

St. Andrew's School
2014-2015





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What's Inside...

From the Headmaster	2
Campus	5
Student Life	10
Dorm Life and Community Expectations	10
Advising	12
Dining Together	12
Campus Stewardship	14
Health and Wellness	14
Diversity and Inclusivity	14
Clubs and Activities	14
Weekend Activities	15
Traditions	15
Leadership	15
Chapel Program	17
Community Service	18
Arts	21
Athletics	24
Athletic Facilities	26
Academics	29
Examinations and Assessments	31
Reports and Grading	31
Technological Resources	31
Library	32
School Breaks	33
The Faculty	37
College Counseling	44
Admission	47
Tuition and Financial Aid	48
Map and Legend	50
Mission Statement	52

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.

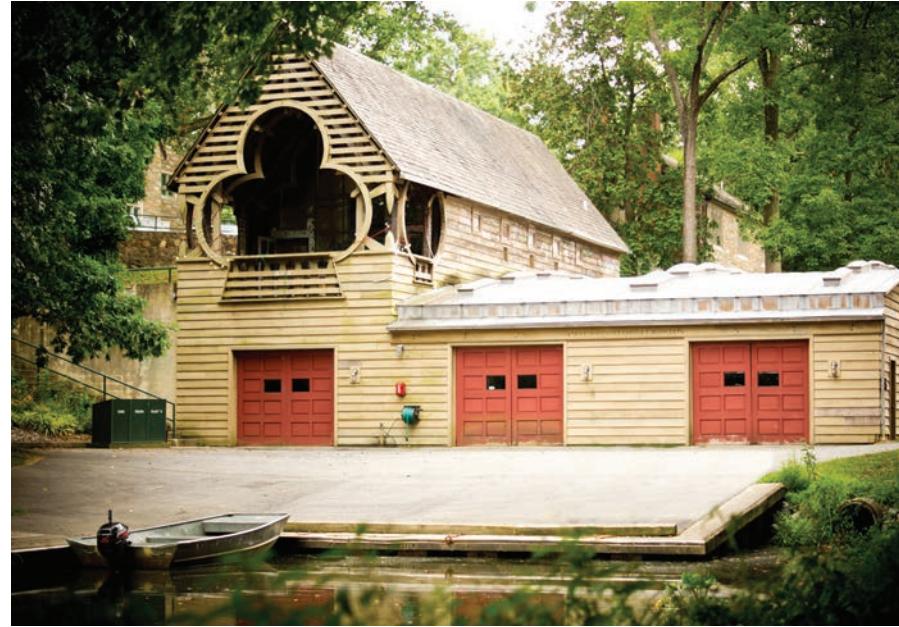
St. Andrew's is located in the mid-Atlantic region, a two-hour drive from Washington, D.C., one hour south of Philadelphia and fewer than three hours from New York City. Our location puts us within easy reach of the educational and cultural resources of these cities.

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 Sipprelle 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 SUSTAINABILITY



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, 30% come from the Southeast, the Midwest, and the West Coast, 5% from New England 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.

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.

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.

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.

2 hours 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.

