CASE Insights℠ on Philanthropy in Independent Schools (United States)

in partnership with

National Association of *Independent* Schools

2025 KEY FINDINGS

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION

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ABOUT CASE

CASE—the Council for Advancement and Support of Education—is a global, not-for-profit membership association with a vision to advance education to transform lives and society.

CASE is the home for advancement professionals, inspiring, challenging, and equipping them to act effectively and with integrity to champion the success of their institutions. CASE defines the competencies and standards for the profession of advancement, leading and championing their dissemination and application for more than 90,000 advancement professionals at 3,000 member institutions in 80 countries. Broad and growing communities of professionals gather under the global CASE umbrella. Currently, these professionals include individuals working in alumni relations, development and advancement services, communications, fundraising, government relations, and marketing. These professionals are at all stages of their careers and may be working at schools, colleges, universities, cultural institutions, or other not-for-profit organizations.

Headquartered in Washington, D.C., CASE works across all continents from its regional offices in London, Singapore, and Mexico City to achieve a seamless experience for all of its stakeholders, particularly its members, volunteers, and staff.

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION

Advancing education to transform lives and society.
case.org
London Mexico City Singapore Washington, D.C.

ABOUT NAIS

The National Association of Independent Schools (NAIS) is a nonprofit membership association that provides services to more than 2,000 schools and associations of schools in the United States and abroad, including more than 1,600 nonprofit, private K–12 schools in the United States that are self-determining in mission and program and governed by independent boards.

National Association of *Independent* Schools

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Framework for Measuring CASE Insights℠ on Philanthropy

Educational philanthropy

is the **voluntary act** of providing private **financial support** to **nonprofit educational institutions**. Financial support must be provided for the sole **purpose of benefiting** the **institution's mission and its social impact**, without the expressed or implied expectation that the donor will receive anything more than recognition and stewardship as the result of such support.

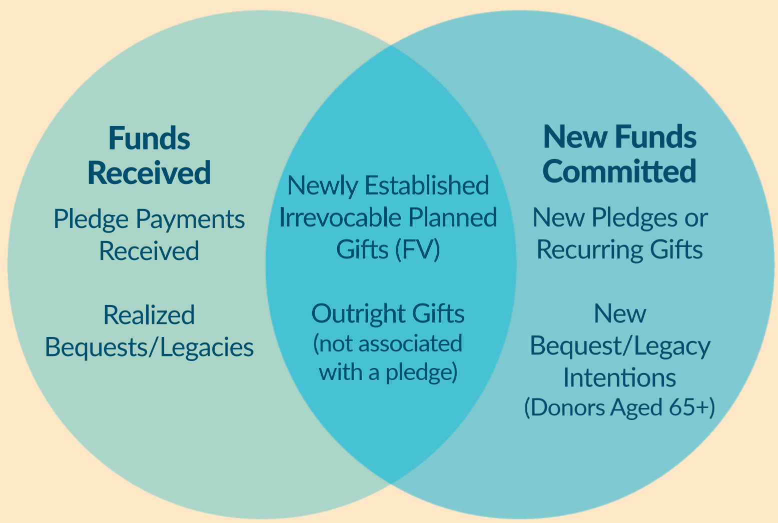
CASE Global Reporting Standards, 2nd Edition

Key Definitions

Funds Received
A measure of money in the bank. Funds Received are monies and property received within the reporting year.

New Funds Committed
Measures the impact of fundraising efforts. New monies and property committed in the reporting year.

Two Lenses on Philanthropy



CASE Insights℠ Philanthropy Surveys

Philanthropy (Australia/New Zealand)
Philanthropy (Canada) with CCAE
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Voluntary Support of Education (United States)
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Philanthropy International and Independent Schools

Note from CASE President and CEO

I am delighted to introduce the 2025 edition of CASE Insights℠ on Philanthropy in Independent Schools (United States), produced in partnership with the National Association of Independent Schools (NAIS). Now in its fourth year, this survey captures a sector that has emerged from the COVID-19 pandemic into a new era shaped by economic uncertainty, demographic shifts, and evolving donor expectations.

Despite these pressures, independent schools and their supporters continue to demonstrate remarkable resilience. The schools that participated in this year's data collection raised a remarkable $5.87 billion in 2025, including $3.08 billion among CASE member institutions. This generosity reflects an enduring belief in the power of education to transform lives.

This year's findings present a familiar picture. Total dollars raised in 2025 surpassed the previous high-water mark set in 2022, yet, worryingly, the number of donors continues to decline. Schools are increasingly reliant on a smaller number of donors making larger gifts, mirroring a trend seen in higher education and indeed across the charitable sector. This concentration in the number of donors who choose to engage with our institutions underscores both the strength of major gift programs and the importance of broadening supporter engagement to sustain long-term investment in strategic priorities.

Another accelerating trend is the rise in gifts made through donor-advised funds (DAFs) across all school types. In 2024, CASE added DAF-specific questions to this survey to more closely monitor their prevalence across the philanthropic landscape. Their continued growth signals a long-term change in how donors choose to give. Schools are nimbly meeting the moment, enhancing donor education and updating reporting processes to cultivate these contributions.

Such agility is possible because schools continue to invest in their advancement operations. The data show a clear correlation: as institutions grow their advancement staff, their funds received increase. This is not incidental. Advancement is a strategic function that requires expertise in data, communications, donor relations, and institutional storytelling. Schools that invest in this capacity are better positioned to continue weathering external challenges and fulfilling their missions.

Keep in mind, there is no single "independent school" story. Boarding and day schools, elementary and secondary schools, and single-sex and co-educational institutions each experience philanthropy differently. Understanding these distinctions is essential for tailoring strategies that reflect each school's potential.

The pandemic accelerated shifts in donor behavior, digital engagement, and institutional priorities. Schools are operating in an ever-evolving philanthropic environment that necessitates data-informed decision-making. By benchmarking progress against peers, schools can make more confident choices.

My thanks to Debra Wilson and the NAIS team for their ongoing partnership, and to the many schools that contributed their data. CASE and NAIS are committed to providing the insights, standards, and professional resources that will help independent schools thrive for years to come.

Sue Cunningham
President and CEO
Council for Advancement and Support of Education

Survey and Report Information

Since April 2022, the Council for Advancement and Support of Education (CASE) and the National Association of Independent Schools (NAIS) have partnered to collect advancement data for the independent school community using the NAIS online tool Data and Analysis for School Leadership (DASL). Used by more than 40 state, regional, and national independent school associations, DASL is a powerful, one-stop shop for independent school data collection. School leaders can use this tool to find actionable data on all aspects of school operations, including enrollment, salaries, and more.

The advancement category in DASL draws from the *CASE Global Reporting Standards*—the global framework for the advancement profession and a set of shared definitions and counting practices—to give schools access to consistent advancement data across the sector.

DASL Advancement was open for data collection from August through October 2025. This report includes advancement data from July 2024 through June 2025 from 1,944 DASL participants. CASE member schools received an additional set of questions about their advancement activities and outcomes, and the 668 CASE member schools that participated are the primary subject of this report.

CASE research staff screened the data for outliers, inconsistencies, and potential errors and queried participants to confirm or correct their responses. Not every table or figure represents data for all participants. In some cases, schools did not submit data for individual questions. Also, year-over-year comparisons are based on the subset of participants that submitted data for each reporting year represented in that figure. The total number of schools represented in a figure is listed below that figure.

COUNTING METHODOLOGY

This report and the advancement data collected within DASL include all philanthropic giving based on two counting methodologies: funds received and new funds committed, as defined on page 4.

Although most schools are accustomed to looking at fundraising in discrete categories such as annual fund and capital campaigns, CASE looks at comprehensive totals of giving across all sources and for all purposes. While you will not see the term "annual fund" mentioned, for example, a school's annual fund is nonetheless reflected in funds received under unrestricted dollars for current operations. This is just one example, but the distinction is key to understanding the information provided in the report. For more information about how and why this framework exists, please see the *CASE Global Reporting Standards*.

All calculations in this report are based on "hard credit" giving counted through the lens of either funds received or new funds committed. "Hard credit" designation is assigned to the individual or entity that received legal credit for the donation. Gifts attributed to foundations, donor-advised funds, and other organizations may reflect the philanthropy of parents, alumni, and other individuals who make charitable contributions through these vehicles.

Complete definitions for all terms used in DASL Advancement are available in DASL.

Executive Summary

This report provides independent schools with a set of data points that can be used to create benchmarks, contextualize their own data, and provide a deeper understanding of philanthropy in schools in the United States.

This year marks the fourth year of the data collection partnership between the Council for Advancement and Support of Education (CASE) and the National Association of Independent Schools (NAIS); the data in this report reflects fiscal years 2022 through 2025.

