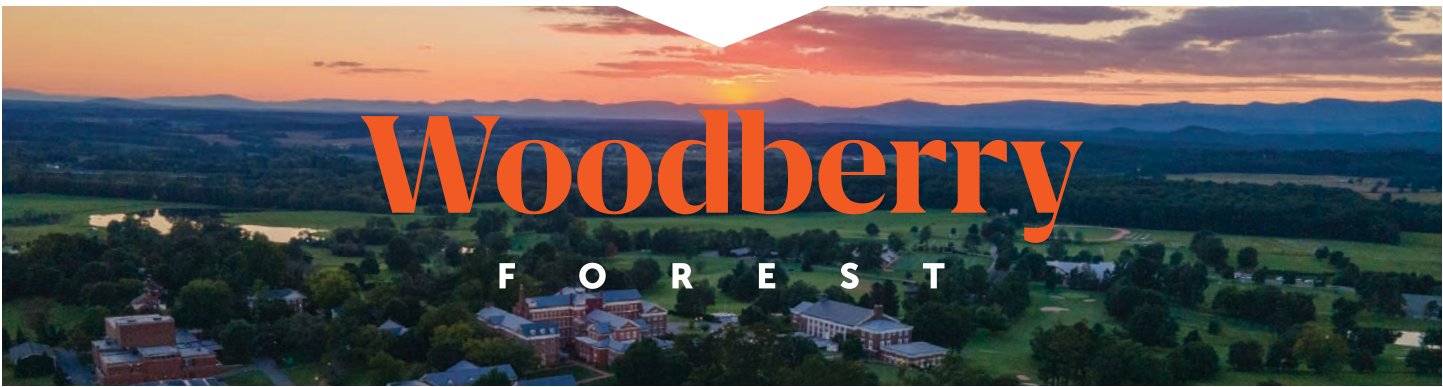
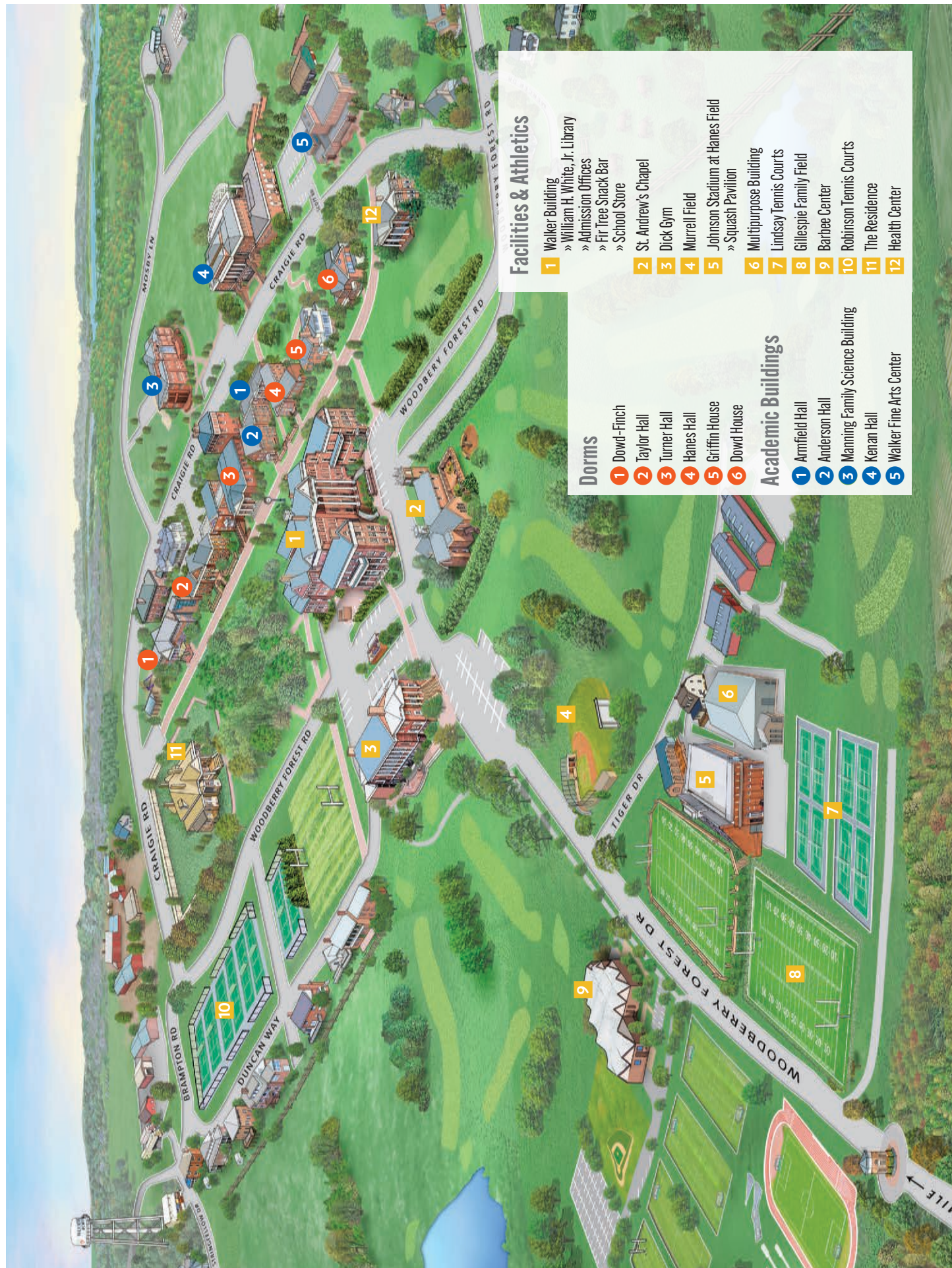


Woodberry

F O R E S T





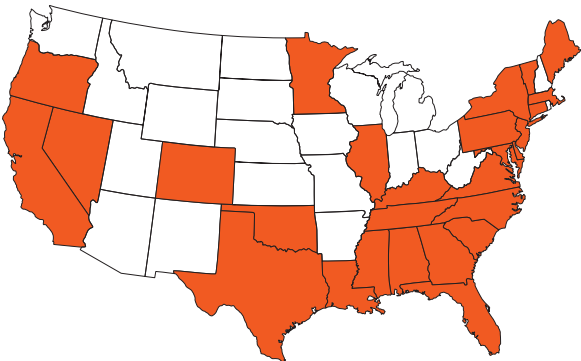
ALL BOYS. ALL BOARDING. GRADES 9–12.

