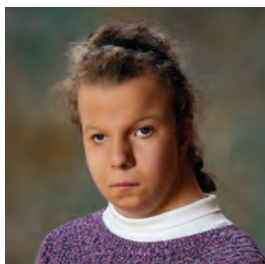
Connor

Connor has a unique way of engaging with his inner world and the world around him. This has helped the class remember that there is more than one way to connect with those around us and ourselves. Connor is loved by everyone in class and without a doubt is going to be loved by everyone at the Transition Program.



Zach

Zach is a happy, funny, and engaging young man. Zachary has become much more engaged with his communication device, both with assistance and without. He has an increased interest in learning and forming relationships with his peers. He is a constant source of brightness and humor in everyone's lives.



Cassidy

Cassidy is and has always been the social backbone of the class. Cassidy's most important area of progress this year was her ability to use her communication device more often to express relevant information. Cass is hard-working, enjoys school, and is central to the class on many levels. Cass will do well at the Transition Program and continue as the shining light that she is.



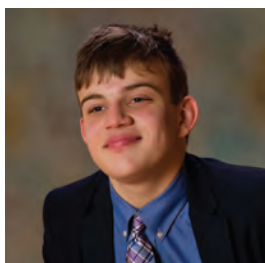
Molly

Molly has the heart of an angel. Her smile and infectious personality always made an impression on the class. Although small in stature, Molly's heart and drive is that of a giant. Molly's willpower and personality will serve her well in the Transition Program at Beaver Farm.



Adam

Adam's stature falls nothing short of his character: tall, exuberant, kind-hearted, and full of life. Although Adam goes through good and bad days like all of us do, the difference between Adam and most people is that he keeps going regardless of the bad days, and that is truly remarkable and exemplary of one who has the heart of a giant. Adam will definitely do well at the Transition Program.



Alex

Alex's humor, warmth, and caring nature gave the class a refreshing energy. Alex has an open, welcoming heart that draws people close to him. Alex made tremendous progress with communicating more effectively in the classroom. His happy, hard-working, positive attitude and his selfless personality will surely be a great asset at the Transition Program.

After four years at the school and previous years at Camphill Village in Copake, Mandla, is also moving on from the community. We wish you luck in your future!



Coming Home: What Does Inclusion Really Mean?

By Guy Alma

Parents of students at Camphill Special School often share the experience of their first visit. Although each story is unique, there is often a unifying theme to the diverse narratives. What is described is the feeling of coming home, of discovering a place where their child will thrive in the atmosphere of engagement and warmth that permeates our community. This revelation is moving to witness and is counter-intuitive to all that parents have been told about schooling for their children with intellectual and developmental disabilities.

Decades of legislative progress have been made in the area of disability rights. The Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA) created the first real chance for individuals who had often lived at the margins of our society to become valued citizens. The move away from large institutions and towards integrated schooling did not happen overnight, but the last four decades have brought wave after wave of successes for those facing the challenges that intellectual disability imposes. There is no longer any doubt that a child with disabilities is first and foremost a child, an individual with unique value and potential, and not a problem to be hidden away from plain sight. That obvious statement represents the success of deinstitutionalization, normalization, and person-centered ethics and laws. There are heroes in this fight: individuals with disabilities who challenged the courts like Lois Curtis and Elaine Wilson, academics such as Wolf Wolfensberger, and families who struggled in the background to help establish this silent civil rights movement.

In 2017 we stand at something of a crossroads. Parents are surprised by Camphill because it is not what they have been taught to expect. Inclusion has always been a powerful goal of the disabilities rights movement, and conventional wisdom dictates that inclusion means that individuals with disabilities should not live, work, or be educated in settings with others who also have disabilities. Such situations are termed “congregate” and are deemed to be nothing more than smaller versions of the old institutions. This is what parents expect to find at Camphill, and the complete absence of an institutional atmosphere and the very visible presence of a rich community can therefore be a jarring shock.

Camphill communities are successful because we challenge the very definition of “inclusion.” The current usage of the term implies a spectrum with institutions at one end and life in the regular education classroom or in the familial home at the other. This definition attempts to create inclusion by looking at physical or geographical locations. The individual is

included in a regular classroom, in a house on a regular street, in a regular workplace, and so forth. Success in such a model is a map where individuals with disabilities are evenly distributed like points of light across the cartography. If too many points of light converge, the logic says, congregation is occurring and ghettos of disability are being created.