Taken together, the last four years of DASL data illustrate both the resilience of and shifts in school philanthropy in a post-COVID-19 pandemic world. By situating philanthropic data in the context of geo-political and economic events schools can see the connections between changes in fundraising programs, larger global trends, and specific institutional decisions.

This year we continued our additional analysis by school type. It is our belief that schools can use the intersection of the macro and micro trends in this report to identify opportunities, prepare for shifts in fundraising trends, and provide informed context for their leadership around independent school philanthropy.

ALL PARTICIPATING SCHOOLS

The 1,944 independent schools that participated in the data collection received $5.87 billion in 2025.

- The median amount of funds received per school was $1.43 million and the median number of donors was 484.
- Total funds received among participating schools ranged from $830 to $187.7 million, and the total number of donors ranged from 1 to over 8,500.

CASE MEMBER SCHOOLS

Of the independent schools surveyed, 457 CASE member schools completed at least 80 percent of the advancement category; out of those schools, 377 participated in 2022, 2023, 2024, and 2025. CASE members received a more detailed set of questions about their advancement activities and outcomes and are the primary subject of this report.

CASE member schools received a total of $3.08 billion in 2025.

- Funds received by individual schools ranged widely, from approximately $79,000 to more than $65.9 million, with a median of $3.87 million.
- For schools that reported data in all four years, total funds received increased by 7.5 percent between 2022 and 2025 while total donors decreased by 3.2 percent during the same period.
- More than 590,500 donors made contributions in 2025.

Gifts of $25,000 and up accounted for 78.3 percent of funds received and came from 2.9 percent of donors.

- In 2025, gifts over $1.0 million accounted for 32.9 percent of total funds received, while gifts less than $1,000 accounted for 2.7 percent of total funds received.

The total number of advancement staff grew by 4.3 percent over the last four years.

- In 2025, the median number of full-time equivalent (FTE) advancement staff at responding schools was 7.0; the smallest FTE staff reported was 0.75 and the largest was 42.25.
- Just over a third (36.5 percent) of responding schools had advancement teams between 5.0 and 8.0 FTE.
- There is a strong correlation between FTE staff and median funds received: as the median funds received increases, so too does the median FTE.

For the second year, nearly half (44.8 percent) of respondents reported being in a comprehensive capital campaign.

- The median campaign goal for all responding schools was $30.0 million.
- Boarding schools reported the highest median goal at $67.5 million, with day schools reporting a median goal of $26.0 million.

A total of $2.89 billion in new funds committed was reported by 443 responding schools.

- The median amount of new funds committed per school was $3.55 million; new funds committed include pledges, outright gifts, and bequest intentions.
- The top two purposes for new funds committed, based on median amounts, were unrestricted current operations at 38.4 percent and other capital purposes at 31.4 percent.

Detailed Findings for CASE Member Respondents

OVERALL TRENDS

Since its inception in 2022, the CASE-NAIS data partnership on advancement in DASL has engaged more than 600 CASE member schools. In fiscal year 2025, 457 schools reported contributions from more than 590,500 donors, including individuals, foundations, trusts, corporations, and other groups. These contributions totaled more than $3.08 billion.

This section highlights key funding trends observed since the data partnership began. Figures 1 through 3 highlight total funds received and total donors for the subset of participants that submitted data for each reporting year (fiscal years 2022–2025)

FUNDS RECEIVED

Figure 1: Total Funds Received and Donor Counts, 2022–25

	2022	2023	2024	2025	Net Change
Funds Received	$2,331,320,693	$2,036,721,168	$2,248,827,501	$2,505,755,560	
Funds Received % Change		-12.6%	10.4%	11.4%	7.5%
Donors	482,376	472,235	470,058	466,908	
Donors % Change		-2.1%	-0.5%	-0.7%	-3.2%

n = 377

Figure 2: Total Funds Received, 2022–25

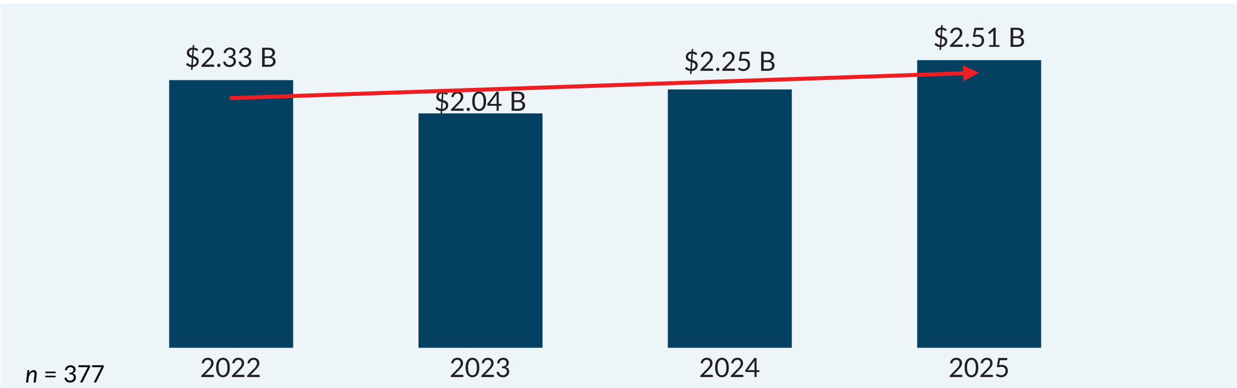
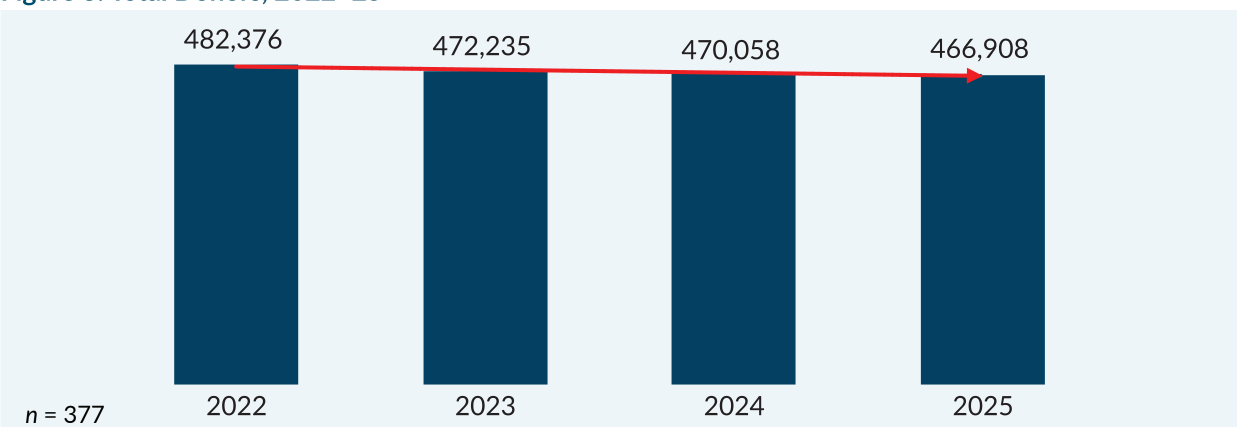


Figure 3: Total Donors, 2022–25



The following charts highlight median funds received and median donors for 2022–25.