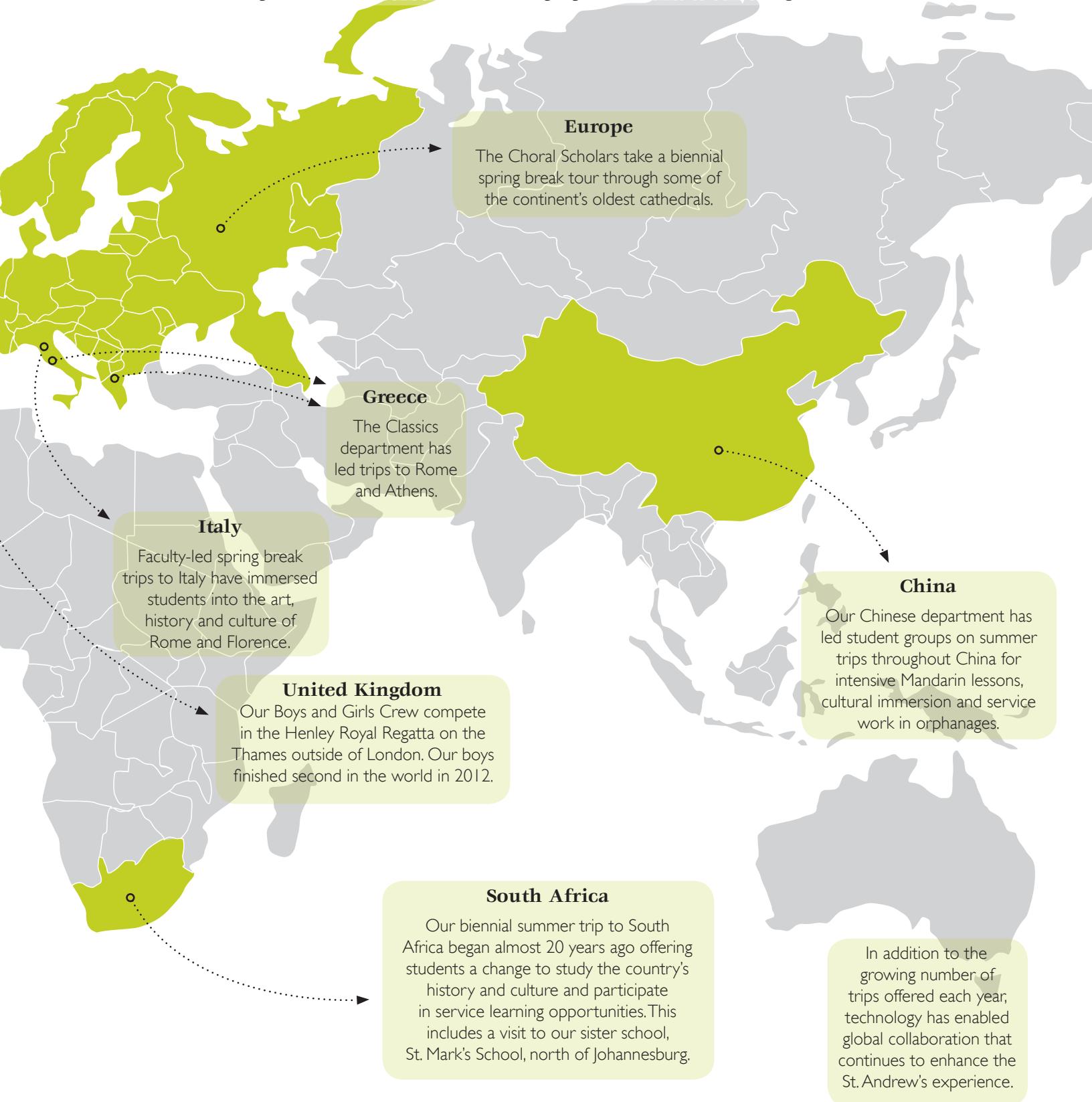
Haiti

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.





STUDENT LIFE

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

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

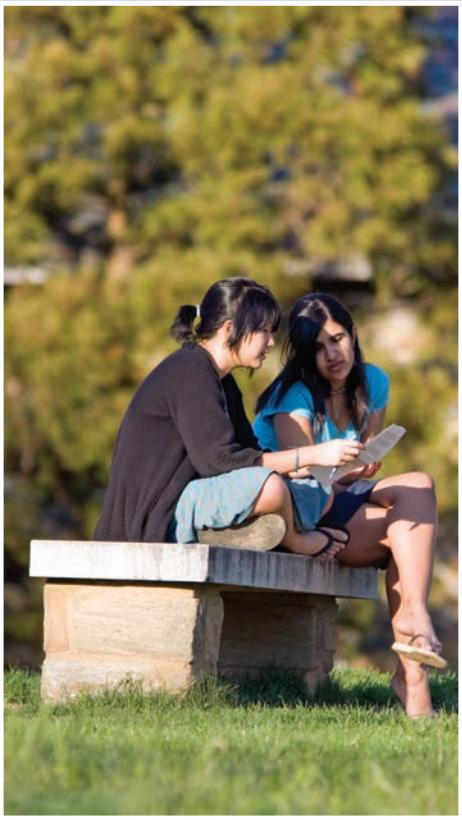
Because our teachers are versatile and committed to every aspect of student life, they naturally serve as informal mentors to all students they come to know well through teaching, dorm parenting and coaching. In addition, St. Andrew's assigns a formal advisor to each student.