Camphill's philosophy has always been subtly different. Our argument is a simple one. The only mechanism for the real inclusion of any of us in society is to be valued by other people who are able to build deep, enduring, and empowering relationships with us. Healthy families provide this. Friendships provide this. Neighborhoods where social ties are active and strong provide this. It is living, breathing people that are always at the root of it.

There are exhaustive bodies of research that all point to the same conclusion: Those of us with deep human relationships will be healthier. We will live longer. We will be happier and psychologically more resilient. We will tend to be better educated. We will even be wealthier. Susan Pinker authored a popular book called *The Village Effect* that gathers much of the research into an elegant and transformative story. Robert Waldinger of Harvard gave a great TED Talk on the subject after the University spent decades studying social ties. The results of the research all point in the same direction: Social isolation is a death sentence, leading to poor health, psychological dysfunction, and shortened longevity. A 2010 study by Holt-Lunstad even pointed out that developing strong relationships is a

better method of ensuring health than giving up smoking. The families that come to us are searching for something different because, despite the general social and legal progress in society, their own children are failing and feel alone.

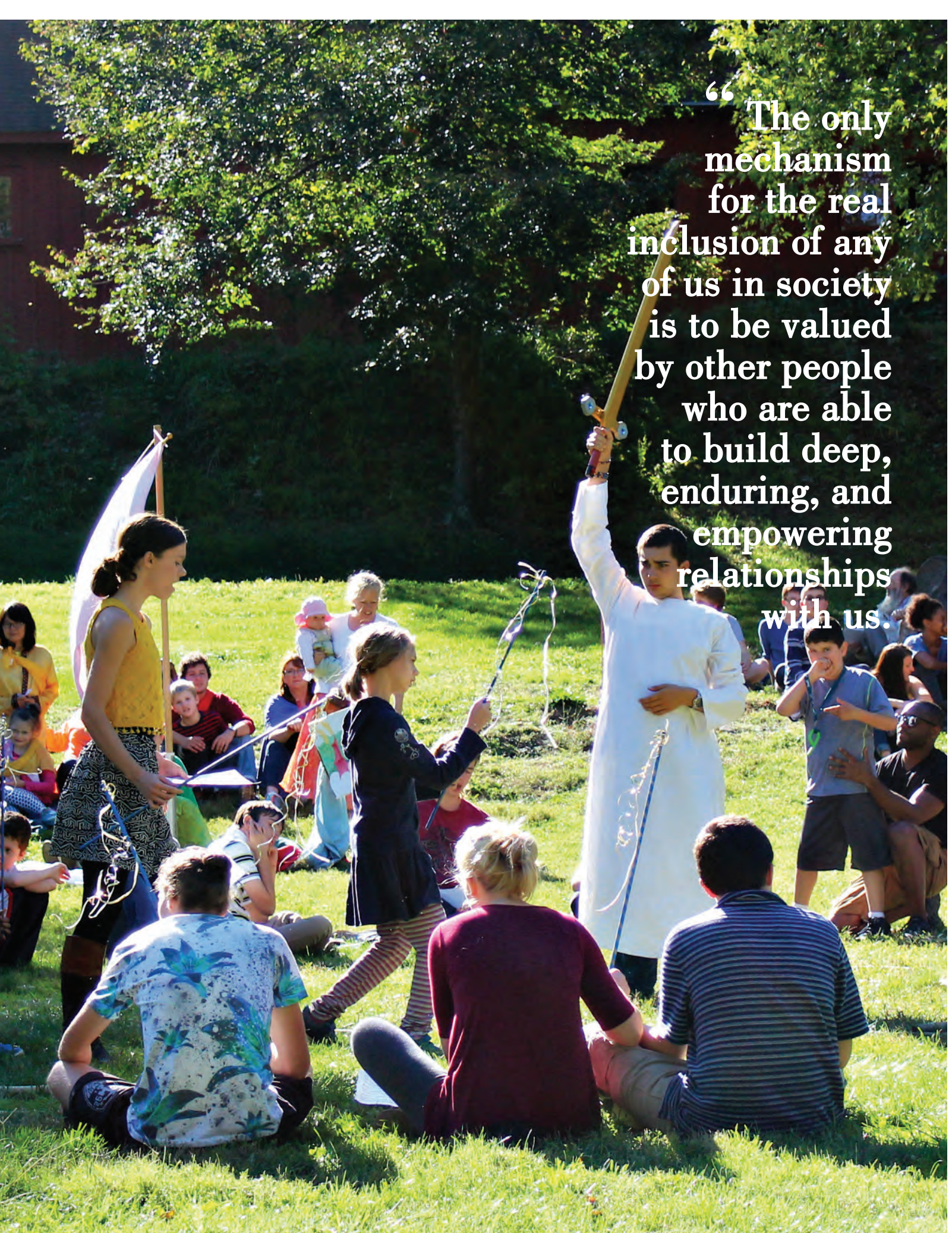
When families first visit Camphill this is what they are surprised by. They find the kind of deep, robust, and enduring social fabric that produces such good results in the studies. Our residential houses are run by families and teams that will support the same child for years. Our teachers stay with their classes from first grade to eighth grade and through all four years of high school. Babies are born in the homes in our communities. Elderly staff members retire in place, remaining familiar and reassuring faces in the social fabric.