Figure 4: Median Total Funds Received, 2022–25

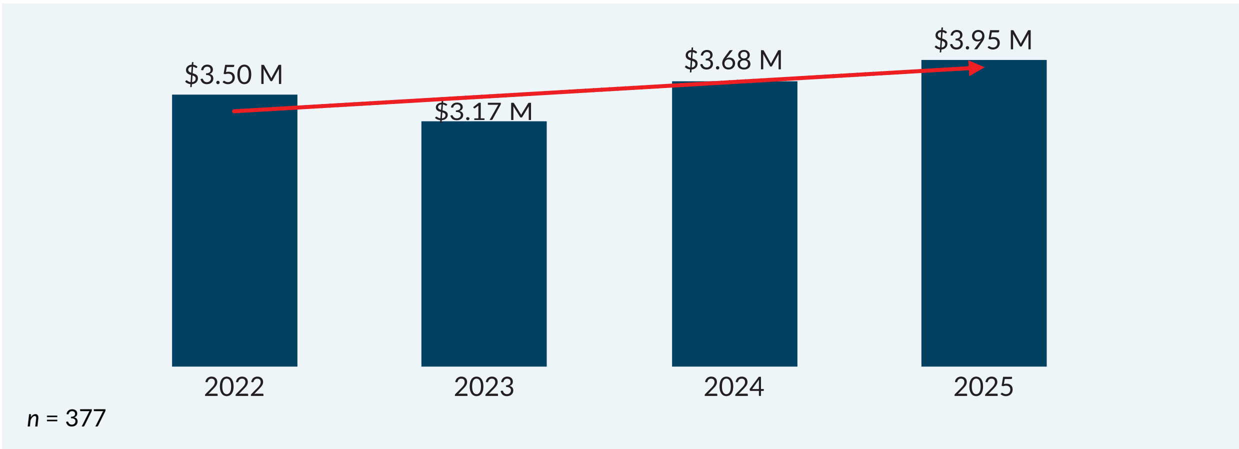
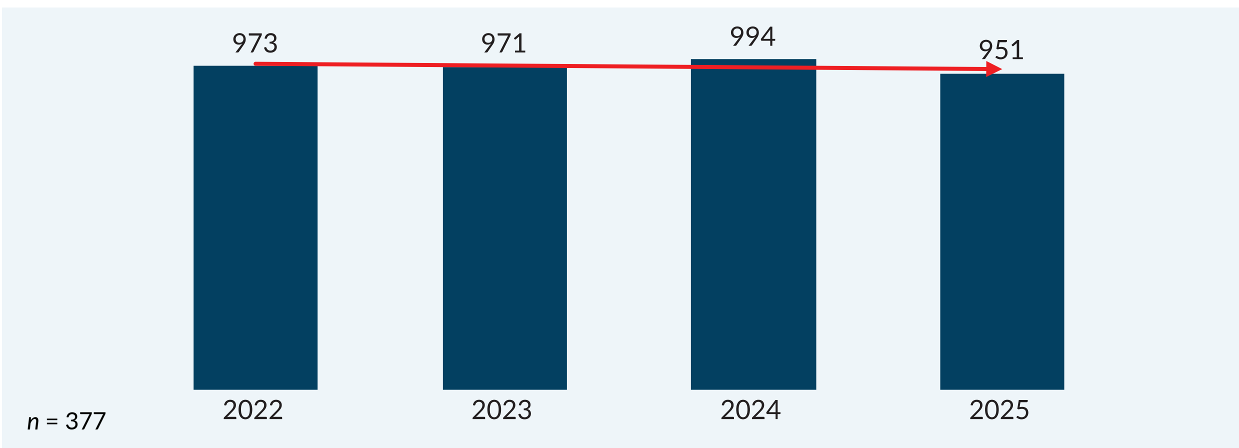


Figure 5: Median Total Donors, 2022–25



Key Observations

- **Between 2022 and 2025, funds received increased by 7.5 percent while donor counts decreased by 3.2 percent.**
- In 2025, total funds received surpassed the 2022 value for the first time since CASE and NAIS began their data partnership.
- **Donor counts continue to demonstrate a steady, if small, decline, reinforcing the donor trends seen across philanthropy writ large.[1]**
- Each figure includes a trend line to help visualize the four-year change.

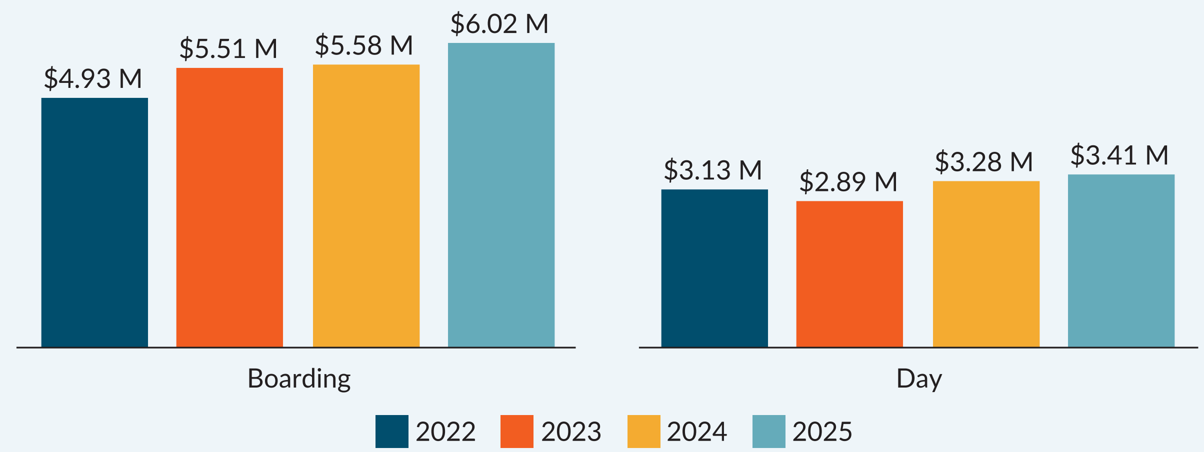
[1] https://www.nonprofitpro.com/article/fundraising-growth-in-2025-continues-to-mask-a-shrinking-donor-base/
https://afpglobal.org/news/fundraising-effectiveness-project-data-q1-2025-shows-increases-dollars-raised-declining

MEDIAN FUNDS RECEIVED AND DONOR COUNT BY SCHOOL TYPE

Recognizing that CASE member schools represent different types of educational institutions, these charts show median funds received and donor counts based on different school categories such as boarding or day, single-sex or coed, and school grades (i.e. elementary, secondary, and combined elementary and secondary).

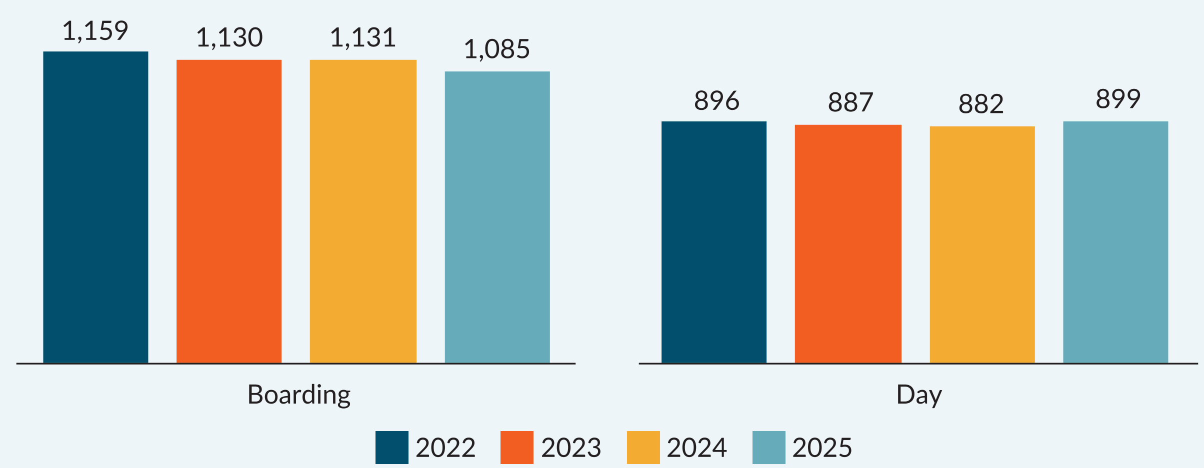
These charts are intended to help schools understand their fundraising programs in relation to the national median for similar types of schools.

Figure 6: Median Funds Received by School Type, 2022–25



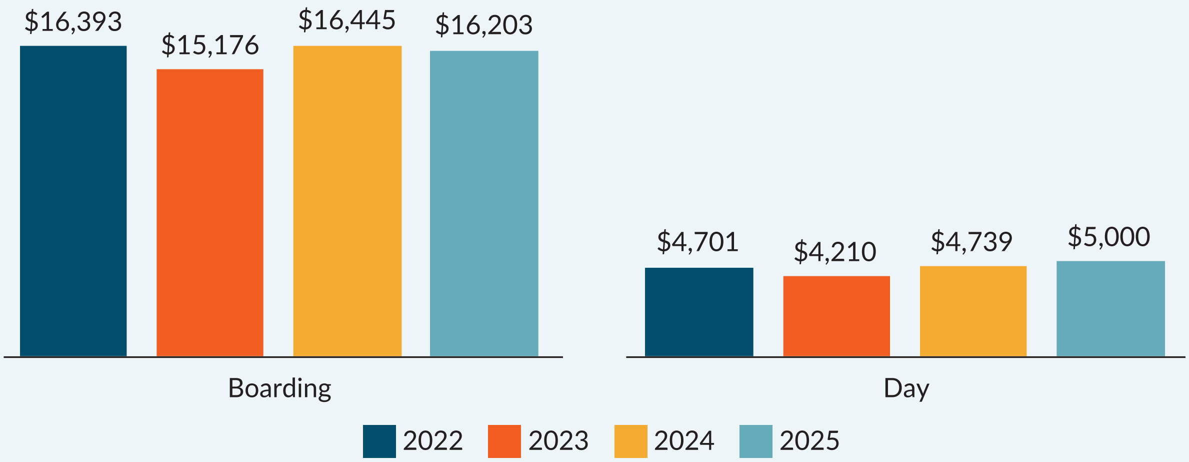
n = 377 (82 boarding schools and 295 day schools)

