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November 2015

Dear St. Andrew’s Families,

Driving across west Texas recently, past oil rigs and cotton fields, I saw suddenly and shockingly, those magnificent wind machines! Hundreds of them twirling slowly in the distance like aliens. And then I saw their blades up close, laid out on flatbed trucks, at least twice as long as any I’d ever seen before. They are huge and amazing. I saw the old and the new, oil and wind, right next to each other, and I wondered about how the transition from one source of energy to another would play out over the next generation.

The juxtaposition of the old and the new is a big part of what is happening at St. Andrew’s, too. So much of our success is rooted in the past, the girls of time, talent, and treasure that so many before us have given to build our current school. Lord, keep us grateful, keep us humble, and keep us from ever taking our blessings for granted. And yet the spirit of this place intends to make all things new: new insights, new relationships, new improvements in education.

All of which is rightly animated by the Holy Spirit. In my most recent chapel talk I said that true religion, the binding of our souls to God, begins in passion. Our passions connect us or separate us from the objects of our passions. That is why the quality of hearts, both individually and collectively, matters more than anything else. I hope this is a year of connection for our students. I hope they connect to each other, to their studies, to their faith, and to the world.

Ashley Brandon, in our back-to-school in-service homily, articulated well our purpose as an Episcopal school saying, St. Andrew’s is more than just an educational institution, we are a formational community.

Like a windmill, our future is full of hope, huge and amazing. We have many new and exciting programs, people, and places this year. The Innovation Center at the Upper School promises to be an incredible space for tinkering, entrepreneurial exploration, and problem-solving. The Lower School Science Labs have been reconfigured for makerspace work. We have one-to-one technology for all of our students throughout the school. Maybe someone will build me a hover board. Maybe she will be one of the youngest students who begins her St. Andrew’s journey in our soon-to-be-constructed kindergarten.

You are a special part of this place, too. Whether old or new, pumping oil or capturing the wind, St. Andrew’s needs your energy. We need our hearts, and we are grateful for your trust in this formational community. Thank you.

Sincerely,

Sean Murphy
Head of School
The exploration of Science Technology Engineering Art and Math (STEAM) Lab classes is now overflowing into students’ free time at the Upper School, with this year’s debut of the Innovation Center. Josh Nelson, Curriculum & Technology Innovator, has created a space in which students can tinker and craft projects using virtual reality headsets, microprocessors, 3D printers, a CNC machine, drones, and other fun tech tools. Josh explains, “I built this space for students, not teachers. The idea is for students to lead the process, and to rely on each other for problem solving. I want them to be entrepreneurial, to use this space as their own R&D and testing space.”

The Innovation Center has been irresistible to students, even those who were initially intimidated by the flurry of activity when it first debuted. Josh says, “Tres Allen ’16 was initially unsure what he could do in the center. He didn’t consider himself tech savvy, but he decided to be bold and dive right in. He’s now building a computer from scratch to include in his art project.”

For the first project students worked in pairs to design and build a structure using 7 marshmallows and 20 noodles. On the following day, students returned to the lab to explore with their classmates how to improve on their first day’s work. Geoff explains, “Asking students to review their previous work and make improvements shows them the benefit of allowing ideas to percolate and develop over time. This approach to learning encourages students to work through the challenges they encounter. The goal is to make students feel comfortable and confident in their own abilities.” Other challenges students face this fall include deconstructing and reconstructing fully operational standalone structures using spaghetti and marshmallows. But the purpose of the STEAM Lab is what truly excites students: to make mistakes and to work together to fix them. Freedom to explore, fail, and rebuild releases a tremendous work that develops resilience and confidence.

The idea is for students to lead the process, and to rely on each other for problem solving. I want them to be entrepreneurial, to use this space as their own R&D and testing space.” —Josh Nelson

Innovation Center

Though the center is a fun place to explore, students are expected to maintain responsibilities. “A big aspect I focus on is documenting progress. Students get excited when they have a breakthrough and want to press on, and I have to remind them to write their steps down.” And when something breaks, students are expected to fix it. Josh says, “Everything I purchased for this center I anticipated for a student to break at some point, which becomes an opportunity for the students to teach themselves how to fix things. It’s a paradigm shift, but they’ve been able to do it.” Perhaps the most rewarding trend Josh sees is that students are teaching themselves how to use these tools simply for the sake of learning. They’re motivated to understand how these things work, even if it has nothing to do with their project.”

STEAM Labs

This year St. Andrew’s Lower School students are making new discoveries as they learn to problem solve and work together in Science Technology Engineering Art and Math (STEAM) Lab classes. During their first week of school, students were already in the Lab, building the tallest standalone structure using spaghetti and marshmallows. But the purpose of the STEAM Lab is what truly excites students: to make mistakes and to work together to fix them. Freedom to explore, fail, and rebuild releases a new level of enthusiasm for learning in students; Director of Curriculum & Instruction Geoff Harrison says, “They are so excited to tackle these projects, their energy is immediately visible. They’re not being graded, and there is no ‘prize’ for the winner. But they still give it all they’ve got.”

For the first project students worked in pairs to design and build a structure using 7 marshmallows and 20 noodles. On the following day, students returned to the lab to explore with their classmates how to improve on their first day’s work. Geoff explains, “Asking students to review their previous work and make improvements shows them the benefit of allowing ideas to percolate and develop over time. This approach to learning encourages students to work through the challenges they encounter. The goal is to make students feel comfortable and confident in their own abilities.” Other challenges students face this fall include deconstructing and reconstructing fully operational machines—like pencil sharpeners, printers, cd players, laptops—and designing golf ball holders out of straws and duct tape.

Launching a STEAM Lab this year came after much research and planning by Geoff Harrison and Lower School Head Kama Bruce. The STEAM Lab is just one way they hope to “change the culture of education,” by removing unnecessary obstacles to harness students’ inherent enthusiasm for learning. Kama Bruce notes, “Working in the STEAM Lab provides students with joyful opportunities to practice and build creative thought, nonlinear problem solving, design thinking and rapid prototyping. As these skills compound over time, students become more adept at asking bigger questions and seeking problems to solve in their community. Situating the learning in a project-oriented space like this provides a great platform for students to develop resilience and confidence. We’ve already had wonderful feedback about student learning in the STEAM lab and we are excited about the tremendous work that continues to happen in the space on a daily basis.”

The idea is for students to lead the process, and to rely on each other for problem solving. I want them to be entrepreneurial, to use this space as their own R&D and testing space.” —Josh Nelson
ST. ANDREW’S KINDERGARTEN

St. Andrew’s has an incredible new project that will make us the only K-12 Episcopal School in Central Texas. By vote of the Board in 2013, St. Andrew’s established a kindergarten program and purchased some land adjacent to its 31st street campus for development into a state-of-the-art Kindergarten Center.

This Center will have 5,000 square feet of indoor learning space, but is being intentionally designed to bring the “outside in,” including extensive natural light, outdoor exploration space and learning opportunities with natural gardens, native landscaping, water catchment systems for environmental teaching, and creative space for play. It is truly an innovative and progressive design coupled with a nurturing and invigorating curriculum intended to inspire our youngest students.

Aside from special reading and academic areas, music classrooms, chapel, and creative play spaces, the design also includes a main Makerspace classroom for our youngest innovators, with science, technology, engineering, art, and math opportunities that will inspire our kindergarteners and give them the space and tools to thinking critically and creatively.

A campaign to construct and begin a kindergarten program began a year ago, and St. Andrew’s families and friends have contributed $2.6 million toward the $3.5 million dollar goal, which includes the land purchase, building design and construction, furniture, fixtures, and equipment, and a 20% endowment to cover future operations and maintenance of the Kindergarten Center. The Lead Kindergarten Teacher, Kathy Wynn, has been hired this academic year to work closely with our Lower School Division Head and first grade team on curriculum development, and to help recruit the 48 new kindergarten students to our school for a Fall 2016 start.

Many, many thanks to our generous donors who have helped fund this important project, our architects at StanTec, and our Board of Trustees who have helped shepherd this incredible new program for St. Andrew’s.

WHAT DOES A “DAY IN THE LIFE” OF A ST. ANDREW’S KINDERGARTENER LOOK LIKE?

St. Andrew’s Kindergarten program is specifically designed to provide young children with a strong foundation—and the right tools—to thrive in 1st grade. Guided by a diverse and comprehensive curriculum, and infused with core social-emotional learning (SEL) guidance and techniques, our students will develop the following skills:

- Math
- Literacy
- Fine & Gross Motor Skills
- Self Care & Self Advocacy
- Cooperation
- Love of Learning

Interested in learning more about St. Andrew’s Kindergarten? Please visit www.sasaustin.org/admissions or join us at the Kindergarten Open House on St. Andrew’s 31st Street Campus on Friday, December 4th.

ST. ANDREW’S KINDERGARTEN STAFF

Kathy Wynn, Lead Kindergarten Teacher

Kathy Wynn joins the St. Andrews community as St. Andrew’s Lead Kindergarten Teacher. With over 20 years of experience in Early Childhood, Kathy is a passionate educator who adheres to a constructivist philosophy that supports engaging, hands-on learning environments for young children. Through the implementation of enriched, child-centered and play-based activities, children are free to explore and discover the world around them. Meaningful and authentic experiences with child-led projects will allow math, science, social studies and language to naturally unfold as they are woven into the fabric of each day. Individualized instruction and a balanced literacy approach allows each child’s needs to be met in a nurturing and creative space. Kathy’s personal love of music and singing adds another dimension in the classroom as children joyfully participate and respond to varied music, songs and movement.

Kathy is actively involved in the launch of the Kindergarten Program, and is in the admissions and recruitment process. Kathy is thrilled to share her expertise as an Early Childhood Educator as St. Andrew’s embarks on this exciting journey to create a Kindergarten in keeping with the excellence of the St. Andrew’s tradition.

Kama Bruce, Lower School Head

The development of the kindergarten program has been led by Kama Bruce, St. Andrew’s Lower School Head. Kama Bruce began his career at St. Andrew’s as a fifth grade teacher in 2004, followed by five years as Middle School Dean, and prior to St. Andrew’s has been named “Teacher of the Year” at Barbara Jordan Elementary in Austin. A native of Midland, Kama has distinguished himself as an exceptional educator, well versed in progressive curriculum and pedagogy. He has earned multiple degrees from the University of Texas at Austin including a B.A. in Germanic Studies, a B.S. in Applied Learning and Development, an M. Ed. in Curriculum and Instruction. He is currently a Ph.D. candidate studying Educational Change and Policy in the School of Education.

As a parent to two young children with his wife Elva, Kama can’t help but think of their kids in the classroom. He admits, “When I think about this school, I often think about what I would want my own kids to have.” Ultimately, Kama sees the St. Andrew’s community as “a blessing, I love grappling with how this grand, ornate puzzle works.” Keeping in mind his mantra of “every child, every day”, Kama continues to reinforce, and creatively approach, St. Andrew’s focus on community, on each child’s educational journey and instilling a true love of learning.

