The mission of the American Association of School Administrators is to support and develop effective school system leaders who are dedicated to the highest quality public education for all children.

A Message from the Executive Director

I invite you to look through our annual report to learn how we at the American Association of School Administrators stand up for public education. This annual report is a special one, because it has been an especially exciting year for AASA — a time of planning and growth as we prepare for new successes and challenges.

I look forward to working with the officers and new governance structure to grow our association. We will focus on building membership through targeted marketing and on increasing non-dues revenue, particularly through corporate partnerships and sponsorships. Our plans also focus on leadership development and helping schools and school systems transform themselves to promote universal success for each and every child.

This report summarizes highlights through the end of June 2005. I encourage you to gain a fuller sense of our initiatives, legislative positions, publications and conferences by visiting AASA’s newly designed website (www.aasa.org).

Paul D. Houston
AASA Executive Director
AASA Governance — Members Define the Mission

AASA’s mission statement places our members — school system leaders — at the heart of our goals and activities. AASA’s new governance structure both reflects and reinforces this emphasis.

The governance structure consists of a 140-member Governing Board that sets policies and a 22-member Executive Committee, elected by the Board, that approves AASA’s program plan and budget.

Governing Board members have a dual role: They are the voices of their states and regions in crafting national policy, and they represent the national perspective within their regions and state organizations.

Six Advisory Committees provide input on major issues: environmental analysis, membership development and services, programs and products, system leadership, public engagement, and student equity and excellence.

The new structure, implemented July 1, 2004, better connects AASA to the state organizations and the membership in general. It has pressed us as a staff and leadership team to stretch, learn and become a more member-driven organization.

Membership

AASA’s members are the chief executive officers of school districts in every imaginable setting throughout the United States — from the nation’s most populous cities and suburbs to rural towns and villages.

AASA members are not only school system CEOs; they are also the chief education advocates for children. Beyond their own districts, AASA members advance the goals of public education and champion children’s causes nationwide as authors, speakers, researchers, and as members of their professional organization, AASA.

The key membership goal for 2005 was to achieve membership stability. We added more than 1,600 new members. One important category — aspiring school system leader members — increased by 36 percent.

The Membership Department concentrated on how to attract new members from underserved school leader segments. We used telemarketing and direct mail strategies to reach these segments.
Last year’s greatest legislative victory was the reauthorization of the Individuals with Disabilities Education Act. Our efforts helped streamline the law’s procedural safeguards and the complaint process and encouraged lawmakers to simplify disciplinary procedures.

To support its advocacy work, AASA uses Legislative Alerts to connect members to elected officials in the U.S. Congress when input on key votes is needed. Last summer, for example, AASA generated 3,000 congressional contacts in one week when the question of mandating federal funding of IDEA to achieve the promised 40 percent came up for a vote.

The expertise of AASA public policy staff on federal policy is so well established, particularly related to the No Child Left Behind Act, that we were asked to review nearly every major report on NCLB published by the U.S. Department of Education and nongovernmental groups prior to publication.

In June 2005, AASA announced plans to re-introduce an annual public policy conference, scheduled for May 9-11, 2006, in Arlington, Va. The conference will provide members an opportunity to collectively advocate on Capitol Hill on important policy positions.

The Stand Up for Public Education™ initiative is AASA’s organization-wide response to the shift in emphasis from universal access to universal success in American education policy. We built on this initiative throughout the year — integrating this message into our advocacy efforts, articles and speeches, and in the strategic selection of speakers in support of public education at AASA conferences.

In addition, our back-to-school communications kit provided members with resources to deliver positive messages about their school districts to the media, parents, businesses and community groups.

Stand Up for Public Education™ is implemented with the recognition that total systemic change is required for AASA members to align their schools for universal success for each and every child. To achieve systemic change, AASA focuses on three essential areas:

- **Getting children ready for learning** through comprehensive nutrition and health programs, early childhood education and ongoing support for families;
- **Getting schools ready for children** by transforming our school systems and their teaching and learning practices to meet the needs of each student who comes to us; and
- **Getting children ready for democracy** by preparing young people for active, responsible roles in society.
AASA Center for System Leadership

During this past year, staff met with over 200 practitioners, national education leaders and professors of educational administration to envision the role that AASA can best play in assisting school leaders as they transform their school systems to address the expectation of universal success for each and every child.

As a result of these discussions, the Executive Committee approved a special dues allocation to support the AASA Center for System Leadership. Their action validated that the Center is an important, new way to support leadership development, the AASA mission and the Stand Up initiative.

The AASA Center for System Leadership completed its research and design stage and became operational this year. It began to deliver professional development through two conferences/institutes focused on systemic thinking.

In addition, the Center’s Institute for New and Aspiring Superintendents launched a quarterly online publication for new superintendents and, assisted by state affiliates, distributed an annual print publication targeted to the needs of new and aspiring superintendents.