Figure 7: Median Donor Count by School Type, 2022–25



n = 377 (82 boarding schools and 295 day schools)

Figure 8: Median Funds Received per Student by School Type, 2022–25



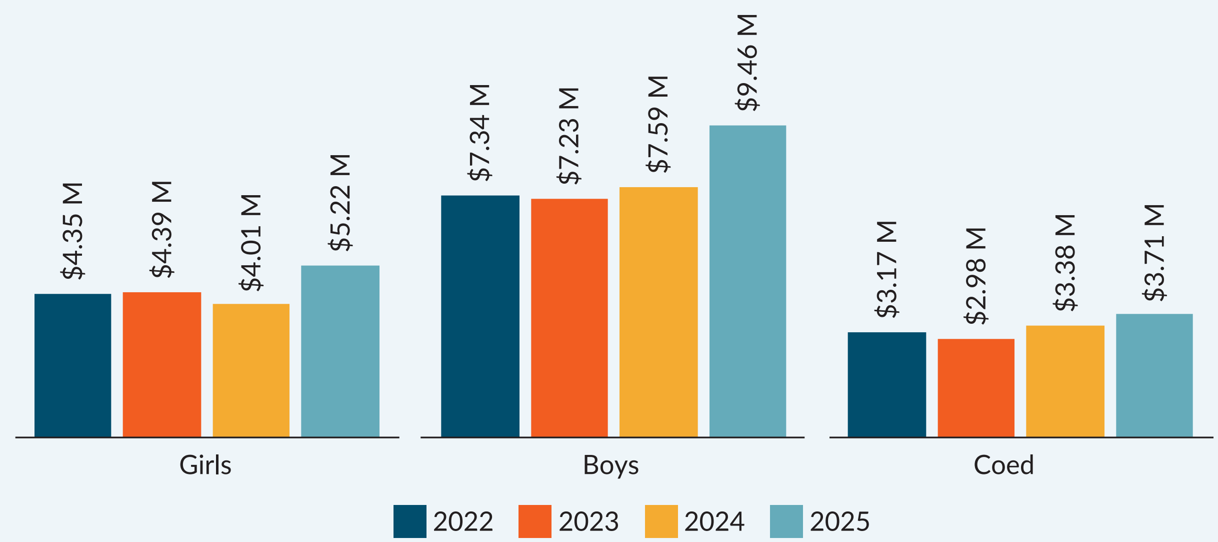
n = 377 (82 boarding schools and 295 day schools)

Key Observations

Boarding and day schools:

- These figures highlight the significant differences in median funds received between boarding and day schools; **boarding schools averaged 73.9 percent more funds received between 2022 and 2025**.
- The **median donor counts at day schools remained relatively steady between 2022 and 2025**, with a median decrease of 0.27 percent. Boarding schools, however, saw a median decrease of 6.02 percent during the same time frame.
- Even with the median decrease, **boarding schools' median donor count between 2022 and 2025 was, on average, 26.4 percent higher than day schools**, while their median enrollment was 58.1 percent of day schools' median enrollment.

Figure 9: Median Funds Received by School Type, 2022–25



n = 377 (45 girls' schools; 30 boys' schools; 302 coed schools)

Key Observations

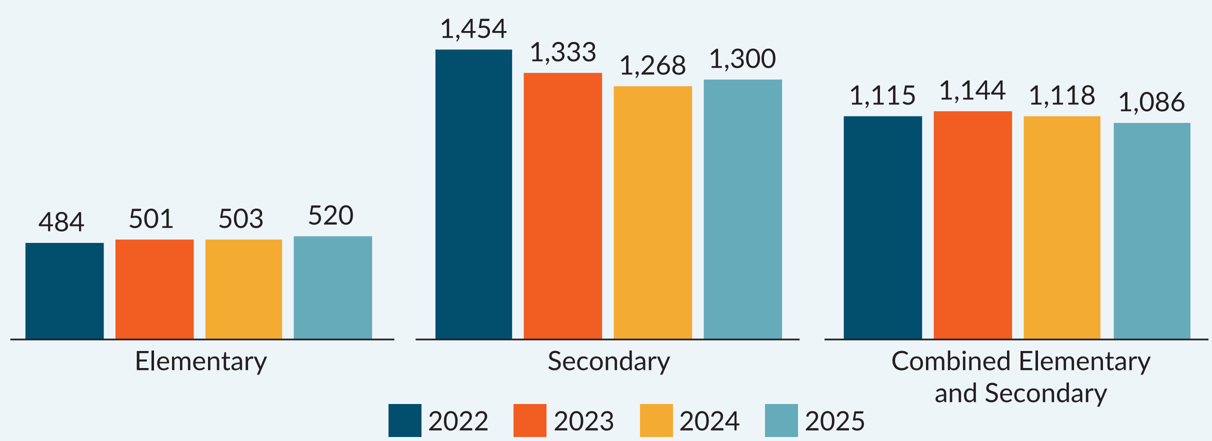
Single sex or coed schools:

- **Boys' schools had the highest median funds received for each of the last four years.** In 2025, 50.0 percent of boys' schools had funds received of at least $10 million, while in previous years that number ranged from 26.7 percent to 33.3 percent. Of the 15 schools with median funds received of at least $10 million, six were actively in a campaign and five completed a campaign in 2023 or 2024.

Figure 10: Median Funds Received by School Type, 2022–25

n = 377 (73 elementary schools, 85 secondary schools, 219 combined elementary and secondary schools)

Figure 11: Median Donor Count by School Type, 2022–25



n = 377 (73 elementary schools, 85 secondary schools, 219 combined elementary and secondary schools)

Key Observations

Elementary, secondary, and combined elementary and secondary:

- **All three school types (elementary, secondary, and combined elementary and secondary) saw their median funds received increase between 2022 and 2025.**
- In the same time frame, both **secondary and combined elementary and secondary schools saw their median donor counts decrease, and elementary schools saw a slight increase**. These differences highlight how schools do not always feel the effects of a larger trend, in this case declining donor counts, equally.

FUNDS RECEIVED BY SOURCE

"Source" reflects the individual or entity that was responsible for the donation. Donors, and therefore their giving, may fall into more than one category. For example, giving from an alumnus who is also a parent of a current student will be counted in both source categories.

Figure 12: Median Percentage of Funds Received by Source, 2022–25

	2022	2023	2024	2025
Parents/Guardians of Current Students	25.7%	24.6% ⇩	23.5% ⇩	24.0% ⇧
Alumni	9.1%	9.8% ⇧	10.5% ⇧	10.1% ⇩
Grandparents of Current Students	1.7%	1.8% ⇧	2.1% ⇧	2.0% ⇩
Parents and Grandparents of Alumni	10.5%	10.6% ⇧	12.5% ⇧	11.4% ⇩
Employees	0.8%	0.9% ⇧	0.9% ≈	0.8% ⇩
Other Individuals	2.0%	1.7% ⇩	1.6% ⇩	1.6% ≈
Corporations	2.5%	2.9% ⇧	2.9% ≈	3.0% ⇧
Foundations	11.4%	12.0% ⇧	12.3% ⇧	11.0% ⇩
Donor-Advised Funds	8.7%	9.5% ⇧	10.0% ⇧	12.2% ⇧
Other Organizations	1.4%	1.2% ⇩	0.9% ⇩	1.0% ⇧
Non-attributable/Other	0.4%	1.3% ⇧	0.5% ⇩	0.8% ⇧

n = 373

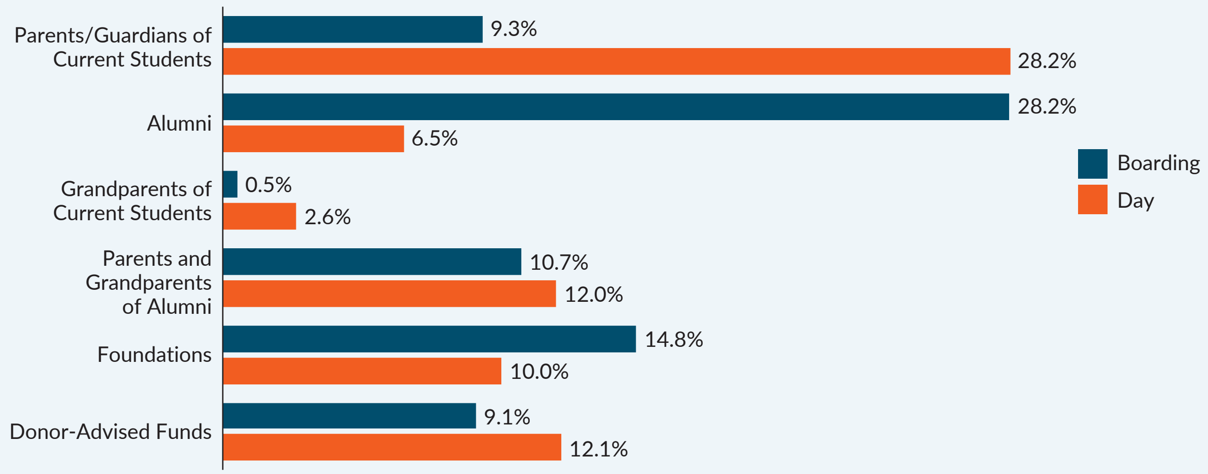
Note. Medians were calculated within each source and will not total to 100%. These figures are based on hard-credit donations, and donations credited to foundations and donor-advised funds are likely directed by alumni or the families of current or former students.

