



Virginia Episcopal School

Academic Profile 2020-2021
CEEB Code: 471305

About Our School

VES is a college preparatory, coeducational, boarding (70%) and day (30%) school serving students in grades 9 - 12. Located in the foothills of Lynchburg, Virginia, we take advantage of our city and natural surroundings to expand our campus beyond our beautiful 160 acres. We are fully enrolled with 260 students—55% male, 45% female and 20% international. Each class typically is composed of 65 students, with a student-teacher ratio of 6:1. Among our 38 teaching faculty, 73% hold advanced degrees and 10% hold a doctoral degree. And 80% of our faculty live on campus, bringing added value to our student experience.

Toward Full Stature

Inspired by the school's founding motto, Toward Full Stature is an intentional four-year journey to identify and realize their full potential academically, athletically, spiritually and ethically.

Our **Portrait of a VES Graduate** guides students to live into this ideal by developing the knowledge, skills, character and learning mindsets necessary to succeed in college and life beyond.

Our **Academic Philosophy** guides our classroom practice. At VES, our faculty are designers, and we are committed to an Academic Philosophy in which:

- **Dynamic questions** shape our content, experiences, perspectives, and outcomes.
- **Intellectual playfulness** drives our practice.
- **Creative thinkers and producers** are our goal—committed to making beautiful work and communicating effectively, with one another and throughout the world.

Honor Code

The underlying principle that governs the life of any member of the VES community is the school's Honor Code, developed by the first class of VES students in 1916. "One shall not lie, steal, cheat, or tolerate that behavior in any other member of the community" is a simple code that instills the moral and ethical values by which all members of the VES family live.

Financial Aid

On average, VES awards \$2.3 million in need-based financial aid yearly to approximately 35% of the student body.

Accreditations and Memberships

Among its professional organization affiliations, VES is a member of:

- Virginia Association of Independent Schools (VAIS)
- National Association of Independent Schools (NAIS)
- The Association of American Boarding Schools (TABS)
- Virginia Council for Private Education
- National Association of College Admissions Counselors
- Association of College Counselors in Independent Schools

Garth Q. Ainslie - Head of School

Mimi Csatlós - Academic Dean & Director of College Counseling

Amy Koudelka - Associate Director of College Counseling

Elizabeth Blaum - College Counselor

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Contact us: collegecounseling@ves.org | 434.385.3632



“We are fortunate to learn in a school that offers great diversity of people, thought and opportunities. Within this community, we are challenged to be the best we can be so that we can thrive in today’s global society.” - Ismael Plet '20

Leadership & Involvement

The Honor Committee and Counselor Body provides opportunities for seniors to lead the school. The Honor Committee is elected by students to promote and uphold the Honor Code. The Counselor Body is appointed by the Headmaster based on student and faculty votes. Counselors serve as Resident Advisors on dorm and help in every aspect of daily school life. In addition, each year a member of the senior class who has been elected to the Student Council is appointed to serve as Student Body President, acting as a liaison between the student body and the administration.

VES offers many avenues through which students in all grade levels can lead their peers, strengthen communities, and grow as individuals. Junior Resident Advisors, Service Learning Coordinators, Student Government Representatives, Team Captains, Club Leaders, and Chapel Speakers are just some of the many titles our students hold as they learn to lead on campus.

Participation in an afternoon activity each term is a requirement for graduation. Students may sign up to be part of a sports team, in a fine arts program, and/or a member of a wide variety of special interest clubs.

International Students & Global Experiences

In our increasingly interconnected world, it's essential that our students become global citizens and leaders with cross-cultural understanding and respect.

VES brings the world to our campus, which is a meeting place for diverse perspectives and global cultures. Each year, we welcome students from many countries, including the Czech Republic, China, Germany, Mexico, Senegal, Spain, Turkey, Vietnam and other locales. Faculty also hail from around the globe. This integration of various cultures is an enriching experience for us all. And through a diverse range of speakers, the arts and cultural events, we explore why it is so important to seek out, empathize with and value varied perspectives.

