

TWO EDUCATIONAL LEADERSHIP OPPORTUNITIES:



STUART
COUNTRY DAY SCHOOL
OF THE SACRED HEART

- HEAD OF LOWER SCHOOL
- HEAD OF UPPER SCHOOL

For July of 2012, Stuart is seeking to fill two key leadership positions. These new division directors will join a dynamic administrative team and a talented faculty that is working to position the school at the forefront of best practices in the holistic education of girls and young women.

On the web: www.stuartschool.org

Founded in 1963, Stuart Country Day School of the Sacred Heart is an independent Catholic school offering an all-girl education in grades K–12 and coed Pre-School and Junior Kindergarten programs. As a member of the Network of Sacred Heart Schools, Stuart is committed to providing an education that is academically strong, values-oriented, and faith-centered. Those standards are reflected in the school's rich and vibrant academic life and in the achievements of its graduating seniors, who attend excellent colleges throughout the United States and abroad.

Stuart maintains an active spiritual life integrated into the daily life of the school as well as a long tradition of dedicated and active service to the community. In keeping with the school's commitment to the development of the whole child, Stuart provides a rich arts program, many athletic opportunities, and a number of cherished Sacred Heart traditions and activities.

Stuart is situated on a lovely 55-acre campus in Princeton, NJ, a cosmopolitan community located midway between New York City and Philadelphia. Stuart's 457 students come from varied religious and cultural backgrounds and from more than 50 communities within a 50-mile radius.

Within an educational marketplace that offers many excellent public and private school options, Stuart occupies a unique niche: It offers a rigorous academic program within a supportive community focused on the needs of girls and young women. Infused with spiritual and moral values, it is an education that inspires graduates to pursue lives of leadership and service.

Head of School Patty Fagin, Ph.D, joined Stuart in 2010 as the school's first lay leader. Now preparing for its 50th anniversary celebration in 2013, Stuart today is blending educational innovation with a commitment to the core values that have inspired its enduring success.

Application deadline: December 16, 2011



THE SCHOOL AT A GLANCE 2011-12

Founded: 1963

Location: Wooded, 55-acre campus
in suburban Princeton

2011-12 enrollment: 457

Pre-school/JK:	41
Lower (K-5):	153
Middle (6-8):	120
Upper (9-12):	143

Composition of the student body:

African American:	11%
Asian American:	11%
European American:	56%
International:	4%
Latino/Hispanic:	5%
Multiracial:	9%
Not reported:	4%

Faculty: 72; 58% with advanced
degrees

Endowment: \$11 million

2011-2012 tuition:

PS/JK:	\$15,575-\$19,425
Lower:	\$24,700-\$25,500
Middle:	\$27,975
Upper:	\$30,300

Financial aid, 2011-12: \$2.68 million

Students receiving aid: 20%

Accreditation: Middle States
Association of Colleges and Schools

Member: National Association of
Independent Schools, New Jersey
Association of Independent
Schools, Network of Sacred Heart
Schools, National Coalition of Girls
Schools



VISION, MISSION, AND GOALS

The young women who graduate from Stuart Country Day School of the Sacred Heart are committed to making a difference in the world.

Stuart's mission is to prepare young women for lives of exceptional leadership and service, through a challenging and innovative curriculum, superb teaching, and close attention to each girl's personal development. Part of an international community of Sacred Heart schools, Stuart is an independent Catholic school that welcomes and embraces students of all faiths and backgrounds, helping them to become accomplished, committed women whose confidence, global perspective, and passion for justice will transform the world in which they live.

THE FIVE GOALS

As a member of a global network of more than 200 schools, Stuart educates to the following Sacred Heart Goals:

1. A personal and active faith in God.
2. A deep respect for intellectual values.
3. A social awareness which impels to action.
4. The building of community as a Christian value.
5. Personal growth in an atmosphere of wise freedom.

DEFINING QUALITIES AND UNIQUE ATTRIBUTES OF STUART COUNTRY DAY SCHOOL

Stuart's educational philosophy is rooted in the *Goals and Criteria* of the Society of the Sacred Heart, and its five principles guide every aspect of school life – teaching, community service outreach, the athletic program, admissions, fundraising, and day-to-day operations. Stuart's membership in the Sacred Heart Network links the school to an international family of more than 200 schools, all governed by the same philosophical framework. These values permeate the school culture, creating a close-knit, caring community that inspires students to strive, succeed, and serve.