Key Observations

- **Parents and guardians of current students accounted for the highest median percentage of funds received between 2022 and 2025**, followed by donor-advised funds and parents and grandparents of alumni.
- **The median percentage of funds received from alumni increased from 2022**, with a small decrease between 2024 and 2025.
- In 2025, for the first time, **donor-advised funds were responsible for a larger median percentage of funds received than foundations**. Additionally, donor-advised funds were the only source that saw a consistent increase in each of the four years of this report.
- The increase in median funds received by donor-advised funds occurred across all school types: boarding, day, elementary, secondary, and combined elementary/secondary. **The largest increases were in elementary schools, from 9.4 percent in 2022 to 14.6 percent in 2025** (not shown).

Figures 13 and 14 illustrate how the median percentage of funds received by source varies by grades enrolled and school type. Key observations for these two appear after Figure 14.

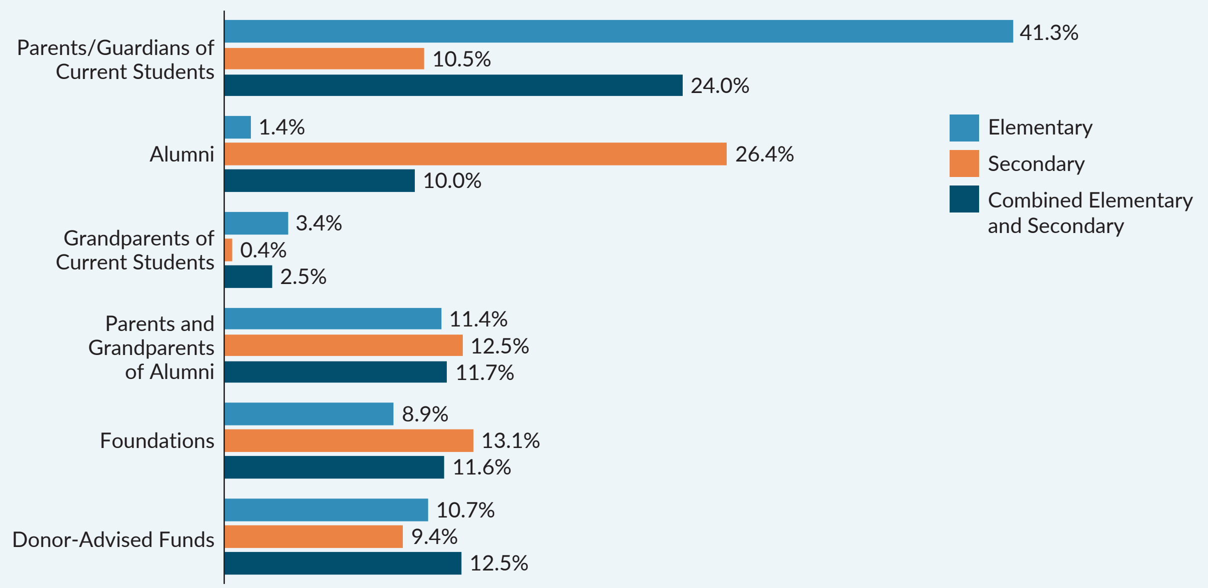
Figure 13: Median Percentage of Funds Received by Source and School Type, 2025



n = 480 (99 boarding schools, 381 day schools)

Note. Medians are calculated within each source and will not total to 100 percent. These figures are based on hard-credit donations, and donations credited to foundations and donor-advised funds are likely directed by alumni or the families of current or former students.

Figure 14: Median Percentage of Funds Received by Source and School Type, 2025



n = 480 (100 elementary, 112 secondary, 268 combined elementary and secondary)

Note. Medians are calculated within each source and will not total to 100 percent. These figures are based on hard-credit donations, and donations credited to foundations and donor-advised funds are likely directed by alumni or the families of current or former students.

Key Observations

- **Figure 13 illustrates the difference in fundraising sources between boarding and day schools.** Boarding and day schools have an almost inverse relationship between funds received from alumni and parents and guardians of current students. Boarding schools received a median of 28.2 percent of funds received from alumni and 9.3 percent from parents and guardians of current students, while day schools received a median of 28.2 percent of funds received from parents and guardians of current students and 6.5 percent from alumni.
- **Parents and guardians of current students represented by far the largest median percentage of funds received for elementary schools**, while median percentage of funds received by **alumni accounted for the largest percentage for secondary schools**.
- These figures can be used to provide context for leaders looking to understand where their philanthropic dollars are coming from and where they might look to invest in future fundraising programs.

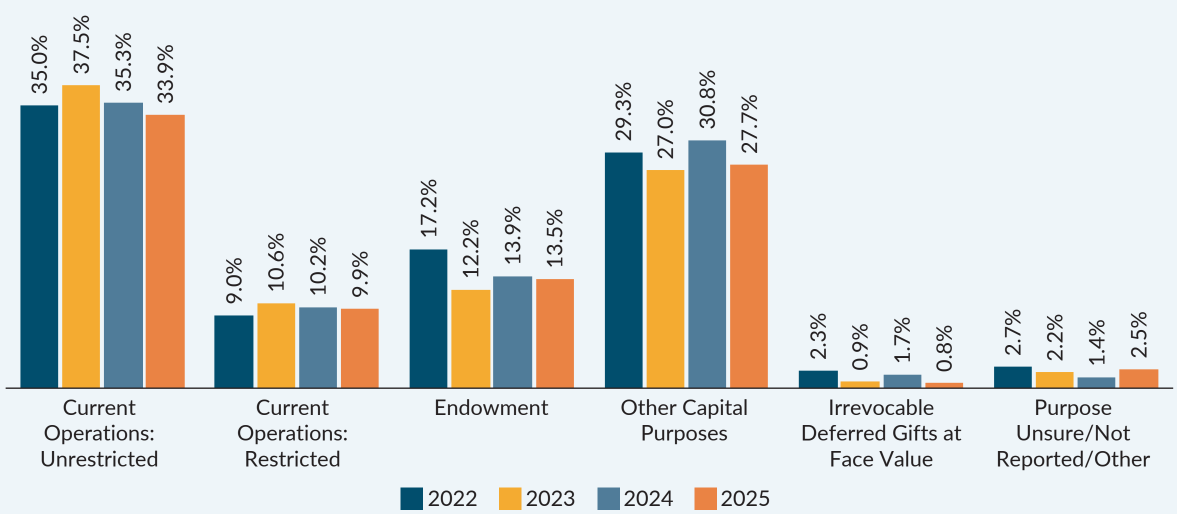
FUNDS RECEIVED BY PURPOSE AND DESIGNATION

"Purpose" reflects the donor's intent regarding the use of funds. Purpose categories in DASL include the following:

- Current operations: unrestricted
- Current operations: restricted
- Endowment
- Other capital purposes: property, buildings and equipment, and loan funds
- Irrevocable deferred gifts at face value: irrevocable charitable remainder trusts, charitable gift annuities, pooled-income funds, and remainder interest in property

Figure 15 provides data on funds received by purpose. Figure 16 provides data on funds received by designation, which reflects the allocation in a school's budget (unrestricted, academic support, scholarship and student financial aid, student affairs/life, and other). Figure 17 shows how funds received for Endowment and Capital Purpose are broken out across designations.