Distinctive Academic Programs

ADVANCED STUDIES PROGRAM

Students may be approved to pursue the Advanced Studies program in a specific discipline if they have completed the most advanced course in that discipline and if they wish to explore a related topic in greater depth. Advanced Studies students complete a rigorous application process, gain the support of a faculty mentor, and set their own deadlines and goals as they develop a project to present to the VES community. Grades are based on the final project, the presentation *and* on their process, especially their ability to work independently and display mature habits of mind as they pursue their goals.

SCIENCE & MATH ADVANCED CONSORTIUM

This course is year-long, senior academic offering and is considered a core academic class (.5 credit Math, .5 credit Science). The course is team taught and provides rigorous interdisciplinary study in a collaborative and project-based setting. The course quickly moves toward a student-driven format with an emphasis on design thinking, culminating in a year-end group project presented to the school community. Rising seniors who have excelled in advanced math or science coursework may apply to take this class.

9TH GRADE ARC COLLABORATIVE

The 9th Grade ARC Collaborative provides an interdisciplinary introduction to three different subject areas that students can apply to the rest of their VES experience and future studies. 'A' stands for the Arts, which students will engage with through a trimester-long Introduction to the Arts course; 'R' stands for Reasoning, which will be the focus of their trimester in the Critical Thinking course; 'C' is for Computer Science and their work in Computer Science I.

These three academic experiences and the skills our ninth graders will acquire from them will be applicable across academic disciplines. The ARC Collaborative will enrich students' learning in core subject areas while exposing them to other aspects of our curriculum that may spark a new interest, talent, or passion to pursue further over the course of their VES career.

AP PROGRAM

VES offers 16 AP courses. While students must meet requirements to enroll in certain AP courses, others are open to any interested student. All students enrolled in AP classes are required to sit for the exam; the average score earned is 3. Over the past six years, VES students have been recognized by the AP Scholar Program as:

Scholars	135	Scholars with Honor	46
Scholars with Distinction	87	National Scholars	14

AP COURSE CAP

The number of AP courses in which a student can enroll is capped as follows: 10th Graders - 1 AP (highly accelerated math or foreign language students may petition for 2 AP classes this year), 11th Graders - 3 APs (may petition for 4), 12th Graders - no limit. We believe the cap will encourage students to delve deeply into their academic interests and make balanced decisions about their schedules.

Grade Structure

VES reports grades in percentages and uses a 10-point scale when determining letter grades (100 to 90 is an A, 89 to 80 is a B, etc.). If necessary, please use the traditional 4.0 scale to convert our unweighted percentage-based averages into the scale preferred by your institution. **VES does not weight grades or report class rank.**

SAT Scores

These averages represent the scores earned by our 2018-2019 graduating seniors who took the SAT at any time over their careers at VES, including those who opted instead to submit ACT scores to colleges. These numbers also include the 20% of our class for whom English is not their native language.

Mid-50%

ERWB: 570 – 670
Math: 550 – 700

Total: 1130 – 1370 | Mean: 1250

ACT Scores

These averages represent the scores earned by our 2018-2019 graduating seniors who took the ACT at any time over their careers at VES, including those who opted instead to submit SAT scores to colleges. These numbers also include the 20% of our class for whom English is not their native language.

Mid-50%

Composite: 22 – 30
Mean: 26

Over the past two years, 52% of VES seniors have submitted SAT scores to colleges, and 48% have submitted ACT scores.

Graduation Requirements & Course Offerings

Each student must earn 19 credits to graduate. All VES students must carry a course load of at least five classes per term. Students must choose at least four core classes each year, (though five is expected) and they may choose from a variety of electives each term. **Advanced courses in each subject are noted in bold.**

English (4 credits required)

English 9: Culture & Identity
English 10: Communities & Power
American Writers
AP Literature & Composition
AP Language & Composition

Book Design & Literature
Poetry Across the Curriculum
Classical Literature & Contemporary Adaptations
Experimental Literature

History (3 credits required, including U.S. History; third credit can include 2 one-term courses)

Global Cultures
Modern World History
AP World History
US History
AP United States History
US Government

AP US Government & Politics
Contemporary American History: 1945-Present
Economics
Psychology
Legal Studies

Mathematics (3 credits required, including Algebra I, Geometry, Algebra II/Trigonometry)

Algebra I
Geometry
Honors Geometry
Algebra II/Trigonometry
Honors Algebra II/Trig
Math Analysis
Honors Math Analysis
Statistics