student body:



398
boarding
students

21%
Students of color
12%
International



Afghanistan • Australia • Austria • Bahamas • Brazil • Canada • China • Colombia • Estonia • Ethiopia • Germany • Ghana • Italy • Kenya • Mexico • Netherlands • Philippines • Russia • Rwanda • Singapore • South Africa • South Korea • Spain • Taiwan • Ukraine • United Arab Emirates • United Kingdom • United States • Vietnam

based on citizenship and residence

2025 new boys:



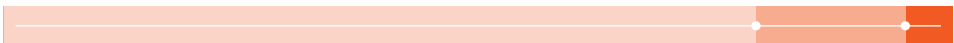
128
new students

27
states plus DC
and Puerto Rico
29
countries

student-to-faculty ratio: **6:1**



teaching faculty:



79%
hold advanced
degrees

95%
live on
campus

“FROM OUR PARENTS

“What’s special about Woodberry is the sense of community; it’s kind of a magical place. We trust that the faculty, coaches, and staff know our son and are getting the most out of him and that he, in turn, is getting the most out of his many academic, athletic, social, and artistic opportunities.”

- Parent of a 2019 student

MISSION

Woodberry Forest seeks to develop young men of intellectual thoroughness and principled integrity equipped with the capacity and eagerness to serve as leaders, learners, and citizens.

USING DATA TO DRIVE LONG-TERM DECISIONS

One of my most important responsibilities as headmaster is to work with the board of trustees and faculty to set Woodberry’s long-term direction. We do this by collectively seeking to understand what is working well for the boys today and anticipating ways we can strengthen the Woodberry experience for future generations of Tigers.



In all of this work, good data are essential. Measuring what elements of an education matter most is far more difficult than looking at revenues or profits, the way a business might. In the absence of data, it can be tempting to make decisions based on anecdotes and intuition, especially when so many of us in these leadership positions are alumni with strong memories of our own time as boys.

This challenge, and my belief that we should gather as much information as possible when seeking to make decisions, are why we have invested so much time and energy as an institution into gathering credible and actionable data through two surveys about what it is like to be a Woodberry boy today, and what parts of the Woodberry experience serve alumni best as they move through their lives.

Since 2017 we have administered an annual longitudinal survey to the sixth form and alumni who graduated three, ten, twenty, thirty, forty, and fifty years ago. The survey is now in its ninth year, meaning more than half of alumni have been invited to participate, and that several classes have taken the survey both as seniors in high school and juniors in college. By repeating the survey each year, we begin to understand how the Woodberry experience has changed over time, what alumni value about the school after they graduate, and how time spent at Woodberry affects some of our youngest graduates while they are in college.

Some information from this survey has been remarkably consistent from year to year. For example, in each version of the survey, students and alumni of all ages have reported they wish the school had given them access to more educational and extracurricular opportunities off campus and encouraged them to develop a more global perspective. We also hear each year, again from alumni of all ages, that they regard Woodberry as a more formative experience for them than their undergraduate education, and that they highly value honesty and integrity in other people.

Additionally, the survey shows us how the school has adapted with the times. Alumni graduating before 2000 generally believe the school did not put enough emphasis on the outdoors when they were students. Those graduating after that date, which is when the school established a formal outdoor program and launched the fourth-form expedition, tend to feel the outdoors received a more appropriate emphasis. Current students take the second survey, called Authentic Connections. Unlike the longitudinal survey, where we are benchmarking each Woodberry class against the experience of older or younger alumni, this survey is used in high-performing schools around the country. This gives us a clearer sense of what it feels like for our boys to be high school students today, and benchmarks our data against data from excellent schools from across the country.

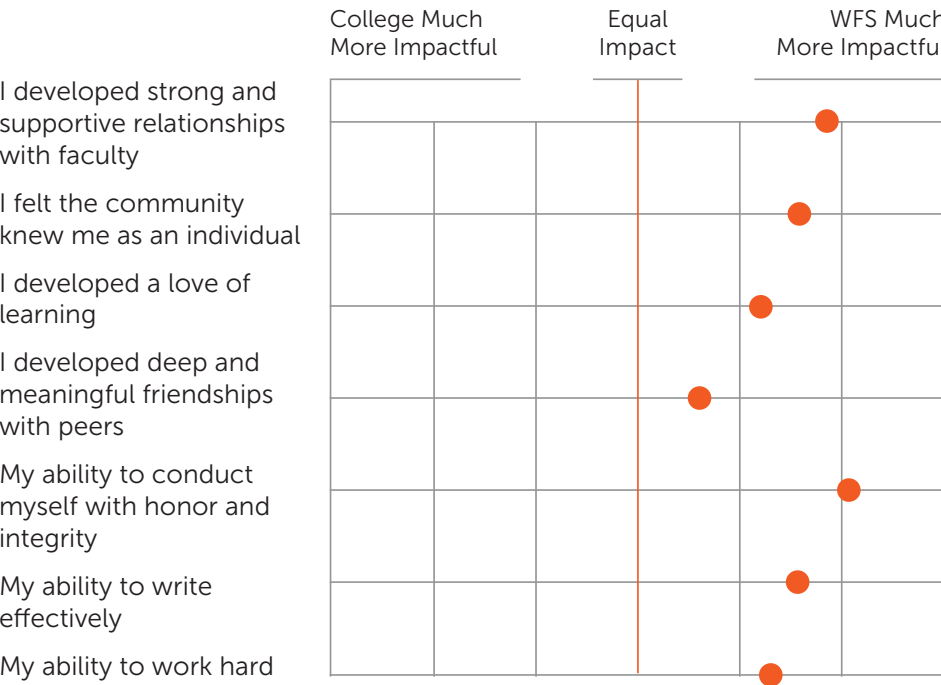
The Authentic Connections survey has been very helpful as we expand and shape our co-curricular wholeness programming. The data help us understand teenage assumptions around behaviors like vaping or alcohol use, as well as the biggest stressors that boys face, whether at Woodberry or at home. This year will be the seventh time our boys take this survey, and we’ve been able to adjust wholeness programming and the ways we coach faculty and parents about how boys interpret us in their day-to-day lives.