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, sex education 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 *Andrean*. 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

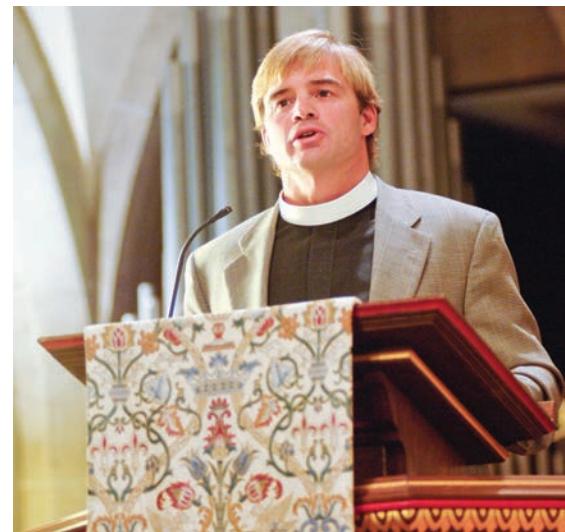
St. Andrew's has many traditions that reflect and enhance the culture of the School. The opening night square dance, the Frosty Run, "yay days", the Turkey Trot, the 3-on-3 basketball tournament, the Big Jig, the Washington, D.C. trip and Maui Wowie in the

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



S E R V I N G O T H E R S





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

ATHLETICS

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.

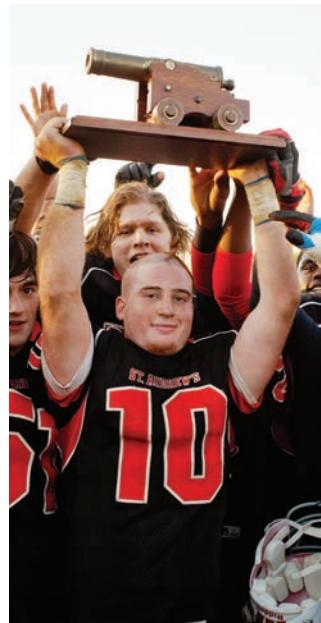
—Nicole
VI Former

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 Sipprelle 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.

CLASS SIZE

St. Andrew's student-teacher ratio is five to one. The average class size is 11 students. Sizes of individual classes may depend on the department and the level of the course.

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.

COURSE PLANNING AND PLACEMENT

In the early spring, students and their faculty advisors plan the course schedule for the next and succeeding school years. After consultation with parents, academic advisors, members of the faculty and, in the V Form, 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.

The Academic Dean, Registrar, and department heads study the previous course of study, transcripts,



and recommendations of all incoming students to help determine proper placement in St. Andrew's courses. New students often take placement tests in mathematics and foreign language.

EXAMINATIONS AND ASSESSMENTS

Students take examinations in their courses at the end of the first and second semesters. In addition, they take standardized tests as the School recommends for college preparation and admission. Fourth Form and V Form students take the PSAT, which for the V Form serves as the National Merit Scholarship Qualifying Test. In their V and VI Form years, students generally take the SAT, the ACT and at least two SAT subject tests. 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 traditional multiple-choice format and helps schools measure the quality of their instruction in writing, problem-solving, analysis, and calculation. Developed by the Council for Aid to Education, this test, a version of which is used at over 200 colleges and universities across the country, 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 test at the beginning of the III Form year and in the spring of the V and VI Form years.

REPORTS AND GRADING SYSTEM

The School reports numerical grades: 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 disciplines. Nearly 100 networked computers located in classrooms and laboratories across campus provide students and faculty with Internet access, e-mail accounts, file storage, printing services and specialized academic software. A fleet of iPads allows students in modern language classes to hone their listening and speaking skills by working with interactive audio and video recordings.