AP Statistics
Calculus
AP Calculus AB
AP Calculus BC
Multivariable Calculus
Science & Math Advanced Consortium

Science (3 credits required, including Biology and either Chemistry or Physics)

Biology
Honors Biology
AP Biology
Chemistry
Honors Chemistry
AP Chemistry
Human Anatomy & Physiology

Physics
AP Physics
AP Environmental Science
Intro to Sports Medicine
Science & Math Advanced Consortium

World Languages (2 credits required in the same language)

Chinese III-IV
French I-V
AP French Language & Culture

Spanish I-V
Honors Spanish III & IV
AP Spanish Language & Culture
Spanish VI: Advanced Seminar

Fine & Performing Arts (1 credit required)

Introduction to the Arts
Ceramics I & II
Advanced Ceramics
Digital Photography
Studio Art I & II
AP Studio Art
Portfolio Development
Glee Club

Jazz Ensemble
Vocal Ensemble
AP Music Theory
Video Production I & II
Acting
Technical Theater
Advanced Performance
Public Speaking

Computer Science (.5 credit required)

Computer Science I - Collaboration & Design
Computer Science II - Programming & Web Design
Computer Science III - Body Recognition Programming
Computer Science IV - App Development

Religion (.5 credit required)

New Testament World Religions I World Religions II

2009-2019 College Matriculation

Students is the Virginia Episcopal School classes of 2009-2019 enrolled in colleges and universities throughout the United States and world, including:

American University	Loyola University of New Orleans	University of Chicago (2)
American University in Paris	M.I.T.	University of Colorado at Boulder
Appalachian State University (7)	Meredith College (2)	University of Connecticut
Auburn University	Miami University of Ohio	University of Delaware
Bard College	Michigan State University	University of Georgia (11)
Baylor University	Milwaukee School of Engineering	University of Hawaii, Hilo
Belmont University	Montana State University, Bozeman	University of Illinois at Urbana-Champaign (5)
Birmingham-Southern College	Mount Holyoke College	University of Kansas
Boston College	New York University (3)	University of Kentucky (3)
Boston University (3)	Norfolk State University	University of Lynchburg (4)
Bridgewater College (2)	North Carolina Central University	University of Maryland
Bryant University	North Carolina State University (14)	University of Mary Washington (11)
Bucknell University	Northeastern University	University of Michigan
Campbell University (2)	Occidental College (2)	University of Mississippi (13)
Carnegie Mellon University	Ohio State University	University of Montana
Centre College	Old Dominion University (2)	University of Nevada, Las Vegas
Case Western Reserve University	Parsons: New School of Design (2)	University of Notre Dame (2)
Christopher Newport University (4)	Peace College	University of North Carolina- Chapel Hill (21)
Clemson University (4)	Pennsylvania State University (4)	UNC-Charlotte (3)
Coastal Carolina University	Pepperdine University	UNC-Wilmington (4)
College of Charleston (13)	Princeton University (3)	University of Pennsylvania (2)
College of St. Rose	Purdue University (2)	University of Pittsburgh
College of William and Mary (17)	Queens University of Charlotte (2)	University of Richmond (2)
Colorado State University (2)	Randolph-Macon College (4)	University of Rochester
Columbia University (2)	Rice University	University of St. Andrew's
Cornell University (4)	Roanoke College (2)	University of South Carolina (15)
Davidson College (4)	Rochester Institute of Technology (3)	University of South Carolina, Upstate
Dartmouth College (2)	Rollins College	University of Southern California (3)
Denison University (2)	Rutgers State University of New Jersey	University of Tampa
DePauw University	School of Visual Arts	University of Tennessee, Knoxville (3)
Duke University (2)	Sewanee: University of the South (17)	University of Virginia (44)
East Carolina University (10)	Simmons University	University of Washington (2)
Elon University (12)	Southern Methodist University (4)	University of Wisconsin, Madison (2)
Emory & Henry College (2)	Stanford University (2)	U.S. Coast Guard Academy
Emory University (4)	Syracuse University (2)	Vassar College (2)
Fairmont State University	Swarthmore College	Virginia Commonwealth University (5)
Flagler College (2)	Sweet Briar College (2)	Virginia Military Institute (3)
Franklin and Marshall College	Texas Christian University (2)	Virginia Polytechnic Institute (21)
Furman University	The King's College	Wake Forest University (11)
George Washington University (3)	Towson University	Washington College
Georgia Institute of Technology (3)	Tulane University	Washington and Lee University (6)
Gettysburg College	United States Naval Academy (3)	Washington University in St. Louis (2)
Hampden-Sydney College (20)	University of Alabama (5)	Webb Institute
Harvey Mudd College	University of British Columbia	Webster University (Switzerland)
Haverford College	University at Buffalo, SUNY	Wellesley College (2)
High Point University	UC Berkeley (4)	Wesleyan University (2)
Howard University	UC Davis (2)	Western Carolina University (2)
James Madison University (11)	UCLA (5)	William Peace University
Johns Hopkins University (2)	UC Santa Barbara (2)	Wofford College (11)
KAIST	UC San Diego (5)	Yale University
Lafayette College	UC Santa Cruz	
Loyola University Maryland (2)	University of Alabama	