Perhaps most important, the two surveys have been instrumental in shaping programming designed to increase the belief of every boy that he belongs in the Tiger Nation. As we’ve become more intentional about asking students and faculty to share their stories of what it feels like to be a part of our community, we’ve worked to make sure all boys feel that they are an essential part of our community. More and more, our students of color report they feel like they are fully a part of the Woodberry family.

These surveys are a crucial, ongoing part of my work as headmaster. As we accumulate more data each year, the picture we are able to form grows richer and more dynamic. We encourage the boys to embrace the idea of lifelong learning of an ongoing story. I view these surveys much the same way. The data help me learn about the Woodberry experience, past and present, and help the school continue to learn what matters most to our alumni and students.

Byron C. Hulsey '86

IMPACT OF WOODBERRY EXPERIENCE VS. COLLEGE EXPERIENCE



I formed several deep and lasting friendships that are still going strong twenty years later. These friendships were formed in the quiet moments of community. The sheer amount of time we spent with each other (and with faculty) is a key to the formation of community.”

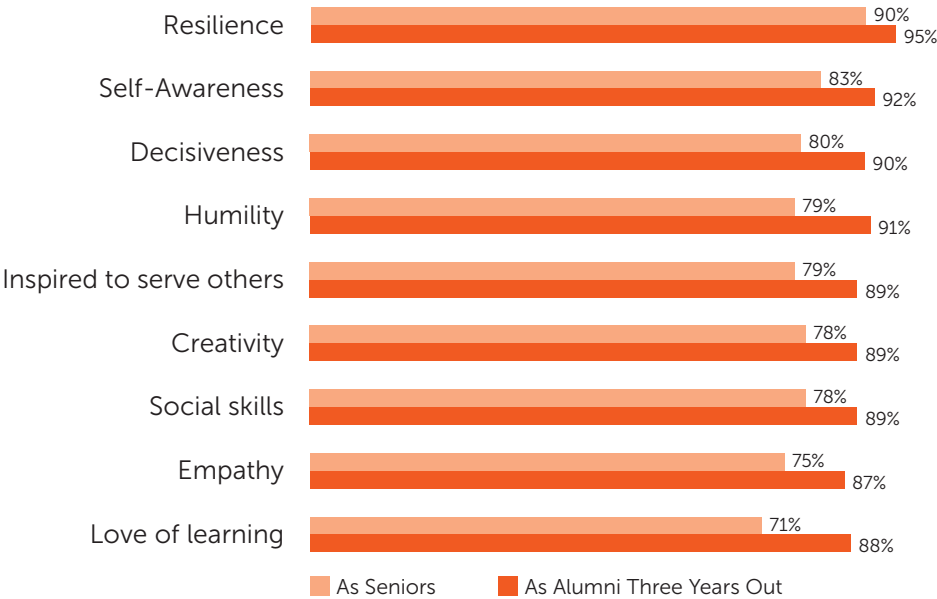
—An alumnus from the class of 2005

89% OF ALUMNI AGREE LIVING IN A DORM HELPED DEVELOP CLOSE RELATIONSHIPS

94% OF ALUMNI SAY CLASSROOM TEACHERS HAD A POSITIVE IMPACT ON THEIR LIFE

93% OF ALUMNI AGREE MOST OF THE FACULTY WERE EXCELLENT TEACHERS

TRAITS DEVELOPED “WELL” AT WOODBERRY
LONGITUDINAL SURVEY: SENIOR YEAR AND THREE YEARS LATER



Woodberry helped instill an even deeper appreciation for learning because every teacher I had showed curiosity for the world around them and a keen understanding of the subject they were teaching.”

—An alumnus from the class of 2015

TOP TRAITS VALUED BY WOODBERRY ALUMNI: INTEGRITY • SELF-AWARENESS • HUMILITY • RESILIENCE

COLLEGE ADMISSION STATS

Class of 2025

A **WOODBERRY FOREST SCHOOL EDUCATION** is rooted in intellectual thoroughness and moral integrity. We ask our students to keep high standards and hold each other accountable for everything from academic honesty to a positive dorm culture. At Woodberry, we empower students to craft their adventures while embracing a future full of possibilities.

MEMBERS OF THE CLASS OF 2025

98

ACCEPTED TO
187
COLLEGES &
UNIVERSITIES

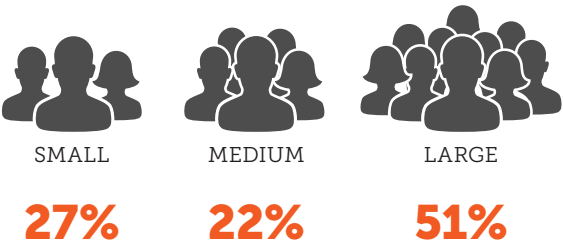
58
SCHOOLS
ATTENDED

23 **1**
DIFFERENT STATES FOREIGN COUNTRY

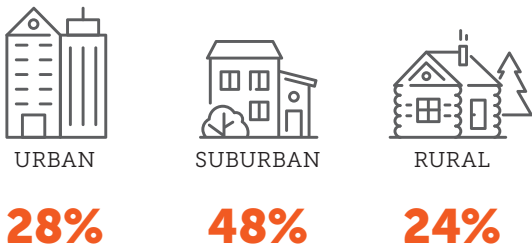
MOST POPULAR STATES FOR COLLEGE ENROLLMENT



SCHOOL SIZE



SCHOOL LOCATION



AVERAGE SAT SCORE

1260

MORE THAN 200 POINTS HIGHER THAN NATIONAL AVERAGE

19 STUDENT-ATHLETES RECRUITED TO 7 DIFFERENT SPORTS



COLLEGES ADMITTING WOODBERRY GRADUATES, 2023–2025

Students enrolled at institutions in **orange**.

