



St. Andrew's School
2013-2014





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St. Andrew's School is accredited by the Middle States Association of Colleges and Schools and is a member of the National Association of Independent Schools, the Educational Records Bureau, the College Board, the Secondary Schools Admission Test Board and the Association of Boarding Schools.

St. Andrew's School admits and offers financial aid to students of any race, gender, sexual orientation, religious affiliation and national or ethnic origin.



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I am pleased to introduce St. Andrew's to you as you begin the process of applying to secondary schools. I hope this viewbook and our website enable you to move beyond the superficial aspects of a school search towards a deeper understanding of the exciting mission and unique culture of St. Andrew's.

I have lived and worked at St. Andrew's for over 30 years as a teacher, advisor, dorm parent, coach, college counselor, dean, assistant headmaster and now headmaster. I believe in the School's mission, and I have seen the School's powerful and inspirational influence on its students and graduates. I believe in the skill, generosity and idealism of our teachers. And I love our students and deeply appreciate their embrace of the School's values.

As I introduce this School I know so well to you, I want to emphasize several essential points about our mission and philosophy:

- ❖ The enemy of great education in America is conformity and homogeneity. Therefore, our classrooms, dorms and student life programs ignite with life and creativity because of our deep commitment to diversity. From our founding in 1929 to the present day, St. Andrew's has demonstrated a unique commitment to the concept of diversity as a foundation for a great education. St. Andrew's has always sought to be a school that welcomes students from all socioeconomic groups to our campus. Today, over 45 percent of our students receive financial aid to attend St. Andrew's. Our goal of being a school "open to all, regardless of means" enables us to create a school community that reflects the diversity of our country and the world. A boarding school or college cannot thrive, flourish and grow if its faculty and student body are not diverse.
- ❖ As an Episcopal Church school, St. Andrew's is dedicated to creating a school culture that is kind, accepting, compassionate and empathetic. We work for an understanding of humanity that is inclusive and diverse. We welcome students of all religious traditions to the community and, in doing so, we seek to develop an understanding and appreciation of the many ways human beings express and create meaning in their lives.

Ultimately, we open our doors each year at St. Andrew's to teach students to take responsibility for the world. Our students appreciate the opportunities and privileges the School community affords them, but they are also excited to move beyond our campus and engage with the issues and concerns of even larger communities. We therefore encourage our students to engage in authentic community service both on campus and in the wider community.

- ❖ We view quality liberal arts education as a gift, an opportunity that will disturb us, disrupt our assumptions and challenge us to view the world in new and distinctive ways. A great education is an opportunity to learn how to think for ourselves, how to analyze, research, experiment and develop hypotheses, how to develop new approaches, perspectives and theories about our world.

Our teachers are talented, generous and brilliant. Our graduates consistently report that their St. Andrew's teachers were far more exciting, creative, committed and engaged than their college professors. The St. Andrew's teacher is indeed unlike many others, as this role requires the teacher to balance teaching with advising, coaching and mentoring our student body.

Because we find the academic mission of the School so important, we are looking for students who love learning, who seek out educational challenges and opportunities in a determined and enthusiastic way. We are proud that St. Andrew's peer culture honors scholarship, academic honesty and integrity, creativity and hard work.

- ❖ St. Andrew's believes that students in high school should have the opportunity to participate meaningfully in the arts and athletics. At a time when many schools have locked out all but the most highly talented and specialized artists and athletes from their programs, St. Andrew's has developed great opportunities for all students. We encourage our students to participate widely in athletics and the arts, as they explore the variety of activities offered at the School. Because of our small size, the spots on our teams, drama groups and choirs are open. And each year, guided by this philosophy, our artistic groups and athletic teams achieve remarkable and exciting success.
- ❖ Finally, we know that much of St. Andrew's unique energy and spirit comes from being an all-residential school. All our students and faculty live on campus, and we have chosen never to admit day students. As a result, the School's program, culture and sense of community are consistent and coherent. Through living and working together, we learn more than we ever thought possible and, in the process, friendships develop among students and between students and faculty that last a lifetime.

I hope you will visit St. Andrew's. My office is right outside the admission area and I look forward to talking to you about your hopes and aspirations for high school. If you have already decided that you want your life to make a profound difference in the world, St. Andrew's is the perfect school for you.

Daniel T. Roach, Jr.
Headmaster

Ultimately,
we open
our doors
each year at
St. Andrew's
to teach
students
to take
responsibility
for the world.

—Tad Roach
Headmaster







THE CAMPUS

What strikes many visitors most powerfully as they arrive at St. Andrew's is the sheer physical beauty of the adjacent fields, woodlands and waterways, all teeming with wildlife. As Middletown and its environs grow in population and commerce, we appreciate this sanctuary even more. Our students, staff and faculty care for the buildings, campus, pond and farmlands of the School. We also strive to create in our students a deep and enduring sense of environmental awareness and stewardship while they are fully realizing the endless opportunities for outdoor recreation, such as hiking, biking, boating and swimming. Our campus is a living classroom.

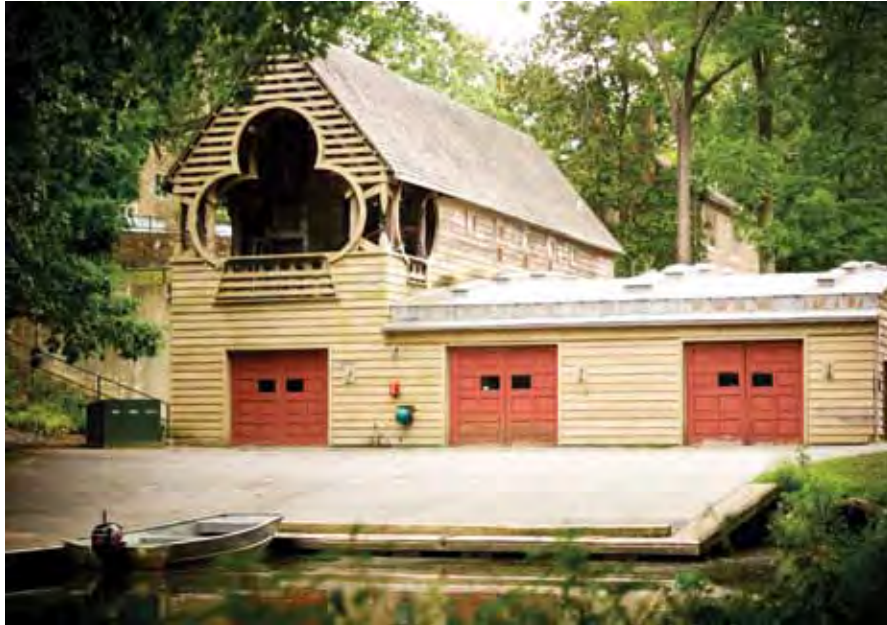
St. Andrew's is located in the mid-Atlantic region, a two-hour drive from Washington, D.C., one hour south of Philadelphia and fewer than three hours from New York City. Our location puts us within easy reach of the educational and cultural resources of these cities.

The countryside in which we are situated is typical of the rural Atlantic Coastal Plain, with rich farmland meandering west to the Chesapeake Bay and east to the Delaware Bay. Silver Lake and Appoquinimink Creek frame our campus to the north and east, while two-mile-long Noxontown Pond defines our southern border. Between and around these bodies of water the School owns over 2,200 acres of woods and farmland.

Deer, foxes, raccoons, hawks, owls, quail and innumerable songbirds find homes in the woods, fields and marsh that surround the campus. Noxontown Pond and Appoquinimink Creek host herons, egrets and ospreys, along with their prey—dozens of species of fish, reptiles, crustaceans and amphibians. In recent years, bald eagles have nested in towering tulip poplars on the banks of these waterways. From

The front lawn, overlooking the T-dock and the pond, is my favorite place on campus. There is a beautiful view out over the pond, and students can always be found on the front lawn after dinner playing Frisbee or soccer, or simply socializing.

—Margaux
III Former



The campus is essential for our explorations. For one, it is beautiful and its beauty invites us to get out and experience it, to appreciate it, to gather the many questions it provides and then try to address a few, ones that are manageable. We must encourage everyone to better appreciate that which surrounds us, and, in so doing, we'll better take care of it and ourselves.

—Peter McLean
Biology & Environmental Science Teacher

September through February, thousands of Canada geese, snow geese and swans descend upon the area, feeding in the cornfields and rafting at night on the ponds.

Fall lingers and spring comes early in Delaware, and some consider these seasons the most beautiful times of the year here. Although winters are usually short, they can be cold. We hope for at least a week or two of ice-skating and occasional blizzards to enliven our winter days.

As a fully residential school, we live and work together at St. Andrew's, sharing and shaping the supportive atmosphere that this community enjoys. Our campus is an important part of the St. Andrew's experience. Surrounded by towering oak, beech and sycamore trees, our buildings provide great inspiration and opportunity for learning.

Founders Hall and the Cameron Gymnasium, built in stages between 1929 and 1956, are magnificent structures. Housing the dining hall, Irene duPont Library, Forbes Theater, A. Felix duPont, Jr. Memorial Chapel, the boys' dormitories and most of the classrooms, Founders Hall is at the heart of the campus.

Newer buildings, including Sippelle Field House, O'Brien Arts Center, Amos Hall, Kip duPont Boathouse, Genereaux Aquatic Center and girls' dormitories, complement the architecture of Founders Hall and provide exceptional facilities. They also enhance our sense of the primacy of human space on St. Andrew's campus, providing pedestrian comfort and developing natural areas that bring students and faculty together. The result is a campus that is beautiful, functional and accessible.

Inspired to protect our beautiful 2,200-acre campus from the development of surrounding areas, and recognizing that environmental issues are going to be the toughest challenges that today's students may face in their life as citizens, leaders and decision makers, St. Andrew's has embarked on a mission to teach, promote and actively seek greater sustainability on campus and beyond, far broader than the School's mission imagined many years ago.



St. Andrew's is committed to the sustainability and preservation of its land, water, and other natural resources. We honor this commitment by what we teach and by how we live in community and harmony with the natural world.

From our Mission Statement

LIVING SUSTAINABLY



Environmental Stewards—Dorm representatives meet weekly to discuss sustainable living, promote awareness of resources and recycling, and research new green initiatives happening around the world.

Organic Garden—Students cultivate and tend the crops in the School's organic garden providing fresh vegetables to the School's dining hall and local outreach programs.

Environmental Matters—Our periodic newsletter informs the community of the latest endeavors in campus planning and reports on the energy usage and environmental impact of campus operations.

University of Delaware Agricultural Partnership—Our faculty and students work with a University research team to evaluate land use practices with a distinct focus on the health of Noxontown Pond and our surrounding natural habitats.

100-Mile Diet and Composting—Lessons are learned in the dining hall as we are mindful of how much food we waste and how we can utilize the composting process. We are also becoming more aware of possibilities through our goal to have 50 percent of our food come from within 100 miles of our campus.

An American School ...

Conveniently located in the Mid-Atlantic, St. Andrew's is a short drive to the many cultural, educational, and recreational opportunities offered throughout the region. Our campus in Middletown offers a picturesque, rural setting with all the conveniences of modern life. St. Andrew's is an easy 45-minute drive to the Philadelphia International Airport and 30 minutes from the Wilmington train station. For breaks, the School offers bus transportation to New York City.