A TYPICAL DAY

We know that responding to the needs of 5-year-olds means finding a balance between routine and flexibility. Our program allows for both, included in our day are daily meetings, literacy, math, kinesthetic play, arts, foreign language, and chapel and we have the flexibility to respond to the needs and passions of individual children.

8:00 a.m.: Children arrive, greet teachers, put away belongings, and then have free play

8:15 to 8:45 a.m.: Morning meeting (welcome, calendar, weather, shared stories)

8:45 to 9:05 a.m.: Children’s Chapel

Morning Activities (approximately 9:05–11:30 a.m.)

- Language Arts
- Kinesthetic Play
- Small Group Instruction
- Spanish
- Art & Music
- Story Time

11:30 to 12:30 p.m.: Lunch on site, followed by Free Play

Afternoon Activities (12:30 to 2:45 p.m.)

- STEAM (Science/Technology/ Education/Art/Math) LAB Exploration
- Rest/Quest Time (half-hour)
- Mathematics Exploration
- Closing the Day (Free Play, Project Time, Small Group Work)
- Closing Circle (Wrap Up, Shared Experiences)

2:35 to 2:45 p.m.: Clean Up and Preparation to go home

2:45 p.m.: Dismissal
During the offering, first grade students brought baskets filled with student-written "hopes and dreams" for the new kindergarten, which will be poured into the foundation at Eleanor Hall as a permanent memory and reminder of the great hopefulness for this new program at St. Andrew’s. Bremond Berry MacDougall ’84, along with her husband Michael MacDougall ’84, provided the lead gift for the kindergarten and chose to name the kindergarten building in honor of Bremond’s mother, the late Eleanor Gammon Berry, a 1958 graduate of St. Andrew’s. The family has a long history with St. Andrew’s: Bremond’s grandmother, Eleanor Stayton Gammon, helped found St. Andrew’s in 1952. Bremond spoke about her mother’s love of learning in her remarks and reminded students of the joy that comes from learning in a place like St. Andrew’s school. “You all have written down your hopes and dreams for the new Kindergarten,” said Bremond. “I think my mom would share those hopes and dreams; that the Kindergarten will be a place of joyful learning. Some of you may have little brothers or sisters in the first kindergarten class next year. How lucky they will be to be there at the very beginning, just as Eleanor was. And how lucky we all are to be a part of this wonderful new addition to this school that we all love.”

Construction on Eleanor Hall will begin soon with the expectation of a Fall 2016 opening. St. Andrew’s looks forward to welcoming 48 new kindergarteners to the program and is deeply grateful to the generous families, trustees, alumni, and friends of the school who have given of their time and resources to begin this magnificent new kindergarten for St. Andrew’s Episcopal School.

In his remarks, Head of Lower School Kama Bruce said, “It is with tremendous gratitude and humility that I stand with you to share this moment. It is moments like these that we capture a feeling, and for today that feeling is hope. We have come together today to celebrate hope in its greatest form, the investment in our future, the investment in our children. With this groundbreaking we start our journey as the first K-12 Episcopal School in Central Texas.”

Social Emotional Learning (SEL) was not a common phrase, let alone a full fledged program, for most educators in Austin 14 years ago. Yet St. Andrew’s Episcopal School launched an SEL program with the help of a grant, becoming the first school in Austin to offer SEL in its curriculum, with many schools soon following suit. St. Andrew’s is continuing to lead the way; with a new Kindergarten program launching next year. Director of SEL Scott Zimmerman is working on taking our program into the future with a comprehensive K-12 vision.

HOW DO YOU CREATE AN SEL PROGRAM THAT ENCOMPASSES STUDENTS OF ALL AGES?
First and foremost, there’s a lot of good work already being done here in the classrooms, so I am visiting classes to hear how students and teachers engage. Obviously students at different ages have different needs. Middle and high school is most challenging because at that age don’t like being told what to do or how to behave, and they’re more focused on academic success than emotional health. I think SEL may need to be framed in the context of a leadership program in those grades. At the Lower School SEL is already heavily integrated into the curriculum, which is fantastic because a lot of character building happens at those ages.

WHAT IS YOUR GOAL FOR THIS FIRST YEAR AT ST. ANDREW’S?
I’d like to help teachers find moments in the day when they can work on SEL skills with students. It can be a moment of conflict during a class discussion where empathy is reinforced, or an opportunity to let students lead in an exercise. I’d like to host seminars at some point to help teachers develop the right vocabulary and set up the physical structure for meaningful discussions to best implement these practices. Already at the Upper School we’re implementing some leadership opportunities for upperclassmen. We’re having some juniors meet with freshmen to help them adjust to Upper School life; give them extra rounds of encouragements before grades are due, talk to them on what to expect before a big school dance. We’ll also have seniors meet with middle Schoolers to talk to them about setting an example for their younger peers and leaving a good legacy. As we get these initiatives underway I’ll be excited to share them with parents so they know how we’re integrating SEL in new ways.

WHY IS IT IMPORTANT TO MAINTAIN AN SEL PROGRAM?
The ability to express yourself and handle conflict in a healthy manner serves our whole community, and certainly supports our school’s mission to help the fulfillment of each student’s potential. Beyond that, the overall trends I am seeing in graduated students in this country worries me. I keep in touch with students and parents, and some tell me they weren’t equipped emotionally for challenges they faced in the world. They’re good at executing tasks but they haven’t explored larger issues beyond that, like why they’re doing something and who they’re becoming in the process. It’s our job to equip students with decision making and self regulation skills that will help them be resilient in college, in the workplace, throughout their lives. We are raising young men and women, not just students.

ST. ANDREW’S BREAKS GROUND ON NEW KINDERGARTEN: ELEANOR HALL

MIDDLE SCHOOL WELCOMES 6TH GRADE
It’s an exciting time in the life of St. Andrew’s! With the introduction of kindergarten at St. Andrew’s next year, and after thoughtful consideration and planning, the Lower School will shift to include grades K-5 and the Middle School will include grades 6-8. Kama Bruce will remain Head of Lower School, and Alice Nezzer will continue her role as Head of Middle School. This shift balances grade-level divisions more equally and more properly meets the needs of students. Sixth graders will remain in their existing building, but they will participate in a modified advisory program, the Middle School House System, daily Middle School Chapel, and club offerings. They will follow Middle School athletics and PE (3 days a week) and all non-AP (All State Independent Parochial League) sports. Only volleyball and basketball will remain blended with 5th and 6th grade students to accommodate the current A/P regulations.

Overall, St. Andrew’s administrators believe that sixth graders are ready for this type of academic and cultural environment and look forward to integrating them into the outstanding Middle School Program that SAGE dinning services
make healthy appetites
This fall we are excited to debut new school meal options through SAGE Dining Services! Menus created by SAGE dieticians ensure our students get delicious and nutritious meals every day, and our re-organized dining facilities make lunch lines run smoother than ever. As an added bonus, the new SAGE staff is researching a variety of local food vendors to procure the highest quality, sustainable food for students. Menus are available to view via the St. Andrew’s website. Bon appetit!

TIMOTHY THURN joins St. Andrew’s Episcopal School as SAGE Dining’s Food Service Director. He brings more than 20 years of culinary experience to the plate. Before joining SAGE, Thurm was Executive Chef and Food Service Director for a large contract food service company in Austin, Dallas, and Fort Worth, Texas. He worked in their corporate dining and healthcare division for more than a decade. Prior to that, Chef Timothy owned and operated a restaurant in Dallas and was Executive Chef for Mira Vista Country Club in Fort Worth, Texas. He has culinary training from the Culinary Institute of America. He focused on cakes, pastries, advanced sauces and techniques at the St. Helena, CA campus and in Kitchen Management, Food Cost Control, Art of Catering and Flavors while attending the Hyde Park, NY campus. He is excited to bring his wealth of knowledge to St. Andrew’s.

Scott Zimmerman, new Director of SEL
“The relationship between teachers and students here is wonderful. You’re a person, not just a student, you have mentors and you’re never ignored.”

Hailey Hunter ’11
Upper School Math Teacher

Meet Hailey Hunter ’11, who returns to St. Andrew’s as a math teacher this year. Hailey completed her student teaching at Rudder High School in Bryan, Texas this spring, and has a BA in Mathematics and her teacher’s certificate from Texas A&M.

This st. Andrew’s Education Is A Gift. Being a student here was hard, but when I graduated I knew how to talk to adults, present my ideas, and advocate for myself with professors. I knew how to study and write well, and was surprised how many college students didn’t have those skills. After my first few weeks in college I called my parents and thanked them for giving me this gift, my St. Andrew’s education.

Students Want to Have Important Conversations, Even in Math Class. I think it’s important that students explore hard topics here, like gender roles, race relations, or personal beliefs. Students want to talk to me about these issues in advisory, in math class, wherever, and I am always happy to hear them talk about what’s important to them.

This School is Truly Unique. I spent four years here as a student and I was always told St. Andrew’s was unique, but once I began interviewing to teach at different schools I realized how true that is. The relationship between teachers and students here is wonderful. You’re a person, not just a student, you have mentors and you’re never ignored. My math teacher, Chris Mabley, made a point to get to know me well and made me feel loved and encouraged.

The Advisory Program Here Is Superb. The time and effort made to place each student with an advisor who is compatible with their personality is something you don’t really see anywhere else. My advisor, Wayne Packwood, knew me well enough to know what I really needed in a college and pointed out how immature I was being at times in denying the truth (that I actually didn’t want to go too far from home), but he communicated that point in a kind way.

I Love The Students and the Sense of Community Here. Students can be different and still thrive. There is mutual respect among students, they love the things that are ‘weird’ about each other.

Recently Drew taught US History at Burnett MS in Austin, before that teaching 3rd, 5th, and 6th graders in self-contained settings in Nicaragua, Newark, N.J. and Oakland, CA. Drew has degrees from UNC (BA in Communications), University of San Francisco (MAT), and Rutgers (MPA in School Administration).

I Use the Word “Challenge” a Lot to Motivate My Students. When I began giving assignments, students would ask me whether they would be graded. I say “I’m challenging you to do this.” It took some of them awhile to get it, but they’ve embraced it. Really what I’m about is getting students to have intrinsic desire to learn and not be motivated by grades. Grades go away after school but students need motivation for life.

Project-Based Learning Is Inspiring Them to Do Things I Would Never Imagine. Nightly homework is 10 minutes of reading or listening to the news. But the projects are due on a weekly basis, and the options are intentionally open ended so students can really run with their ideas. I’ve had students create a hermit crab terrarium, design an entire board game, or stand up on my mini stage in class and perform in character. The things they are doing in one week go far beyond any bar I could set for them.

We Have a Self-Evaluation System That Works Well. When students take a quiz, I always have them write down the score they think they got and why they got it. Believe me, students are honest and do actually give themselves poor grades when they know they’ve done poorly. They know they’ll be held accountable, that I’ll ask them “Is this really how you think you did?” Again, that ability to self-evaluate is something you take into college and a career. Before you present to your boss, you need to be honest with yourself about what you’ve produced.