Stuart is widely recognized in central New Jersey and elsewhere as a preeminent institution dedicated to the education of young women. Stuart's focus on single-sex education is an important strength, establishing a unique niche and value proposition for families seeking the benefits of an environment specifically designed to empower their daughters.

Stuart's teachers and administrators come from a broad variety of backgrounds but share a commitment to the *Goals and Criteria* as the cornerstone of their teaching. Stuart also benefits from an active and involved parent community. Through the Stuart Parents Association, parent service on the Board of Trustees, an annual fundraising auction, other development efforts, community service, and dozens of committees, parents make a tremendous contribution to Stuart.

THE STUDENT BODY

Stuart draws its diverse student body from more than 50 communities and 36 school districts in central New Jersey and Bucks County in Pennsylvania. Catholics represent about half of the student body and faculty. Other students and faculty are members of Buddhist, Jewish, Hindu, Muslim, Protestant, Sikh, and Quaker faiths, among others.

To help ensure that the Stuart family is also economically diverse, the school committed \$2.68 million in financial aid this year, assisting 20 percent of the student body.

Stuart serves vibrant, hardworking, and ambitious students with high aspirations for the next stage in their educational journey. Girls each year earn numerous academic honors. Between 2006 and 2011, the school had three National Merit Finalists, five Semifinalists, and 27 Commended Students, as well as two National Achievement Finalists, 46 AP Scholars with Distinction, 20 AP Scholars with Honors, and 26 AP Scholars. Mean SAT scores for the Class of 2011 were 595 Critical Reading, 628 Math, and 628 Writing. The mean ACT composite score was 27.



Virtually all Stuart graduates go on to four-year colleges, including the nation's most selective institutions. Four or more graduates matriculated at each of the following colleges and universities between 2006 and 2011:

Cornell University (11)

Trinity College (9)

Johns Hopkins University (7)

Princeton University (7)

Georgetown University (6)

George Washington University (6)

American University (5)

Boston University (5)

University of Pennsylvania (5)

Villanova University (5)

Boston College (4)

James Madison University (4)

Loyola University Maryland (4)

Rensselaer Polytechnic Institute (4)

Rutgers University (4)

Yale University (4)

THE FACULTY AND ADMINISTRATION

The new Heads of the Lower School and the Upper School will join a professional community of bright, talented, and independent individuals. Supporting the veteran faculty in all three divisions is an administrative team that includes several newcomers. In addition to the Head of School, appointments within the past two years have included the Director of Admissions, the Director of Development, the Director of Communications, the Athletic Director, the Dean of Students, the Director of College Counseling, and the Director of Faculty Development and Curriculum. Several support positions have also been added, including two guidance counselors and two technology integrators. The predominantly female faculty includes 26 Upper School teachers. In the Lower School – where half of the faculty have served the school for 20 years or more – 11 homeroom teachers and 15 specialist teachers oversee the program. The Pre-School Coordinator, who reports to the Lower School Head, manages four classrooms with a highly experienced and professional team of eight teachers and assistants.

LOCATION AND FACILITIES



Among Stuart's assets is its location in Princeton – a stimulating community that is home to Princeton University, Princeton Theological Seminary, Westminster Choir College of Rider University, Educational Testing Service, the Institute for Advanced Study, and many corporate headquarters. Stuart's beautiful campus is set into a gentle slope on 55 wooded acres just a few miles from downtown Princeton. A space that was once the cloistered living quarters of the religious community now houses the Chapel as well as classrooms, administrative offices, a reflection room, and meeting rooms. Completed in 2005, the Cor Unum Center is the

heart of the school – a 525-seat gathering space that includes a high-tech stage complex. The building also contains a spacious reception hall; a dining room; a smaller theater; choral/instrumental music rooms; four state-of-the-art science laboratories; studios for art, photography, and ceramics; numerous offices and faculty workrooms; and a faculty/parent seminar room. Stuart is served by two libraries. The Raissa Maritain Library serves both the Middle and Upper Schools. Access from the library's website to more than 35 electronic databases augments the print and multimedia collection of nearly 18,000 items, giving the Stuart community access to extensive information and innumerable resources. The 8,000-volume Lower School Library supports that division's language-rich experience.

Athletic facilities include the main gymnasium, which has two short basketball courts and one tournament court. A second gym provides space for volleyball, a basketball court, and physical education classes. A separate fitness room features modern cardiovascular and strength training equipment. Outdoors, there are two regulation-size playing fields (one synthetic turf) for field hockey, soccer, and lacrosse; a cross country course along a wooded nature trail; and five tennis courts.