Physics students use blogs to record and reflect on their work, which in turn connect them with professors and science writers across the country. Singers learn from interactive theory and sight-reading online resources, and instrumentalists record and submit their practice sessions for feedback from their instructors. Students in "flipped" mathematics classrooms view mini-lectures online and clarify, refine and apply their understanding in collaborative problem-solving during class time. Both within computer science courses and as extra-curricular exploration, students use School resources to develop software projects and apps of direct use to the School community. Faculty employ the learning-management system Canvas for many classes, allowing students detailed access to their courses and coursework and more immediate and continued feedback from their teachers.

With all of these resources, students learn to be mindful users of technology, not just consumers of content but creators, discerning when, where, and how technology can be best employed.



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 through information resources 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 31,500 print volumes, 53,000 electronic books, and 100 print periodicals (thousands more in electronic format). The print collection grows by about 700 books each year. Additionally, the Library has over 35 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, calculators, headphones, Mobile Maker Space cart with 3D printer, Arduino Boards and tools, and videos (3,500 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 courses throughout a St. Andrew's career, affords students the library research

skills for the academic environment of this school and beyond.

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 opportunity of taking a spring tutorial. Comprised of three students or fewer, these reading- and-writing-intensive tutorials, offered in all disciplines, provide a culminating academic experience, as students work closely with a faculty member on a topic of their particular interest and passion. Tutorials meet less frequently than regular seminar classes, but students read more and write weekly essays, which they 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. As a culminating academic experience, tutorials offer a final opportunity for students to work intimately with a teacher and faculty mentor. Students regularly report their senior tutorial as one of their most rewarding academic experiences at St. Andrew's. More than 20 tutorials are offered each year. A full listing can be found on our website under the Academics tab.

2014-2015 School Calendar

August 31	Opening Day
October 4-7	Fall Long Weekend
October 24-26	Parents Weekend
November 22-December 1	Thanksgiving Break
December 17 – January 5	Christmas Vacation
January 21 – 25	Winter Long Weekend
February 28 – March 22	Spring Break
April 18-21	Spring Long Weekend
May 8-10	Arts Weekend
May 21	Commencement
May 30	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.



10 Components of

1 "ADVANCED STUDY": SEEKING AUTHENTIC UNDERSTANDING OF COMPLEX QUESTIONS

St. Andrew's faculty select and design rigorous, creative and exciting courses, drawing from their own experience and innovation, their collaboration with other high school and college faculty, and other available courses and curricula. We teach students less to prepare for multiple-choice testing or expansive retention of content and more to demonstrate deep and authentic understanding of complex questions and challenges. We teach students to write, revise, argue, analyze, synthesize, calculate and experiment—skills that require a specific approach to teaching and learning that encourages investigation, hypothesis, drafting, practice and collaboration. We emphasize depth over content—exhibitions, tutorials and labs over rote learning. St. Andrew's designates its courses offered at the collegiate level "Advanced Study" (AS); while some Advanced Study courses incorporate preparation for Advanced Placement tests, the School does not offer courses specifically titled "Advanced Placement."

Each year St. Andrew's engages with collegiate faculty on and off campus to review the content and rigor of our courses and the scope of student learning, from the early to AS levels. College professors and other leading pedagogues regularly evaluate the strategies and approaches of our departments and courses toward student learning and engage with our faculty on the continuing craft of teaching. Representatives from college admissions offices throughout the country also come to campus for a two-day visit each November to witness and experience firsthand the breadth and depth of student work and overall engagement at St. Andrew's. This collaboration offers opportunity for invaluable dialogue on the ongoing evolution of our disciplines and on the progress of our students' education beyond high school.

2 JUNIOR & SENIOR EXHIBITIONS IN ENGLISH: INDEPENDENT SCHOLARLY WORK

Building on the skills of critical analysis and the development of argument in III and IV Form English classes, the V Form English experience emphasizes independent thinking, writing and critique. As a concluding project, each student closely examines and interrogates a piece of short fiction in an original, analytical paper of eight to ten pages, and then, in a 45-minute oral exhibition, discusses and assesses the papers in a scholarly critique with his or her teacher.