We Are “Team Anti-Stress” in This Classroom. Students get stressed about grades, and stress does not help you perform well in anything in life, no matter your age. So I want to de-mystify this idea that you can be “bad at History” or any other subject. I’ve had students learn about multiple intelligences to understand how they best communicate their knowledge. But I am always challenging them to go beyond their comfort zone, and they do! A shy kid in class will suddenly be up on stage performing, and that’s what I’m trying to encourage.

I Want Them to Learn Timeless Skills. We have three sheets on the wall that I ask them to populate for each unit of study: their opinions, questions, and knowledge. They need to learn how those terms are different, and more importantly how to ask better questions and articulate their opinions.

I Like the Strong Sense of Community Here. I appreciate that every teacher is allowed to have their own style of teaching, and I feel like I can learn from some high quality peers here. My family attended the Fall Family Fair and we had a blast. I think St. Andrew’s really does demonstrate community not just talk about it.
Art teacher Holly Melear made a special announcement to sixth-graders after chapel one day that ignited the imagination of Laney Goodrum: “Ms. Melear was talking about her involvement with the New World Institute Conference and told us about the ‘Cities in Space’ competition for students.”

The challenge: create a self-sustaining colony for 1,000 people in space. As Laney’s imagination took off, her talks with fellow students soon mobilized a team of nine to tackle the challenge, including Bering Edwards, Dexter Glassco, Lucy Layne, Graham Speight, Bray Stratton, Avery Wayne, Luke Weaver, and Emily Grace Williams. The team had a month to create a model colony, a presentation, and a six-page paper, to illustrate how their colony would function. Their Moon colony “Stelluna” included a government and education system, as well as cultural details related to art, clothing, language, and music. Bering says, “I stayed up late to watch the news and presidential debates, but I also used knowledge from my Latin and social studies classes” to create the government system. To research self-sustaining practices, Laney says, “I watched NASA’s [video streaming of the] International Space Station. They’re recycling human waste and growing plants on the Station, so that was really interesting and helpful.”

The two biggest challenges they faced were “the time line and decision making. We didn’t have much time, but we made up for it by using all our free time in school, after school, and even coming in on our day off to work on it. And sometimes it was hard to get everyone to agree on what to do. But we talked a lot about empathy on our Mo Ranch trip—it was an amazing trip—so we all knew compromise was important!” The excitement leading up to the competition was palpable for the students. The girls even had a slumber party together the night before, so they could go to the competition together. Laney says, “We’re all really excited to see how it turns out. Even if we don’t win, we’re really glad we got to do this.”

The October 16th competition included 400 student competitors from across Texas. St. Andrew’s received an honorable mention for Stelluna’s arts and social sciences programs. Faculty advisor Sharla Campbell remarks, “Seeing the students work collaboratively was incredible to observe. They loved meeting and interacting with students from other schools, and listening to NASA engineers and leaders in the field of space exploration.”

To read more about Cities in Space, visit http://newworlds.space/cities.
ROBOTICS CLUB BEST COMPETITION

This year the Robotics Club again entered in the Capital BEST competition, with key insights from last year’s competition and 45 club members ready to work toward the October 24th showdown. The aggressive six-week timetable in which to build a robot capable of running an intricate obstacle course (“Pay Dirt!”) had the club members spending every free moment in the Robotics lab, including Saturdays. Thankfully, they had a leader in Katherine Dyson ’18, who competed last year and was, “the one leading the charge and leading by example this year,” according to faculty advisor Jim Thomas.

Katherine says, “The hardest part is just getting work done, not everyone has the same availability to work. Also, you don’t know if something is going to work until you build it and try it.” The team created a robot that could execute a specific set of tasks with the aid of a handheld controller. The designers, programmers, and drivers all had different ideas on the best design, and Katherine says, “Usually, the best idea is some combination of several students’ ideas.” Beyond learning the technical skills required to create the robot, Katherine says, “We’re learning how to problem solve together, and that sometimes a solution doesn’t have to be complicated. Sometimes the simple solution is best.”

Katherine’s father Patrick Dyson was the volunteer team mentor for a second year, which Jim Thomas says was, “my life saver.” Patrick describes the team as, “A wonderful group of kids.” As a professional engineer, Patrick helped students decide which ideas were most viable during their Saturday brainstorming sessions. “You certainly don’t want them to rule something out too early. They don’t know what they can’t do yet, which keeps them open to all kinds of possibilities.” Patrick recalls how much fun it was to “see the whole team come together during the competition. The video game players get to shine with their driving skills!”

St. Andrew’s was one of 25 area public and private schools that competed all day at Westwood HS in a meet that was “even more competitive and exciting than last year,” according to Jim Thomas. The St. Andrew’s Cubot Mark II was driven in 13 rounds of intense and close head-to-head competition matches by Mac Baskin ‘16, Will Nickerson ’18, Matt Otto ’17, Ben Pollinger ’17 and Jeff Wang ‘18 with Julia Cox ’18 as the main competition sperrer. After eight preliminary rounds, three semifinal rounds, and three final rounds, St. Andrew’s made the “final four” head-to-head match and ultimately took third place. Jim Thomas says, “I am proud of our kids in every way possible as they represented St. Andrew’s at the tournament. Many thanks to Patrick Dyson, my friend and co-coach, for all his energy and help throughout the entire BEST competition season. As BEST ends, the FTC robot competition will begin to heat up, so stand by for more action!”

Faculty advisor Jim Thomas (right) and volunteer team mentor Patrick Dyson.

NATIONAL MERIT SCHOLARS

Congratulations to our four seniors Cole Baker, Andy Greenwell, Natalie Jacks, and Charlie Tusa, this year’s National Merit Semifinalists! They are among fewer than 1% of U.S. seniors who qualify for a Merit Award. From this point, Cole, Andy, Natalie, and Charlie will complete a scholarship application which will be reviewed to see if they will progress to the final stage of the National Merit competition. The application consists of their academic record, endorsements from St. Andrew’s, a personal essay, and information about their participation and leadership in school and community activities. Once students move to the finalist level, Merit Scholarship winners are chosen based on their skills, accomplishments, and potential for success in college studies.
THIS fall’s musical, “Les Miserables,” broke a school record. For the first time, tickets to all three shows sold out in only two days. The St. Andrew’s cast of 47 delivered their interpretation of this world-famous musical in the Dell Fine Arts Center with the help of a live 12-piece orchestra and 22 student crew members providing the set, sound, lighting, projections, makeup, hair, costumes, props, and stage management. Peggy Kielian, Assistant to Director Rick Garcia, says, “Les Miserables was one of our most complex shows yet—with over 155 costumes, 77 props, 25 artistic signs, and 12 crew members doing hair and makeup before the show. The set continually transformed, with pieces and parts coming together, spinning, and separating to become multiple scenes. We needed 10 set crew to move this large set throughout the show.” Though the musical is vocally challenging—almost entirely sung for over two hours—it didn’t prevent new theatre students from auditioning, or younger students either. Peggy says, “We had one 6th grader (Emily Grace Williams) and three 7th graders (Charlie Welland, Milie Sunshine and Sofia Hosten) in the show. They balanced sports and the rigorous musical schedule well.”

Les Miserables DEBUTS TO SOLD OUT CROWDS

Luke Weaver ‘22 in “Evita”

Luke Weaver ‘22 recently in “Evita” at the Zach Theater as a member of the Children’s Ensemble. Luke performed in 17 shows between September 29th and November 1st, balancing the demands of school with a professional musical production. Luke spent 20 hours a week in rehearsal, and says, “My [St. Andrew’s] teacher, Mr. Campbell, was very nice about it and let me rest when I needed it. I was so excited to see her at one of my shows!”

Luke has spent the last two years performing in other shows, including “Shrek” and “Willy Wonka” at KidActing. He is now a member of the Pre-Professional Company at Zach Theatre as well. This select group of students rehearse and perform together every week in preparation for their showcase in May, when they will meet special directors and performers who visit their workshops.

As a new student to St. Andrew’s this year, Luke is excited to get involved in the theatre productions. “I have seen my brother, Jack, perform in ‘Seusical’ and ‘Peter Pan.’ I am so excited to perform in the sixth grade musical, Lion King, and I love working with Mr. Kruger. I haven’t even seen an Upper School production, but I can’t wait to see one!”

Behind the scenes on the Tech Theatre team, Olivia Basta ’17 “learned practical life skills like time management and patience, to specific technical skills,” while Jimena Calaon ’18 “learned how to communicate and give better directions.” The Tech Theatre team praises their teacher, Mr. Schumann, for helping them identify their strengths. Fletcher Bamhill ’18 says, “Mr. Schumann is such an incredible teacher, he helps you find things that you are good at.”

With so much student passion poured into the production, it’s no wonder the dress rehearsal “Middle School Night” was also standing room only! About 200 Middle Schoolers from St. Andrew’s, St. Gabriel’s, and Trinity schools and 100 faculty attended the special preview performance.

As always, Director Rick Garcia brought his own creative interpretation to the musical. Peggy explains, “Rick was inspired by the lyrics. ‘To love another person is to see the face of God.’ So we placed crosses in the poster, scenery, art, and projections throughout the show.” This uplifting metaphor was reinforced by the spine-tingling musical numbers that brought audiences to their feet.

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Athletic NEWS

UPPER SCHOOL FOOTBALL

Crusader football had a successful 8-1 season! Senior running back/linebacker Cole Baker was named Austin American-Statesman’s “Player of the Week” for his role in the 41-14 win against Regents, and received the “Game Ball” honor for his contributions to the 47-14 win against St. Dominic Savio. Junior quarterback Evan Marshman received the Statesman’s “Game Ball” honor for his performance in the 55-12 victory over San Antonio Marshall. Marshman brought down crossing defenders with three touchdown passes and a rushed touchdown. They brought down cross-town rival St. Stephen’s 28-14, earning the Episco-Bowl prize on October 23rd.

Their winning season was featured by Statesman sports columnist Rick Cantu, who called it a “breakthrough campaign” for the Crusaders. Go Cru!

CROSS COUNTRY SETS SIGHTS ON CHAMPIONSHIP

by Assistant Coach Liz Shelton

Boasting 80 runners this season, Cross Country is the largest sport at St. Andrew’s and for good reason. Both the Boys and Girls teams are consistently ranked in the top of the Southwest Preparatory Conference and both teams have at least two runners in the top 10 individual rankings. Going into the 2015 season, the team relied heavily on returning juniors and seniors, but freshmen and sophomores weren’t afraid to mix it up with the upperclassmen. All runners showed tremendous improvements week to week, race to race. As a result, this year’s team is the most well-rounded team ever seen on campus.

Earlier in the season, team captain and senior Hannah Blake was interviewed by MileSplit after finishing a strong second place in the Girls’ Varsity division at Dripping Springs Invitational. When asked about summer training leading into fall, she commented that, “It’s been really great and I think our team is going to be so good this year because we’re really working hard and doing well. This year we’re hosting SPC and I think our team has so much potential and I really think that we can win it this year.”