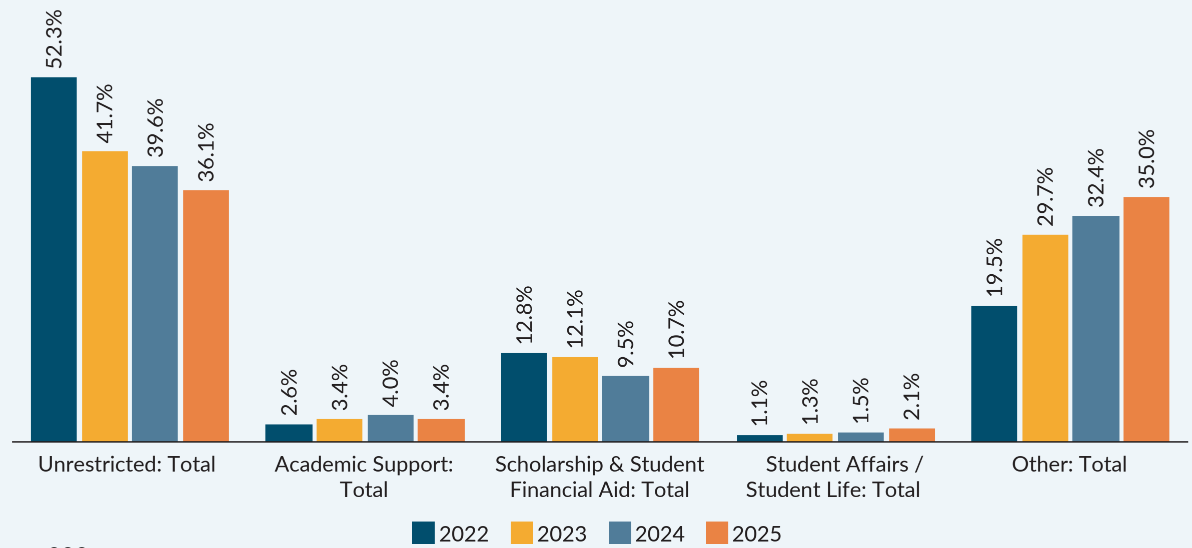
Figure 15: Median Percentage of Funds Received by Purpose, 2022–25



n = 284

Note. Medians are calculated within each purpose and will not total to 100%.

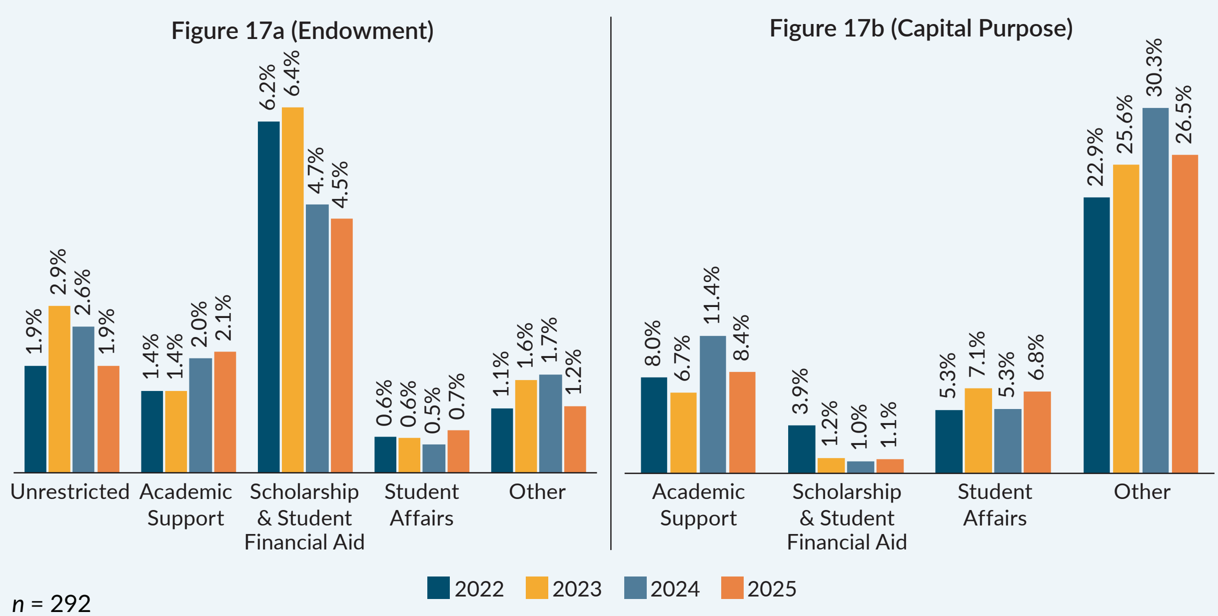
Figure 16: Median Percentage of Funds Received by Designation, 2022–25



n =292

Note. Medians are calculated within each purpose and will not total to 100%.

Figure 17: Median Percentage of Funds Received for Endowment and Capital Purpose by Designation, 2025



n = 292

Note. Medians are calculated within each purpose and will not total to 100%.

Key Observations

- **Current Operations: Unrestricted continues to account for the largest median percentage of funds received by purpose**, despite decreasing from 35.0 percent in 2022 to 33.9 percent in 2025. For many independent schools, the funds received in this category include budget-relieving dollars solicited as part of an annual fund campaign (Figure 15).
- The second largest median percentage of funds received by purpose is for capital purposes; this category fluctuates year-over-year **but accounted for between 27.0 percent and 30.8 percent of total funds received** (Figure 15).
- By looking at the data broken down by designation we see more sustained trends over time: the **median percentages of funds received for unrestricted purposes (both current operations and endowment) declined since 2022** (Figure 16). The same is true of the median percentage of funds received for scholarship and student financial aid. Meanwhile the median percentage of funds received for "Other"* have increased.
- Figure 17 shows how the median percentage of funds received for endowment and capital purposes by designation. Not surprisingly, the largest median percentage of endowed funds received are designated to scholarship and student and financial support. For capital purposes, the largest median designation is to "Other," which includes property, buildings, and equipment and loan funds. Interestingly, under capital we are also seeing growth in the designations for academic support and student affairs.

*Other could include any number of designations not covered by the other four categories, including but not limited to public service and extension, library, operation and maintenance of physical plant, athletics/sport, etc.

SIZE OF CONTRIBUTION AND LARGEST DONORS

Respondents provided cumulative funds received for the three largest donors in each of the following categories: living individuals, realized bequests, corporations, foundations, and donor-advised funds.