For the culminating project of the VI Form year in English, students read a longer work of literature and develop a topic, original thesis and sophisticated argument in a polished paper of ten to 15 pages. They assess and further complicate their arguments in oral exhibitions with at least two members of the English Department. Both the junior and the senior exhibitions encourage students to reconsider and revise, emphasizing complex, dialogic reading and writing processes.

3 ADVANCED STUDY IN HISTORY: DOING THE WORK OF HISTORIANS

Rather than approaching history as a series of names, facts and events to memorize, the history curriculum at St. Andrew's teaches students to "think historically." Beginning with a course in American history designed around primary source-based "Research Challenges," students begin to do the work of historians: reading and analyzing primary sources, developing their own questions and arguments based on that evidence, and critically evaluating others' claims about the past. Building on the foundation laid in this course, Advanced Study courses, modeled on college history seminars, challenge students to further hone their historical thinking through deep examination of a particular period or theme. Students in these courses tackle more complex primary sources and advanced historical scholarship, including journal articles and chapters from monographs. Their work culminates in an independent research project, in which they enter into conversation with the arguments of leading historians in the field. Through these courses, students come to a richer understanding of the complex world of the past—what people thought, the choices they made and why they made them—and prepare to tackle the challenges of advanced work in the field of history on the collegiate level.

4 ADVANCED STUDY IN ENGLISH & HISTORY: HISTORY, LITERATURE & THE CONTESTED PAST

In this Advanced Study interdisciplinary VI Form course taught jointly by members of the English and History departments, students examine a series of case studies at the intersection of literature, history and memory, exploring the relationship between the documented past (historical primary sources) and the imagined one (literature). Because of the sophisticated nature of this inquiry, the course requires students to have mastered the work of both historical and literary analysis, so that they can put the two disciplines in conversation with one another. As one student in the course commented, "The work we have done integrating History and English has fundamentally changed the way that I view both."

5 PROBLEM SOLVING: DOING THE WORK OF MATHEMATICIANS

From its early courses, the St. Andrew's math curriculum has students solving problems like mathematicians. Through collaboration, practice and example, students learn to move beyond the straightforward application of mathematical rules and processes and use abstract reasoning and creativity to solve problems they have not explicitly seen before. They learn that good mathematicians do not immediately see the answer to every problem but enjoy experimenting with the data they know and exploring possible paths toward solutions. Students collaborate with peers in class as they puzzle through problems and yet are still challenged to work and demonstrate solutions independently. Through this continuous process of experimentation and dialogue, they develop resilience and good communication skills and discover connections within the world of mathematics.

Academic Excellence

6

ADVANCED STUDY IN MATHEMATICAL ECONOMICS

This unique advanced course allows students who have already completed coursework in differential calculus to confront basic theories of micro- and macro-economics with more mathematical rigor than in a typical college-level introductory course. For example, the study of market structures, such as perfect competition and monopoly, is usually restricted to a simple graphical model, but in this course students apply the calculus of profit maximization to derive the consequences of each market structure. They finish the course with an understanding of economic theory, more refined calculus skills, and the experience of rigorously applying mathematics to the social sciences.

7

SCIENCE: INNOVATIVE TEACHING & LEARNING

The science curriculum at St. Andrew's is committed to teaching students to be skeptical thinkers and discerning observers of the world around them. Biology courses utilize the unique and diverse natural habitat of our campus for an introduction to scientific thinking. Physics courses pioneered the use of Modeling Instruction at St. Andrew's, a methodology developed by leading university instructors and recognized throughout the physics community as a highly effective reformed pedagogy. Students understand the physical world by constructing scientific models based on laboratory experiments and verbal and written scientific argumentation which they then use to describe, explain, predict and control physical phenomena. They develop a solid foundation in Newtonian mechanics and use an atomic model of matter throughout the year—qualities that demonstrably distinguish these courses from traditional high school courses. Chemistry courses also now employ this modeling pedagogy.