Geographical Diversity

St. Andrew's students come from across the country and around the world. Each year, roughly 50% of our students come from the six Mid-Atlantic States, 35% come from the Southeast, Texas, the Midwest, and the West Coast and 15% come from nearly 20 different countries.

New York City

2.5 hours by car; 90 minutes by train

Students visit New York for school-sponsored cultural opportunities several times each year.

Philadelphia

1 hour by car

Visit our nation's birthplace, attend a lecture at the University of Pennsylvania, visit world-class museums or watch a movie with friends at the Ritz.

Delaware

Middletown is a short walk or bike ride away and provides just about anything you might need. We serve in the community as tutors and mentors, partner with the University of Delaware on environmental studies, and enjoy hiking and boating in our backyard. We are also a short trip to the movies or the mall and less than an hour to the Delaware beaches.

Sonoma, Calif.

5 hours by plane

During a recent spring break, studio art students spent a week painting and taking fine art photographs in northern California.

Central and South America

Students and faculty have traveled together to Honduras, Nicaragua, Costa Rica, and Peru to practice Spanish skills, experience the history and culture of our American neighbors, and help bring clean water and sustainable food sources to rural villages.

Washington, D.C.

90 minutes by car or train

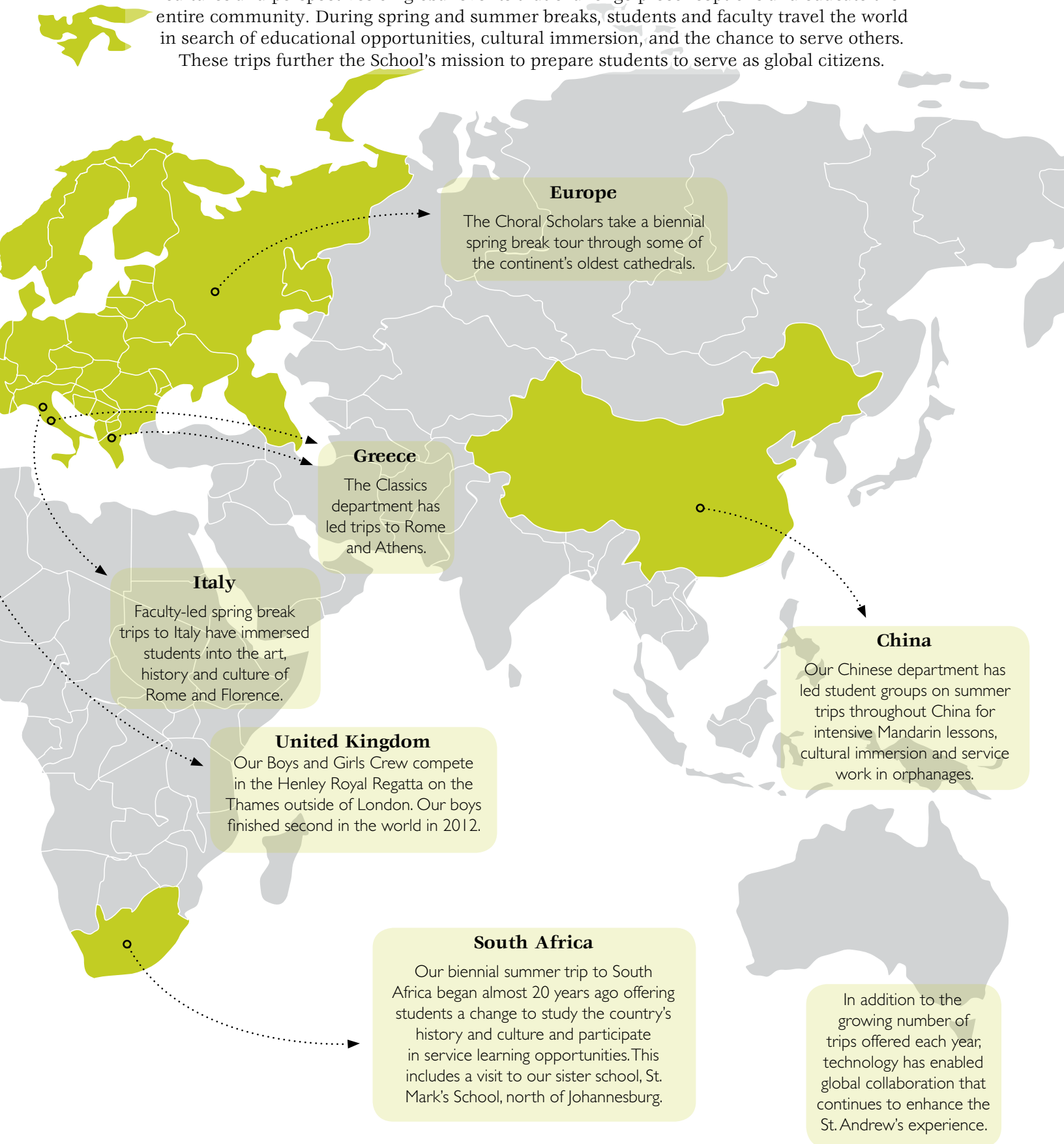
We have easy access to the cultural and educational opportunities of our nation's capitol. During our annual D.C. trip, students use our alumni network to gain access to the Department of State, Congress, leading non-profits, and international businesses.

Haiti

On a faculty-led trip, St. Andreans discovered the joy and opportunity in Haiti learning French-Creole and working side-by-side with rural villagers to rebuild a school devastated by the 2010 earthquake.

... With A Global Reach

While School is in session, students from different parts of the world share their home cultures and perspectives on global events that challenge preconceptions and educate the entire community. During spring and summer breaks, students and faculty travel the world in search of educational opportunities, cultural immersion, and the chance to serve others. These trips further the School's mission to prepare students to serve as global citizens.



Europe

The Choral Scholars take a biennial spring break tour through some of the continent's oldest cathedrals.

Greece

The Classics department has led trips to Rome and Athens.

Italy

Faculty-led spring break trips to Italy have immersed students into the art, history and culture of Rome and Florence.

United Kingdom

Our Boys and Girls Crew compete in the Henley Royal Regatta on the Thames outside of London. Our boys finished second in the world in 2012.

South Africa

Our biennial summer trip to South Africa began almost 20 years ago offering students a change to study the country's history and culture and participate in service learning opportunities. This includes a visit to our sister school, St. Mark's School, north of Johannesburg.

China

Our Chinese department has led student groups on summer trips throughout China for intensive Mandarin lessons, cultural immersion and service work in orphanages.

In addition to the growing number of trips offered each year, technology has enabled global collaboration that continues to enhance the St. Andrew's experience.



On the surface, St. Andrew's is a unique academic, spiritual, athletic, and artistic community. It is the human community, however, and its emphasis on respect, warmth and generosity that defines us and is the strongest and most valuable asset of our School.

—Ben Kennedy '97
Faculty 2002-2009

STUDENT LIFE

The best education provides learning not only from books but also from relationships with friends and mentors in a community. Our students come to St. Andrew's from many racial, cultural, religious and socioeconomic backgrounds. They share a great enthusiasm and love for their school, a deep commitment to scholarship and a dynamic approach to their co-curricular activities. Living and working here is exciting, challenging and enriching.

Students and visitors immediately sense what we value most in our community. Our mission encourages us to be responsible for each other and ourselves, and to be accepting and kind to one another. We celebrate and nurture the qualities of goodwill, civility, empathy and humanity.

We support each other at concerts and performances in Engelhard Hall, dramatic productions in Forbes Theater, and on the School's athletics fields. The appreciation and celebration of each other's efforts in every arena creates a genuine and dynamic school spirit.

DORM LIFE AND COMMUNITY EXPECTATIONS

Life in the dormitories is essential to the School's educational mission. St. Andrew's is increasingly unique among boarding schools for our commitment to an all-residential student body and faculty. We live and work together in a community that is genuinely close and cohesive.

St. Andrew's presents students with new academic, artistic, athletic and personal challenges. Our residential life program is structured to support younger students in this process, providing them with faculty and student mentors to help them learn habits that will lead to success at St. Andrew's and beyond. Our students find that significant education takes place through informal conversations they have with their friends and with faculty in the dormitories, in the halls and on the fields.

Although all members of the faculty work in our dormitories, the corridor parents have overall responsibility for the students who live with them. Their homes in the dorms are open to students and these teachers are well prepared to help students interpret the confusing and anxious moments that all teenagers





occasionally experience. These men and women and their families enjoy the close contact with students that dormitory life provides. Faculty members living off dorm also open their homes to our students and they too are a key component to a student's experience at St. Andrew's.

Underformers live in dormitories by gender and by form. There are six boys' dorms and eight girls' dorms, each featuring a central common room, where students may study in groups, access the Internet, watch television and gather for dorm meetings and celebrations. Students live primarily in double rooms, with a few single rooms and triple rooms.

VI Form students serve as residential leaders and mentors on all corridors and assist the corridor parents. Mentoring younger students is the most important responsibility of a senior at St. Andrew's. The seniors write letters of welcome to the students during the summer; help them move in on opening day, ensure a smooth adjustment during the first weeks away from home, and provide continued guidance and friendship throughout the year.

The health of any community, large or small, rests on the mutual trust, respect and understanding that exists among its members. At St. Andrew's, any form of harassment, hazing or intimidation is unacceptable. Stealing, lying or dishonesty of any kind violates the School's Honor Code and student use or possession of alcohol or illegal drugs is prohibited. The Honor and Discipline Committees, each composed of teachers and students, review violations of honor and discipline expectations and recommend disciplinary action to the headmaster.

Our students learn most about themselves and others by living with roommates and sharing a home

with students from a wide variety of backgrounds. Our dormitories are extended classrooms where students learn the importance of good communication, respect for others, friendship and trust.

ADVISING

Because our teachers are versatile and committed to every aspect of student life, they naturally serve as informal mentors to all students they come to know well through teaching, dorm parenting and coaching. In addition, St. Andrew's assigns a formal advisor to each student.

Teachers have responsibility for groups of advisees each year, usually numbering between five and eight students. The Admission Office assigns advisors for all new students. Returning students may choose their advisor each year, and many retain the same advisor throughout their career at the School.

Meeting students regularly in both formal and informal sessions, advisors work closely with their advisees by counseling them in all aspects of their life at the School. Each advisee group becomes a small family unit, often celebrating birthdays and having dinner together on and off campus. Advisors serve as the most important initial link between parents and the School, communicating through conferences, telephone calls and e-mail. St. Andrew's takes particular pride in an advisee program that guides each student with warmth and care.

DINING TOGETHER

At St. Andrew's, meals are a time not only for nourishment but also for companionship. At lunches, and on Wednesday evenings prior to Chapel, everyone gathers together for a family-style meal at which students take turns as waiters. Roughly eight



Student Groups:
 Gay Straight Alliance
 Girls Collaborative
 International House
 Onyx
 Sapphire
 Student Diversity Leaders

**Recent Speakers, Programs
 & Workshops:**

Rosetta Lee
 Marc Elliot
 Tim Wise
 Steven Tejada
 Vusi Mahlasela
 Ronald Takaki
 Courtney Bent
 NAIS Student Diversity
 Leadership Conference
 Diversity Directions
 Visions, Inc.



The ability to acknowledge another person's unique presence and contribution is essential to responsible citizenship and strong leadership. We live in a global society and in a global economy, and more than ever it is crucial for young people to learn how to relate and interact with people from a variety of cultures and backgrounds.