Albion College American Univ. Anderson Univ. Appalachian State Univ. Arizona State Univ. (Tempe) Auburn Univ. Babson College Bates College Baylor Univ. Belmont Univ. Berry College Binghamton Univ. Boston College Boston Univ. Bowdoin College Bridgewater College Brown Univ. Bryant Univ. Bucknell Univ. California College of the Arts California Inst. of Tech. Carnegie Mellon Univ. Case Western Reserve Univ. Catawba College Catholic Univ. of America Champlain College Chapman Univ. Christopher Newport Univ. Citadel Military College of SC Clark Atlanta Univ. Clark Univ. Clarkson Univ. Clemson Univ. Colby College College of Charleston College of the Holy Cross Colorado State Univ. (Fort Collins) Connecticut College Cornell Univ. Dartmouth College Davidson College Denison Univ. DePaul Univ. Dickinson College Drew Univ. Drexel Univ. Duquesne Univ. East Carolina Univ. Eastern Connecticut State Univ. Elizabeth City State Univ. Elon Univ. Embry-Riddle Aeronautical Univ. (Daytona Beach) Embry-Riddle Aeronautical Univ. (Prescott) Ferrum College Florida Atlantic Univ. Florida Inst. of Tech. Florida Southern College Florida State Univ. Fordham Univ. Franklin & Marshall College Furman Univ. George Mason Univ. George Washington Univ. Georgetown Univ. Georgia College Georgia Inst. of Tech. Georgia Southern Univ. Georgia State Univ. Gettysburg College	Gonzaga Univ. Greensboro College Grinnell College Hampden-Sydney College Hampton Univ. Harvard Univ. Haverford College Hendrix College High Point Univ. Hobart and William Smith Colleges Howard Univ. Indiana Univ. (Bloomington) Iowa State Univ. Ithaca College James Madison Univ. Johns Hopkins Univ. Kennesaw State Univ. Kenyon College Kettering Univ. Lackawanna College Lafayette College Lake Forest College Leeds Beckett Univ. Lehigh Univ. Lenoir-Rhyne Univ. Liberty Univ. Louisiana State Univ. Loyola Marymount Univ. Loyola Univ. Maryland Loyola Univ. New Orleans Maine College of Art & Design Marshall Univ. McDaniel College Mercer Univ. Merrimack College Miami Univ. (Oxford) Michigan State Univ. Middlebury College Mississippi State Univ. Montana State Univ. Morehouse College Muhlenberg College New Jersey Inst. of Tech. New York Univ. North Carolina A&T State Univ. North Carolina State Univ. North Carolina Wesleyan Univ. Northeastern Univ. Northwestern Univ. Nova Southeastern Univ. Oberlin College Ohio Wesleyan Univ. Old Dominion Univ. Oxford College of Emory Univ. Penn State Univ. (Univ. Park) Pepperdine Univ. Point Loma Nazarene Univ. Pratt Inst. Princeton Univ. Purdue Univ. Queens Univ. of Charlotte Radford Univ. Randolph College Randolph-Macon College Reed College Rensselaer Polytechnic Inst. Rhode Island School of Design Rhodes College Rice Univ. Roanoke College	Rochester Inst. of Tech. Rollins College Rose-Hulman Inst. of Tech. Rutgers Univ. (New Brunswick) Saint Leo Univ. Saint Louis Univ. Salisbury Univ. Samford Univ. Santa Clara Univ. Sarah Lawrence College Savannah College of Art & Design School of the Art Inst. of Chicago Seattle Univ. Seton Hall Univ. Sewanee: The Univ. of the South Southern Methodist Univ. St. John's College (Santa Fe) St. John's Univ. St. Lawrence Univ. St. Olaf College Stetson Univ. Stevens Inst. of Tech. Stony Brook Univ. SUNY Univ. at Buffalo Susquehanna Univ. Swarthmore College Syracuse Univ. Temple Univ. Texas A&M Univ. Texas Christian Univ. The American Univ. of Paris The College of Wooster The Ohio State Univ. The Univ. of Alabama The Univ. of Tampa The Univ. of Tennessee (Knoxville) The Univ. of Texas at Austin The Univ. of Texas at Dallas The Univ. of Texas at San Antonio Towson Univ. Trinity College Trinity Univ. Tufts Univ. Tulane Univ. of Louisiana Union College United States Air Force Academy United States Coast Guard Acad. Univ. at Albany Univ. of Aberdeen Univ. of Alabama in Huntsville Univ. of Arizona Univ. of Arkansas Univ. of California (Berkeley) Univ. of California (Davis) Univ. of California (Irvine) Univ. of California (Merced) Univ. of California (Riverside) Univ. of California (San Diego) Univ. of California (Santa Barbara) Univ. of California (Santa Cruz) Univ. of Central Florida Univ. of Chicago Univ. of Cincinnati Univ. of Colorado Boulder Univ. of Connecticut Univ. of Dayton Univ. of Delaware Univ. of Denver Univ. of Exeter	Univ. of Florida Univ. of Georgia Univ. of Houston Univ. of Illinois at Urbana-Champaign Univ. of Iowa Univ. of Kansas Univ. of Kentucky Univ. of Louisville Univ. of Lynchburg Univ. of Mary Washington Univ. of Maryland (Baltimore County) Univ. of Maryland (College Park) Univ. of Miami Univ. of Michigan Univ. of Minnesota (Twin Cities) Univ. of Mississippi Univ. of Missouri (Columbia) Univ. of Nevada (Reno) Univ. of NC at Asheville Univ. of NC at Chapel Hill Univ. of NC at Charlotte Univ. of NC at Greensboro Univ. of NC at Pembroke Univ. of NC Wilmington Univ. of North Dakota Univ. of North Georgia Univ. of North Texas Univ. of Notre Dame Univ. of Oregon Univ. of Pennsylvania Univ. of Pittsburgh Univ. of Rhode Island Univ. of Richmond Univ. of Rochester Univ. of San Diego Univ. of San Francisco Univ. of South Carolina Univ. of South Florida Univ. of Southampton Univ. of Southern California Univ. of St Andrews Univ. of Stirling Univ. of Utah Univ. of Vermont Univ. of Virginia Univ. of Washington Univ. of Wisconsin (Madison) Ursinus College Vanderbilt Univ. Vassar College Villanova Univ. Virginia Commonwealth Univ. Virginia Tech Virginia Wesleyan Univ. Wabash College Wake Forest Univ. Washington and Lee Univ. Washington Univ. in St. Louis Wesleyan Univ. West Virginia Univ. Western Carolina Univ. Western Michigan Univ. Westmont College William & Mary Williams College Wingate Univ. Wofford College Xavier Univ. Yale Univ.
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EDUCATION WITH PURPOSE
A VALUES-CENTERED PERSPECTIVE



“

Getting to teach and coach the same boys is one of my favorite things about working at Woodberry. I get to know boys in different ways in the classroom and on the athletic field. When I know a student more fully, I can teach and coach him better.