That confidence stems from results.

At the McNeil Invitational, an amazing 80% of the entire team (Vasally and JV) came home with either season or personal records. At the 35th St. John’s Ramble “In Houston, 11 out of 16 boys “PR’d” (made a personal record). Led by Henry Gaudin (4th), Sam Johnson (3rd), Austin Modoff (2nd), Place Renner (24th) and Jack Gutierrez (271st), the boys placed second and added a plaque to their collection.

On the girls side, 13 out of 16 runners PR’d. Rounding out the top five for the girls were Hannah Blake (6th), Mary Alex Frishman (8th), Ellen Murphy (13th), Blair Butler (15th) and Sophie Dolan (17th). They, too, took home a second place plaque, the second top three finish in a row for the girls after the JV team placed second at the Georgetown Invitational, led by Sophomore Grace Buechter.

Much of the success over the years is due to the guidance and leadership of Head Coach Gilbert Tuhabyeye, who, along with Assistant Coaches Reed Clemens and Liz Shelton, has built up the team into a close-knit community which feels more like a family. From day one, emphasis is placed on mutual respect, family, fun and the goal to run fast and finish strong. For these St. Andrew’s runners, cross country is more than just a sport. It’s a way of life.

SPC TOURNAMENT RESULTS

Our varsity girls’ XC team placed 4th (best finish ever) and boys finished 6th. An especially fond farewell to Coach Reed Clemens, who is retiring after 12 years of faithful service—thanks for helping our teams run with joy!

Volleyball Team

St. Andrew’s Varsity Volleyball team finished in second place at the Brentwood Christian tournament this fall. Congratulations to players Caroline Bigger ’16 and Barrett Guttelf ’17, who were named to the All-Tournament team! St. Andrew’s JV and JV2 Volleyball teams also had great success at the Wimberley TEA-FEST tournament. The JV won the Silver bracket, and JV2 won Flight 1.

Homecoming

For the first time in school history, our Homecoming festivities scheduled for October 22nd were rescheduled due to heavy rainfall. On October 30th, flash flooding and tornado watches compelled St. Andrew’s to reschedule Homecoming again, this time for the winter season.

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MATT KENNEDY ’21
I participated in the House of Friends program sponsored by Bethany Methodist Church. It facilitates a time for a family member to be actively supported for a day. Participants have dementia, Alzheimer’s or other illnesses where they must be supported and monitored at all times. The program has activities for the participants including physical activities, music, and food treats. I helped the people enjoy the activities including balloon volleyball, bowling and other games. I also helped the people at lunch, and brought the service dogs to the people so they could pet them.

SOFIA WAUGH ’20
My family’s company is a jewelry company that specializes in personalizing pendants and rings. This summer I went to the factory and worked with a laser to make pendants for parents at the Dell Children’s Hospital who have lost their children to cancer. St. Andrew’s parents Sumi and Lokesh, the parents of my classmate Kethan, lost Kethan the year my father began this project, and seeing them go through such a hard time was really sad. Coincidentally they were the first parents to receive the pendant. Having seen so many people struggle with the loss of a loved one who died from cancer it made me feel good about what I was doing and who I was doing it for. A week after we brought the pendants to the hospital we received an email about how the parents put the pendants on their key rings and necklaces before they even left the hospital.

CLOSING THE LOOP AT THE UPPER SCHOOL
by Dina Tucker, US Sustainability Coordinator
In preparation for launching a composting program at the Upper School, several Sustainability Council members and student volunteers conducted a waste audit this fall. All of the waste was collected from the entire campus and the students meticulously sorted through everything, separating it into three waste streams: compost, recycling, and landfill.

Here’s what we found in the cafeteria: We generate roughly 150 pounds of waste/day; 90% of what we generate in the cafeteria can be composted by Texas Disposal Systems; 8% of our cafeteria waste is recyclable (mostly in the form of plastic cups); and only 2% has to be taken to the landfill.

There was good news to be found outside of the cafeteria as well. We collected an average of 200 pounds of waste on the rest of campus, the majority of which was water weight from food that had been thrown away. The most exciting thing about the audit was our recycling efficacy. In just a few short years, we have gone from recycling 0% of our waste to correctly recycling 88%.

SENIORS WITH SERVANT HEARTS
In August, Lands Hoover ’16 successfully organized and executed a massive sock drive for 1,000 pairs of new socks for Austin’s Mobile Loaves and Fishes organization, which supports the homeless in Austin. Mobile Loaves & Fishes, Inc. (www.mlfl.org) began when five parishioners of St. John Neumann Catholic Church in Austin answered God’s call to “Love your neighbor as yourself.” Co-founder Alan Graham and his friends began delivering meals out of the back of a minivan to men and women they found living on the streets of their city. Since that first truck run, teams of volunteers have served meals with a side of hope to the homeless and working poor on the streets of Austin and San Antonio, Texas; Providence, Rhode Island; New Bedford, Massachusetts; and Minneapolis, Minnesota. To date, Mobile Loaves & Fishes has served over 4 million meals, and with the support of more than 18,000 volunteers, is the largest prepared feeding program to the homeless and working poor in Austin. Aside from the need for food and shelter, homeless people also need access to clothing, particularly socks. To help with this effort, Lands enlisted the help of fellow seniors Ryan Loose, Charlie Tusa, Mason Ezell, Pritam Reddy and Graham Patterson, who assisted in collecting the socks and donations. Mobile Loaves & Fishes plans to distribute the socks to the homeless. Thank you to Lands and his team of servants for this important community service work!

RAIN WOULDN’T KEEP OUR ALUMNI FROM THEIR REUNION ON OCTOBER 24TH. THE CLASSES OF ’05 AND ’10 ENJOYED CONVERSATION OVER COCKTAILS AND DINNER, AND A TOUR OF THE EVER-GROWING UPPER SCHOOL CAMPUS. PHYSICS TEACHER DAN LATERRELLI WAS EXCITED TO SHOW OFF THE NEW INNOVATION CENTER. DIRECTOR OF COLLEGE COUNSELING ELIZABETH GUILCE GAVE HUGS TO FAMILAR FACES, WHILE HEAD OF SCHOOL SEAN MURPHY AND HEAD OF UPPER SCHOOL TODD STEPHENSON GAVE ALUMNI THE CHANCE TO ASK QUESTIONS ABOUT THE FUTURE OF THEIR BELOVED ALMA MATER.


CLASS OF ’05: Bosco Jung, Sean Fitzsimons, Chrissy Tucker, Lily McCall, Jane Kilgore.
Julie Valentine '56 remembers when St. Andrew’s was just a small white two-story house on Pearl Street. Though there were only 11 students in her graduating class, Julie says, “It was wonderful. We received an excellent education and made lifelong friends.” She came to St. Andrew’s because “they didn’t have enough girls, so they went to Episcopal churches to spread the word. At the time I was at Woltich (now Lab School) and I didn’t want to leave. My mom said if I didn’t like it I could go back. Of course, I loved it!” Julie remembers her teacher Mrs. Watkins “I was shy and bookish, and she made me blossom. She piqued my interest in Latin America. I thought it was so interesting and wanted to go there one day.” Julie ended up attending C. Henry and Austin High School, then UT Plan II to study Latin American studies. She earned her master’s in public affairs and Latin American studies from the LBJ School of Public Affairs. “It was rare for women to be in the workforce at that time,” she recalls, “so I got married, went to UT, and then worked for the Texas Senate for a while.” Julie’s daughter Julie Puentes ’82 also attended St. Andrew’s (grades 1–6), and she now runs non-profit Horse Link providing equine therapy to veterans. When Julie visited us recently, she remarked “My goodness how this school has grown, it’s remarkable.” We’ve come a long way from Pearl Street, but we never forget our humble beginnings!

SAS Classmates
Front row: Martha Barnett, Leslie Valentine, Kristin Von Kreiser, and Cherry Stayton.
Back row: Louisa Mahone and Julie Valentine.

Some Class of ’59 alumni got together in October at Lost Creek Country Club to relive their favorite St. Andrew’s memories in the company of their 3rd and 4th grade teacher Mrs. Shefelman!

Jenny Hudspeth Stone ’83 and Morgan Stone ’82

Though Jenny Hudspeth Stone ’83 and Morgan Stone ’82 both attended St. Andrew’s from first to sixth grade, they didn’t meet until many years later in college, when they found their St. Andrew’s connection included many shared friends and experiences. Their daughter Katherine now attends St. Andrew’s, and Jenny and Morgan are graciously sharing their past memories and current impressions of St. Andrew’s.

Why did you select St. Andrew’s for your children?
JENN: Chapel and field days
MORG: Field days

What do you hope she will experience here?
We both had such amazing experiences at SAS which is what prompted us to consider it for Katherine. When we went and toured and saw the school now with such an amazing curriculum, new facilities and teachers we were even more excited.

How would you describe St. Andrew’s to other parents who are considering it for their children?
It is a wonderful community that truly cultivates a love of learning. The teachers are excited to be there and because of that Katherine comes home daily telling us about something new she learned, singing songs in Spanish or relaying a story from chapel.

What was your favorite St. Andrew’s tradition?
JENN: Chapel and field days
MORG: Field days

Ellen Heck '02

Ellen Heck’s ’02 work was purchased by the Victoria and Albert Museum in London, and it’s now on display in their Contemporary Portraiture exhibition, which runs through April 2016. US Art teacher Susan Kemmer-Reed remarks, “It is so much fun to watch these young people move out into the world. She graduated from our first class at the Upper School!”

Audrey Huntsberger ’09

Audrey Huntsberger ’09, a St. Andrew’s “lifer” joined St. Andrew’s this fall as a math teacher in the Middle School. Audrey graduated from Texas A&M in December of 2013, and moved back to Austin to teach at Leander Middle School as a science teacher. She’s currently in graduate school working towards a master’s degree in education with a focus in mathematics and teacher leadership. She spends her free time volunteering for Heart of Texas Lab Rescue and enjoying all that Austin has to offer.

The original St. Andrew’s home on Pearl Street, 1956.

Julie Valentine '56

SAS Class of '59

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Sarah Miller ’85

Sarah Miller ’85 launched Chatterhood, an online resource she describes as “a Yelp meets Angie’s List” for parents looking for reliable suggestions on kid-friendly businesses, babysitters, playdate locations, etc. We talked briefly with Sarah about her journey from St. Andrew’s student to Chatterhood CEO.

Sarah graduated from St. Andrew’s Lower School in 1985. She says her favorite St. Andrew’s memories “involve music and Mrs. Elkjer’s class: singing a solo ‘In His Time’ for a chapel service, performing in the first grade musical ‘Down by the Creekbank’ and learning to play recorder and ukulele. I also loved learning calligraphy in Mrs. Roberts’ fourth grade class, and I still use it to this day!”

Sarah went on to graduate from Austin High School, then DePaul University with a degree in French and International Business. Later she earned an MBA from Texas Christian University. After working for high-tech firms, government and non-profits, Sarah now works as the Executive Director of Development Communications at UT’s Health Science Center in Houston.