—Treava Milton
Director of Diversity



EMBRACING DIVERSITY



Sometimes we need other people to be our mirrors, to change and broaden the ways in which we see the world. Ultimately, I came to realize this: We experience miracles by interacting with different people, different cultures and by opening ourselves to new experiences.

—Rose
 V Former



students, mixed by form, sit at tables to dine with faculty and their families. It is a time when we slow the pace of our lives and catch up with each other. At the end of such meals, one of the co-presidents of the student body reads the daily announcements. Our other meals are relaxed, buffet-style meals that feature a variety of hot and cold options, vegetarian and vegan meals and a complete salad and dessert bar.

CAMPUS STEWARDSHIP

The School expects each student to maintain his or her room in an orderly fashion, and corridor faculty inspect rooms each day. We are a community that expects all members to share responsibility for the appearance of our buildings, grounds and common spaces. Every student has a job in a certain area of the School (most are in the student's dorm) each day; each job takes five to ten minutes and all are rotated regularly. In addition, students and faculty gather several times each year for major campus cleaning projects.

HEALTH AND WELLNESS

Our director of health and wellness at St. Andrew's oversees a staff of nurses and school counselors. Healthcare is available 24 hours a day in the Meg Miller Health Center. The director works in consultation with the School physician, whose office is in Middletown. Our counselors work with students in wellness orientation and health classes teaching life skills concerning sleep, nutrition, sexuality and drug and alcohol awareness throughout the year; and see students by individual appointment as needed. The School also has a long-standing relationship with a psychologist in Wilmington who visits St. Andrew's for regular appointments at least once each week.

DIVERSITY AND INCLUSIVITY

St. Andrew's seeks diversity of all forms and strives to be a place of inclusivity that inspires compassion, understanding and empathy. We celebrate the many cultures and different backgrounds and experiences of our students, faculty and staff and honor the human dignity of each member of our community. Appreciation, understanding and respect for each person is paramount to the St. Andrew's experience. Throughout the year special programs, speakers, attendance at national conferences and our curriculum offer our students multiple opportunities to explore these complicated topics, and our residential life program gives ample opportunity to learn from one another.

CLUBS AND ACTIVITIES

Opportunities to pursue personal passions are almost unlimited at St. Andrew's. Formal and informal organizations and clubs abound. As interest ebbs and flows, the titles change, but the number of active clubs is usually between 20 and 30. These student and faculty led clubs and activities deepen relationships between members of the community as old and new interests develop.

Students from all forms are welcome to participate in publishing the School newspaper, the *Cardinal*, and the School literary magazine, the *Andean*. In addition, the V and VI Form publish the *Griffin*, our yearbook.

Club activity covers a range of interests and clubs play key roles in many areas of campus life. The Environmental Club organizes the School's recycling program and works with various groups on campus to ensure that St. Andrew's strives to be a sustainable school. The International House, the Gay-Straight



Alliance and the Student Diversity Leaders bring students together to discuss issues of difference, understanding and acceptance. The Polar Bear Club takes a monthly plunge into Noxontown Pond at 7 a.m. In the Mock Trial Club, students assume the roles of prosecutors, defense attorneys, witnesses, defendants and plaintiffs in fictitious cases, rehearsing testimony and eventually participating in a statewide competition.

WEEKEND ACTIVITIES

The Student Activities Committee (SAC), which is composed of student leaders from each form and a group of faculty, plans weekend activities for the entire school. SAC plans a wide range of activities on campus. These activities may include dances, film festivals, casino night, knitting or ceramics workshops, cooking classes or parties at faculty homes, coffee houses featuring student music and poetry performances. SAC also organizes events such as international dinners featuring foods prepared in the dining hall by faculty and students from various cultural backgrounds. In addition, SAC may offer a variety of cultural opportunities in nearby cities—professional or college sporting events, plays, concerts, museums, lectures and rallies in Philadelphia, Washington and Baltimore. When the weather is nice, relaxing on the front lawn, the T-dock and on Noxontown Pond is a favorite weekend activity.

TRADITIONS

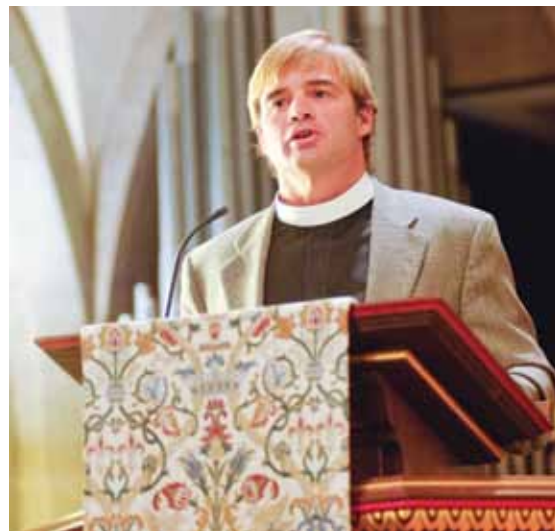
St. Andrew's has many traditions that reflect and enhance the culture of the School. The opening night square dance, the Frosty Run, "yay days", the Turkey Trot, the 3-on-3 basketball tournament, the Big Jig, the Washington, D.C. trip and Maui Wowie in the

spring are some of the favorite events of the year. In our weekly school meeting students highlight the upcoming special events with skits, videos, poems and clever announcements, enticing the participation of the full community. We also celebrate birthdays and musical talents shared by students, staff and faculty at these meetings. Our Headmaster adds his thoughts on issues of interest and importance to our community and the world at large, making our weekly meeting an event no one wants to miss out on.

LEADERSHIP

St. Andrew's provides leadership opportunities for students in every aspect of school life. Students grow as leaders by serving on committees for academics, athletics, the arts, residential life and community service. Elected positions are held for both genders in all forms, giving equity and voice to all members of our community. Living with and emulating teachers and peers who demonstrate honesty, discipline, generosity and creativity, our students learn to assume responsibility with grace and integrity. Senior Co-Presidents are elected by their class and lead the school in daily announcements at lunch and at our weekly school meeting, and collaborate with other elected leaders, the faculty, the Headmaster and the trustees to create a school culture and tone that is dynamic, responsible and innovative. Each year we graduate young men and women who are well prepared to be leaders in college and in their adult communities.





CHAPEL PROGRAM

Our students come from a wide variety of religious backgrounds. The community includes students of Episcopalian and other Protestant denominations, Catholic, Jewish and Muslim faiths, as well as students from no religious tradition at all. We gather twice weekly for services in the A. Felix duPont, Jr. Memorial Chapel. These moments provide welcome shelter from the whirlwind of daily life, offering time to look inward and to focus on what we have done and left undone. They encourage us to think of loved ones and those in need. Most important of all, they bring to our attention the great, eternal mysteries of life. Following dinner on Wednesday evenings, we come together for evening prayer and to hear a faculty, student or guest speaker give a "Chapel Talk" sharing a personal experience and challenging us to grow both emotionally and spiritually; our Sunday morning services follow the Episcopal Church liturgy. Special chapel services throughout the year lend variety to our moments of communal reflection. Among the most popular of these are the first and last services of the year held at nearby historic Old St. Anne's Church, the Christmas Service of Lessons and Carols, St. Francis Day Blessing of the Animals, outdoor Earth Day services and Easter celebrations. Catholic students are offered the opportunity to attend mass at St. Joseph's Catholic Church in nearby Middletown and on occasion our Jewish students attend services in Wilmington.

The St. Andrew's Student Vestry is one of the most active groups on campus, maintaining the Chapel, preparing for major festivals and services and serving as sacristans, acolytes, readers, Sunday school teachers and communion assistants in the twice-weekly chapel services. The Vestry also raises money for several projects each year, including St. Mark's School, our sister school in Jane Furse, South Africa, where many St. Andrew's students have gone on to teach for a year during or after college.

St. Andrew's is distinct because of the incredibly high moral values that we hold ourselves to. We are not sat down on our first day and told, 'You will be kind, accepting and honest or else.' We are encouraged to support these ideals for their own sake, and for the betterment of the culture of the School as a whole.

—Andrew
VI Former



The health and vibrancy of the St. Andrew's community can be seen on any Tuesday afternoon when the students volunteer to work with disadvantaged families and tutor local students.

The community service program is where you can see students living the mission of the School most clearly.

—Jay Hutchinson
Head Chaplain

The Bishop of Delaware is a member of St. Andrew's board of trustees and visits St. Andrew's for services about three times each year. Many students are confirmed in the Episcopal Church and the Roman Catholic Church each year in our Chapel.

When we are in the Chapel and at all other times, we seek to embody authentic Christian qualities of concern for and acceptance of others, compassion, generosity of spirit and empathy. Our community service program rises out of this point of view. In all we do, we try to instill in our students a reverence for humanity and a sense of personal responsibility to use their talents now and throughout their lives to serve others and the world in which we live.

COMMUNITY SERVICE

The Community Service Program at St. Andrew's lies at the center of the School's commitment to encouraging our students to reach out and care for others. We believe strongly that students should develop genuine experiences in service rather than fulfilling a requirement, so all outreach is on a voluntary basis. St. Andrew's identifies numerous opportunities for students to serve on the local, regional and global levels. Tutoring in the local elementary schools, mentoring at the Boys & Girls Club, visiting at an elder care facility and serving dinner at a homeless shelter in Wilmington are the most popular off-campus activities. Our students also assist local mentally and physically challenged children in our pool in an adaptive aquatics program and join regional fundraising events in nearby Wilmington and Philadelphia.

Many students make weekly commitments to service projects and participate in special service events such as the AIDS Walk or the Red Cross Blood Drive. Students also pursue service work at home or abroad in cultural exchange service trips during school vacations. Nearly all of our students are involved in some form of community service during the year.



Recent Travel Opportunities and Service Trips:

South Africa
Nicaragua
Honduras
Costa Rica
New Orleans
Haiti
China

Ongoing Service Opportunities:

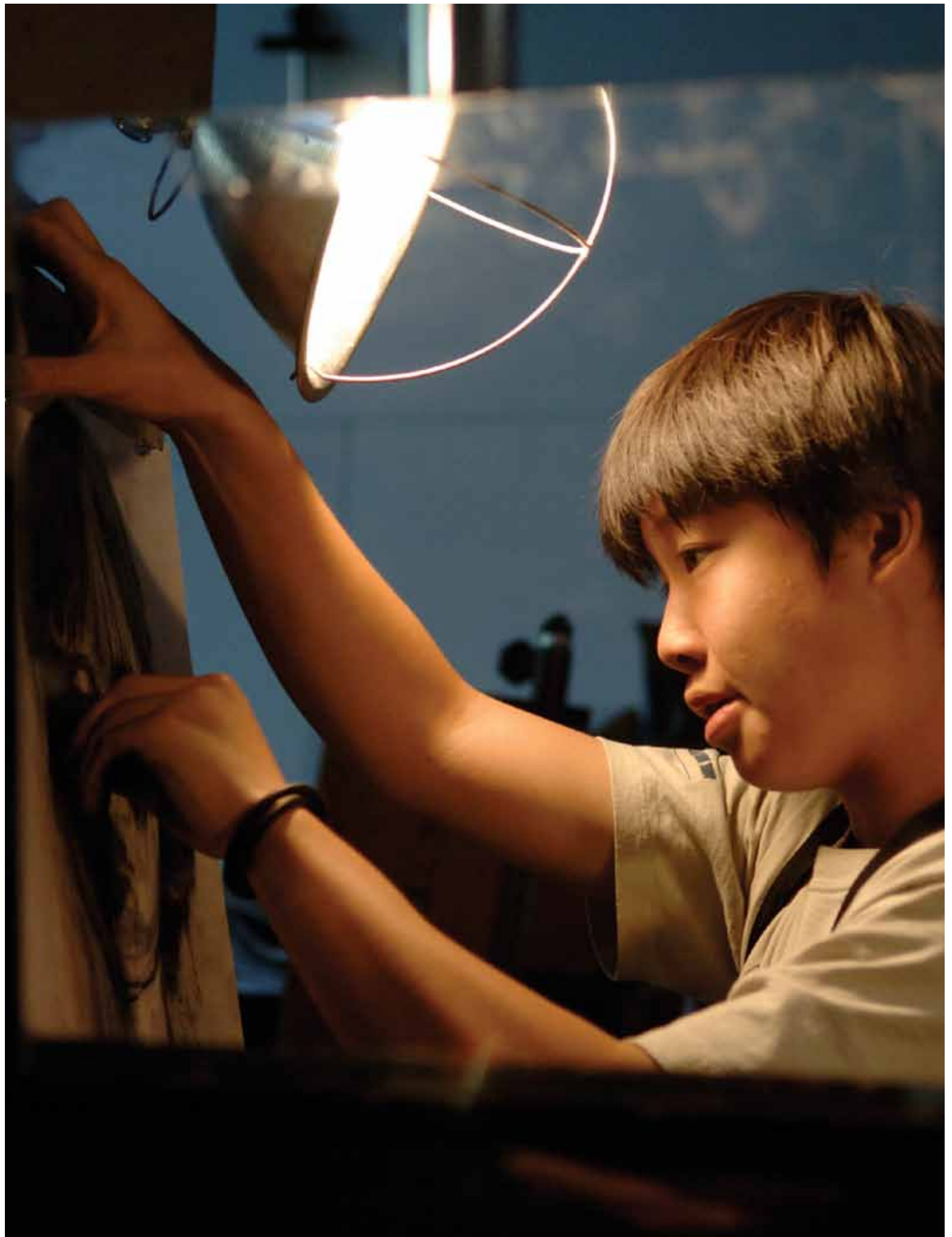
Boys and Girls Club
Elementary School Tutors
Kindergarten Mentors
Homeless Shelters
Soup Kitchens
Code Purple
Road Clean-Up
Blood Drive
AIDS Walk
Adaptive Aquatics
Sunday School Teachers

It was heart-wrenching and really made me think about 'community'. I realized that I am part of a global community and that I have a responsibility to these people as my brothers and sisters.

—Charlotte
V Former



SERVING OTHERS





THE ARTS

The visual and performing arts are a vital aspect of a St. Andrew's education as well as our campus culture. The O'Brien Arts Center, built in 2004, is a testimony to our commitment to and passion for all facets of the arts at St. Andrew's.

Starting in the III Form year, all students take part in Introduction to the Arts, a survey course giving them the opportunity to get to know all members of the arts faculty and a chance to be inspired by each discipline represented within the Visual and Performing Arts Department.

Following this survey course, all students at St. Andrew's are encouraged to explore and develop their artistic talent in a number of different areas; not only does this foster creativity and skills of expression, but it also develops the focus and discipline that will serve them well in all aspects of their lives. We offer students the opportunity to study ceramics, drawing, dance, painting, art history, film studies, photography, acting, music history, theory and composition and digital music.

Frequent recitals, exhibitions and drama productions allow students to share their artistic talents and efforts with the entire St. Andrew's community. Such sharing takes place on a greater stage as well. Our music groups have performed throughout Delaware and the region, including at the White House. Our Choral Scholars bring their music to a number of churches and concert halls throughout the mid-Atlantic region, and every other year to cathedrals and villages in Europe. At the same time, we bring the larger art world to St. Andrew's through regular exhibitions of the work of professional artists in the Warner Gallery, concerts by internationally

We approach the arts as
a language, a different
way to see the world, a
different way to listen to
the world, learning how to
express human experience
in an entirely new way.

—John McGiff
Arts Faculty



My favorite place on campus is the Arts Center. In this building the tensions from my day evaporate.

In the art building I enter a different world which is separate from the classroom world. I can let loose. Whether painting, drawing, dancing or playing an instrument,

I feel happy and satisfied. The Arts Center is unique because it is a place where I can express myself and use my heart as well as my brain. It is always open to everyone, whether you paint for a class or just for yourself.

—Tyler
VI Former

recognized musicians and ensembles in Engelhard Hall and lectures by art historians.

The O'Brien Arts Center accommodates all these programs beautifully, with the 380-seat Engelhard Hall and state-of-the-art, acoustically engineered rehearsal rooms for orchestra and small instrumental and vocal ensembles. The Arts Center provides bright and spacious painting and drawing studios, as well as the Warner Gallery, a breathtaking art gallery to exhibit student works and those of visiting artists. Students have access to ample and well-equipped labs for ceramics, dance, pottery, film, photography and graphic design.

In Founders Hall, the Forbes Theater offers student actors a superb, technologically sophisticated space in which to grow as performers and learn the artistic and technical aspects of dramatic production. A classical or contemporary play is performed in the fall and spring, one-act plays and a major musical with a live pit orchestra are produced each winter. Recent productions include *The Laramie Project*, *The Crucible*, *Shadow Hour*, *Oliver!*, *Annie Get Your Gun*, *The Boyfriend*, *Much Ado About Nothing* and *Babes in Arms*.

In the spring, Arts Weekend is the culmination of the year's artistic accomplishments. Parents and friends visit the campus to witness and celebrate the brilliance and energy of our students. The campus explodes with a diversity of exhibits and events—drawings, paintings, sculptures, photography, film presentations, orchestra and jazz concerts, bagpipes and drum parades, choral and a cappella performances, dramatic productions, and musical and dance recitals by individual students.



CREATIVE VOICES

The unique part about the arts at St. Andrew's is that when you enter a performance there is such an overwhelming sense of support that one would imagine you were at a sporting event.

—Emily
V Form



Special Opportunities:

- Noxontones
- Pipes and Drums
- Choral Scholars
- Salsa Dancing
- International Film Festival
- Open Mic Night
- Coffee Houses
- Poetry Slams

The best thing about sports is that it has helped me become more confident in myself and it's helped me realize that I can do anything that I put my mind to.

—Nicole
VI Former

ATHLETICS

Our program strives to cultivate teamwork, sportsmanship, poise, self-discipline and resilience. We believe that the competitive and collaborative atmosphere of team sports is an essential part of a liberal arts tradition, and that all students—not only varsity athletes—benefit from participation in sports. Our coaches reflect our belief in the teacher-coach model. These men and women bring the same heart and energy to the field that they exhibit in the classroom and on the dorm and in their roles as teachers and advisors.

We stress participation, growth and a commitment to excellence at every level. There are as many levels of competition as can be supported by numbers of athletes; all sports field varsity and junior varsity teams, and some a third level. Athletics at St. Andrew's are interscholastic, with 10 sports for girls and 11 for boys. Most students begin their careers on lower-level teams and work their way up to varsity.

St. Andrew's is a member of the Delaware Independent Schools Conference, which has league championships in all sports we offer except crew and squash. The five other conference schools—Sanford, Tatnall, Tower Hill, Westtown and Wilmington Friends—have athletic philosophies similar to ours and are located within an hour of St. Andrew's. Most games are played against teams from DISC schools, with additional contests held with teams from other independent schools and some public schools. St. Andrew's is also an associate member of the Delaware Interscholastic Athletic Association (DIAA), which governs athletic policies in Delaware.

Across all sports, St. Andrew's is competitive in league and state competition, having won state championships in boys cross-country, girls and boys lacrosse, boys soccer, girls and boys tennis and wrestling. Girls and boys crew teams have received regional, national and international recognition. The boys crew team has competed in the Henley Royal Regatta several times in the last 10 years and made it to the finals in 2011. The girls crew team has won the Stotesbury Regatta, the oldest and largest American high school regatta, more than any other team in the country and







has been to the Henley Women's Regatta four times, making the final three times and winning in 1997.

On six occasions, five St. Andrew's coaches have been named Delaware Coach of the Year in baseball, girls and boys tennis, boys lacrosse and swimming. In 2004, Coach Bob Colburn and the St. Andrew's baseball team were honored for a decade of exemplary sportsmanship. In addition, statewide sportsmanship honors have been awarded on six occasions to our field hockey, boys soccer, baseball and boys tennis teams.

ATHLETIC FACILITIES

The Athletic Program is served by superb outdoor and indoor facilities that are accessible to the entire St. Andrew's community.

Our outdoor facilities include five soccer fields, two field hockey fields, practice and game football fields, two baseball diamonds, four lacrosse fields, 14 tennis courts, a five-kilometer cross-country course, and the Kip duPont Boathouse, which houses 20 shells and provides easy access to the 1,500-meter, six-lane crew course on Noxontown Pond. The pond is also used for recreational sailing, canoeing, kayaking and swimming.

Our indoor athletic facilities include the Genereaux Aquatic Center, a state-of-the-art six-lane swimming pool, the LEED Gold certified Sippelle Field House, opened in the fall of 2011, and the Athletic Center renovated in stages between 2008 and 2011. The expanded Athletic Center and new Field House include: nine regulation international squash courts, four basketball courts, three volleyball courts, an indoor running track, a wrestling arena and practice room, a weight-training and cardiovascular fitness room, and locker room space for home and visiting teams. Our Athletic Center and Field House are managed by our Certified Trainer and Strength and Conditioning Specialist who resides on campus and is an essential part of our athletic program, helping all of our athletes with injury prevention, evaluation, rehabilitation, athletic performance enhancement and wellness education, and enabling them to excel as athletes and scholars.

All of our students participate in afternoon activities. While 90% of our students play a sport, students may also choose to be part of a major dramatic production, our dance program or community service project.





COMPETITIVE DRIVE

In most of our sports we compete against much bigger schools with specialized athletes, and yet, largely because of our coaches and the mentality of our athletes, we are able to compete with the best in the state.

—Tyler
V Form



Sports Offerings:

Fall Cross-Country
 Field Hockey
 Football
 Boys Soccer
 Volleyball

Winter Basketball
 Squash
 Swimming
 Wrestling

Spring Baseball
 Crew
 Lacrosse
 Girls Soccer
 Tennis



ACADEMIC PROGRAM

Our academic program reflects those qualities of the mind we value most: thoughtfulness, inquisitiveness, creativity and a respect for rigorous scientific inquiry. These values find expression in a sequence of requirements in the core subject areas of English, history, science, mathematics, classical and modern languages, religious studies and the arts; a commitment, particularly in the early years, to the teaching of writing, critical reasoning and scientific investigation, and a deep belief in the world's religious, philosophical and artistic traditions as a lasting source of wisdom and hope.

Of course, what will be missing from any description of our program—and what only a visit to St. Andrew's can provide—is the extraordinary vitality of our academic culture. Here you will see classrooms, laboratories and art studios that are lively, playful and intellectually serious; assessments that are creative and challenging and that have been tested against the best practices of colleges and universities; and students who are motivated, curious and deeply engaged in their work. Indeed, it is this high level of academic engagement—a quality most educational research suggests is a precondition for success in college and professional life—that most distinguishes our graduates. At St. Andrew's students don't just “study” art, science and history; they work, under the careful guidance of our faculty, as apprentice artists and scholars. As they do, they discover the joys and pleasure of authentic inquiry—an experience, we hope, that will sustain them throughout their lives.