8

RELIGIOUS STUDIES: EXPLORATION & DISCERNMENT

In Religious Studies, students rigorously examine canonical texts to explore central religious and philosophical questions. In the required IV Form course students closely examine the writings, beliefs, and arguments of great writers, theologians, and philosophers in dialogue with the Hebrew Bible, the Christian Bible and the Qur'an to consider different answers to questions about the existence of God, religious experience, the problem of evil and the ethical implications for a system of belief. In the senior year, students build on this groundwork by more closely analyzing major thinkers and movements in Western philosophy and then choosing from elective courses on applied ethics, world religions, liberation theologies, and service learning.

9

GLOBAL CITIZENSHIP & ENGAGEMENT

St. Andrew's students are involved in the global issues and concerns of our day through their academic work and community service and engagement. Opportunities for spring break or summer foreign travel and community service exist for students in all classical and modern languages. Over the course of the academic year, students in Advanced Study foreign language courses engage college professors and other experts in the scholarly and creative work of their disciplines. Students in Advanced Study in French create proposals for non-governmental organizations to confront needs in the Francophone world and present their findings and plans in French to a panel of outside experts. Advanced classical language courses work with faculty from the Paideia Institute on exhibitions and in on-site engagement with the ancient world in Latin and Greek. The history course, Advanced Study in Global Studies, also engages in a topical study of the cultural, economic, and political forces that shape the geo-political landscape of the 21st century.

St. Andrew's is a participating member in the Global Online Academy, a consortium of schools offering small, intellectually rigorous online courses that promote global awareness and cultivate new ways of teaching and learning. In these elective courses our students can apply the skills of communication, collaboration and independent learning they have developed in and out of the classroom at St. Andrew's to a new medium, with students and teachers from around the U.S. and the world and in disciplines or courses beyond the scope of a normal high school curriculum.

10

ADVANCED STUDY IN THE ARTS: A COMMITMENT TO CREATIVITY & PRECISION

Sixth Form students can pursue advanced methods and concepts in studio courses in one of the following arts disciplines: painting, photography, ceramics, film and dance. In the visual arts, the second semester at the AS level is entirely devoted to a five-part independent project for which students create an original body of work that they then present and defend at a culminating critique open to the entire School community. In the performing arts, students take on increasingly challenging and independent roles as performer, composer or choreographer and direct and perform works also for a community audience.

Musicians at all forms and levels become practitioners of their crafts, moving from introductory methods courses in orchestra and jazz to advanced work in chamber music and solo opportunities with the full School orchestra. Students in Choral Scholars learn sight-singing, theory and aural skills as well as receive individual vocal instruction following the Royal School of Church Music's Voice for Life program. Musicians demonstrate their studied practice in frequent performances on campus and at high-profile churches and concert halls and, for instrumentalists, competitively at the state and national levels.



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



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



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



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



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



Nathan A. Crimmins
Religious Studies
Cross-Country, Swimming
 B.A., Centre College
 M.A., Union Theological Seminary



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



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



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



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



John B. Burk
Director of Academic Innovation
Mathematics, Science
 B.S., Duke University



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



Matthew L. Carroll
VI Form Class Advisor
History, Admissions
Soccer, Lacrosse
 B.A., Dartmouth College



Bowman G. Dickson
Academic Advisor to VI Form Boys
Mathematics
Swimming
 B.A., University of Virginia
 M.A., Teachers College, Columbia University



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



Donald H. Duffy, Jr.
Spanish
Field Hockey, Wrestling
 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*



Jeremy A. Edwards

*Assistant Headmaster for Leadership
B.A., Haverford College
M.A., Stanford University*



Wilson C. Everhart III

*Director of Boys Residential Life
III Form Dean
History
Cross-Country, Crew
B.A., Colby College
M.A.L.S., Wesleyan University*



Eric W. Finch

*Chair, Mathematics Department
Squash
B.A., College of William and Mary*



J. Taylor Foehl

*Admissions and Communications
English
Soccer, Squash, Tennis
B.A., Williams College*



Katherine B. Fritz

*Director of College Counseling
IV Form Dean
French
B.A., Dartmouth College
M.A., Boston College*



Thomas J. Fritz

*Associate Academic Dean
IV Form Dean
History
Football
A.B., Harvard University
M.Ed., University of Virginia*