For those interested in learning more about Chatterhood, Jane recommends their dedicated website, the documentary film “Angels in the Dust,” as well as her own blog http://socialworkerinbothabelo.blogspot.com.

Sarah spent years re-locating with her husband and two kids to new towns across the U.S., and struggled to find recommendations for local, kid-friendly vendors. As working parents, neither she nor her husband had enough time to spend hours researching online. Sarah decided to create her own solution, and launched the website Chatterhood in spring 2015 to fill this void. Sarah says she’s still in the process of building up the platform, which serves mostly Central Texas but is growing to serve other cities nationwide.

If you’re a parent who likes to provide feedback on these types of tools, Sarah would love to hear from you. She’s in the process of setting up focus groups to identify the features that matter most to parents of all ages. You can contact Sarah at sarah@chatterhood.com.

Jane Kilgore ’05

Jane Kilgore ’05 returned to Austin from South Africa after completing her MSW degree in Poverty Alleviation. She’d been living in a village called Bothabelo's Community Development Trust, serving mostly children, women, and families affected by poverty, HIV/AIDS, and trauma.

After graduating from St. Andrew’s, Jane attended Rhodes College in Memphis, TN where she received a BA in Theatre with a minor in Psychology. Uncertain of her ideal career, she worked and saved for a year after graduation to fund a year of traveling to southern Africa, Thailand, Australia, and New Zealand. Jane remarks, “Not only was it the trip of a lifetime, but I was also lucky enough to find the career calling I’d been missing: social work.”

Jane read an introductory social work textbook and began researching graduate programs while still in South Africa, and discovered UT had one of the Top 10 programs in the country. During the last three years in the UT program, Jane participated in two international projects (in Papua New Guinea and South Africa), interned locally with Communities in Schools, and served as a Graduate/Research Assistant for UT’s Gender & Sexuality Center.

Jane describes her experience at Bothabelo as, “a complicated one, and I’ve learned a lot about topics I could not have anticipated prior to my arrival. Everything operates in the present, with entire days often devoted to dealing with one crisis after another... The kids, however, are truly pillars of resilience. My time there has taught me so much about social justice, international development work, the power of relationship, assertiveness, shame culture, and dozens of other topics.”

Stephanie Williams ’06

Stephanie attended St. Andrew’s from 2002 to 2006, though she graduated from an arts high school, she still remained connected to her teachers, including Latin teacher Jennie Luongo and Art History teacher Marsha Russell. Stephanie remarks that her advisor, John Pomery, “gave so much to me. He really believed in me.” Stephanie adds, “The St. Andrew’s community was so loving, supportive, and enthusiastic. It’s what I remember most, looking back.”

Stephanie attended the Miracle Foundation to raise money and gather global health experts and doctors to support the Anwesha Child Protection Center currently run by eye doctors in Tripura, India. The campaign is called “Susan’s Miracle.” Stephanie would love to hear from you if you’re interested in getting involved. Contact her directly at sagwilliams@gmail.com or visit http://give.miraclefoundation.org/susansmiracle for more info.

Nicole Falkenberg ’08

Nicole Falkenberg ’08 recently contacted us to share her experience in LA, and to encourage students interested in the film industry to contact her to learn more.

Nicole was a “lifer” of St. Andrew’s. She recalls Darcy Borges having a special role during her college application process. She says, “I first knew Señor Borges as my Spanish teacher freshman year, and then I was fortunate enough to have him as my senior year advisor. I will be forever grateful to him for his kindness and for being a cheerleader for me throughout high school and especially during the college application process. I still firmly believe that whatever he said in his support letter must have played a strong role in my admission to UT. I know he’d be proud to see that although I work in a field that is stressful by nature, I never allow myself to panic. He was permanently patient and supportive for the long months I spent incessantly抱着 waiting to hear back from UT!”

After graduating from UT, Nicole moved to LA to work at a talent agency. She now works in Publicity at Fox Searchlight Pictures, which has won the Academy Award for Best Picture both years that she has worked there (first for “12 Years A Slave” and most recently for “Birdman”). She says, “It’s been a busy year and our upcoming slate is awesome! I wanted to share my story in case any students are interested in potentially working in the industry. LA is amazing! I can also now add that my film ‘Me & Earl & The Dying Girl’ won both the Grand Jury Prize and the Audience Award at Sundance earlier this year. I’d encourage everyone to go see it; it’s one of my favorites!”

Nicole is working with the Miracle Foundation to raise money and gather global health experts and doctors to support the Anwesha Child Protection Center currently run by eye doctors in Tripura, India. The campaign is called “Susan’s Miracle.” Stephanie would love to hear from you if you’re interested in getting involved. Contact her directly at sagwilliams@gmail.com or visit http://give.miraclefoundation.org/susanismiracle for more info.

For those interested in learning more about Bothabelo, Jane recommends their dedicated website, the documentary film “Angels in the Dust,” as well as her own blog http://socialworkerinbothabelo.blogspot.com.

Nicole Falkenberg ’08 recently contacted us to share her experience in LA, and to encourage students interested in the film industry to contact her to learn more.
Andrew Brown ‘10, director Jordan Haro ‘09, and guitarist Aaron Lemke ‘08. The video for “Intoxication” is now released, see if you spot masked extras in the Dell Theatre and St. Andrew’s Rock Band teacher Ed Janusinsky on the drums.

The Dell Fine Arts Center was the set for Max Frost ‘09’s music video shoot on August 20th. Throughout the evening Max worked to bring his creative concept to life with his production teammates.

Brianna Hardeman ‘14 had a stellar first year on the Rhodes track team. She writes, “I was awarded Athlete of the Month (for March). Outstanding Athlete of the Year (basically MVP) at Rhodes, and SAA Conference Newcomer of the Year. I broke the school record in the 100 and long jump, and 4x100 with my relay teammates. I qualified for the NCAA National Championships in those events as well, and became an All-American, placing 6th in the 4x100. The Picture is from the picture is from the track.

Zach Lanctot ‘13
Congrats to Zach Lanctot ’13 for being only the second cadet in Texas A&M history to complete the amazingly rigorous US Army Special Forces Combat Dive School training! The school includes a few college cadets such as Zach but the vast majority and the rest of the participants must be active duty special operations soldiers. They come from all of the service branches (and a few allied countries) and typically have completed at least two tours of duty. Only one in three who are selected to attend the school actually finish. This course is a mentally and physically intense seven-week program and Zach is grateful to his high school coaches Janet Rissen and Nathan Michaud for preparing him for this experience.

Zach is now a certified master diver, has the honor of wearing the combat dive pin on his uniform, and is no longer a fan of Shark Week having shared the habitat of way too many sharks this summer. Al and Linda Lanctot are obviously very proud of Zach’s accomplishment.

Annika Mele ’15
Annika Mele ’15 was awarded First Team All-American 2015 for US Lacrosse’s Central Texas Chapter, and also US Lacrosse’s Jackie Pfitz Award. According to US Lacrosse, “This award recognizes a graduating senior in each chapter who truly honors the game of lacrosse, is invested in the development of the game in her community, is an exceptional player who continually strives to improve her game, and is an exemplary member of her team. She exemplifies the spirit of the game, on and off the field. Academically, she is an outstanding student and a valued role model in her school.”

IN MEMORIAM

Andrea Lauren DelVesco ’09, age 21, tragically passed away September 21, 2015 in Los Angeles, California. Born a beautiful soul, her inner light, keen sense of humor, and positive energy brightened every room she entered and comforted her friends. Andrea was fiercely loyal, supportive, adventurous, and curious. Andy’s loves were her family, friends, travel, music, art, photography, and animals—particularly dogs and turtles. She enjoyed food, fashion, reading, writing, and experiencing new things and different venues.

Andrea was born on June 29, 1994, in Chicago. In 2000, she entered the first grade at St. Andrew’s Episcopal School in Austin, Texas, where she graduated in 2012. She was a member of the St. Andrew’s varsity Field Hockey and Lacrosse teams. While at St. Andrew’s, she was a National Collegete Merit Scholar, and won numerous awards for her academic achievements in Latin, English, and Spanish.

Andrea entered the University of California in Los Angeles in the fall of 2012. She had just begun her senior year at the time of her death. At UCLA, her studies and interests in Latin culture and innate understanding of people led her to declare a double major in Spanish and Psychology.

Andrea enjoyed serving and supporting others. She received the Kay Hart Community Service Award and many other honors. She held leadership positions in the Honor Society, the National Charity League, and her sorority, Pi Beta Phi.

Andy’s rescue dog, Shay Panda, was with her until the end. She is survived by her parents, Arthur and Leslie DelVesco; her older brother James; younger sister Alexis; and family dog Jewel, of Austin. She is also survived by her aunt Claire Bradshaw, and cousins Annie and Clay Bradshaw, all of Dallas.

Andrea’s family greatly appreciates the outpouring of support since Andrea’s death. In lieu of flowers, the family requests that any memorial donations be made to the Andrea DelVesco Memorial Fund for animals managed by the Austin Community Foundation at 4315 Guadalupe Street, Suite 300, Austin, Texas, 78751.
INSIDE

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THE CLASS OF 2015 BOASTS 22 "LIFERS": THOSE WHO HAVE ATTENDED ST. ANDREW’S SINCE FIRST GRADE.


ON THE COVER

Top left: Senior speaker Peyton Cunningham ’15 at graduation. Top right: Andrew McNickle ’15 and Spanish teacher Maria Lecendor ’79 prepare for graduation. Bottom left: Leslie Hengstler, Mary and Evan Dick, Yvette Wegscheider at Derby-themed “Run for Roses” fundraiser. Bottom right: Evan Manzkrnan ’17 on Junior Experience, New Orleans trip.
The Class of 2015

