Welcome to Gesu School!

Gesu School is an independent Jesuit Catholic school grades pre-K to 8. Inspired by the Jesuit and IHM traditions of social justice, faith, hope, and love, Gesu School strives, without selective admissions, to provide a quality, innovative education for our neighbor children to empower them to break the cycle of poverty and violence.

Gesu School embraces the Jesuit ideal of cura personalis—care of the whole person—and the IHM belief that every child can learn, providing programs to build a variety of academic and personal skills across a range of ability levels.

While Gesu admits students on a non-selective basis, more than 90% of our alumni graduate from Gesu to go on to attend Philadelphia public high schools.

Where only 61% of high school graduates in four years. Many of our graduates attend top college preparatory, independent, Catholic, charter, and magnet high schools.

• Over 85% of Gesu School’s graduates enroll in post-secondary education, as compared to 46% of the African American graduates of the Philadelphia public high schools.

• Gesu School’s primary service area includes the three poorest zip codes in the City of Philadelphia. Tuition covers only a fraction of our costs. Critical financial support from outside donors provides our students with a quality, innovative education.

Past Symposia
2013 The Hidden Power of Character
2012 Financing Futures: The Funding Challenges Facing Inner-City Catholic Schools
2011 Educating Inner-City Children in the 21st Century
2010 Closing the College Gap: What Can Universities, Schools and Communities Do?
2008 Transforming Inner-City Education: Lessons in Leadership
2007 Inner-City Education: What’s Old? What’s New? What’s Next?
2006 Transforming Inner-City Education: Can an Early Start Change the Outcome?
2005 How Colleges and Universities Can Partner with Faith-Based Communities to Serve Urban Children in Need
2004 Transforming Inner-City Education: Lessons from the Entrepreneurs
2003 Educational Reform: What’s Next?
2002 Children Learning Amid Stress
2001 Research and Roadblocks to Developing Young Readers
1999 The Urban Child in Peril: Can Literacy Change the Outcome?
1998 Do Faith and Vouchers Mix?
1997 Inner-City Education: Are Faith-Based Schools an Answer?

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Welcome to our 17th Annual Symposium on Transforming Inner-City Education. As a pioneer in urban education, Gesu School continues to learn new ways to better serve our children, while striving to share with others what’s worked. This symposium has become a time-honored tradition for that purpose.

We hope that you find today’s discussion impactful, and that our work here generates new ideas to benefit children living in inner cities across the nation.

Peace and blessings,
Bryan Carter
President and CEO

Program
Prelude
Gesu Gospel Choir
directed by H.L. Ratliff
Opening Remarks
Bryan H. Carter, President and CEO
Film Screening
The Prep School Negro
Keynote Address
Andre Robert Lee, Director and Producer of The Prep School Negro
Panel Discussion
J. Gordon Conroy Jr., Board Chairman
Reception

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Bryan H. Carter, President
Sr. Ellen Convey, IHM, Principal
Sr. Elise Coray, IHM, Principal
Fr. Neil Ver Schilde, SJ, Assistant Principal
Sr. Patricia McGuire, IHM, Assistant Principal
Susan Leevers, Vice President of Development
Bob Gagliardi, Finance Director
Troy Sams, Assistant Dean of Students

Gesu School’s 17th Annual Symposium on Transforming Inner-City Education

Generously sponsored by:
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Philadelphia School Partnership
St. Joseph’s Prep
The Shipley School
Mr. & Mrs. Mark I. Solomon
Mr. Craig White
André Robert Lee, Director and Producer of The Prep School Negro, has visited more than 200 schools and institutions in the U.S. and abroad screening the educational versions of the documentary. He has conducted countless outreach workshops related to the film and serves as a consultant and advisor for Connecticut College’s Mellon Undergraduate Research Program in the Arts and Humanities.

Lee has worked with the New York City Public Schools, The Ford Foundation, Miramax Films, HBO, and Dreamworks and has been a speaker at The Gates Millennium Scholars Program Leadership Conferences. He is a member of the Connecticut College Alumni Board of Directors and the Advisory Board for Ready Willing and Able: The Doe Fund, Inc. He also serves on the Board for the Academy for Arts, Music, and Learning at the Cambridge Friends School and serves as a Reader for The Gates Millennium Scholars Program.

Panelists

**Keynote Speaker**

**André Robert Lee**

**Moderator**

Steve Pilch, Ed. D.

Steve Pilch has a long history in education as a scholar, teacher, coach, counselor, and educational administrator. One of nine children, he attended the Cambridge and Brookline, Mass. public schools. For him, school was a great experience, in which he says he was challenged as well as supported, held accountable, and appreciated for who he was. “I always loved school. It was fun, and it made me feel good,” he says.

Pilch holds a Bachelor’s degree from Williams College, two Masters degrees in education, and a Doctorate in education from Harvard University. He has taught in public and independent schools and currently serves as an instructor at the University of Pennsylvania. He has coached a number of sports including soccer, basketball, baseball and squash. Along the way, he had the privilege to coach the women’s and men’s squash teams at Harvard, which combined to win six national championships under his direction. Pilch has served as Head of School of The Shipley School since 1992. He has served on a number of boards, including The Gladwyne Montessori School, The Wyndcroft School, Grand College, ADVIS, and PAIS. Currently, among others, he is on the boards of The Center for the Study of Boys’ and Girls’ Lives (CSBGL), SpeakUp, The Gesu School, and Chester Charter School for the Arts.

He is an avid sportsman and enjoys his time with his wife, Sunny, who teaches English at Shipley, and their three children, Matt, Ali, and Jamie, all of whom graduated from Shipley. Matt graduated from Williams College in 2012 and currently works for Osse in Boston. Ali graduated from Williams in 2014 and works for Bain Consulting in Boston, and Jamie is a sophomore at Harvard.