October 2020

RE: COVID-19 and Impacts to our Academic Program

At Virginia Episcopal School, we have been fortunate to be able to provide our students with an uninterrupted academic experience through the disruptions and life-altering effects of the Covid-19 pandemic. Aside from an additional week of spring break in March, and a late start by two weeks this fall, our academic calendar has been largely uninterrupted. Further, our grading philosophy and scale has remained largely the same as in recent pre-Covid times, aside from the decision to cancel the 2020 spring semester exams (which usually represent 20% of a student's semester average) and allow students' classwork and assessments earned throughout the semester to stand as their spring average. Because of we were able to continue instruction and assessment in all of our classes, **VES students' 2020 spring semester grades remain a noteworthy reflection of their academic performance.**

On average, the spring semester averages for 2020 were slightly higher, by about one point, than is typical due to our efforts to reward participation and engagement in "virtual school." However, there were some students who struggled with the transition to virtual school for a variety of reasons, ranging from technology issues, to reduced access to one-on-one learning support, to family health concerns. When appropriate, our college counselors will provide context in their counselor recommendations regarding situations that impacted individual students' performance in the spring semester and into this fall.

While our daily virtual school schedule in the spring remained very similar to the regular in-person school schedule, with five classes meeting each day via Zoom and/or asynchronous check-ins, for the 2020-21 academic year we have adopted a hybrid learning model to accommodate the fifth of our student body that is studying remotely and unable to return to campus due to visa or travel restrictions, family health concerns, or other issues. Through our hybrid model, all the assignments and resources for each class are posted weekly on the online class pages, and students who are with us on campus meet with their classes in-person twice a week to engage in hands-on activities and further discussion of the week's learning objectives. While this schedule, through which three classes meet daily, was created in large part to aid in risk-mitigation practices, we are finding that a positive ripple effect is that students are experiencing a daily routine and learning model that is closer to what they will encounter in college. They are learning to manage their time more independently, as we have a two hour lunch and study break in the middle of the school day, and they are advocating for themselves and reaching out to teachers during their scheduled office hours. We are confident that the skills and habits students are being asked to develop in this difficult period will serve them well as they move forward in their academic and professional careers.

While nothing about the past eight months has been ideal, I am impressed every day by the resilience, adaptability, and talent of the VES students and faculty. We are doing our best to make health and wellness a top priority in both our on and off campus learning experiences, and in all we do, we focus on the power of community to lift up individuals through the most challenging times. Finally, navigating recent months has reinforced and heightened the relevance of our Academic Philosophy (which you can find on page one of the School Profile) and our Portrait of VES Graduate, through which we make a commitment to help our students grow in each of the following realms:

- Self-aware
- Mindful leaders who serve with courage and compassion
- Focus on Community
- Creative, innovative thinkers and producers
- Ready to navigate and continue their personal growth in our dynamic world

...and what a dynamic world it is!

Thank you very much for taking the time to review this update, and please reach out to me at mcsatlos@ves.org or 434.385.3632 if you have questions about any matter pertaining to our academic or college counseling programs.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mimi Csatló', with a stylized flourish at the end.

Mimi Csatló

*Academic Dean and
Director of College Counseling*