Audrey Sophia Abbott
Maria Abaga
Adelle Rose Aviles
Elizabeth Stanton Bradshaw
Noelle Meri Brimble
Connor Michael Brucker
Rachel Lynne Buechler
Asa David Buehler
Kandall Marie Cannon
Carron Coffman Carroll
Valerie Sy Yun Chang
Madeline Claire Chastain
Frank Cox Coates
Abigail Erwinna Coon
Johnson Saunders Covert
Caroline Elizabeth Cunningham
Catherine Peyton Cunningham
Elizabeth Ann Sakurako Curtin
Danielle Irene Daily
Alexander Christian Davis
Chelse Ann Dekker
Eric Michael Dekowski
Juliette Brooke Dell
Zachary Blake Dell
Andrew Bryce Deskins
Carloita Schmidt Esposito
Julia Christine Flandri
Elizabeth Rachel Foster
Daniel Thornhill Frishman
Simran Khanna Frontain
Samuel Scarbrough Garrison
Madeleine Maryse Gaudin
Kathryn Hunter Gerstein
Logan Turner Giberson
Jordan John Gillett
Julia Burke Greer
Alexander William Gurasich
David Paul Gurasich
Erika Elisabeth Hoelscher
Christopher Russell Holmes
Nathan Lee Hornaday
Elisabeth Lane Howard
Carolina Camille Hudson
Sarah Ellen Hudson
Jackson Avery Hughes
Larkin Elizabeth Ingram
Monessa Jayabalan
Avery Anne Johnson
Lucy Jones
Amanda Michelle Jüstiz
Megan Kelly Kamm
Sara Pearl Kane
Gabriel Richard Ferrell Keith
Mia Yuan Kidd
Madison Molly Kudiac
Oliver Karl Mackenzie Langselius
Susan Marie Lewis
Cole Harrison Marshall
Samuel Edward Martens
Ellen Christine McDaniel
Andrew Landis McEvale
Anniko Greer Mele
Madeleine Glenn Mele
Alexander Douglas Milliron
Jordan Gage Nicklos
Alexandra Noel Novess
Zachary Lloyd Osborne
Cameron Alexander Pepe
Audrey Elizabeth Peterson
Emily Katherine Pinkerton
Robert Scott Postz
Laine Marie Porter
Catherine Anne Powell
Zoë Nicole Ready
Channing Grace Ballian Reeves
Alexandra Juliet Reid
Erica Roxana Rhodes
Gabrielle Nicole Rivers
Maxine Olivia Rondeau
Mackenzie Jane Schaefer
Perry Katherine Schell
Katrina Brett Schwab
John Edward Sealy
Marianna Rose Shaw
Alexandra Hudson Sherwood
Marina Carolyn Smalling
Brooke Eveleth Smith
Nathaniel Houghton Stephenson
Nicholas Tanner Svanas
Michael Andrew Taylor
Nathaniel Austin Taylor
Vipul Kamath Telang
John Paxton Temple
Benjamin Collins Thurman
Samuel Wibird Thurman
John William Tyler Jr.
Sydney Samantha Tyler
Sarah Barton Wareing
Grayson Daniel Weaver
Elouise McAshan Welld
Wesley Arne Wiedenmeier
Hannah Louise Winstead
Nicholas Christopher Wlezien
Brian Nicholas Wongchotigul
Jackson Kyle Ziebert
Emily Ann Zientek
The Upper School campus was filled with joy and sunshine on Saturday, May 30th, as the St. Andrew’s community gathered together for the Class of 2015’s graduation ceremony.

Before the official graduation ceremony, the Upper School Chaplain, Rev. Rob Leacock, gave a final farewell to the seniors and their parents in a private chapel service. He reminded students of their spiritual journey towards God’s calling, saying, “God has made you for a greater purpose than you might imagine, and to share your gifts generously with those around you, that you might make his creation a little more habitable, a little more compassionate. It’s a higher calling for sure. Today, we’re calling you toward that mystery of becoming who you’re supposed to be and the curious journey of living up to your calling.”

Filled with hope and anticipation after the service, the 106 students of the graduating class processed into Founder’s Hall to receive their diplomas and bid farewell to their loving St. Andrew’s family.

St. Andrew’s faculty, students, and alumni imparted some wisdom to the seniors as well. English teacher Jamie Ebersole addressed the class as the faculty speaker, reminding students of the famous adage that, “Not all who wander are lost.” He urged the graduates to let themselves wander—intellectually, physically, and spiritually—to allow true inspiration to guide them on their way.

The senior speaker, Peyton Cunningham, who was elected by her class to speak, reflected on the lifetime of choices she and her classmates will continue to face. She said, “So often we think the big decisions in life define us, that we are simply ‘A’ or ‘B,’ but that is false. There are a multitude of people and moments that shape who we are. I see us as Michelangelo saw a sculpture: evolving slowly, as time and people work away at us.”

Alumni speaker Sara Taube ’06 asked everyone in the audience to say aloud the names of the teachers who impacted them in a great way, reminding students, “You will always carry the people that shaped you along your way, and likewise St. Andrew’s will always be there with you.” After the ceremony, students, faculty, and parents recessed to the lawn for final farewell hugs and celebratory selfies.

Congratulations to the scholars, artists, athletes, and servants of 2015 that have shaped our school for the better. You will always have a home at St. Andrew’s, and we can’t wait to see what you will do next!
Graduation Prize Recipients

THE SCHOLARSHIP AWARD
This award is given to a senior for outstanding academic achievement, passion for learning, and a pursuit of excellence.

MARINA SMALLING
Marina is described by her advisor as “a scholar with a huge dose of humility” who is “willing to help anyone at any time, whether it is a classmate who needs (assistance) with an assignment or a teacher who needs help with a special project. Even though she can stand on her own in any situation, (she) knows at her core that you only achieve great things through teamwork and as result is a total team player.”

CARSON CARROLL
Carson is a spiritual athlete and a dedicated public servant. He is hard-working and loves history. The discipline that he has learned on the field spills over into the classroom and his style of leadership involves a massive commitment to community service—over 700 hours by the start of his senior year!

ALLIE NOVESS
Allie is “known best in our community as an artist and she is indeed a formidable presence in the studio, on the stage and in the concert hall. Right after fine arts comes service to others, perhaps the most significant endeavor being a mentor for the Breakthrough Program for kids who want to be the first generation in their family to attend college. She is a warm, fun, caring individual.”

MANDY JUSTIZ
Mandy is described as “empathetic, friendly, joyful, enthusiastic, curious, hardworking and even magical. She is everywhere: in the science lab gleefully dissecting specimens, on stage stunning us with another amazing performance in the school musical, at Science Olympiad leading her team to another big win, or in chapel leading us in prayer.”

THE HILARY H. CARLSON AWARD
This award goes to that senior who most clearly exhibits dramatic personal growth throughout high school. By fulfilling individual potential and living out the ideals valued by the St. Andrew’s community, this senior best illustrates the meaning of Hilary Carlson’s favorite quotation, “To whom much has been given, much is expected.”

THE CORNERSTONE AWARD
This honor goes to that senior who fully embraces the mission of St. Andrew’s “to provide an enriched academic program within a Christian environment emphasizing the fulfillment of each student’s potential.” Established to commemorate the Class of 2002, the Cornerstone Award recognizes courage, creativity, and love of school.

Ellie McDaniel
Ellie is “an incredibly intense, talented, and enthusiastic actor who has participated in every musical production at St. Andrew’s since her arrival in 9th grade. Not only a great actor she is also an outstanding scholar, kind friend to all and responsible leader of the community. Every classroom is better when she is there. Any club benefits from her dedication and leadership. She is a joy to be around.”

Madeline Chastain
Madeline is “a beautiful blend of artistry and enthusiasm who has close friends of all ages and is a welcomed addition to any class or group. She is involved in her church and regularly seeks ways to give back to the communities of which she is a part. Most important to her has been her summer camp work with children with disabilities and life-threatening illnesses. Indeed this student is thinking seriously about going into education and possibly special education. We hope that she will.”

THE SCOTT FIELD BAILEY SERVANT AWARD
This honor, named in memory of one of St. Andrew’s founders, the Right Reverend Scott Field Bailey, is reserved for that senior whose dedication, selflessness, and deep concern for others best exemplify the St. Andrew’s ideal that its students lead productive and responsible lives in their community.

Tia Schwab
Tia is “a National Merit Semi-Finalist, a leader, and a powerful writer. She’s also a committed environmentalist, an adept visual artist, and a kind and community-focused person. She exudes a quiet confidence in all she does, but she is always humble, never cocky. Her 11th grade English teacher noted after grading one of her outstanding essays, ‘I have to say, I was almost equally impressed that she seemed surprised and truly happy to receive an A on a paper—I know this must not be unusual for her, yet she still is so humble that she has no expectations for her grades. What a breath of fresh air!’”

Ma NEEY S. NACRO
This award is reserved for that remarkable individual who contributes in original ways to improve the life of the students, faculty, and staff of St. Andrew’s. This honor goes to that senior whose enthusiasm, joy, and leadership best reflect the qualities of our former Head of School, Lucy Collins Nazro.
A student earns distinction as a Scholar by maintaining an excellent grade-point average in all coursework and earning a distinguished grade on the Senior Project.

A student earns distinction as an Artist by completing four years of excellent coursework in the arts and an extensive portfolio of artwork or performances.

A student earns distinction as an Athlete by competing in two varsity sports in both junior and senior years.

A student earns distinction as a Servant by serving 100 hours of community service over all four years of high school.

A student earns distinction as a Scholar by maintaining an excellent grade-point average in all coursework and earning a distinguished grade on the Senior Project.

A student earns distinction as an Artist by completing four years of excellent coursework in the arts and an extensive portfolio of artwork or performances.

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A student earns distinction as a Servant by serving 100 hours of community service over all four years of high school.
CLASS OF 2015 COLLEGE INFORMATION

The Class of 2015 is on its way to a bright future indeed. Over $9 million in merit scholarship was awarded to 60 students (57% of the class). Students were accepted to schools in 40 states in the U.S. and D.C., as well as schools in London, Montreal, Paris, and Berlin. Most seniors (63) will leave Texas for college, and three will leave the United States for college. Four student athletes will continue to compete at the collegiate level in baseball, track, and cross-country.

178

Different colleges and universities accepted members of the Class of 2015

Bayern University
Bennington College
Boston College
Boston University
Bowdoin College
Butler University
California Polytechnic State University
San Luis Obispo
Carleton College
Carnegie Mellon University
Case Western Reserve University
Chapman University
Clemson University
Coastal Carolina University
College of Charleston
Colgate University
Colorado College
Colorado School of Mines
Colorado State University
Columbia College Chicago
Cornell College
Davidson College
Denison University
DePaul University
Dickinson College
Drake University
Drexel University
Duke University
Earlham College
Elon University
Emory-Riddle Aeronautical University
Emerson College
Emory University
Fairfield University
Florida State University
Fordham University—Lincoln Center Campus/Rose Hill Campus
Franklin and Marshall College
Furman University
George Mason University
Georgia Institute of Technology
Gettysburg College
Gonzaga University
Gustavus Adolphus College
Hendrix College
Hofstra University
Holy Cross College
Indiana University at Bloomington
Ithaca College
James Madison University
Juniata College
Kenyon College
King’s College London
Lafayette College
Menlo College
Missouri University of Science and Technology
Mount Holyoke College
Muhlenberg College
New College of Florida
New York University
North Carolina State University
Northeastern University
Northern Arizona University
Nova Southeastern University
Occidental College
Pace University
New York City College of Technology
Pacific Lutheran University
Princeton University
Purdue University
Reed College
Regent’s University London
Rensselaer Polytechnic Institute
Rhodes College
Rice University
Royal Holloway, University of London
Saint Louis University
Saint Mary’s College of California
San Diego State University
Santa Clara University
Savannah College of Art and Design
Seattle University
Southern Methodist University
Southwestern University
Stanford University
Sweet Briar College
Temple University
Texas A&M University
Texas Christian University
Texas State University
Texas Tech University
The American University of Paris
The George Washington University
The University of Alabama
The University of Arizona
The University of Georgia
The University of Memphis
The University of North Carolina at Chapel Hill
The University of Texas, Austin
The University of Texas, Dallas
The University of Texas, San Antonio
Tulane University
Union College
University of Arkansas
University of California, Los Angeles
University of California, Santa Barbara
University of California, Santa Cruz
University of Chicago
University of Colorado Boulder
University of Dayton
University of Delaware
University of Denver
University of Georgia
University of Houston
University of Kansas
University of Mary Washington
University of Michigan
University of Mississippi
University of North Texas
University of Oklahoma
University of Oregon
University of Puget Sound
University of Redlands
University of Richmond
University of San Diego
University of San Francisco
University of South Carolina
University of Southern California
University of St. Andrews
University of Tennessee, Knoxville
University of Utah
University of Virginia
University of Washington
University of Wisconsin, Madison
Vanderbilt University
Vassar College
Villanova University
Wake Forest University
Webster University
Wellesley University
West Virginia University
Western State Colorado University
Whitman College
Whittier College
Williams College
Wofford College
Worcester Polytechnic Institute
Yale University