Located just down the street from the school is Princeton Academy of the Sacred Heart – a 12-year-old, JK-8 boys school with many close connections to Stuart. The schools continue to explore opportunities for cooperation in academics, extracurricular activities, and community service.

HIGHLIGHTS OF THE EDUCATIONAL PROGRAM

Rooted in the Sacred Heart *Goals and Criteria* and dedicated to providing a rigorous academic program in a supportive environment, Stuart offers a broad intellectual and moral education. Stuart's three divisions are well integrated, with older and younger students participating together in community service activities, school celebrations, and other activities. A learning center staffed with four specialist teachers provides academic support for students, individually and in small groups. For a detailed look at Stuart's curriculum in each division, visit www.stuartschool.org. Here are a few highlights:

THE PRE-SCHOOL AND JUNIOR KINDERGARTEN

The Lower School Head oversees Stuart's highly respected coeducational Pre-School Program, which includes half- and full-day options for children from ages two-and-a-half to four. In wonderful classrooms that support the warm and loving environment, the pre-schoolers pursue project-based activities in language arts, math, science, art, music, and physical education. The Junior Kindergarten, for four- and five-year-olds, is an academically oriented full-day program, with special instruction in Spanish, science, religion, and computers added to the mix.

THE LOWER SCHOOL (GRADES K-5)

The Lower School offers a well-rounded program designed to nurture each girl at her own level of progress toward new experiences and insights. Reading, mathematical projects and games, social studies, science, art, music, drama, computer education, religion classes, and physical education are coordinated to promote understanding and the enjoyment of learning. The Lower School utilizes the Teachers College *Reading and Writing Workshop* to help offer girls a differentiated program to develop literacy skills, and the school recently implemented the *Think Math* program in grades K-5. An ongoing curriculum renewal has incorporated new approaches each year for the past eight years.

THE MIDDLE SCHOOL (GRADES 6-8)

Within a spirited and engaged learning community, Stuart middle school girls are challenged and nurtured as they do the often difficult work of maturing spiritually, intellectually, emotionally, and physically. The innovative curriculum and energetic faculty inspire girls to be inquisitive, creative, collaborative, resourceful, reflective, and empowered learners. Through local and global community service, students develop consciousness and commitment. They lead, compete, and create in athletics, the arts, and clubs.

THE UPPER SCHOOL (GRADES 9-12)

The Upper School offers a challenging liberal arts curriculum that enables the girls to master a variety of areas, including literary analysis, expository writing, mathematical and analytical reasoning, problem solving, world language, science, and leadership. Graduation requirements include 4 years of English; 3 years each of one foreign language and mathematics; 2 years each of history and laboratory science; 1 year of arts; 9 trimesters of physical education and health; 6 trimesters of religion; and 1 trimester of computer science. Honors and AP courses are offered in selected subjects. In 2011, Stuart girls took 106 AP exams in 15 subject areas, earning scores of 3 or higher on 86 percent of those tests. In 2010, Stuart joined the Online School for Girls, a nationwide consortium of independent all-girls schools, which offers both semester and full-year online courses, including AP offerings. In addition to academics, numerous extracurricular activities are an integral part of Upper School life.

EDUCATIONAL TECHNOLOGY

Stuart is emerging as a leading innovator in the use of technology in education. Building upon a pilot program last year, the school this year launched a K-12 iPad Program. Lower School students access iPads through class carts, and all girls in grades 6-12 have been given an iPad2 for one-to-one computing. To prepare for the initiative, every student in grades 6-12 participated in an intensive iPad Boot Camp. Now that the school year has begun, students are using the devices to create videos, take online courses, Skype with professors in Argentina, and contribute to class blogs. Kindergarteners are talking with peers all over the world via Twitter.

This past summer, the campus's high-speed wireless network was upgraded and extended to cover the athletic fields and a stream behind the school to support real-time science applications. The faculty development budget was doubled, in part to ensure that teachers have the training they need to take full advantage of the technology. The Board of Trustees is committed to supporting continued growth of the professional development budget.

ARTS AND ATHLETICS

The Visual and Performing Arts program at Stuart strives to make the arts a vital part of students' education at all grade levels. Practicing artists teach music, drama, visual art, and dance in both curricular and extracurricular settings. Excellent facilities, including a gallery that displays both student and professional work, reinforce the importance and vitality of the arts program at Stuart. Many theater productions are presented annually across all divisions.