Perhaps most important of all, our students find friendship amongst their peers. They are with other children who face the same challenges, see the world through the same lens, and want the same experiences for themselves. They see one another during school vacations, their families become friends with each other, and they share a role as protagonists in a common journey.

When families first visit Camphill this is the environment they meet. This is what surprises them. Our families haven't only found a new school. They have found an extended family that they didn't know existed, one that will support them in their struggles and celebrate their achievements. They have found a place where their child will thrive and where their family will be included. They have come home.



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Helping and Being Helped: Forming Community in Meadowsweet

By Valerie Thomas, Teacher

We are blessed at Camphill with a wonderful natural environment. There are wooded hillsides, a creek, and lots of space for children to grow and play. Our Meadowsweet Early Learning Program encourages the wonder for the natural world that is inherent in children.

Our class takes advantage of the outdoors in the community, spending late summer days by the creek discovering creatures under stones and in the mud. Each child studies them with great interest and concentration, showing their friends and having them share in the wonder. Together they invent their games with whatever is on hand and help one another imagine what will happen next in the pursuit they have made up themselves.

Autumn brings trees laden with apples. The craggy branches bring not only fruit, but places to climb. Older children balance on the branches to knock apples off as the littler ones scramble to collect the sweet fruit. The children are continuously interacting in their play and work. Social lessons are learned and empathy is developed and given, deepening their sense of responsibility towards one another. Empathy is also developed for nature and all the creatures and plants, their outside community.

Late fall brings a chill in the air and the sounds of migrating birds. Children are eager to help churn butter by shaking cream in the jar and are fascinated as a creamy pat appears—a group effort that pays off at snack time.

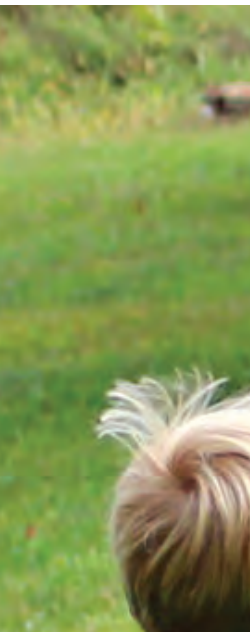
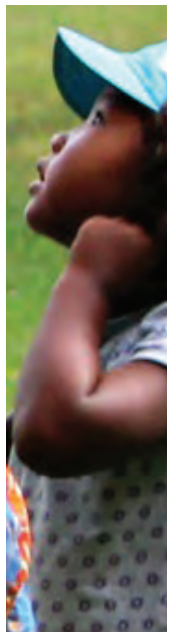
Some wintry days are used to card wool in the shelter of the doorway as the wind blows about. There is much to be learned from weather and seasons. Nature, like all of us, has many moods and presents us with challenges we must learn to adjust to. On snowy days we revel in building snow people and animals while finding comfort in warm clothes and the welcome of the cozy classroom after shedding layers in the boot room.

Spring brings the planting of our herb garden. Soil-covered hands dig together to make the deepest hole possible for the seeds. Other children, with the excitement of a recent birthday on their minds, begin making “cupcakes” with the rich dirt, complete with twigs for candles and glistening sand sprinkles. The entire class ventures into the woods on trails that lead to even more adventure—rope swings, creek crossings, and discovering the carved animals that are tucked around the trails.