“A leadership is the capacity to translate vision into reality.”
— Warren G. Bennis

AASA Conferences and Meetings

National Conference on Education™
One of AASA’s most popular events of 2005 was the National Conference on Education™. It remains the largest annual meeting of school superintendents in the United States. Nearly 7,200 conference-goers attended the three-day gathering in San Antonio. More than 340 companies exhibited in the Exhibition Hall, a 10 percent increase over 2004.

The increase in conference participation is an outgrowth of changes begun two years ago, when members asked for additional well-known speakers at AASA conferences to present on topics of importance to educational leaders. We responded with high-profile speakers, including Consuelo Kickbush, James Edward Olmos, Donna Markova and Peter Senge.

AASA Meetings and Conferences
AASA also hosted other major conferences and institutes throughout the year, including the Women Administrators Conference, which provides professional development, networking and mentoring around leadership issues.

Summer Leadership Institute
The theme for a three-day Summer Leadership Institute held in July 2004 was Stand Up for Public Education: Taking the Next Steps. Held in Dana Point, Calif., nearly 250 school leaders heard from educational and leadership experts such as Eva Baker, Ted Hershberg, Thomas Riehle and Bill Strauss.
AASA Communication Tools —
Connecting Public School Leaders Through Information

Presentation Aids
AASA members often must make presentations in their communities. In July 2004, AASA began e-mailing PowerPoint presentations to members on timely topics via e-mail. One dealt with the public's views of today's children and a second focused on testing and accountability. Both these presentations and our web-based communications toolkit were so popular that at least three new presentations are planned for 2006.

www.aasa.org
We believe our new, interactive website will better serve members and encourage non-members to join our ranks. In the coming year, the site will introduce additional members-only features.

e-Pubs
Online means immediate access. AASA electronic resources include:

• The Leader's Edge: a unique monthly compendium of news, analysis and national polling data and insight;
• AASA Bulletin: a concise and timely look at what's new at AASA;
• AASA Rural & Small School Electronic Newsletter: a compilation of news items, funding sources and federal legislation important to rural and small schools;
• Journal of Scholarship & Practice: a quarterly online journal advancing the profession of educational administration;
• Legislative Corps Weekly Report: a weekly look at topical issues on Capitol Hill and what action members can take;
• Today's NCLB Stories: a daily compendium of news stories from around the country about the impact of No Child Left Behind; and
• AASA District Daily, a weekday compilation of national education headlines.

The School Administrator
The School Administrator continued to make important contributions as one of AASA's most visible and tangible membership benefits. A formal readership survey confirmed the magazine's value: 80 percent regularly read it, and one-third read each issue from cover-to-cover.

The survey also documented superintendents' significant purchasing power. And in fact, the magazine generated its highest single-year display ad revenue. We were also proud to be recognized by two national publications awards programs.
Program and Resource Development — Where Policy Becomes Practice

With support from government agencies and foundations, AASA conducts research and develops programs and resources on issues that affect student learning.

Promoting Health To Promote Learning

Asthma Wellness

Funded by the U.S. Centers for Disease Control and Prevention, AASA entered its fifth year directly supporting the work of 12 school districts to ensure that students with asthma are in school and learning. Asthma remains a key concern for school leaders because this chronic illness is the leading cause of missed school days.

Next year, the program will continue to share resources including Powerful Practices, a tool to help school districts assess their progress on this issue, with all public school districts.

Clearing the Air

With support from the U.S. Environmental Protection Agency, AASA provided technical assistance, training, the IAQ Tools for Schools kit and information to all districts on improving indoor air quality, and targeted 16 urban districts with special programming.

Packaged with AASA’s Asthma Wellness program, this initiative gives school leaders ample ammunition to combat and improve poor indoor air quality in schools and create a healthier learning environment where children can thrive academically.

Leadership on Obesity in Children and Youth

AASA joined a partnership of state and local leaders concerned with active living and healthy eating. Through a Robert Wood Johnson Foundation grant to engage school leaders, we hope to gain a comprehensive understanding of obesity in children and the role school administrators can play in reducing this growing health problem. Our planning efforts will consider how school leaders can take an active, purposeful approach through policy and programmatic changes.

Next fiscal year, we will work through the AASA state affiliates to implement strategies based on what we learned from members.

Offering Effective After-School Programs

AASA conducted primary hands-on research to identify barriers to effective after-school programs, supported by Charles Stewart Mott Foundation. School administrators realize that with the requirements of NCLB, more time is needed to make sure all children are learning.

After-school programming can provide that time for extra learning and for youth development activities that enrich and stretch all students. AASA developed a toolkit with a summary of AASA research findings, resources, and a DVD featuring a cadre of rural, suburban and urban superintendents discussing their strategies for dealing with this issue.