Boys can count on me to make sure dorms are a clean, safe, quiet place to live. Living on dorm can sometimes be messy, but I see the challenges as chances to teach responsibility, empathy, and leadership.”

—**Ryan Alexander**
Co-Dean of Students

“

Woodberry is the best school for the study of the environment. We have natural ecosystems and forestland, so we get hands-on interaction with our environment every day. The students here have a shared passion for the outdoors, so teaching them more about their surroundings and watching them take ownership of their campus is incredibly rewarding.”

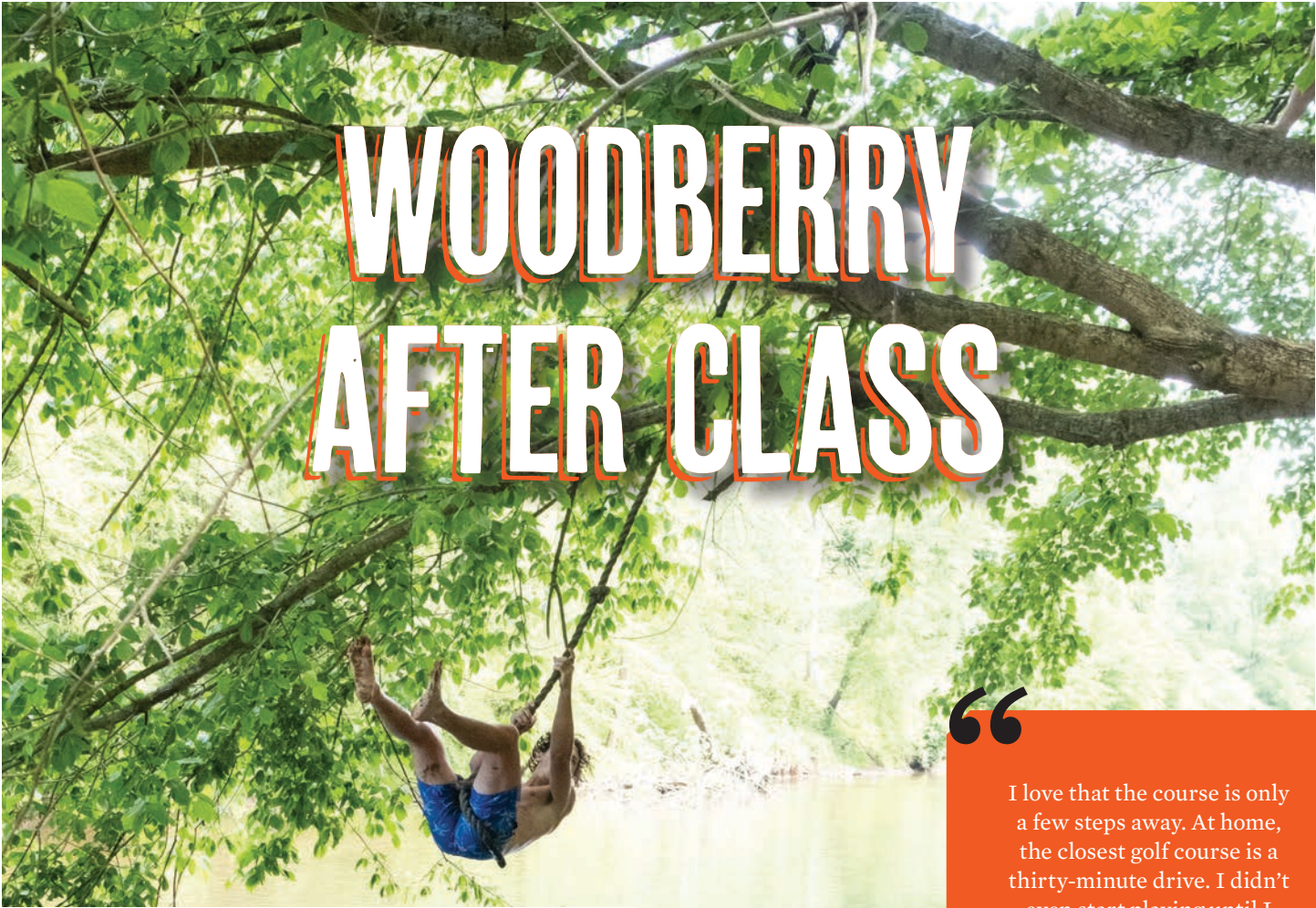
—**Lewis Affronti**
Environmental Science Teacher



“

I teach Beginning Strings (a class I started), String Ensemble, and Introduction to Music. Nothing makes me happier than coming off stage and seeing the excited looks on my students’ faces after they just played something well that they could barely manage weeks before. I also love working with students individually in private lessons and teaching them how to practice their music efficiently and accurately.”

—**Lisa Wright**
Director of Strings



“

I love that the course is only a few steps away. At home, the closest golf course is a thirty-minute drive. I didn’t even start playing until I came to Woodberry. Now, my friends and I spend pretty much all our free time either on the course or practicing at the range.”

—**Banks ’27**

IT’S NOON on a dry and sunny Sunday. The quiet of Woodberry’s campus is broken by the sound of laughter echoing up the hill — five boys on the turf of Hanes Field are taking turns firing lacrosse balls at a fully-padded goalie. In the far end zone, two other boys are tossing a football. One of them walks over to a large speaker and soon AC/DC’s “Thunderstruck” is reverberating through Johnson Stadium. In the distance, divots are flying at the driving range as a foursome of third formers warms up before jumping out on the course. On a vast campus that offers countless opportunities, Woodberry boys embrace a culture that more often than not has them out of their rooms and taking advantage of their surroundings.

“Most of my friends are determined to enjoy their time here while it lasts,” said Will Leahy ’25, “especially during the spring, when the weather is way too nice to hang out inside.”