Together the students help one another, the younger ones being helped by their older classmates in balancing, jumping down from logs, climbing, and exploring the natural world. The children, by helping and being helped, form a close bond that encourages the cooperation, empathy, caring, and support that make our Meadowsweet community a very special place to be for everyone.



Grace and Isaac



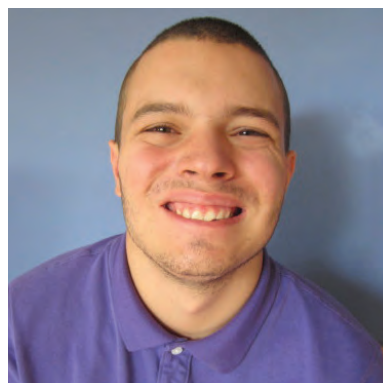
Transition Program Graduates

Beaver Farm bade farewell to six students in July. The Transition Program staff shares about each graduate as they start their journey into adulthood. We wish them and their families all the best!



Jonah

Jonah joined Camphill Special School in 2010 and successfully transitioned to Berkshire Lifesharing this spring. He was a fantastic farm hand, loved to dance, and his smile lit up our lives. We wish him all the best for the future.



Michael

Michael was with us for three years and worked on the land and in the woodshop. He paid great attention to detail and was always reliable and keen to help. Michael ran the lunch dish wash for all fifty of us during the week, and he never missed a beat.



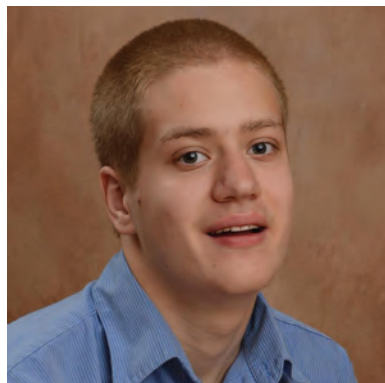
Victoria

Victoria, who has been at the school since 2003, has a fantastic sense of humor and kept everyone in stitches. She is compassionate and caring and always had a shoulder available to lean on. Vicky was enthusiastic about adventures, loved to explore the local community, and volunteered at Ideas Bookstore in Kimberton.



Huston

Huston is a gentleman in the truest sense of the word. He is gentle, practical, and always helpful. Huston hummed catchy tunes which quickly went viral, and he was the heart of the home. We will miss him dearly. Like Vicky, Huston started at our school in 2003.



Jacob

Jacob, who joined Camphill in 2011, has always been a fantastic artist and woodworker. His creativity knew no bounds. Jacob could always be counted on for tall tales and thrilling stories, often involving the creatures of the natural world that he spent so much time studying and drawing.



Rebecca

Rebecca became a central figure on our farm, collecting hundreds of eggs a week, hunting down cut flowers for our table decorations at meals, and flaking hundreds of pounds of home-grown oats and spelt for Beaver Farm's Superb Granola. She started at Camphill in 2013. What will we do without you, Rebecca?

A Year Cultivating Community



July 2016

The day students in the Extended School Year program open a lemonade stand outside the schoolhouse. The money helped the students enjoy an end-of-summer lunch outing at a local restaurant.



October 2016

Jad and his classmates in eighth grade learn about simple machines like wedges and pulleys and how they make our lives easier.



August 2016

More than forty new coworkers from many different countries descend on our campuses.



November 2016

Tenth graders tackle current events by taking sides on campaign issues and supporting their opinions. Antonia and Alex hold a lively debate on why they were supporting their chosen Presidential candidate. The sophomores and juniors even held their own election.



September 2016

Gleice embarks on her first year as a class teacher with the newly formed first grade. She, her students, and assistants come from six different countries: England, Nigeria, Brazil, China, Germany, and the U.S. Everyone speaks English, but they sing in many other languages.



December 2016

Carson and the rest of his kindergarten classmates enjoy a mild start to winter with daily outdoor time and weekly ventures to the forest for woodland stories.



January 2017

Sixth graders celebrate Four Kings this year, telling their teacher, "Don't forget Martin Luther King, Ginny!" And so the sixth graders honor the Kings and Dr. King with a new verse: *The fourth King came marching and singing, with a dream in his heart that sent the mountains a-ringing.*



April 2017

Throughout the early spring a memorial garden is created to honor our founder, Ursel Pietzner. Her family and many Camphill friends attended its dedication.