For a complete listing of our courses of study offered by department, please go to our school website.

Nathan Costa
Academic Dean



Our curriculum teaches students to think logically, critically and creatively, and to articulate their thoughts persuasively; to engage with ideas and worlds beyond their immediate experience through literature, history and the arts; to explore, quantify and analyze physical phenomena using rigorous scientific methods; to achieve increased awareness of their place in a world of diverse philosophical and religious traditions; to develop a firm foundation in computational skills and quantitative analysis; to acquire a global awareness through a knowledge of other cultures and a solid grounding in at least one foreign language; to become aware of ethical and moral issues and make judgments with sensitivity and courage; to use information technology for research, communication and experimentation.

The St. Andrew's Academic Program rests on a foundation of teaching practices that include small, seminar-style classes, collaborative work and tutorials modeled on the Oxford method. Small class sizes encourage our students to engage themselves fully in intellectual work and allow them to learn from a dynamic exchange of ideas with peers and teachers. Tutorials provide students with the focused questioning and response that allow them to grow as independent readers, writers and thinkers. Students also learn to defend their thoughts and arguments orally in exhibitions, discussions of their work before a panel of students and teachers.

DIPLOMA REQUIREMENTS

The School requires the following yearlong course credits for graduation: four credits in English; four credits in mathematics; two credits in history, including one in United States history; three credits in a laboratory science; two credits or through the third level, whichever is more advanced, of the same classical or modern language (at least

three consecutive year credits is strongly recommended). Students must also take a half-credit course in Health and Wellness in the IV Form year, religious studies courses in the IV and VI Forms, and must participate in a curricular or co-curricular aspect of the arts program before graduation.

The minimum course load for the various forms within the School is as follows:

III Form	five one-credit courses plus Introduction to the Arts
IV Form	five one-credit courses, including History of Religious Thought: the Abrahamic Tradition plus Health and Wellness
V Form	five one-credit courses
VI Form	four one-credit courses plus Philosophy/Religious Studies elective

Petitions for exceptions to the above requirements may be made to the Academic Committee.

CLASS SIZE

At St. Andrew's the student-teacher ratio is five to one. The average class size is 11 students; the actual size of individual classes depends on the subject and the level at which it is pursued.

COURSE PLANNING AND PLACEMENT

In the early spring, a student and his or her advisor plan the course schedule for the next and succeeding school years. After consultation with parents, advisors, members of the faculty and a college counselor, students submit their class selections to a committee composed of the Academic Dean, the Director of College Counseling and the academic department heads for final review. Courses at the upper levels of each department throughout the academic



program are labeled “Advanced Study” to denote the quality and rigor of college-level instruction.

“Advanced Topics Tutorials” are individualized and often student-directed courses allowing further advanced study in particular disciplines. St. Andrew’s expects new students to take School placement tests in mathematics and languages. The Registrar sends such tests to any person or agency capable of administering them.

EXAMINATIONS AND ASSESSMENTS

Students take examinations in their courses at the end of the first and second semesters. In addition, they take such standardized tests as the School requires to facilitate college guidance and placement. All IV Form students take the College Board PSAT, and all V Form students take the National Merit Scholarship Qualifying Test. In their V and VI Form years, students take the College Board SAT I and at least two SAT IIs. Students may take Advanced Placement examinations in various subjects. Some Advanced Study courses will prepare for these tests, but in most cases students will have to prepare some topics outside of general class instruction.

St. Andrew’s is also the leading independent school in the country in the use of the College and Work Readiness Assessment (CWRA), an innovative written exam that eschews a traditional multiple-choice format. Developed by the Council for Aid to Education, this exam, a version of which is used at over 200 colleges and universities across the country, helps schools measure the quality of their instruction in writing, problem-solving, analysis and calculation; it assesses students’ readiness to think critically, adjudicate between competing hypotheses, and present their conclusions in a clear and compelling way—skills crucial to college, work and civic life and prominent in a

St. Andrew’s education. Students take this exam within the first month of school and near the end of their VI Form year.

REPORTS AND GRADING

The School reports grades in percentages: 85 or above represents honors work, 60 is passing, and below 60, failing. The School sends reports home in November, February and April. In October and March, each student’s advisor writes a letter noting the student’s mid-term performance. In June, the student’s advisor writes a complete review that accompanies final grades and teacher comments. The Academic Dean and academic advisors may also write letters in special instances.

TECHNOLOGICAL RESOURCES

The Academic Program makes effective use of modern information technology in all subject areas. The nearly 100 networked computers located in classrooms and laboratories across campus provide students and faculty with Internet access, e-mail accounts, internal campus messaging, file storage, printing services and specialized academic software. Science laboratories utilize computer-interfaced measuring probes and spreadsheet programs for data analysis. In mathematics classes, students work with mathematical modeling and statistical analysis programs, as well as programmable graphing calculators. Students hone their listening and speaking skills in modern languages by working with interactive audio and video clips accessible through the campus computer network.

LIBRARY

The mission of the Irene duPont Library is to encourage academic excellence by providing service and instruction to the School community, to collaborate with faculty in designing learning opportunities with resources, information



and technology, and to promote effective and discriminating users of ideas and information.

Built in October 1956 and renovated in 2008, the Library features 10 individual study carrels, a computer lab, five group study rooms, a periodical and reference room, and a collection of approximately 35,000 print volumes, 75,000 electronic books, and 125 print periodicals (thousands more in electronic format). The print collection grows by about 700 books each year. Additionally, the Library has over 30 electronic reference sources and full-text article databases covering a wide variety of subject areas. The Library also loans cameras, iPods, GPS systems, Smart Pens, video cameras, Kindles, iPads, headphones, Mobile Maker Space cart with 3D printer, Arduino Boards and tools, and videos (3,000 fiction and nonfiction titles) for student and faculty use. In an attempt to reach out to patrons on campus and beyond, the Library maintains a presence on Facebook, Twitter and Pinterest to inform students, faculty, and alumni on topics such as plagiarism, information literacy, research, and the School archives.

While the Library strives to provide the best technology and access to information in a secondary school setting, the Library itself remains a serene and casual academic study environment.

With an ever-expanding library website, <http://libraryweb.standrews-de.org>, the Library facilitates student access to information and provides formal library instruction. This work, begun during orientation classes for new students and continuing in other academic classes throughout a St. Andrew's career, affords students the library research skills for the academic environment of this school and beyond. In addition to library orientation, a new class, Digital Citizenship, is taught to the IV Formers and teaches them to protect their privacy and craft their online

identity in a way that reflects who they are without giving away too much information.

The library website is also an access point for the School archives, which offer numerous primary research opportunities for students, faculty, and alumni. The website also provides access to numerous class syllabi (course guides), a compilation that allows for greater collaboration within the community and enables the librarians to support the curriculum and intellectual growth of our students, faculty and staff.

SENIOR TUTORIAL PROGRAM

Sixth Form students with a demonstrated commitment to independent work have the option of taking a spring tutorial. These reading- and writing-intensive courses are designed by faculty in a range of disciplines for three students or fewer. Tutorials meet less frequently than regular seminar classes, but students read more and write weekly essays, which they then read aloud and critique with their teachers and classmates in the spirit of the Oxford tutorial method. Students taking tutorials have a degree of independence that more closely approximates the collegiate experience, as they sharpen skills of research, written and oral argumentation and problem-solving. Tutorials also allow students to pursue their own academic and artistic interests and to demonstrate, through their weekly essays, their mastery of a given field. Most important, they offer students a culminating academic experience and a final opportunity to work intimately with a teacher and mentor on the faculty. More than 20 tutorials are offered each year. A full listing of senior tutorials offered this past year can be found on our website under the Academics tab.

2013-2014 School Calendar

September 1	Opening Day
October 5-8	Fall Long Weekend
October 18-20	Parents Weekend
November 23-December 2	Thanksgiving Break
December 18 – January 6	Christmas Vacation
January 22 – 26	Winter Long Weekend
March 1 – 23	Spring Break
April 19-22	Spring Long Weekend
May 9-11	Arts Weekend
May 25	Commencement
May 31	Summer Break



SCHOOL BREAKS

Though our school year is packed with intensive learning, competitive athletics, and a variety of artistic, spiritual, social, and service pursuits, there is ample time in our calendar for students to relax, go home, and see family. The experiences our students have on breaks enrich the education they pursue when school is in session!



What Students Do During Breaks

School is closed for Thanksgiving, Christmas and Spring Break and students return home for extended family time, rest, and rejuvenation. During Spring break, there are a variety of domestic and international travel opportunities led by St. Andrew's faculty that students can join.

Parents Weekend and Arts Weekend are opportunities for families to visit St. Andrew's, experience life on campus, and share in all the wonderful activities our students pursue.

Long Weekends are unique; these four-day breaks offer a lot of flexibility for students to choose what they want to do. They might:

- Go home to spend time with family.
- Visit a friend or roommate's house for the weekend.
- Join a club trip on a local excursion to ski, camp, or play sports.
- Meet family and friends in New York, Philadelphia, or D.C. for a mini-vacation.
- Stay on campus and enjoy St. Andrew's without the school work. Faculty remain on duty to take students to local restaurants and entertainment opportunities.



A Day in the Life of...

Sam

V FORMER, MARYLAND

Junior Year Courses

Advanced Study Latin: Virgil
Advanced Study Calculus BC
Advanced Study English 3
Advanced Study History: Western Civilization
French 3
Honors Physics
Painting I

Monday's Schedule

7:30 WAKE UP

8:30 LATIN

9:15 FRENCH

9:55 FREE

Time to finish that history paper!

10:40 BREAK

Muffin Monday makes everyone go bonkers!

10:50 ENGLISH

An exciting guest lecture on poetic meter by Mr. Childers from the Classics department.

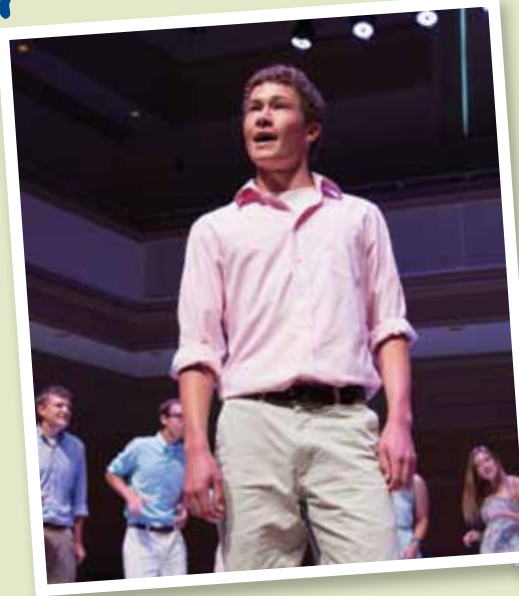
11:30 FREE

Perfect time to hit the library; they carry my favorite magazines.

12:15 LUNCH

1:00 WESTERN CIV.

Turn in paper and have a lively debate on the Rise and Fall of the Roman Empire.



St. Andrew's students lead incredibly busy days. A typical day consists of a full academic schedule, required participation in sports or other extracurricular activity, meeting time for clubs, evening study hall, and ample time for sleep and relaxation. Being a small all-residential community makes it possible for students to select "all of the above" when it comes to deciding between the many opportunities offered.

1:45 CALCULUS LAB

4:00 CROSS-COUNTRY PRACTICE

Around-the-pond loop today, and Coach Crimmins's dog will be joining us.