Woodberry’s Director of Health Services Christal Boesen emphasizes the impact that the productive use of free time can have on the mental health of boys. “Unstructured play that is active, challenging, interactive, or creative is critical for healthy physical, emotional, mental, and social development in teenagers,” said Christal. Here we’ve highlighted some of the ways in which Woodberry boys use their free time — as well as their thoughts on how those activities benefit their physical and mental health and well-being. These are just a few of the things that go on after class.



“

There are lots of places to fish at Woodberry, but my favorites are the pond on the eighth hole of the golf course and the Rapidan River. Robertson Lake is pretty good if you just want to catch a lot of fish, but they are usually pretty small. The pond on the other hand has some big fish. One time I was fishing with a friend. Right before we were about to walk back up to the dorm, he decided to drop a line in the creek that feeds into the pond. He pulled out a five-pound bass — the biggest fish I’ve ever seen at Woodberry. When it’s up to me, I’m fishing in the river every time because I love to fly-fish. The further upstream you go, the better the wading. And I think it’s better fishing. It’s so relaxing when the depth is good and the weather is nice. It’s the perfect way to get away from school for a bit and spend time with friends.”

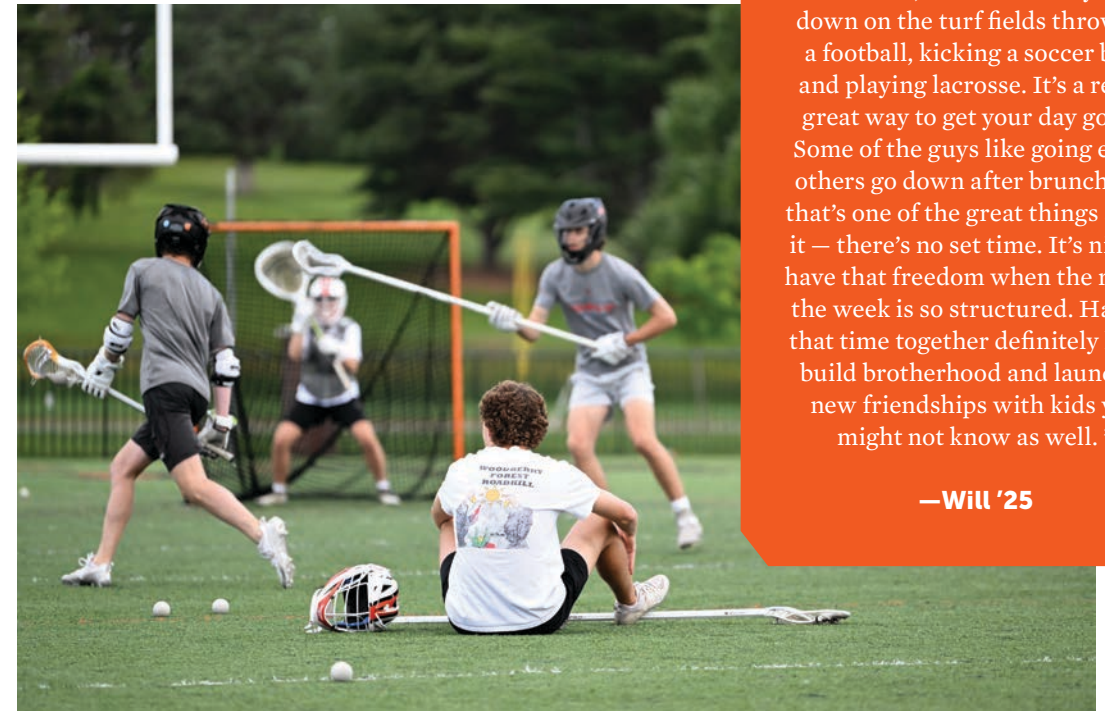
—Charlie ‘25



“

On Sunday mornings and afternoons, there are always kids down on the turf fields throwing a football, kicking a soccer ball, and playing lacrosse. It’s a really great way to get your day going. Some of the guys like going early; others go down after brunch, but that’s one of the great things about it — there’s no set time. It’s nice to have that freedom when the rest of the week is so structured. Having that time together definitely helps build brotherhood and launches new friendships with kids you might not know as well.”