Approximately half of Upper School students participate in the interscholastic athletics program. The school offers competitive team sports in the Middle and Upper School, including field hockey, golf, cross country, tennis, basketball, squash, lacrosse, soccer, and track and field. Stuart teams have recently captured state and conference championships in field hockey, cross country, tennis, lacrosse, and track and field. Lower School students also have an opportunity to participate in sports after school.



COMMUNITY SERVICE AND RELIGIOUS LIFE



Community service at Stuart models the Sacred Heart commitment to a "social awareness which impels to action." Upper School students fulfill 50 hours of community service per year, with many exceeding that requirement. Students and faculty spend a week during the summer repairing homes in the Appalachia region; Stuart has participated in the Appalachian Service Project for more than 30 years. Others participate in service initiatives across the country under the auspices of the Sacred Heart Network. Lower School students participate monthly in special community service projects to

benefit local, State, and international causes. They also work with students in the Pre-School, assisting them with classroom activities. The entire Stuart community joins together for an annual day of service, creating and serving meals at a local soup kitchen. Stuart sponsors "StuArts," a fine arts program, and that program supports Stuart's "Summer of Stars" program benefiting students from nearby Trenton.

Stuart actively seeks to develop in students a life of prayer and worship that will sustain them in their adult lives by building upon their personal religious faiths. Student volunteers work with Campus Ministry to plan and lead a number of prayer services, liturgies, and retreats throughout the year. Upper School academic requirements include six trimesters of religious studies, and religion is taught in all grades.

OPPORTUNITIES AND CHALLENGES FOR THE NEW DIVISION HEADS

As academic and administrative leaders in a relatively small school, Stuart's Lower and Upper School Heads wear many hats. In addition to curricular oversight, scheduling, and leadership of the faculty, the division heads also must be poised and articulate advocates for their divisions within and outside the school family. These positions are particularly appealing opportunities for educational leaders who are eager to engage with students and parents within a close-knit community.

As members of the school leadership team, the division heads also work collaboratively with the Head of School and other senior administrators on school-wide strategic and operational issues. In particular, the division heads should expect to work closely with the leaders of the other two divisions to ensure that the entire school program is well integrated.

As leaders in a Sacred Heart school, the division directors also have a primary responsibility to work with faculty, staff, students, and parents to ensure that the educational environment reflects and sustains the *Goals and Criteria* of the Sacred Heart.

Among the specific opportunities and challenges awaiting the new Head of Lower School and Head of Upper School are the following:

THE EDUCATIONAL PROGRAM

For academic administrators interested in 21st century educational initiatives, the next few years will be a particularly exciting time to lead the Lower and Upper Schools at Stuart. Plans are under way to launch a Science, Technology, Engineering, and Mathematics (STEM) initiative, and the fledgling iPad program will continue to grow and be refined. The Lower School has already begun to deploy the *Engineering is Elementary* program from the Boston Museum of Science.

The Head of School also is encouraging a focus on project-based learning, a direction that is being enthusiastically embraced by many faculty members. Last year, a project-oriented Upper School course in social justice had a large impact on the school and local community.

Stuart's membership in the Sacred Heart Network also opens the door to numerous exchange opportunities nationally and across the globe. The Upper School's Sacred Heart Academic Exchange Program is in its second year and will continue to be supported and developed to ensure the program's success.

Some members of the school community have expressed concern that the Lower School program is not as challenging as it could be. In addition, the recent transition to a conceptually based mathematics program has been less than favorably received by some families. Stuart has opted to keep the fifth grade in the Lower School rather than moving it to the Middle School, as many other schools have done. The next Head of Lower School will need to reassure families that this capstone year continues to meet the needs of today's fifth-graders.



ADMISSIONS AND MARKETING

Challenged by a combination of changing demographics, a weak economy, and a very competitive educational marketplace, Stuart's enrollment has declined by about 100 students since 2003-04. With a full-day tuition of up to \$19,000, the Pre-School has been particularly hard-hit. That program once enrolled 70 children, but is now at 42. Stuart also faces a challenging enrollment issue in the transition from the Middle School to the Upper School, where competition from many excellent coeducational schools has had an impact on class size. Half of last year's eighth grade class, for example, elected not to enter Stuart's ninth grade. The Upper School could accommodate a larger student body, and future enrollment increases at that level would enhance academic and athletic opportunities.

The school's leadership team, including the new Admissions Director, is actively working to develop an aggressive marketing program to showcase Stuart's myriad strengths. As the public face of their divisions, both the Lower and Upper School Heads will have an important role to play in support of externally oriented admissions initiatives and in internal marketing efforts. In particular, the Upper School Head will be asked to engage with Middle School girls as part of the effort to encourage them to remain at Stuart for high school. The Lower School Head will be expected to collaborate in efforts to showcase the Pre-School, an excellent program that has a long history as one of the premier pre-school programs in the area.