**Panelists**

**Henry D. Fairfax, M.S.Ed.**

Henry D. Fairfax grew up in Philadelphia and attended The Haverford School, where he graduated in 1999. He attended Drexel University on a full basketball scholarship while earning a Bachelor of Science Degree in Business Administration with a concentration in Marketing. In July 2010, Fairfax earned his Master’s Degree in the School Leadership Program at The University of Pennsylvania.

As a student at The Haverford School, Fairfax earned Honorable Mention McDonald’s All American honors, 1st Team All City, Delco Player of the Year, Inter-Ac MVP honors, and led the basketball team to its first championship in 22 years. While basketball has opened many doors for Fairfax, his journey through and involvement in education extends far beyond the basketball court. In 2003 his desire to offer kids opportunities in independent schools led him to McDonough School in Owings Mills, Md. Mr. Fairfax team-taught a freshman English course, coached high school basketball, middle school track, and served as an assistant dorm parent. His primary role at McDonough was Director of The Foundations Program, a program created to help first generation students and their families transition into independent school settings.

In 2008 Fairfax returned to The Haverford School. Fairfax serves as Director of Admissions and Head Basketball Coach. In these dual roles Fairfax has led the Admissions Team to historic enrollment levels, highest in selectivity and in number of offers. In three seasons at the helm, he led the basketball team to 48 wins, two quarter finals, and one final four appearance. Fairfax has been named to the Co-Chair for the National Association of Independent Schools People of Color Conference held in Philadelphia in the fall of 2012. He is also a fierce advocate for all of his work in education he admits his claim to fame is his beautiful family.

**Eileen Daly Kileen, M.A.**

Eileen Daly Kileen serves as the Director of Admissions at Merion Mercy Academy, an independent, Catholic, college preparatory school sponsored by the Sisters of Mercy.

As an alumna of Merion Mercy and a legacy, Kileen brings with her a strong commitment to the core values of Mercy, Sisters of Mercy History, and The Mission. McAuley crusaded for the rights of the underserved, and she placed emphasis on education and care for women and girls. These works have become the hallmark of the Mercy charism, which Kileen embraces each day.

She has acted as the school’s Director of Admissions for more than 35 years, and with each year she brings new enthusiasm to the mission of educating young women. She takes a particular interest in maintaining the school’s tradition and socioeconomics by diverse student population. She is deeply committed to students who are most marginalized, and she believes that quality education changes lives.

Kileen also gives many volunteer hours to mission schools, assisting them as they prepare their students for their futures. Furthermore, Kileen helped to develop several programs at Merion Mercy, including the Kathleen Drexler Saturday Program and the Summer Academy, that provide opportunities for underserved students. These programs have a holistic approach to enriching academic experiences for young women and getting them ready for their high school years and beyond.

Kileen earned both a B.A. in Psychology and an M.A. in Secondary Counseling from Villanova University. She worked as a counselor before continuing her multi-decade tenure at Merion Academy. She has been married for 38 years and has four children and four grandchildren. She is a patron of the arts and loves travel.

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**Daryl Shore, M.S., M.B.A.**

Daryl Shore is a Vice President within Global Philanthropy at JPMorgan Chase & Co, a global leader in corporate philanthropy with $200 million invested in communities annually. As Program Officer, he is responsible for managing a sophisticated, highly-visible housing and community development portfolio consisting of traditional grants and other flexible forms of capital. He joined the firm in 2010.

He sits on the board of Gesu School, an independent school, pre-K to 8th grade, in one of the most marginalized neighborhoods of Philadelphia, as well as on the board of the Harlem Wellness Center, a nonprofit health and wellness center which supports life-long healthy living practices in Harlem, New York City.

Prior to joining Global Philanthropy at JPMorgan Chase & Co, Mr. Shore held two previous roles in the firm’s Community Development Banking Group and Business Banking. Before joining JPMorgan Chase, Shore spent six years at Fannie Mae in various roles. He received a Bachelor of Arts degree from Emory University in Atlanta, Georgia, a Master of Business Administration degree from Clark Atlanta University and a Master of Science degree from Johns Hopkins University.

Shore is a graduate of both Westtown School and Gesu School.

**Howard C. Stevenson, Ph.D.**

Dr. Howard Stevenson is the Constance Clayton Professor of Urban Education, Professor of African Studies, and former Chair of the Applied Psychology and Human Development Division in the Graduate School of Education at the University of Pennsylvania. He is a nationally recognized researcher in independent and public K-12 schools and teacher leadership, and chief in urban, multicultural, and diverse school environments.

Stevenson’s research involves teaching racial stress management. The PLAAY (Preventing Long-term Anger and Aggression in Youth) Project uses basketball and racial socialization to help young people cope with stress from violence and social rejection. With Penn professors Loretta and John Jemmott, and Christopher Coleman, Stevenson co-leads the SHAPE-UP: Barbies Building Better Brothers Project which trains Black barbers to be health educators of HIV/STDs and violence risk reduction and negotiation skills to Black 10-24 year olds who are not in school.

His most recent book, Promoting Racial Literacy in Schools, shifts away from “colorblind-ness” toward racial literacy: the ability to read, react, and resolve racially stressful encounters when they happen. The book is currently ranked 13 in the top education books as listed by the Library Journal and uses research on racial interactions among 6 years of intervention experience in schools to prepare children, parents and teachers to identify unfairness, self-advocate and become academically assertive.

Stevenson argues that promoting racial justice and academic assertion in schools has become more of an idolatry of racial idealism and must evolve for every student into learning how to reduce racial stress and negotiate face-to-face racial encounters.