February 2017

Noah, coworker Liam, and Jordan tune in for the Super Bowl with the rest of the Transition Program. While they enjoy the game between the Patriots and the Falcons, they enjoy the pizza and hanging out together even more!



May 2017

For the second year, our friend Alex Ullrich and his friends biked 100 miles, the "Schurkiomen Centurino." Alex organizes the ride himself and raised over \$1,300 for the school in the process. Thank you, Alex!



March 2017

Longtime Camphill community member and resident musician and composer Christof-Andreas Lindenberg receives the Lifetime Achievement Award from the Camphill Association of North America.



June 2017

Our senior class holds commencement—and they (and the entire Camphill community) could not be happier about all they achieved at school over the years.

A Stellar Evening: 2017 Camphill Gala

Our community of supporters came together like a sparkling constellation on Friday, June 2. The crowd danced under the stars and enjoyed a performance from student Antonio and coworker Leon. Auctioneer John Hums brought in bids from the crowd and our DJ Nick from Schaffer Sound kept the party going.

Thanks to our many sponsors, attendees, auction donors and purchasers, raffle ticket buyers, and donors over \$265,000 was raised for the students and community we all treasure. Because of the many donations received the night of the event, the school was also able to purchase a new transport van for field trips and outings.

We look forward to sharing photos and stories from the adventures our donors have made possible!

We also had the honor of inducting CSI International as a Corporate Partner. CSI International is a provider of janitorial, building operations and maintenance, and facilities management services to corporate, commercial, and educational facilities. They have provided sponsorship of our annual Gala for the past eight years, a maintenance employee for a year at no cost to the school, and advice to the staff on a wide variety of matters and initiatives.

Roger Garrett from CSI International receives our Corporate Partner award from Mike Innocenzo, COO of PECO and Guy Alma, our Director of Development





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Printing Services

Prestige Color

Venue

Phoenixville Foundry



Camphill Racquet

A group of our students was treated to tennis lessons at Tennis Addiction on Sunday afternoons, learning the game with the club's awesome staff. The lessons culminated in May with doubles matches. Each student was paired with one of the club's junior players, and everyone, including our many spectators, had a blast!

Thank you to Anthony DeCecco, Jeff Rightnour, and everyone at Tennis Addiction for making this possible for our students. This is what community is all about!



Volunteers

VOLUNTEERS ARE . . .

Crucial to the success of our school and our students
 Open-hearted and giving of themselves
 Meaningful partners in our mission
 Matchless contributors of their time
 Unfolders of our students' potential
 Needed sustainers of our vision
 Invaluable members of our community
 Talented, loyal, hardworking, and kind
 You, our greatest asset!



Bob, Jordan, Noah, and Rosemary

Volunteer Hours

1,001
from
individuals

1,635
from groups

267
from Board of
Directors

617
from
Committees

Total Hours Volunteered: 3,520

Our volunteers play a crucial role in Camphill Special School's social fabric. They help to bring us together and help us to build meaningful connections with our greater world. We thank our volunteers for being such an important part of the Camphill Special School community!

Pietzner Legacy Society

The members of our Pietzner Legacy Society listed below have chosen to support the mission of Camphill Special School through a gift in their wills or estate plans to Beaver Run Foundation. The Beaver Run Foundation invests and manages planned gifts for the long-term benefit of the school. Funds are used to support the financial aid needs of students, long-term coworkers' retirements, children of long-term coworkers' higher education pursuits, long-term coworkers' advanced degrees/certifications that benefit the entire school community, and, if needed, emergency funds for the school.