5 of 8

on average, students were accepted to five of the (average) eight schools to which they applied

University of California, San Diego
University of California, Santa Barbara
University of Chicago
University of Colorado Boulder
University of Dayton
University of Delaware
University of Denver
University of Georgia
University of Houston
University of Kansas
University of Mary Washington
University of Michigan
University of Mississippi
University of North Texas
University of Oklahoma
University of Oregon
University of Puget Sound
University of Redlands
University of Richmond
University of San Diego
University of San Francisco
University of South Carolina
University of Southern California
University of St. Andrews
University of Tennessee, Knoxville
University of Utah
University of Virginia
University of Washington
University of Wisconsin, Madison
Vanderbilt University
Vassar College
Villanova University
Wake Forest University
Webster University
Wellesley University
West Virginia University
Western State Colorado University
Whitman College
Whittier College
Williams College
Wofford College
Worcester Polytechnic Institute
Yale University

60%

of the Class of 2015 chose to attend college outside of Texas

Lehigh University
Lewis & Clark College
Louisiana State University
 Loyola Marymount University
Macalester College
Marist College
Marquette University
McDaniel College
McGill University
McMillan Community College
Mercer University
Middlebury College
Milwaukee School of Art and Design
Mississippi College
Minnesota State University
Moorhead
Muhlenberg College
Muhlenberg University
Nassau Community College
New College of Florida
New York University
North Carolina State University
Northeastern University
Northern Arizona University
Nova Southeastern University
Occidental College
Pacific Lutheran University
Penn State Altoona
Purdue University
Randolph-Macon College
Reed College
Regent’s University London
Rensselaer Polytechnic Institute
Rhode Island College
Rice University
Rutgers University
Saint Louis University
Saint Mary’s College of California
San Diego State University
Santa Clara University
Savannah College of Art and Design
Seattle University
Southern Methodist University
Southwestern University
Stanford University
Sweet Briar College
Temple University
Texas A&M University
Texas Christian University
Texas State University
Texas Tech University
The American University of Paris
The George Washington University
The University of Alabama
The University of Arizona
The University of Georgia
The University of Memphis
The University of North Carolina
The University of Texas, Austin
The University of Texas, Dallas
The University of Texas, San Antonio
Tulane University
Union College
University of Arkansas
University of California, Los Angeles
University of California, Santa Barbara
University of California, Santa Cruz
University of Chicago
University of Colorado Boulder
University of Dayton
University of Delaware
University of Denver
University of Georgia
University of Houston
University of Kansas
University of Mary Washington
University of Michigan
University of Mississippi
University of North Texas
University of Oklahoma
University of Oregon
University of Puget Sound
University of Redlands
University of Richmond
University of San Diego
University of San Francisco
University of South Carolina
University of Southern California
University of St. Andrews
University of Tennessee, Knoxville
University of Utah
University of Virginia
University of Washington
University of Wisconsin, Madison
Vanderbilt University
Vassar College
Villanova University
Wake Forest University
Webster University
Wellesley University
West Virginia University
Western State Colorado University
Whitman College
Whittier College
Williams College
Wofford College
Worcester Polytechnic Institute
Yale University
Geographical diversity—is no surprise!

Already, 130 colleges and universities from across the country are slated to visit St. Andrew’s students in the fall of 2015, with more to come in 2016.
Seth Isaac Abramowitz*  
Adrian Hines Allen  
Stefan Marlowe Bentzin  
Hannah Grace Brann*  
Hannah Paige Bray*  
Caroline Merritt Brasted Brigham*  
James Walker Castro  
Eleanor Grace Clark*  
Tristram Shacklock Cofer*  
Leah Grace Chong Ling Cornman*  
Ivan Crawson*  
Elthan Aaron Cunningham*  
Caroline Alexander Daniel*  
Alison Spencer Durrett*  
Finn Gabriel Eagen*  
Meggan Simms Ehrlich*  
Morgan Cuyler Endersen  
Emma Bennett Erben*  
Grace Thompson Evans*  
Anson Knox Felt*  
Samantha Sandra Flores*  
Maximilian Dyson Grogocon*  
Tyler Lawrence Gottlieb*  
Taylor Meredith Harrison*  
El Maxwell Harris-Trent*  
Jacob Simcha Hirz*  
Andrew Louis Holzer*  
Katherine MacLeod Huffstutler*  
Taylor Elizabeth Josey*  
Haley Ann Justin*  
Kevin Sean Keating*  
Cailan Anne Kelly*  
Carson Walker Kurzd*  
Kevin Benoit Lattell*  
Alexander Mary Leigh*  
Anna Sophia Levy*  
Nathan Charles Letzk*  
Jonathan Riley Lim*  
Robert Lawrence MacDougall*  
Corell Michael Mazzetti*  

**8TH GRADE HONOR SOCIETY MEMBERS**

- Samuel McCarthy-Poate*  
- Audrey Quinn McClanahan*  
- Eli Beecham McDaniel*  
- Julian Emil Minran*  
- Lukas Edward Molak  
- Jacob Cornelius Murphy  
- Dante Hugo Nelson  
- Rebecca Anne Nezzer*  
- Grace Ann Northway*  
- Mary Margaret Oden*  
- Grace Sandra Church Ozer*  
- Gina Lynn Perkins*  
- Cole Matthew Perry  
- Harrison Hampton Reed*  
- Thompson Vance Renner*  
- Emma Jane Roaman*  
- Auveed Rokniz*  
- Katherine Elizabeth Sarahan*  
- William Christopher Sarahan*  
- Gaby Kequa Sheehan*  
- Bethani Edan Shepherd*  
- Ann Hasie Sherman*  
- Clara McKinney Sherman*  
- Lucas Mackey Sherman*  
- Elizabeth Quinn Sunshine*  
- Michael K. Thomas*  
- Dorothy Joeler Thompson*  
- Emma Suzanne Tuhabonye*  
- Maria Danielle Washington*  
- Margaret Elizabeth Welland*  
- Emma Mermitt Williams*  
- Jack Austin Williams*  
- Abigail Margaret Wright*  
- Natalie Anne Youngblood*  

**Jonathan Lim with Head of Middle School Alice Nezzer**

**THE CRUSADER AWARD**

It is the tradition to give an award to the student who the faculty believe exemplifies the spirit of St. Andrew’s in mind, body, and spirit. In 1987, in memory of Adrienne Grooms, St. Andrew’s first Middle School math teacher.

**Jonathan Lim**

Jonathan joined our community in the seventh grade and quickly made an indelible impact. He is the embodiment of the “Portrait of a St. Andrew’s Graduate.” He excels in cross country, soccer, and track; he is a leader in the Honor Society and PAPLO, he’s a talented artist and cellist. But he is so much more than this. This young man has a kind and generous spirit beyond his years. He is always ready and willing to offer a helping hand, an encouraging word, or an uplifting smile. He truly lightens others’ burdens by putting their needs before his own and by always looking to do what is right. He has an inner strength, humility, and deep, abiding faith that guide him through both the good times and the more challenging ones he has faced. We all learned how to be a better friend, better child, better sibling, and better student due to his exemplary leadership.

**The Bill Costas Award**

This award was named in memory of longtime middle school math teacher Bill Costas.

**Emma Tuhabonye**

Emma “exemplifies that same quality of hard work and good cheer that Bill Costas so admired. She has been filling our community with joy since the first grade. She has an inner strength, fun-loving spirit, ‘can do’ attitude, and vibrant smile. She works hard in all areas of school—the track, in choir, and in the classroom. She sets high expectations for herself and has a work ethic and determination that are admired by her teachers and peers alike. And, she never backs down from a challenge. She has a sincerely, humility, and kind heart that make her an integral part of her class. She is one of those students whose mere presence makes us all smile.”

Three athletes were awarded with the “2013 Athletes of the Year Award” from the Class of 2019, presented by Middle School Athletic Director Chris Williams.

**CAILAN KELLEY**

Cailan Kelley was a member of the Field Hockey, Soccer and Lacrosse teams. She received Most Outstanding Player awards in Field Hockey and Lacrosse respectively. One coach said, ‘she always worked everyone, not only in practice, but also in games.” Another one shared, ‘her positive attitude and work ethic was contagious for our team.’ Lastly, ‘her willingness to learn along with a confident attitude made her dependable and coachable anywhere on the field.’

**CLAIRA SHERMAN**

Claire Sherman was a member of the APL championship Volleyball and Basketball teams. Her basketball team went undefeated this year, and she was also a major contributor to our Lacrosse team. She received Most Outstanding awards in Volleyball and Basketball. When talking to other coaches, the common theme was that she was “very coachable and was always looking for ways to improve. She is very competitive and focused. When the teams were lined up and the whistle blew, it was ‘go time’ for her.”

**THOMPSON RENNER**

Thompson Renner played running back and sometimes quarterback in the "Wildcat" formation on a Football team that had a very successful year. He played the power forward position and contributed majorly to a Basketball team that was not as successful. He was part of a Lacrosse team that went undefeated on the season playing midfielder, attack and man-down defense. He found time to throw the discus, participate in the high jump, long jump and ran on the 4x1 and 4x4 relays on the track team that won the APL Championship. One coach shared, ‘he is very competitive and loves to win.’ Another coach said, “he brought an unparalleled amount of enthusiasm and energy to practice and games.” And finally another coach commented, ‘he just single-handedly took over games when I challenged him.”
Senior Projects

St. Andrew’s believes that experiences outside the classroom are impactful and important, especially as our seniors prepare for college and the world beyond. The St. Andrew’s Senior Project gives our students the opportunity to get out from behind their desks and follow a dream, create a work of art, learn more about an area of interest or a career, or work in the service of others for the month preceding graduation.