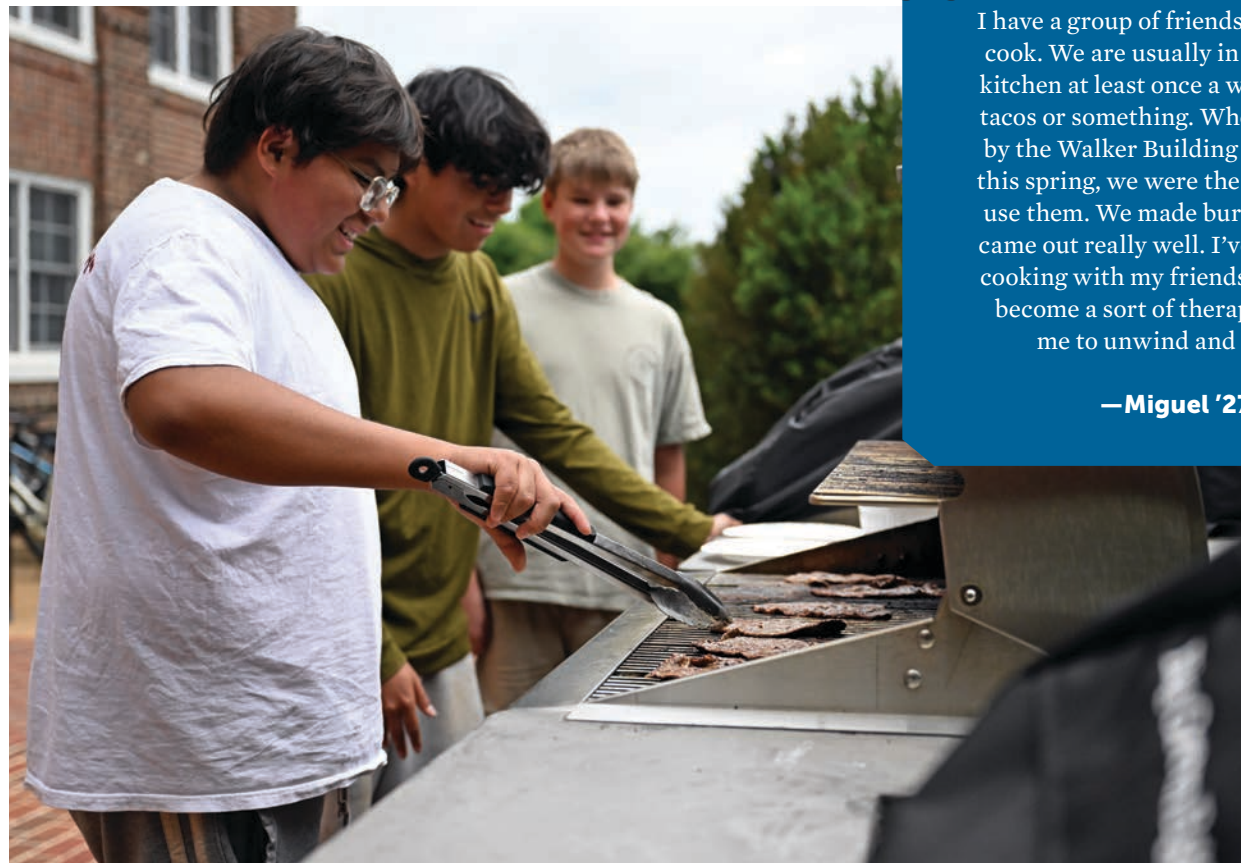
—Will ‘25



“

I have a group of friends who love to cook. We are usually in the Walker kitchen at least once a week making tacos or something. When the grills by the Walker Building were put in this spring, we were the first ones to use them. We made burgers, which came out really well. I’ve found that cooking with my friends has almost become a sort of therapy, helping me to unwind and relax.”

—Miguel ‘27



“

It’s really fun to support your friends when they are playing their sport. Even if you can’t make it to the game, you can usually listen to the student broadcast on WFSPN. Last year during one of our JV golf practices, we were listening to the Bengal lacrosse game while we played. We were on the ninth tee when one of our classmates scored a goal, and we were all cheering.”

—Scott ‘27



COMMUNITY CONNECTIONS



ADVISORS

All Woodberry faculty serve as advisors to a small group of students and serve as the first point of contact for parents and students when a boy is facing a personal or academic challenge. Advisors eat a family-style dinner with their advisory group once a week before chapel and may plan special gatherings or outings for the group throughout the year.



THE HONOR SYSTEM & PREFECT BOARD

A pillar of Woodberry's community is the honor system. Each spring the headmaster, after a student vote and faculty discussion, selects a group of seniors to serve as prefects. The prefects collectively administer the honor system. Students promise not to lie, cheat, or steal. If found guilty of doing so, they can be dismissed from Woodberry by the headmaster at the recommendation of the prefects. The honor system creates an unusual and priceless sense of trust and respect between the students and faculty.



SEATED MEALS

The Terry Dining Hall serves three meals a day throughout the school year. Two of the dinners and one lunch each week are called "seated meals" and served family style. Boys are expected to attend all seated meals, where they will join a table hosted by a faculty member. On Monday evenings, boys eat with their advisory groups.



PEER LEADERSHIP COUNCIL

The Peer Leadership Council provides new boys with an immediate peer group and a dedicated mentor to help them assimilate into Woodberry life. Peer leaders work to alleviate new students' homesickness, shorten their academic adjustment period, and help them "learn the ropes" more quickly while engaging in group activities and building friendships that last beyond their first year. The Peer Leadership Council includes select fifth- and sixth-form students who each serve as mentors to five or six new boys.

“

When you give Woodberry your all, it will give you everything too. All we had to do was give Woodberry our true selves. It was that easy. . . And that hard.”

—Robbie '24

REGIONAL, NATIONAL, AND GLOBAL ENGAGEMENT

WE AIM TO EDUCATE BOYS about their role in the world and connect their experiences at Woodberry to life beyond our campus. From our location in Central Virginia, we leverage local, regional, and national resources to broaden each boy's perspective.

EXPEDITION WEEK

Expedition Week provides students with unique, off-campus learning experiences that foster class unity and deepen their relationships with faculty. Third formers focus on teamwork and core values at Camp Horizons, fourth formers explore the wilderness of Southwest Virginia, fifth formers participate in immersive academic courses, and sixth formers serve communities through the Appalachia Service Project.

DC DAY

DC Day is an opportunity for students to experience the city in different ways over the course of their time at Woodberry. Examples include:

- Fourth formers explore the city as an international hub through art, food, and culture. They visit sites such as the Washington National Cathedral, the Smithsonian Museum of the American Indian, the Kennedy Center, and Embassy Row.
- Sixth formers reflect on legacy by visiting key historical sites — including the National Museum of African American History and Culture and the Tidal Basin monuments — and connecting with alumni mentors during a networking reception.

MADISON DAY

Madison Day brings nearly four hundred students and faculty members together with local Madison County residents for a county-wide day of service, contributing to a wide range of projects in the community.

STUDY ABROAD & EXCHANGE PROGRAMS

Woodberry's study abroad programs provide boys with meaningful and immersive global experiences. Recent additions include Rome, Zambia, Yellowstone, and Australia, which complement long-standing offerings in Spain, South Africa, Central America, the Galápagos, Cuba, and Oxford.



DC Day



Woodberry in the Galápagos

“

I want [our students and alumni] to know that they matter and that they have the capacity to enjoy a meaningful and joyful life in service to others — their families, their communities, the nation, and the world. The world needs better men, and Woodberry boys have an opportunity to take a piece of our community wherever they go.”

—Headmaster Byron Hulsey '86

APPLICATION PROCESS

We are so excited that you are interested in Woodberry Forest School!

The application process is designed to help us get to know your son better, and at the same time, to help your family learn more about Woodberry. We are committed to offering students an incredible education and residential experience in a community where they are known, challenged, and loved. Woodberry Forest School accepts either our own application form or the Standard Application Online (SAO).

► Please email us at wfs_admissions@woodberry.org for assistance at any point.

TIMELINES

Woodberry offers two admission timelines: **December Decision** and **March Decision**. December Decision is designed to assist families who need or want to make their enrollment decisions in December or for those who feel that Woodberry is their first-choice school. March Decision is our standard timeline.