THE FACULTY

Both division directors will have the opportunity to work with superb faculties who are dedicated both to their students and their profession. The school's new strategic plan calls for the development of a faculty review process based on professional growth, including both support and evaluation components. It also mandates the creation of a professional development program "that other schools envy." Both of these efforts have the full support of the Board of Trustees and will require the attention of the Upper and Lower School Heads, working in concert with the Director of Curriculum and Faculty Development.



Stuart is a warm, supportive, and close-knit school community blessed with many teachers who have served the school devotedly for decades. The numerous recent changes in the senior administration have injected welcome new ideas and energy into the school. At the same time, though, the pace of change has been disconcerting to some faculty and staff members, who are eager to ensure that the core values, traditions, and culture of Stuart are preserved as the school evolves. As a result, the new Division Heads must be sensitive to the need to proceed thoughtfully and in ways that honor the unique identity and sense of community that have always been defining strengths of Stuart Country Day School.

WHO SHOULD APPLY: QUALITIES AND QUALIFICATIONS

For the positions of Head of Lower School and Head of Upper School, Stuart Country Day School of the Sacred Heart is seeking dynamic, visionary, and engaging educational leaders who are committed to the preparation of girls for lives of leadership and service. Ideally, the successful candidates will possess most or all of the following attributes:

PROFESSIONAL QUALIFICATIONS

- Strong academic credentials, including an advanced degree.
- Commitment to the Sacred Heart Goals and Criteria.
- A record of success in teaching and administration at the respective division level, ideally including experience in a well-regarded independent school.
- Demonstrated interest in best practices in 21st century education, particularly including STEM initiatives and the use of technology to enhance education.
- Evidence of the ability to lead, support, evaluate, and mentor a talented faculty.
- Knowledge of and appreciation for the benefits of single-sex education for girls.
- Exceptional communication skills.



PERSONAL QUALITIES

- High academic standards and behavioral expectations, coupled with a mentoring spirit and the ability to serve as a role model for the girls.
- A personal faith that is consistent with the Sacred Heart *Goals and Criteria*.
- A broadminded commitment to reason, fairness, and social justice.
- Excitement about and passion for the education of girls.
- Kindness, warmth, and compassion.
- Flexibility, patience, high energy, and a sense of humor.
- A genuine appreciation for diversity and the ability to connect with people from a broad range of backgrounds.





Anticipated Search Calendar:

Application deadline:	December 16, 2011
Search Committees select semifinalists:	January 2, 2012
Semifinalist interviews:	January 13-15, 2012
Finalist visits:	January/February 2012
Appointments:	February 2012
Start Date:	July 1, 2012

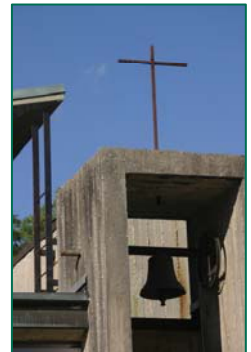
APPLICATION REQUIREMENTS & PROCESS

Acting on behalf of Stuart Country Day School of the Sacred Heart, Wickenden Associates is actively recruiting talented educational leaders who possess the skills, personal qualities, and experience necessary to meet the demands of these exciting and challenging positions.

The lead consultants are James Wickenden (jwickenden@wickenden.com) and Susan Walters (swalters@wickenden.com).

Applicants for either position should submit, no later than **Friday, December 16, 2011**, the following:

- A cover letter explaining why they are particularly interested in and qualified for the position.
- A current résumé.
- A statement of educational philosophy and/or other supporting material (e.g. articles or speeches) that would be useful to the Search Committee.
- The names, addresses, and telephone numbers of three references. (*We will obtain permission from candidates before contacting references.*)



Applications should be transmitted via email attachment (please indicate in the subject line which position you are seeking) to this address:

searches@wickenden.com

After initial reviews of applicants, each Search Committee will select semifinalists, who will be interviewed over the weekend of **January 13-15, 2012**. Finalists will be invited to the school for a more comprehensive series of interviews with representatives of the school's constituencies. Wickenden Associates will keep all applicants informed of their status throughout the process.

Ideally, final selections will be made by February 2012. The appointees will take office on July 1, 2012. Prospective candidates interested in learning more about either of these opportunities or the search process are invited to call Wickenden Associates at 609-683-1355.