6:00 DINNER

6:45 DEBATE TEAM PRACTICE

I co-founded this club so I'm thrilled it has grown so large. Our debates are intense!

8:00 STUDY HALL

11:00 LIGHTS OUT!



A Day in the Life of... **Cindy**
IV FORMER, SOUTH KOREA

Sophomore Year Courses

English 2
Honors Physics
Honors Precalculus
Spanish 2
The Abrahamic Tradition
Health and Wellness

Wednesday's Schedule

8:40 WAKE UP

Faculty meet 1st period so Wednesday is a sleep-in day!

9:15 ENGLISH

Exhibition with two friends and Mrs. Hurtt. We talk about Cormac McCarthy's John Grady, his love of horses, and his transformation into a man.

9:55 SPANISH

10:40 BREAK

Stop by the school store to buy Sour Patch Kids, Gatorade, and the new St. Andrew's tank top (as if I don't already own half the stuff at the store... gotta love school spirit!)

10:50 PRECALCULUS

11:30 FREE

12:00 CAFETERIA-STYLE LUNCH!

Time to indulge myself in 4 types of mac and cheese at the mac and cheese station, waffle fries, and ice cream with caramel! I also remember to stash away scoops of mini m&ms to put in my room (It's a good thing they don't serve this daily!)



1:00 PHYSICS LAB

3:50 LACROSSE PRACTICE

Dreading the regular fitness on Wednesdays, but pumped for the game tomorrow against Friends!

6:00 SIT-DOWN DINNER

It's sit-down dinner and Chapel tonight. Ms. Heath's chapel talk is so amazing- the best I've heard since I came here. It resonates so profoundly with me that it gives me chills.

8:00 STUDY HALL

10:00 MILK AND COOKIES!

We wait for dorm jobs to be done with mugs in our hands— dipping cookies is a great way to end the day.

11:00 LIGHTS OUT!

Yet chatting with my roommate is just getting started!



THE FACULTY

Working with teenagers today is definitely a challenging ministry, but it is nevertheless exhilarating, especially at St. Andrew's, where the mission of the School grants teachers the chance to engage so closely with students, in and outside the classroom. In fact, the entire school experience becomes the classroom for faculty and students. The job description for a faculty member at St. Andrew's could read, "Inspire and mentor students."

Our faculty brings passion and remarkable commitment to every aspect of their calling as boarding school teachers. They are intelligent and committed scholars, innovative and dedicated teachers, and patient and inspiring coaches, directors, mentors and advisors. They possess the sensitivity, wisdom, humor and insight of great parents.

Family-style meals, trips to town, late night desserts, weekend activities, headmaster forums, games, performances, rehearsals, corridor duty, advisee gatherings, tutorials, committees—so much of the structure of the School creates student-teacher interaction, teaching moments, time for adults to gain insights to the adolescent world. Because St. Andrew's is an entirely residential school (with faculty apartments being added to dormitory space, and faculty homes built closer to the dormitories in recent years), faculty members have more chances to get to know their students than they would through the classroom alone.

It is intentional that at St. Andrew's your relationships with your teachers will be richer than any you have had in the past. Faculty at St. Andrew's relish the collaboration and connection they experience with their students.

We hope the introduction to our faculty on the following pages entices you to read the full profile of each faculty member on our school website. There you will find we provide you with a complete view of the people who will be your fellow collaborators at St. Andrew's.

Will Speers
Dean of Faculty
Associate Headmaster

FACULTY & ADMINISTRATION



Eduardo A. Alleyne
Associate Director of Admission
B.A., Wesleyan University
M.A., Columbia University



ChiaChyi S. Chiu
Chinese
B.A., Soochow University
M.A., Eastern Michigan University
M.A., San Jose State University



G. Lindsay Brown
History
B.A., Williams College
M.A.L.S., Dartmouth College



Kellyann S. Conners
Religious Studies
B.A., Dennison University
M.A., Union Theological Seminary



Gordon E. Brownlee
Director of Advancement
B.A., Marietta College



Nathaniel G. Costa
Academic Dean
Organist/Choirmaster
Classical Languages
B.A., Yale University
M.A., M.A., St. John's University (MN)



Pamela U. Brownlee
Associate Director of Counseling
B.S., Marietta College
M.S., Southern Connecticut State University



Nathan A. Crimmins
Religious Studies
B.A., Centre College
M.A., Union Theological Seminary



Diana P. Burk
Director of Sustainability
B.S., Davidson College
M.S., Princeton University



Katherine M. Crowley
English
B.A., University of Virginia



John B. Burk
Mathematics, Science
B.S., Duke University



David P. DeSalvo
Chaplain
Senior Master
Mathematics
B.A., University of the South
M.S.T., University of New Hampshire



Matthew L. Carroll
V Form Dean
History, Admissions
B.A., Dartmouth College



M. Bernadette Devine
Director of Young Alumni Relations & Parent
Giving
Major Gifts Officer
VI Form Dean
Women's Network, College Network
B.A., Harvard University



Christopher J. Childers
Chair, Classical Languages
Creative Writing
B.A., University of North Carolina, Chapel Hill



Donald H. Duffy, Jr.
Spanish
B.A., George Washington University
M.A.T., The School for International Training



Stacey W. Duprey
Associate Director of Admission
Director of Girls Residential Life
 University of Pennsylvania
 A.S., Bronx Community College



Wilson C. Everhart III
Director of Boys Residential Life
III Form Dean
History
 B.A., Colby College
 M.A.L.S., Wesleyan University



Eric W. Finch
Chair, Mathematics Department
 B.A., College of William and Mary



Katherine B. Fritz
Director of College Counseling
IV Form Dean
 B.A., Dartmouth College
 M.A., Boston College



Thomas J. Fritz
Associate Academic Dean
IV Form Dean
History
 A.B., Harvard University
 M.Ed., University of Virginia



Frederick J. Geiersbach
Director of Instrumental Music
 B.A., Williams College
 M.A., Teachers College, Columbia University
 Ed.D., Teachers College, Columbia University



Terence F. Gilheany
Chair, Religious Studies Department
 B.A., Amherst College
 MTS, Harvard Divinity School
 Ed.M., Columbia University



Avram Gold
Dance
 Dance Theater Seven (Fairfax, Calif.)
 Houston Ballet Academy



Dan O'Connell
Science

The enormous number of little facts that typically fill biology textbooks can make the subject tedious. I instead try to emphasize a small number of big biological truths and the process used to discover them. If, week after week, students experience curiosity, awe and discovery, they may come to view textbook facts differently—more the way a great chef views a well-stocked larder, with greedy, creative excitement. Nothing's better than seeing my students take control and start cooking up their own smart investigations.

FACULTY & ADMINISTRATION



Marta E. Guevara
Spanish
B.A., Ripon College
M.A., University of Wisconsin–Madison
Pennsylvania State University



Joleen M. Hyde
Associate Director of Community Service
Chair of Student Activities
Certificate Diploma in Public Relations
Public Relations Institute of Southern Africa



Seraphine E. Hamilton
Director of Boys Athletics
English
B.A., William Smith College
M.A., Yale University



Diahann T. Johnson
Chair, Modern Languages Department
French
B.A., Oberlin College
M.A., University of Delaware



Mark S. Hammond
Chair, Science Department
B.S., Davidson College
M.A., Rice University
Ph.D., Rice University



Harvey R. Johnson
Academic Advisor to V Form Boys
Mathematics, Science
B.ChE., University of Delaware
Ph.D., University of California, Berkeley



Anna T. Hastings
Academic Advisor to VI Form Girls
Senior Associate Director of College Counseling
English
B.A., Middlebury College
M.A., Bread Loaf School of English
Ed.M., Teachers College, Columbia University



Mary H. Kelly
Classical Languages
M.A., Bowdoin College



Peter M. Hoopes
Director of Technology
Film, Music
B.A., The College of Wooster
M.M., University of Miami



Eric L. Kemer
Associate Academic Dean for Math and Science
Sc.B., Brown University
M.S., Northwestern University
Lehigh University



Gretchen B. Hurtt
English
B.A., Princeton University
Ed.M., Harvard University



Kelly A. Lazar
Mathematics
B.S., The College of New Jersey
M.A., Florida Gulf Coast University



Elizabeth M. Hutchinson
Director of Wellness
Director of Counseling
B.A., Amherst College
M.Ed., Harvard University



Michael J. Mastrocola
Mathematics
B.A., Colby College



John F. Hutchinson
Head Chaplain
Religious Studies
Chair, Community Service
B.A., Amherst College
M.Div., Harvard University



Elizabeth McGiff
Ceramics
B.F.A., State University of New York,
Purchase Hill



John C. McGiff
Co-Chair, Arts Department
Art Gallery Director
Drawing, Painting, Art History
 B.F.A., State University of New York, Purchase
 M.F.A., University of Pennsylvania



Jennifer E. McGowan
V Form Dean
Academic Advisor to V Form Girls
Mathematics
 B.A., Hamilton College



Peter K. McLean
Science
Environmental Coordinator
 B.A., University of Virginia
 M.A., College of William and Mary
 Ph.D., University of Tennessee



Joshua R. Meier
Photography
 B.F.A., Rogers State University
 M.F.A., University of Tulsa



David P. Miller
Co-Director of Diversity
Spanish
 B.A., Beloit College
 M.A., Tulane University



Treava Y. Milton
Co-Director of Diversity, English
 B.A., University of Pennsylvania
 M.S., Nyack College, School of Business and Leadership
 Bread Loaf School of English, Middlebury College



David W. Myers
Associate Director of Technology
Computer Science
 B.S., University of Delaware



Terrell L. Myers
Assistant Dean of Students
 B.A., St. Joseph's University



Ann Taylor
Drama

A few years ago, in the middle of our production of *The Laramie Project*, we lost power. In that moment the cast and I were presented with a choice—to bail or to go on with the show. Without my prompting, the students created the “sparkling lights of Laramie” on the back scrim with their flashlights and in the final moment of the play, lit the small area in the center of the stage we had kept clear—sacred—as if it was Matthew Shepherd’s place on the stage. The actors were creatively ignited; they knew the importance of the final image. And the audience was profoundly touched by what had taken place during those moments of slightly illumined darkness. That is the power of live theatre, and one of the many reasons I love my job.