Figure 18: Largest Donor by Type, 2025

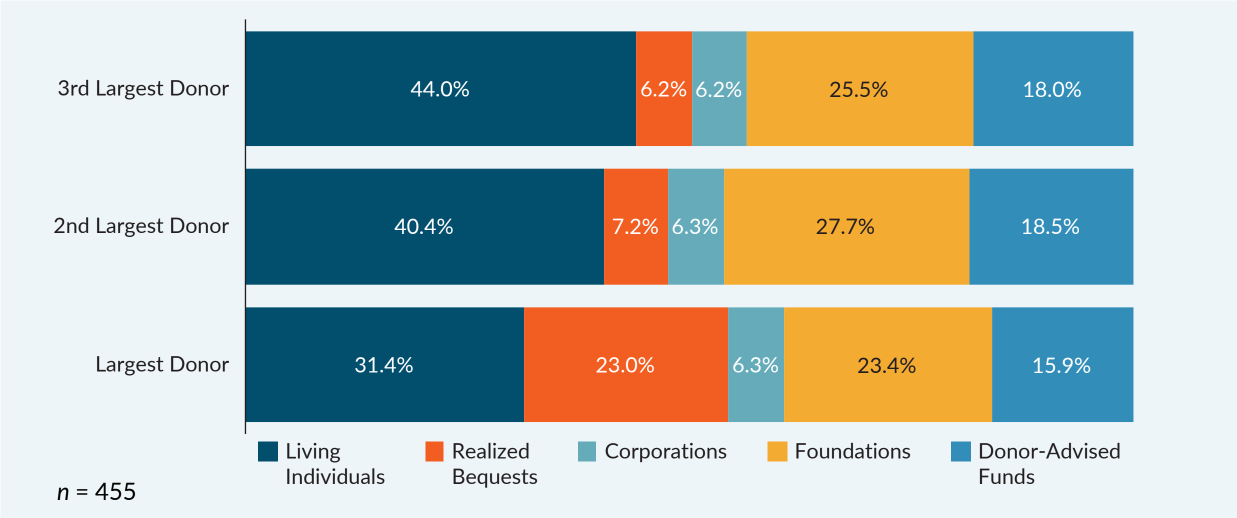
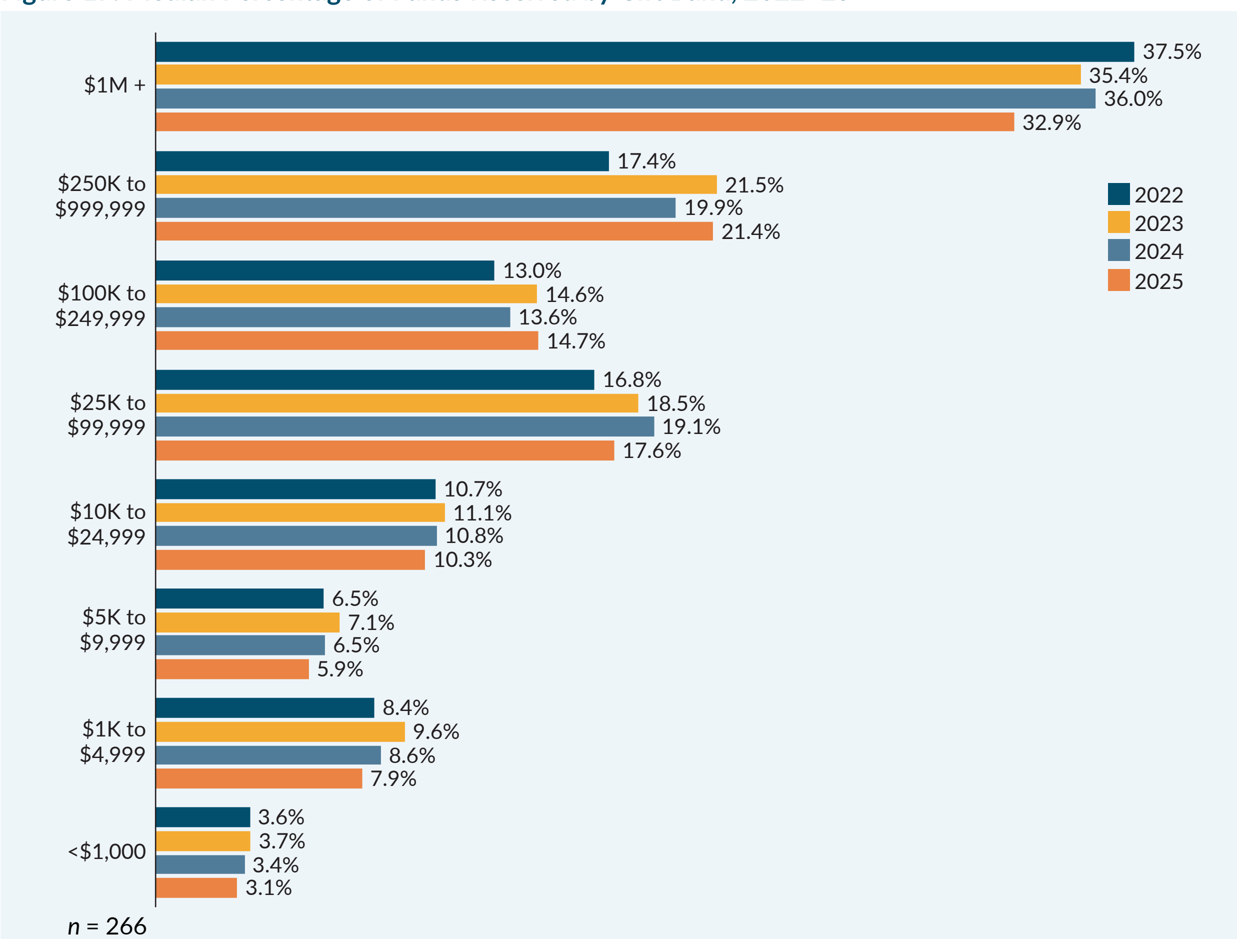


Figure 19: Median Percentage of Funds Received by Gift Band, 2022–25



Key Observations

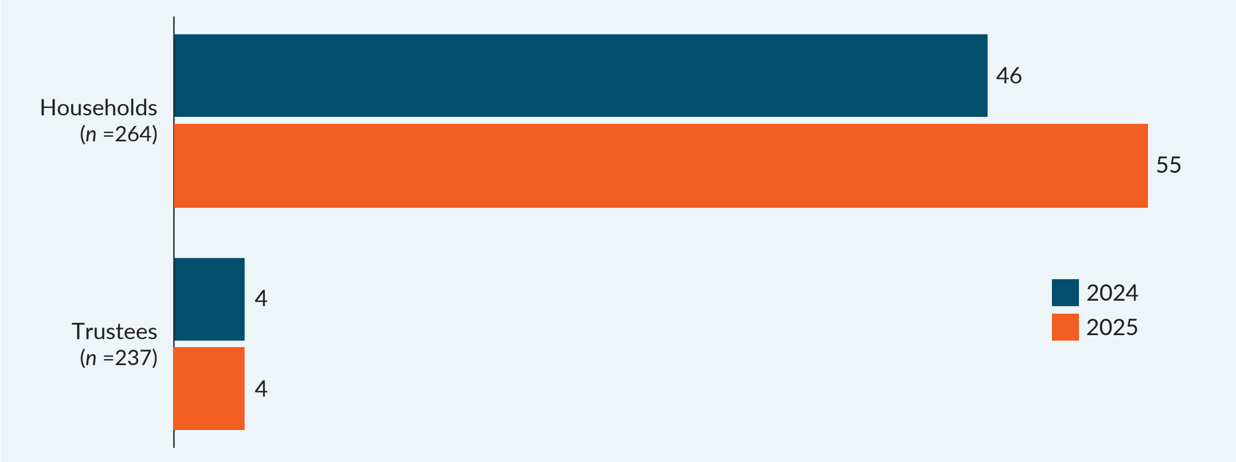
- In 2025, **the three largest donors accounted for a median of 46.2 percent of total funds received**. The largest donor alone accounted for a median of 27.2 percent of total funds received.
- Living individuals constitute the **highest percentage of independent schools' three largest donors**, and are even more important when including those directing gifts through foundations and donor-advised funds (Figure 18).
- Figure 18 shows the impact that a single realized bequest can have on total funds received: a single bequest made up 25 percent of the total funds received under largest donor realized bequests.
- **Between 2022 and 2025 the median percentage of funds received within each gift band under $10,000 reached its lowest point in 2025** while the median percentage of funds received within gift bands over $25,000 but less than $1.0 million has increased over the 2022 percentage (Figure 19).
- The larger story that Figure 19 alludes to is that of a gift pyramid growing at the top and shrinking at the bottom. Interestingly, the median percentage of funds received at the $10,000 to $24,999 gift band has remained relatively steady.
- **On average, 43 percent of schools received a donation of $1.0 million or more between 2022 and 2025.**

TRUSTEE AND DONOR-ADVISED FUND GIVING

Figure 20: Trustee Giving, 2025

Median Number of Trustees	22 (*n* = 483)
% of Schools with Trustee Donation Requirement	20.9% (*n* = 485)
Median Trustee Donation Requirement	1,860 (*n* = 480)
Median Trustee Funds Received	$276,697.00 (*n* = 478)
Median % of Funds Received	7.7% (*n* = 475)
Median % Trustee Participation	90.2% (*n* = 462)

Figure 21: Median Number of Households and Trustees Using Donor-Advised Funds (DAF), 2024–25



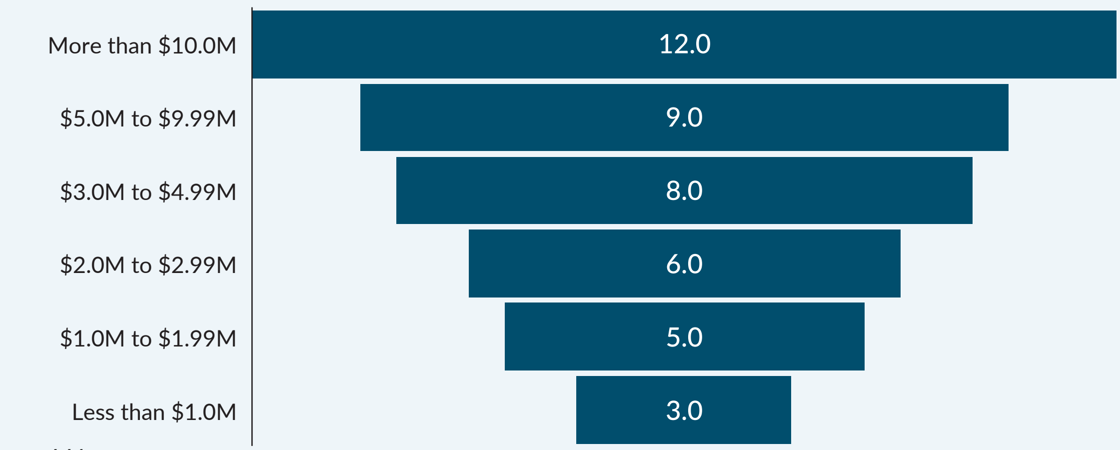
Key Observations

- **Of schools who responded, 20.9 percent indicated that they have a trustee donation requirement**, with a median requirement of $1,860. The smallest required donation amount was $1.00 and the largest was $100,000.
- This is the second year of data collection on the number of households that gave through donor-advised funds and there was **a significant growth in the median from 46 to 55** (Figure 21).
- The total number of households that gave through a donor-advised fund in 2025 was 25,781, a **31.4 percent increase from 2024** (not shown).