CAMERON PEPE took on an engineering role at ARM, a technology design organization. Cameron worked on several contract projects involving automated operator processes, including one for Tesla Space X. Cameron was initially surprised when his supervisor simply set him loose in the workshop without any specific instructions. So Cameron “just started picking up pieces and figuring out what went where.” A quick learner, as Cameron built machine parts he began “figuring out what design would work better as opposed to what was required.” Machines in the works included an auto-sander for airplane blades, an industrial size “Robo Rivet” and an auto-cleaner for contact lens molds. Cameron says, “The different configuration possibilities for these machines makes this work really interesting. The team works late, but as contractors they’re always working on something new and striving to improve a process, and I like that.” What most surprised Cameron was, “how much work goes into crafting something so simple. There are 50 sensors alone in this Tesla Robo Rivet arm.” Cameron was excited to see these projects through to completion. ARM offered him a paid summer internship before he headed to Georgia Tech in the fall.

MONESSHA JAYABALAN shadowed a pediatric neurologist who specializes in epilepsy, and learned about mapping brain activity and the various forms of epilepsy. She was surprised to learn that “everyone’s EEG is different, so you have to identify the pattern first before you can find an anomaly,” when diagnosing epilepsy. Monessha learned how to read MRI’s and researched treatment methods spanning medication, diet, and surgery. She also shadowed an EEG technician to learn how to monitor patients’ status in a 24-hour Epilepsy Monitoring Unit, and attended an epilepsy conference in which candidates for surgery were discussed. Monessha says, “I am really happy with my experience; I knew I would enjoy the research aspect, but I was surprised how much I enjoyed interacting with patients and families too. This reaffirms my interest in neuroscience, which is why I picked the program at Allegheny College.”

OLIVIER LANGELIUS AND WESLEY WIEDENMEIER decided to design their own Enigma machine, the infamous encryption device used by the Nazis during World War II. Their modern Enigma was a combination of hardware and computer software; they built five rotors with a small keyboard and wrote a computer program to simulate the data output. Most of their challenges occurred in the design phase; precision is key in encryption! Wesley focused on the software, and Oliver on the design, but they both agree, “We worked well together, our skills were complementary and we were good at working together in both phases.” An interesting insight the two students offered: “A processor in a small calculator today is much more powerful than what [Alan] Turing built in his time. It’s amazing how far we’ve advanced technologically. In modern times this kind of machine is much easier to build simply because we have more advanced resources that can mimic this functionality and more.”
DERBY-THEMED “RUN FOR THE ROSES” RAISES FUNDS FOR FINANCIAL AID

St. Andrew’s Nazar Green was filled with Derby hats and cowboy boots as friends and families joined together on a breezy, beautiful spring evening to “toast the Derby” at the Concert for Financial Aid on May 3rd. Close to 400 parents, friends, faculty, and staff of St. Andrew’s Episcopal School enjoyed partaking in Derby-inspired cocktails and food, posing in the photobooth (with a horse!) and pursuing the many silent and live auction items up for bid. Head of School Sean Murphy donned a seersucker suit and straw hat in true Derby fashion, and welcomed guests with a blessing and some remarks on financial aid before launching the Live Auction. Auctioneer Andrew Bost playfully bantered with bidders while rapidly auctioning off exotic trips, exclusive backstage passes, even a glass of water; all for the benefit of St. Andrew’s Financial Aid program. Winners toasted over champagne as Emerald City Band took the stage and the crowd took the dance floor to end the night with a bang. The concert raised over $250,000, ensuring students will benefit from another year of generous giving by the St. Andrew’s community.
Junior Experiences:

THE JUNIOR EXPERIENCE graduation requirement states that a student must spend two weeks in a “dramatically different environment.” Students complete their Junior Experience in the summer before or after their junior year. Each year, passionate St. Andrew’s faculty members lead programs which stretch our students to challenge themselves whether culturally, physically, emotionally, intellectually, spiritually—or, more often than not, a combination of all of these. We believe the rigors and challenges of this program teach humility and compassion, hone leadership skills, build confidence and character, and instill enthusiasms that last a lifetime.

New Orleans

COORDINATOR for Junior Experience and Community Service Laura Milton and Assistant Dean of Students and band director David Guidi drove 12 students to New Orleans, Louisiana for a 10-day service trip. Students engaged in some sort of community service each day of the trip and had the opportunity to interact with people of all ages and backgrounds.

The group played games and chatted with residents at St. Margaret’s nursing home, prepared and served a meal to the homeless at the New Orleans Mission, passed out food and restocked items at the Love in Action food pantry, worked with children at the Fischer Projects’ Kids Club, helped the Apex Youth center prepare for their summer camp, and even travelled out to Barataria Preserve to help park rangers tag non-indigenous trees and learn about the unique environment in the area.

One student, discussing the group’s work at the food pantry, remarked that “it felt really gratifying to actually see the faces of the people that we were helping.”

The group also had the opportunity to experience the culture of New Orleans by sampling local foods such as beignets, jambalaya, muffalettas and po’boys, attending a jazz performance at Preservation Hall, visiting the Hurricane Katrina exhibit at the Presbytère museum and going on a swamp tour.

Although New Orleans is only eight hours from Austin, the experience was eye-opening and very different from what students and faculty are used to at home. Looking back on all of their hard work, one student wrote that working at the homeless shelter “was the most fulfilling thing I have ever done in my life…this has actually changed my life because I want to do this when I get back to Texas… I loved doing this and am so happy that I could make even a tiny positive change in someone’s day.”

ACROSS THE COUNTRY AND AROUND THE WORLD

Argentina

SEVENTEEN STUDENTS embarked for Buenos Aires, Argentina this summer, with faculty chaperones Courtney (hon. US History) and Malia LeMond (US Spanish) as their leaders. The students spent their mornings in language and culture classes at the Academia Buenos Aires, and then lunched together before heading out for cultural excursions in the afternoon, which included biking through the city, learning the tango, making empanadas, and visiting different neighborhoods. Though this was not a service trip, community service activities were part of the cultural outings. For one of these, students went to a church to feed the homeless. Malia remarks, “Our students were amazing and were totally engaged in this activity. They had a lot of great conversations (in Spanish!) with many of the people they were feeding. In the student evaluations, this was listed as a favorite activity.”

Free time enabled students to explore the city independently as well. Malia explains, “One of the ways we got the students to learn their way around the city was to take them to different places for cultural activities and then let them figure out how to get home (we did provide basic instructions and they had already been given a lesson on using the subway). They were really good at it and learned to rely on each other and work together.”

Reflecting on the students’ experience, Courtney says, “The best part was seeing their growth over the three weeks; not just their language skills, but their confidence in themselves, being able to navigate the city on their own.” But their confidence and independence did not make them any less cautious or caring, as Courtney notes. “They seemed influenced by the culture of respect there. They looked out for each other, walked each other home. They showed real maturity and kindness towards each other.”

Malia agrees that the students’ growth was both intellectual and emotional. She says, “Every day students showed their willingness to use Spanish and be open to new people, activities, and ideas. The Spanish in Buenos Aires is different from the Spanish the students usually encounter in the classroom. They had to learn new words and ways to pronounce certain words. They adapted to this very well.” When the students themselves were asked to provide feedback on the trip, Malia says, “The majority of the students felt their Spanish improved a lot, and many felt the challenges they faced and overcame [learning to live and get around in a big city, use the subway, and speak Spanish all the time] really made them feel more independent and confident as people.”

In their reflection, students from the Buenos Aires trip noted that their experience was eye-opening and very different from what they were used to at home. They had the opportunity to experience a new culture, learn about their heritage, and gain a deeper understanding of the world around them. The trip also allowed them to engage in community service, which taught them humility and compassion. Overall, the Junior Experience was a transformative experience for the students, helping them to grow both personally and intellectually.

In contrast, the New Orleans trip focused on community service and cultural immersion. Students had the opportunity to work with the homeless, interact with local residents, and experience the unique culture of New Orleans. The trip allowed them to see the impact of their work and gain a greater understanding of the challenges faced by those in need. The New Orleans trip also provided students with a chance to explore the city and learn about its rich history and culture.

Both trips offered valuable learning experiences for the students. The Junior Experience is an opportunity for students to step outside of their comfort zones and challenge themselves in new and exciting ways. Whether it’s through language immersion, cultural exploration, or community service, the Junior Experience is a chance for students to grow and develop as individuals, and to become more engaged and informed members of the world around them.
READ BARBEE ’16 REFLECTS on his Junior Experience trip to China. Though he didn’t initially plan to participate, he now recognizes it has “reaffirmed” his future ambitions.

Why did you choose the China trip? I already knew that I loved travelling, and I wanted to experience a culture wholly different from my own, to push my comfort zone, and to take my Chinese skills to the next level. My stay in Beijing helped me to do all of these things and more.

Had you ever been abroad before? If so, how was this trip different? If not, how did it feel leaving the US for the first time? Yes, I was lucky enough to get to spend a month in Nepal with St. Andrew’s in the summer of 2014. We stayed with host families in the village of Kanke for three weeks building the foundation of a schoolhouse and teaching children, and spent the last week trekking through the Himalayas. Both trips were eye-opening, but Beijing is about as urban as Kanke is rural. I was living in an apartment instead of a thatched roof hut and the people I met there live a lifestyle much more similar to my own. My Chinese parents watch TV, go to work, and sleep in on the weekends just like my American ones. My host brother, Zhou Runze, works hard in school, listens to pop music and spends time with friends just like an average American teenager. In short I realized that, despite a few major differences, Beijing culture isn’t nearly as different from Austin culture as I thought.

What were some of the highlights from the trip (sights, people, and experiences)? First, the food. I ate scorpions off a stick, duck brains out of the skull, insect larvae, a large, hairy spider, fish eyes, jellyfish, larded skin, donkey, pig intestines, and many other things that I would never have gotten to try otherwise. I’m technically a vegetarian, but, hey, given the opportunity, why not? Next, the sights and experiences. The Forbidden City on a clear day. The Summer Palace and Temple of Heaven on not so clear days, picking peaches with my host family, and walking on the Great Wall to name a few. And finally the people. The people I met were loud and passionate yet reserved, deeply patriotic, and incredibly friendly. I will never forget the hospitality that my family showed me, nor the experience of being surrounded by laughter, food, shouting chaos of a Chinese family Father’s Day celebration.

What is something you learned that you couldn’t have learned in a classroom back home? This is going to sound cliché, but you can’t “learn” what a culture is like, or what people are like from a textbook. You can study a place all you want, but you can never really know anything about it until you’ve been there. Now in my mind where “China” used to be a vague collection of words, stereotypes and postcard photographs, I have people, faces, friends and experiences.

What moment will live vividly in your memory from this trip? So many! The first one that comes to mind is watching the sunrise over Beijing through the dusty window of my family’s 17th story apartment. Again, this is going to sound cheesy, but all I could think about was how I was on the other side of the world, yet it was still the same sun shining on people with similar dreams and ambitions. And of course, who could forget walking on the Great Wall of China?

What adjectives would you (or your classmates) use to describe this trip? Eye-opening, unifying, humbling, humanizing, a little dirty, and extremely fun.

How has this trip changed you? If anything, my trip to China has reaffirmed my desire to travel the globe. I have made wonderful new friends, learned many new skills and have a whole new collection of experiences to call upon. I may even want to go into international relations or join the Peace Corps one day. If you haven’t been abroad and the opportunity arises, take it! You won’t regret it!