FACULTY & ADMINISTRATION



Piper Nash
Science
B.A., Oberlin College



Ana G. Ramirez
Assistant Headmaster for Student Life
Spanish
B.A., Kenyon College
M.A., Georgetown University



Daniel J. O'Connell
Science
B.S., Haverford College
M.A., J.D., University of Colorado, Boulder
On Sabbatical 2013-2014



Neelima B. Reddy
English
B.S., New York University
M.A., New York University



Sara E. O'Connor
Science
B.A., Princeton University
M.D., West Virginia University, Robert C. Byrd
Health Sciences Center School of Medicine



Daniel T. Roach, Jr.
Merrill M. Stenbeck Headmaster
English
B.A., Williams College
M.A., Bread Loaf School of English,
Middlebury College



Carol Ann Pala
Directory of Library
Information Specialist
B.S., University of Delaware
M.L.I.S., University of Tennessee



Elizabeth M. Roach
Stuart Chair, English Department
B.A., Mount Holyoke College
M.A., Bread Loaf School of English,
Middlebury College



Sharon K. Phelan
Dean of Students
English
B.A., Wesleyan University
M.A., Bread Loaf School of English,
Middlebury College



William B. Robinson
Director of Communications
Faculty Advisor to the Honor Committee
VI Form Dean
History
B.A., Colgate University
J.D., M.B.A., Temple University



William F. Porter
English
B.A., Cornell University
M.A., Bread Loaf School of English,
Middlebury College



Julia V. Smith
Spanish
B.A., Davidson College
Year of Study 2013-2014



Emily L. Pressman
Chair, History Department
B.A., Yale University
M.A., Yale University



William S. Speers
Associate Headmaster
Dean of Faculty, Academic Advisor to VI Form Boys
English
A.B., Princeton University
M.A., Bread Loaf School of English,
Middlebury College



Franchesha M. Profaci
Director of Alumni Relations
Director of Annual Giving
B.A., Smith College
M.A., Washington College



Ann M. Taylor
Co-Chair, Arts Department
Director of the Theater Program
Drama, Public Speaking
B.A., Bard College
M.A., Roosevelt University



Jonathan C.F. Tower
Mathematics
 B.S., University of Massachusetts
 M.S., Rensselaer Polytechnic Institute



Melinda K. Tower
Associate Director of Admission & Financial Aid
Ill Form Dean
History
 B.A., Gettysburg College
 M.A., American University



William J. Wallace
Director, Genereaux Aquatics Center
Science
 B.A., University of Maine
 M.A.L.S., University of Delaware



Diane L. Winiarczyk
Chief Financial Officer
Certified Public Accountant
 B.S., University of Delaware



Matthew E. Wolinski
Associate Director of Admission
History
 B.A., Georgetown University
 Villanova University



Albert T. Wood
Director of Sports Medicine
Athletic Trainer
Associate Athletic Director
Strength and Conditioning Coach
 B.A., University of Delaware



Lindsay J. Wright
Director of Girls Athletics
French
 B.S., Northwestern University
 M.A.L.S., Dartmouth College



Louisa H. Zendt
Director of Admission and Financial Aid
 B.A., University of Pennsylvania



ChiaChyi Chiu
 Chinese

Every day when I enter my classroom, I begin a journey with my students. As they learn from me, I learn through teaching them. This passionate and high-spirited dynamic is an inspiring and mutually beneficial process. We learn together to embrace both Western and Eastern perspectives and explore the language and culture of China. The idea of “Ying-Yang” is a great example of finding balance in one’s academic and personal life: as I raise my expectations a little higher every day, my students become more confident about realizing their full potential. I want to create an environment where my students feel secure and comfortable, for I myself feel as though St. Andrew’s is my home away from home.

COLLEGE COUNSELING

The principal goal of the college counseling program is to empower our students to have successful and fulfilling careers in a college appropriate to their individual strengths and interests. Toward this end, we help our students think deeply and carefully about their talents and aspirations, set reasonable and appropriate goals and present themselves in a manner that will maximize their strengths.

We encourage our incoming students to find and develop those strengths by sampling a wide range of academic and co-curricular opportunities. We have consistently found that the students best served by the college counseling program are those who have committed themselves most meaningfully to the life of the School. In addition, we urge students to develop a good sense of what kind of college environment will best suit them.

Students and parents come into the process with many different hopes, concerns and expectations. We pride ourselves on communicating clearly and promptly with families, giving them the information they need to support their children with confidence and wisdom. In the rapidly changing world of college admissions, we keep ourselves up to date and pass this current understanding on to all with whom we work.

The headmaster, the director of college counseling and her staff also act as strong advocates for individual students and the School as a whole. We visit colleges and universities throughout the year to keep our understanding of the colleges fresh and to maintain the colleges' familiarity with the unique strengths and character of St. Andrew's. A small group of admission officers from a variety of colleges is invited each year to our "Experience St. Andrew's Program" which provides college officers the opportunity to spend a day attending our classes and to meet in small groups with students and faculty to become more familiar with the culture and curriculum of St. Andrew's.

College counselors also guide students in using the Internet and other resources to gain information about colleges, scholarships and financial aid, and SAT, AP and ACT testing. In the V Form year, students confer frequently with college counselors, both individually and in group sessions. As VI Formers, the students take primary responsibility for their application process, while we continue to support them with advice, advocacy and logistical support.



COLLEGE MATRICULATIONS

Classes of 2010, 2011, 2012 & 2013—301 Students

American University	2	Howard University	1	Tufts University	1
Babson College	1	James Madison University	1	Tulane University	1
Bard College	1	Johns Hopkins University	4	United States Military Academy	1
Bates College	4	Kenyon College	3	University of California at Santa Barbara	1
Boston College	4	Lafayette College	1	University of Chicago	3
Boston University	3	Lake Forest College	1	University of Delaware	6
Bowdoin College	2	Lewis & Clark College	2	University of Maine	1
Brigham Young University	1	Macalester College	1	University of Maryland, College Park	4
Brown University	2	Massachusetts Institute of Technology	2	University of Massachusetts, Amherst	1
Bryn Mawr College	2	McGill University	1	University of New England	1
Bucknell University	1	Middlebury College	3	University of Pennsylvania	2
California Institute of Technology	1	New York University	9	University of Pittsburgh	2
Carleton College	1	North Carolina State University	2	University of Richmond	3
Colby College	4	Northeastern University	6	University of Rochester	2
Colgate University	1	Northwestern University	4	University of Southern California	2
College of Charleston	2	Ohio Wesleyan University	1	University of St. Andrews	1
College of William and Mary	4	Pennsylvania State Univ., University Park	2	University of Tennessee, Knoxville	1
Colorado College	6	Princeton University	4	University of Toronto	1
Columbia University	5	Purdue University	1	University of Virginia	6
Connecticut College	1	Rensselaer Polytechnic Institute	1	University of Wisconsin, Eau Claire	1
Cornell University	3	Rhode Island School of Design	1	University of Wisconsin, Madison	1
Dartmouth College	4	Rhodes College	1	Vanderbilt University	2
Davidson College	13	Santa Clara University	1	Vassar College	5
Dickinson College	5	School of Visual Arts	1	Villanova University	1
Drew University	1	Sewanee: The University of the South	7	Virginia Polytechnic Institute & State Univ.	3
Drexel University	2	Skidmore College	2	Wake Forest University	6
Duke University	5	St. John's College	2	Washington and Lee University	1
Elon University	2	St. Lawrence University	1	Washington University in St. Louis	1
Essex County College	1	St. Mary's College of Maryland	1	Wellesley College	1
Fairfield University	1	Stanford University	2	Wesleyan University	8
Fordham University	1	Swarthmore College	2	Western Washington University	1
Franklin and Marshall College	7	Temple University	1	Wheaton College MA	1
Georgetown University	4	The College of New Jersey	1	Williams College	7
Gettysburg College	3	The George Washington University	4	Yale University	2
Grinnell College	1	The University of Alabama	2		
Hamilton College - NY	3	The University of Georgia	1		
Harvard College	7	The Univ. of North Carolina, Chapel Hill	9		
Haverford College	11	Trinity College	9		



ADMISSION

Our admission process is designed to help you get to know our school and community and in turn, we hope to learn as much as we can about you—your academic interests, talents, hobbies, aspirations, and just whatever it is that makes you, you. In the end, we are hoping to find a great fit between you and St. Andrew's!

As you have read in this viewbook, and maybe on our website, our school is distinguished by academic challenge and a culture of kindness. We seek students who will embrace and contribute to this vibrant community. If you are a bright, motivated student, ready to immerse yourself into all aspects of school life with creativity, curiosity and a spirit of collaboration and adventure, then you are encouraged to apply.

If you think you are interested in our School, but you are unsure of your parents' ability to pay the full tuition, know that need-based financial aid is available to all admitted students qualifying through a separate, confidential, financial aid application process. So, you should apply for admission regardless of your ability to pay full tuition. You will be surprised to learn that we will fully meet your parents demonstrated financial need. St. Andrew's is accessible to all, regardless of your family's financial circumstance. (Limited financial aid is available to international students.)

So what are you waiting for? If you are interested in St. Andrew's, take the next steps!

STEPS TO TAKE TO APPLY FOR ADMISSION

1. Come visit us. A campus visit includes a tour with a student and an interview conversation with a member of the admission committee. Please call to schedule your visit; we see prospective families on weekdays and on some Saturday mornings when classes are in session.
2. Submit your application online as soon as possible, and no later than January 15; supporting documents by January 31. You can also find application materials available for downloading on the School website.
3. Take the SSAT. Our School code is 6280. International students for whom English is a second language should take both the SSAT and the TOEFL. Our school TOEFL code is 8146.
4. Visit our School website regularly for updated school news, videos, photos and livestreamed events, along with detailed program information. You can also find our Course Catalog and Faculty Profile on our website.

Completed files are reviewed throughout January and February and admission decisions are mailed on March 10. After our deadlines, applications are reviewed on a space available basis.

Please contact us if we can be of any help in either the admission or financial aid process. We look forward to getting to know you and welcoming you to our campus soon. As we go through the process together, we hope to discover that you and St. Andrew's are a great match.



I hadn't planned on going to boarding school, but when I saw the interactions between faculty and students, which were so immediately apparent, I decided that this was the place where I wanted to go to high school.

—Katherine
VI Former

Frequently Asked Questions

Does St. Andrew’s offer merit scholarships?
No, we do not offer merit scholarships. All financial aid grants are based on financial need as determined by the financial aid committee.

Do returning students need to reapply for financial aid each year?
Yes, each year a family must reapply for financial aid for the following academic year. Unless their financial situation changes dramatically, a family can expect only a modest increase in tuition each year.

How many people will view a student’s financial aid file?
Financial aid documentation is held in strict confidence. The financial aid committee of four reviews each application and, on occasion, may consult with the Headmaster.

Do the faculty and the students know which students receive financial aid?
Absolutely not. The notion of a “scholarship” student and a “full pay” student is foreign to the culture of St. Andrew’s.

Does St. Andrew’s offer financial aid to international students?
Due to the differences in currency, tax structures, and economic systems, the School’s policy is generally not to offer financial aid to international students. Limited financial aid is awarded to international students in special circumstances.

If our tax documentation is not complete for the current year, may we still apply for financial aid?
Yes, we ask that copies of the past two years’ tax returns be sent by February 15 and current tax year returns be provided as soon as possible thereafter. Estimates can be made on the SSS Parent Financial Statement.

TUITION &

Since its founding in 1929, one of the hallmarks of St. Andrew’s School has been our deep commitment to providing an exemplary educational opportunity to all admitted students regardless of their financial means. St. Andrew’s historic commitment to socioeconomic diversity and fully meeting demonstrated financial need enables us to develop a truly distinctive student body and School culture.

TUITION AND PERSONAL EXPENSES

Tuition is a comprehensive charge covering educational programs, room and board, athletics, health center services, general technology support, regularly scheduled activities and entertainment including local transportation, school and student publications, and all other items common to all students. Financial aid lowers the tuition charge for qualifying families.

Additional expenses not covered by tuition are items such as textbooks, art course lab fees, school store purchases, private music lessons, prescriptions, medical and accident insurance, and travel and transportation costs. In some cases, students may qualify for additional financial aid to cover one or more of these costs.