Anonymous

Catherine and William Bucher

Angie Butler

David Chester

Courtney M. Coffman

Luise Custer and Jules Tygiel*

Amy and Warren R. Gleicher

Carol M. Goetz

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Rosemary and Bob Huether

Christine Huston

Joyce and Ronald A. Landon

John and Caroline McCardell

Debbie Nickles and Richard Strayer*

Lucy Reid

Thomas and Marcy Rosendale

Lee Smith

**In memoriam*

Italics denotes new member



2016 / 2017 Financial Report

Claus Sproll, Director of Finance

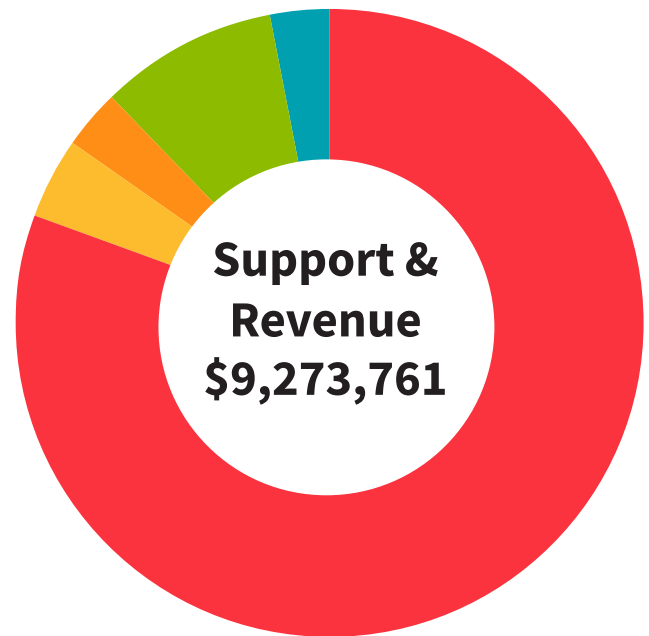
Camphill Special School turned 54 years old in December 2016. Our commitment to take tender care of our children, staff, grounds, and houses needs more resources today than ever, yet the school maintains a low tuition level compared to the average for Approved Private Schools and is committed to make access to education and therapy affordable for the students and families who need us. The Finance Committee of the Board continues to plan carefully for our future and is sensitive to the changing regulatory climate and the funding challenges that it brings. The school remains robustly healthy and was able to add another residence to increase the capacity of our Transition Program in Phoenixville, whilst conducting an extensive study of infrastructure needs for our preventative maintenance program. The strong support of our donors has allowed us to give significant tuition assistance, to provide further training for our short- and long-term staff members, and to enhance the quality of life for our students.

Expenses

- Administration/Marketing: **\$403,838**
- Transportation, Special Services & Misc.: **\$245,026**
- Development: **\$182,513**
- Insurance: **\$1,089,715**
- Occupancy: **\$929,580**
- Programs: **\$2,720,621**
- Residential Programs: **\$891,074**
- Staff/Trainee: **\$1,925,377**
- Depreciation: **\$880,104**
- Other: **\$30,237**

* Contributions are net of special events.

Our auditors' report is available upon request.



Support & Revenue

- Tuition: **\$7,405,732**
- Contributions—undesignated: **\$415,000***
- Contributions—designated: **\$286,218**
- Program Services: **\$858,385**
- Other: **\$308,426**





Donors

You, our donors, make our community what it is. You are our community. You make all that you have read on the preceding pages possible. Thank you!

Giving Circles

| | |
|-------------|-------------------|
| Angels | \$20,000+ |
| Guardians | \$10,000–\$19,999 |
| Benefactors | \$5,000–\$9,999 |
| Pillars | \$2,500–\$4,999 |
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| Supporters | \$100–\$249 |
| Friends | \$25–\$99 |

KEY

| | |
|---|----------------|
| P | Parent |
| G | Grandparent |
| C | Coworker/Staff |
| B | Board |

You will find your name on the following pages if you contributed \$25 or more or made an in-kind donation between July 1, 2016, and June 30, 2017.

We also have the honor of recognizing your many years of dedication and consistent giving by using this color code:

| | |
|--------|-------------------|
| Purple | 20 or more years |
| Blue | at least 15 years |
| Green | at least 10 years |
| Red | at least 5 years |

While we make every effort to correctly list all of you, we do occasionally make mistakes. Please contact the Development Office at 610.469.9236 to alert us of any error or omission.

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The Page and Otto Marx
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The Eagle Gallery
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Scott Gordon
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Anne McCullough (G)
Amy and Bob McHugh (P)
Media Theatre
Shelley and Donald Meltzer
Mercurius
Metro Laser
Melissa and Keith Mortzfield (P)
Lainey Moseley (P)
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One Liberty Observation Deck
Penn Museum
People's Light and Theatre Company
Philadelphia Flyers
Philadelphia Rock Gyms
Phoenixville Foundry
Prestige Color
Reactors Comedy Club
Reading Fightin Phils
Drs. Andrew and Heather Revelis (P)
Ron's Original Bar & Grille
Rosenthal Herman & Notaro, P.C.
Sue and Brian Rushing (P)
Cara Schmidt (C)
The Scott Family
Seven Stars Inn
Julie and Neil Shirk (P)
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