ADVANCEMENT STAFF AND CAMPAIGNS

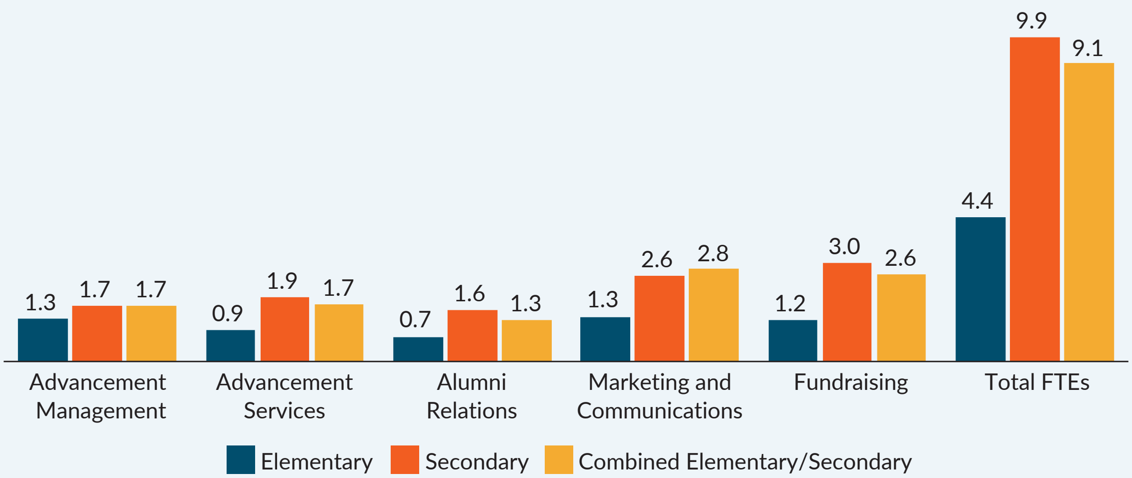
These charts detail the median funds received through the lens of the number of full-time equivalent (FTE) advancement staff.

Figure 22: Median FTE Advancement Staff by Funds Received, 2025



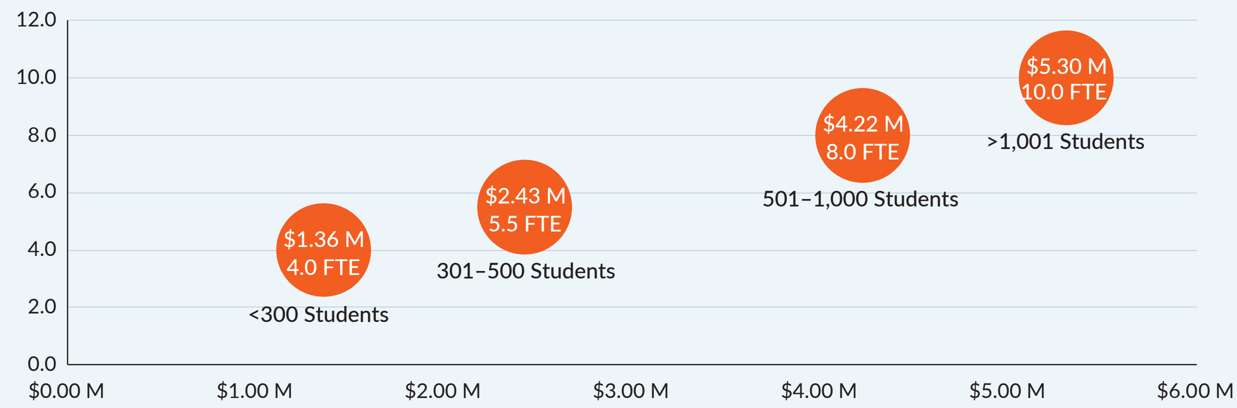
n = 441

Figure 23: Average FTE Advancement Staff by School Type, 2025



n = 454 (99 elementary schools, 98 secondary schools, 257 combined elementary and secondary schools)

Figure 24: Median FTE Advancement Staff and Median Funds Received by Enrollment, 2025



n = 441

Figure 25: 2025 Campaign Information

Schools in Campaign*	223	44.8%
Schools in Quiet Phase	126	56.5%
Schools in Active Phase	94	
Goal Range	$380,000 to $425 million	
Median Goal	$30.0 million	

* 5 with no phase indicated

Key Observations

- When looking at **total advancement staff FTE over the last four years, there was a 4.3 percent growth from 2022 to 2025**. The three categories with significant growth are advancement services (7.9 percent growth), marketing and communications (7.1 percent growth) and fundraising (6.3 percent growth) (not shown).
- **We continue to see a clear correlation between median FTE advancement staff and median total funds received.** Schools with the highest median funds received also had the highest median total advancement FTE.
- Figure 23 is a good example of how school type can factor into staffing structures: **the average total advancement FTE for secondary schools in 2025 was more than double the average total for advancement FTE for elementary schools**. Part of that difference may be connected to the larger average fundraising FTE staff in secondary schools: 3.0 fundraising FTE versus 1.2 fundraising FTE in elementary schools.
- Figure 24 further illustrates how advancement FTE correlates to enrollment in addition to funds received; **schools with higher median enrollments had higher median funds received and median advancement FTE**.
- Of the 498 schools that responded to the campaign question, **44.8 percent (223 schools) indicated that they were in a comprehensive campaign during fiscal year 2025**; of the 223 schools in a comprehensive campaign, 56.5 percent reported being in the quiet phase of their campaign.

NEW FUNDS COMMITTED

The charts and tables in this section focus on new funds committed, which include new pledges, outright gifts, and new revocable bequests.

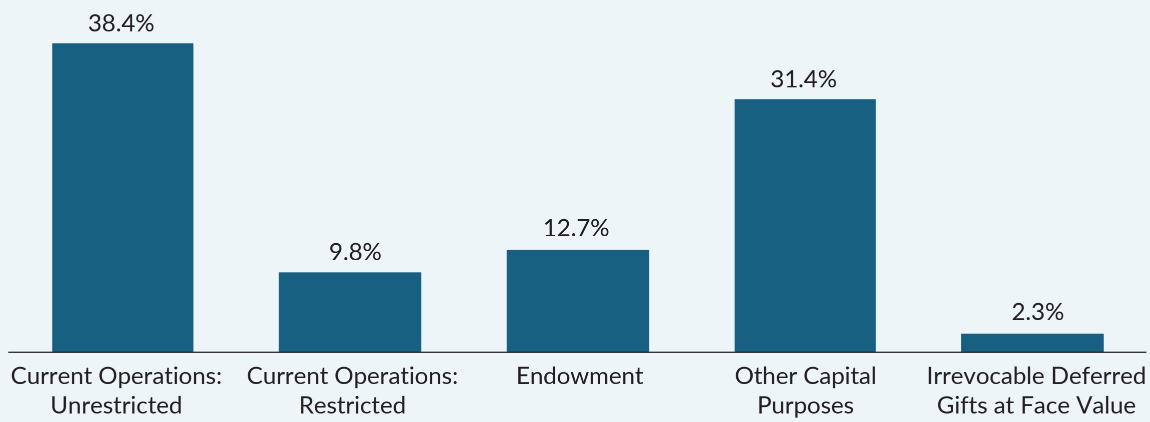
In 2025, schools reported $2.89 billion in new funds committed, with a median raised per school of $3.55 million.

Figure 26: Breakdown of New Funds Committed for 2025

	New Funds Committed	% of Total
New Pledges	$1,326,413,524	45.8%
Outright Gifts	$1,390,720,288	48.1%
New Revocable Bequest	$176,117,924	6.1%
	$2,893,251,736	

n = 436 Total

Figure 27: Median Percentage of New Funds Committed by Purpose, 2025



n = 404

Note. Medians are calculated within each purpose and will not total to 100 percent.

Key Observations

- The difference between funds received and new funds committed is not as large as we see in higher education data. This is due in part to independent schools' focus on annual giving as the major driver of fundraising revenue, resulting in both pledges and pledge payments being recorded in the same fiscal year.
- **Independent schools received 45.8 percent of their new funds from new pledges and 48.1 percent from outright gifts.**
- **Total revocable bequests accounted for 6.1 percent of new funds committed**, or approximately $176.1 million in new funds committed.

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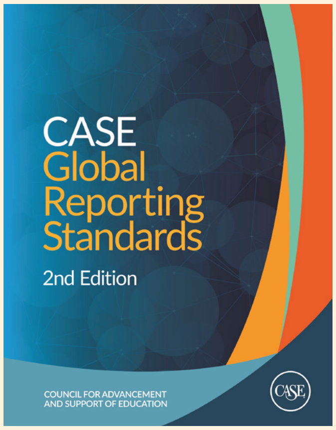

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