2013-2014 TUITION	\$51,500
Textbooks/special course fees (<i>SAS debit card activation</i>)	\$500 (approx.)
Spending money (estimate)	\$15/week
Transportation	varies
Medical/Accident Insurance (<i>required for uninsured student</i>)	\$1,895/\$79

Enrollment contracts are mailed home each year in the spring and a signed contract and deposit is required to confirm a student’s place for the following school year:

- Three payment plans are made available:
- a) payment of full tuition due on July 16;
 - b) payment of 60% of tuition due on July 16 and 40% due on December 17; or
 - c) ten monthly installments made by direct debit from the parents’ bank account starting on July 16.

Tuition refund insurance is required if not paying full tuition on July 16.

FINANCIAL AID

Admission decisions are made solely on the basis of an applicant's strength as demonstrated in the application process by the student's character, school performance, standardized testing, and extracurricular talents and interests. Financial aid is determined by consideration of the family's total financial resources.

The information used to determine an admitted student's financial aid grant includes the family's income, home equity, assets, liabilities, number of children enrolled in private schools and colleges and any other unusual expenses or resources. Financial aid files are not reviewed until after the admission committee determines which applicants will be offered admission. All information gathered in the financial aid file is held in strict confidence.

HOW TO APPLY FOR FINANCIAL AID

Go to the Tuition and Financial Aid page of our School website and follow the steps that guide you through the online financial aid application. The financial aid application is due by February 15.

Step One: COMPETE THE ONLINE SSS APPLICATION

After November 1, go to <http://sss.nais.org/> to start an online Parents Financial Statement.

Step Two: UPLOAD ADDITIONAL DOCUMENTATION TO YOUR ONLINE APPLICATION

Upload a copy of the past two years of your tax returns with all applicable schedules. Upload the St Andrew's Financial Aid Parent Questionnaire and Form 4506-T, the Request for Transcript of Tax Return form. (These forms are found on our School website.)

FINANCIAL AID DISTRIBUTION FOR 2013-2014

Total Income*	Range of Tuition Charged	# of Recipients
\$0-\$40,000	\$0-\$10,000	25
\$41,000-\$60,000	\$0-\$17,000	15
\$61,000-\$80,000	\$2,000-\$15,000	8
\$81,000-\$100,000	\$2,000-\$24,000	15
\$101,000-\$150,000	\$6,000-\$37,000	31
\$151,000-\$200,000	\$8,000-\$28,000	15
\$200,000+	\$17,000-\$35,000	21

*AGI from the 2012 Federal tax return. These grants vary due to factors such as assets, liabilities and family size, in addition to total income. This does not include faculty children receiving tuition remission.

Each year over 45% of our students receive financial aid grants. This year the average grant is \$38,685. Total funding for financial aid this year is \$5,377,350.

Quick Facts

2013-2014 School Year

Total Enrollment

298 Boarding Students (no day)

67	III Formers (9 th grade)
78	IV Formers (10 th grade)
77	V Formers (11 th grade)
76	VI Formers (12 th grade)

Student Teacher Ratio:	5:1
Average Class Size:	12
Faculty:	72 total

Geographic Diversity

26 states, 16 countries

Mid-Atlantic

DC	2
DE	38
MD	24
NJ	31
NY	40
PA	16

Other States

AZ	1
CA	3
CO	2
CT	6
IL	6
MA	6
IN	1
MN	1
OH	1
TN	2
TX	15
VT	2
WA	2

South Atlantic

AL	2
FL	7
GA	8
NC	19
SC	4
VA	16

International

14%

Bermuda	4	India	1
Brazil	1	Italy	1
China	7	Jamaica	2
Denmark	1	Norway	2
Ghana	1	Philippines	1
Germany	1	Saudi Arabia	1
Honduras	1	South Korea	11
Hong Kong	2	Vietnam	4

Students of Color 37%

Financial Aid

(including faculty children/tuition remission)

47%	of student body
\$5,377,350	total granted
\$38,685	average grant

Tuition 2013-2014

\$51,500

Admissions

Accept Rate	24%
Yield	60%
SSAT Median	83%

Founders Hall

- 1 College Counseling, Registrar (ground floor)
Reception, Headmaster, Admission (1st floor)
Hillier Corridor (2nd floor)
- 2 School Store (ground floor)
Business Office (1st floor)
Hillier and Fleming Corridors (2nd floor)
- 3 Main Common Room, Dining Hall (1st floor)
Sherwood Corridor (2nd floor)
Schmolze Corridor (3rd floor)
- 4 A. Felix duPont Jr. Chapel (ground floor)
Classical Languages, History, Religious Studies (1st floor)
Sherwood Corridor (2nd floor)
Schmolze Corridor (3rd floor)
- 5 Forbes Theater (ground floor)
Modern Languages (1st floor)
Baum Corridor (2nd floor)
Voorhees Corridor (3rd floor)
- 6 Irene duPont Library

Other Facilities

- 8 Pell Hall
- 9 Moss Hall
- 10 Moss Annex
- 11 Alumni Hall
- 12 Edith Pell Student Center
- 14 Amos Hall:
English, Science Labs, Amos Lecture Hall (1st floor)
Science Labs, Math (2nd floor)
- 15 Miller Health Center
- 16 Mein Hall
- 17 Gaul East
- 18 Gaul West
- 19 O'Brien Arts Center:
Engelhard Performance Hall, Warner Art Gallery, Photography Studios, Music Rehearsal Rooms, Tawes Music Library, Painting, Drawing, Ceramics and Dance Studios
- 24 Organic Garden
- 25 Facilities Services Building:
Campus Plant Offices and Facilities Services, Deliveries
- 26 Rodney Point Pavilion

Sports Facilities

- 7 T-Dock
- 13 Kip duPont Boat House
- 20 Athletic Center:
International Squash Courts, Competition Basketball Court, Wrestling Arena, Cameron Room
- 21 Sippelle Field House:
Basketball Courts, Fitness Center, Trainer's Office, Locker Rooms
- 22 Genereaux Aquatic Center
- 23 Paddle Tennis Courts

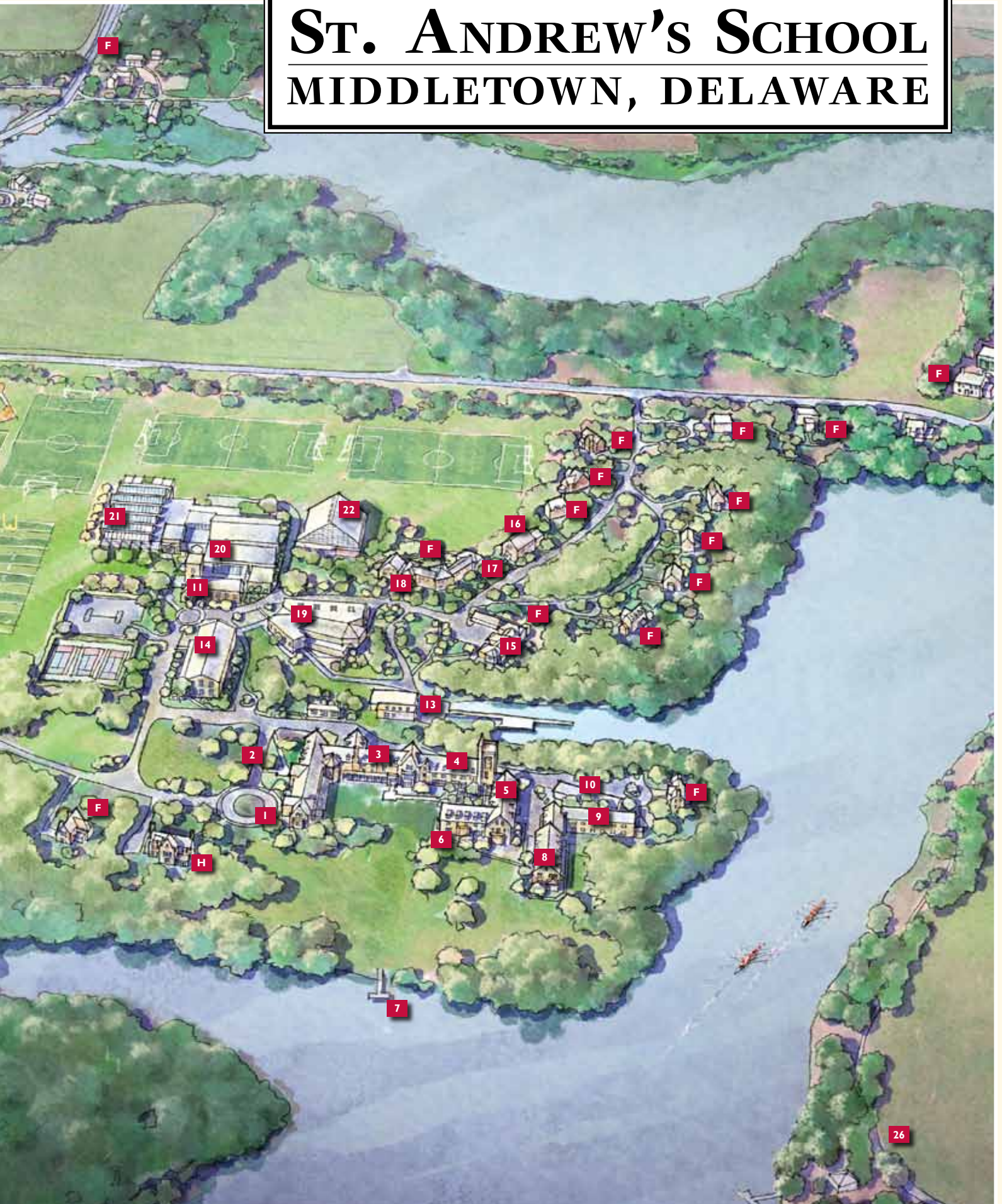
Residences

- F Faculty Houses
H Headmaster's House



ST. ANDREW'S SCHOOL

MIDDLETOWN, DELAWARE







In 1929, the School's Founder, A. Felix duPont, wrote:

The purpose of St. Andrew's School is to provide secondary education of a definitely Christian character at a minimum cost consistent with modern equipment and highest standards.

We continue to cultivate in our students a deep and lasting desire for learning; a willingness to ask questions and pursue skeptical, independent inquiry; and an appreciation of the liberal arts as a source of wisdom, perspective and hope. We encourage our students to model their own work on that of practicing scholars, artists and scientists and to develop those expressive and analytical skills necessary for meaningful lives as engaged citizens. We seek to inspire in them a commitment to justice and peace.

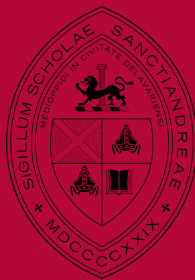
Our students and faculty live in a residential community founded on ethical principles and Christian beliefs. Our students collaborate with dynamic adults and pursue their passions in a co-curriculum that includes athletics, community service and the arts. We encourage our students to find the balance between living in and contributing to the community and developing themselves as leaders and individuals.

As an Episcopal School, St. Andrew's is grounded in and upheld by our Episcopal identity, welcoming persons regardless of their religious background. We are called to help students explore their spirituality and faith as we nurture their understanding and appreciation of all world religions. We urge students to be actively involved in community service with the understanding that all members of the community share responsibility for improving the world in which we live.

St. Andrew's is committed to the sustainability and preservation of its land, water and other natural resources. We honor this commitment by what we teach and by how we live in community and harmony with the natural world.

On our campus, students, faculty and staff from a variety of backgrounds work together to create a vibrant and diverse community. St. Andrew's historic and exceptional financial aid program makes this possible, enabling the School to admit students regardless of their financial needs.

—St. Andrew's School Mission Statement



St. Andrew's School
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