Funding Urgent Needs

AASA’s mini-grants assist superintendents in rural, urban and suburban districts as they respond to urgent needs of disadvantaged families. Grants to 13 districts paid for medical and dental exams, basic and winter clothing, school supplies, transportation and other needs to support children in school.
AASA Awards and Scholarships — Recognizing Educational Excellence and Leadership

AASA awards recognize excellence and best practices in public education and honor people who have made a significant impact on children’s lives. The 2005 recipients and further details are listed on the AASA website (www.aasa.org).

• Co-sponsored by ARAMARK Education, National Superintendent of the Year honors the best in our profession at the state and national levels.

• Galaxy Award honors leaders whose vision, imagination, courage and leadership point the way to the future. Past recipients include Bill Gates, Steven Spielberg and Sen. John Glenn.

• Since 1928, the American Education Award has honored Americans who serve as role models and teachers. In 2005, civil rights activist Dorothy I. Height received the award.

• The National Civic Star Award recognizes districts that team with their communities to advance student learning. The awards program is co-sponsored by Sodexho School Services.

• Dr. Effie H. Jones Humanitarian Award honors AASA members who have championed the advancement of women and minorities as educational leaders.

• High school juniors who are all-around achievers are recognized by the Discover Card Tribute Award Scholarship Program. In 2004, 456 students received a record $1.3 million for post-secondary education or training.

• Distinguished Service Awards are given to retired AASA members who exhibit exemplary leadership throughout their careers and who have enhanced the profession of school administration.

• Six $2,000 scholarships are awarded for outstanding graduate students who intend to pursue the public school superintendency as a career. The Educational Administration Scholarships are named for AASA’s former executive directors.

• The Champion of Children Award recognizes a nationally known non-educator whose contributions have significantly and positively influenced the lives of children.

• Co-sponsored by Apple Computer, the President’s Technology Award has recognized up to 18 AASA member superintendents annually since 2003 who demonstrate vision and leadership in using technology.

• Through the Shirley Cooper and Walter Taylor Architectural awards, AASA also recognizes the best of the best in school design.
Corporate Partnership and Strategic Alliance Programs

We have recently aligned our corporate partnership programs to fully address the overall mission of AASA, the Stand Up campaign and the AASA Center for System Leadership.

AASA strives to develop corporate partnerships that are beneficial to the Association and the sponsor. We continue to develop new ways in which we can keep our members abreast of new products and development in the educational marketplace and provide unique formats for companies to access our members.

AASA values our corporate relations because they enhance the quality of services that we provide to members. Companies that provide products and services to the K-12 education community underwrite some of the major costs for our meetings and governance.

Without the very generous support of companies such as AIG Valic, Pearson Education, ING, SchoolNet, College Board, Sodexho, Plato and many more, many of the services that we provide would not be possible.

Our income through these programs has significantly increased and we anticipate a continued upward trend.

Looking Ahead

AASA’s revitalized governance structure has given members a powerful voice to direct the Association’s agenda. Governance members affirmed the Stand Up for Public Education™ direction already established and re-emphasized the importance of reminding the country of its debt and obligation to public education as the framework for building democracy.

The Governing Board clearly set out the agenda for the Association at the meeting in Vancouver, British Columbia, in July 2005, as we headed into our new fiscal year. They asked us to focus on the role of the superintendent as the leaders of the public education system and provide a strong national voice to advocate for a public education system in which all children succeed.

A major role of AASA should be as a catalyst for elevating the profession. AASA should be the “go to” organization when anything is said or done about the profession of the superintendent. AASA should also continue to define and support issues around systemic leadership.

With support and guidance from the members, AASA is well positioned to emerge as the premier voice to influence what happens to public education in the future.
AASA Financial Statement

*Year Ending June 30, 2005*

**Revenue**

<table>
<thead>
<tr>
<th>Source</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership Dues</td>
<td>$3,315,585</td>
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<tr>
<td>Convention Revenue</td>
<td>$2,794,465</td>
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<tr>
<td>Programs</td>
<td>$1,114,454</td>
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<td>Educational Meetings</td>
<td>$279,921</td>
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<td>Investment Income</td>
<td>$475,559</td>
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<td>Leadership</td>
<td>$110,311</td>
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<td>Publication Sales</td>
<td>$33,539</td>
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<tr>
<td>Other</td>
<td>$1,258,720</td>
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<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$9,382,554</strong></td>
</tr>
</tbody>
</table>

**Expenses**

*Program Services*

- Member/Affiliate Services: $1,581,302
- National Conference: $1,372,697
- Communications: $1,177,085
- Programs: $921,894
- Governance: $752,162
- Public Policy: $740,970
- Committees and Meetings: $238,456
- Leadership: $191,114

*Supporting Services*

- Management Services: $2,023,957
- Awards: $214,327

**Total Expenses** $9,213,964

**Change in Net Assets** $168,590

**Net Assets**

- Beginning: $6,853,137
- Ending: $7,021,727

*A more detailed breakdown is available from the finance director.*