The structure of the application and required materials are the same for each round, and candidates are eligible to receive tuition assistance no matter the timeline they choose.

	DECEMBER DECISION	MARCH DECISION
Deadline to submit admission application	Nov. 15	Jan. 15
Deadline to submit tuition assistance application to Clarity	Nov. 15	Jan. 15
Notification of admission and tuition assistance decisions	Dec. 15	Mar. 10
Deadline to submit enrollment contract and tuition deposit	Jan. 15	Apr. 10

2025–2026 TUITION & FEES

Tuition (includes room and board): \$69,850

Tuition refund plan insurance: 2.1% of tuition (max: \$1,466.85)

Student accident insurance: \$80

International student health insurance: \$3,040

Monthly payment plan fee: \$250

Books: varies

Post office box: \$37

Flu shot: \$25

HOW TO APPLY

- Forms needed by all applicants:
- ☐ Application (SAO or Woodberry Forest application)
 - ☐ Current year grades
 - ☐ Two years of prior transcripts
 - ☐ Graded writing sample
 - ☐ Interview (virtual or in person)
 - ☐ Current math teacher recommendation
 - ☐ Current English teacher recommendation
 - ☐ Current principal/counselor recommendation
 - ☐ TOEFL or Duolingo required for international applicants

- If applying with testing:**
- ☐ Submission of SSAT, ACT, PSAT, ERB, SAT, or Pre-ACT
- If applying without testing:**
- ☐ Submission of current math syllabus or graded math test



Scan here for the application

TUITION ASSISTANCE

All tuition assistance, which is Woodberry’s term for financial aid, is based on a family’s need. We consider a wide range of factors, including family income and how many siblings a student has. Woodberry is committed to making sure opportunities are available to all deserving boys, and that’s why the school meets 100 percent of a family’s financial need when it admits a boy who requires tuition assistance. Even if you’re unsure if your family will qualify for assistance, we encourage you to apply.

Tuition assistance awards for the 2026–2027 school year are based on your 2024 tax returns and 2025 W-2s and/or 1099s. This timeline holds for each year at Woodberry, with award amounts being determined by the prior year’s tax returns.

Please submit your application through Clarity by **November 15** for December Decision or **January 15** for March Decision. Visit app.clarityapp.com/sign-up to begin.

Q&A

- How are tuition assistance decisions made?**
- All decisions are made by Woodberry’s tuition assistance committee using the information provided by a family on their Clarity application. All financial information is held in strict confidence.
- How does Woodberry determine a family’s demonstrated need?**
- The school follows guidelines set by Clarity, in conjunction with the National Association of Independent Schools. Clarity methodology takes into account the costs of housing, food, clothing, transportation, insurance, and other non-discretionary expenses. This allows Clarity to calculate how much a family can afford to spend on a child’s education.

CONTACT

For further information, contact the Tuition Assistance Office

► tuition.assistance@woodberry.org

► 888-798-9371

Woodberry Forest School admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school-administered programs.

42%
FAMILIES
RECEIVING AID

\$8.15m
TUITION
ASSISTANCE
AWARDED

\$49,108
AVERAGE
GRANT

\$69,850
LARGEST
GRANT



LET'S CONNECT



Woodberry Forest Admission Office

► wfs_admissions@woodberry.org

► 540-672-6023

Karla Vargas-Kennedy

► karla_vargas_kennedy@woodberry.org

Chase Spong '10

► chase_spong@woodberry.org

Makhail Anderson '19

► makhail_anderson@woodberry.org

Craig Dawson

► craig_dawson@woodberry.org

Michael Leahy

► michael_leahy@woodberry.org

Duke Sherrell '15

► duke_sherrell@woodberry.org



AFTERNOON ACTIVITIES

ART | James Erickson
james_erickson@woodberry.org

BASEBALL | Connor Jessop
connor_jessop@woodberry.org

BASKETBALL | Craig Dawson
craig_dawson@woodberry.org

CLAY SHOOTING | Raphael Sydnor
raphael_sydnor@woodberry.org

CLIMBING | Seth Rushton
seth_rushton@woodberry.org

CROSS COUNTRY | Ben Hale
ben_hale@woodberry.org

DEBATE | Brian Campbell
brian_campbell@woodberry.org

DRAMA | Tracy Robertson
tracy_robertson@woodberry.org

FOOTBALL | Jackson Matteo
jackson_matteo@woodberry.org

GOLF | Marc Hogan
marc_hogan@woodberry.org

LACROSSE | Michael Leahy
michael_leahy@woodberry.org

MODEL UNITED NATIONS | Jairo Rivera
jairo_rivera@woodberry.org

MOUNTAIN BIKING | Ted Watson
ted_watson@woodberry.org

MUSIC | Wallace Hornady
wallace_hornady@woodberry.org

RAPIDAN | Paul Vickers
paul_vickers@woodberry.org

ROBOTICS | Henry Brooks
henry_brooks@woodberry.org

SOCCER | Len Mills
len_mills@woodberry.org

SQUASH | Justin Cook
justin_cook@woodberry.org

SWIMMING | Helen Dixon
helen_dixon@woodberry.org

TENNIS | Eric Hicks
eric_hicks@woodberry.org

TRACK AND FIELD | Raymond Gee
raymond_gee@woodberry.org

WRESTLING | Trevor Thornton
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STUDENT CLUBS & ACTIVITIES

1889 Society
Asian Affinity Association
Astronomy Club
Aviation Club
Baking Club
Boy Scouts
Bridge Club
Chess Club
Classical Languages Club
Community service Club
Culinary Club
Ducks Unlimited
Entrepreneurship Club

Film Club
Fly-Fishing / Fly-Tying Club
Gaming Club
Gardening Club
Gay-Straight Alliance
Global issue Discussion
International Forum
Investment Club
Latinos at Woodberry
Lyrical Analysis Club
Minority Caucus
Music Production Club
Peer Mediation Club

Philosopher's Club
Photography Club
Pickleball Club
Ping Pong Club
Rod and Gun club
Technology Student Association
The Fir Tree Yearbook
The Oracle Student Newspaper
The Talon Literary Arts Magazine
TimberX Robotics Club
Video Game Club
WFSPN
Woodberry Christian Fellowship

If you'd like more information about a specific club or afternoon activity, email us at wfs_admissions@woodberry.org.