Giselle M. Furlonge

*Chair, Classical Languages Department
Cross-Country
B.A., University of Pennsylvania
M.A., Teachers College, Columbia University*



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



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



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



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



Elizabeth M. Hutchinson
Director of Wellness
Director of Counseling
 B.A., Amherst College
 M.Ed., Harvard University
On Sabbatical 2014-2015



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



John F. Hutchinson
Head Chaplain
Religious Studies
Soccer, Lacrosse
 B.A., Amherst College
 M.Div., Harvard University
On Sabbatical 2014-2015



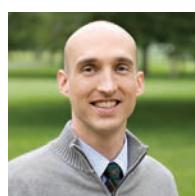
Gretchen L. Hagenbuch
Wellness, Diversity
Soccer, Volleyball
 B.S., Niagara University
 Ed.M., Cabrini College



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



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



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



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



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



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



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



Peter M. Hoopes
Director of Technology
Film, Music
 B.A., The College of Wooster
 M.M., University of Miami
On Sabbatical 2014-2015



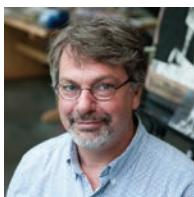
Michael J. Mastrocola
Mathematics
Basketball, Volleyball, Baseball
 B.A., Colby College



Matthew B. McAuliffe
Classical Languages, History
Soccer, Basketball
B.A., Gonzaga University
M.A., University of Notre Dame
M.A., University of California, Los Angeles



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
Cross-Country, Lacrosse
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
Basketball, Baseball
B.A., Beloit College
M.A., Tulane University



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



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 illuminated darkness. That is the power of live theatre, and one of the many reasons I love my job.

FACULTY & ADMINISTRATION



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



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



Amy L. Nakamoto
Assistant Director of Advancement
Director of Communications
B.A., North Carolina State University
M.Sc., Univ. of North Carolina, Greensboro
M.S.Ed., University of Pennsylvania, Graduate School of Education



Daniel J. O'Connell
Science
Mock Trial
Cross-Country
B.S., Haverford College
M.A., J.D., University of Colorado, Boulder



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



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



Sam J. Permutt
Mathematics
Basketball
B.A., Haverford College



Eliza V. Phillips
Director of Advancement
B.A., University of Virginia



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



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



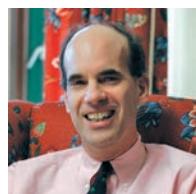
Franchesca M. Profaci
Director of Alumni Relations
Director of Annual Giving
B.A., Smith College
M.A., Washington College



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



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



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



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



William B. Robinson
Dean of Students
Communications
Soccer, Lacrosse
B.A., Colgate University
J.D., M.B.A., Temple University



Lindsay L. Roznowski
Counseling and Wellness
B.A., Denison University
M.A., LaSalle University



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



Richard Samulski
Physics
Soccer, Swimming
B.S., Virginia Polytechnic Institute and State University



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



Julia V. Smith
Spanish
Cross-Country, Crew
B.A., Davidson College
M.A., Middlebury College



Matthew E. Wolinski
Associate Director of Admission
College Counseling
Director of Summer Programs
Crew
B.A., Georgetown University
Villanova University



William S. Speers
Associate Headmaster
Dean of Faculty
English, Soccer
A.B., Princeton University
M.A., Bread Loaf School of English,
Middlebury College



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



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



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



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



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

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 2011, 2012, 2013 & 2014—297 Students

American University	1	Harvard University	9	Trinity University	1
Babson College	1	Haverford College	9	Tufts University	2
Bates College	4	James Madison University	1	Tulane University	1
Binghamton University	1	Johns Hopkins University	6	Union College	1
Boston College	4	Kenyon College	2	United States Military Academy	1
Boston University	3	Lake Forest College	1	University of California at Berkeley	1
Bowdoin College	2	Macalester College	1	University of California at Santa Barbara	1
Brigham Young University	1	Massachusetts Institute of Technology	2	University of Chicago	3
Brown University	1	McGill University	1	University of Delaware	6
Bryn Mawr College	2	Middlebury College	1	University of Maine	1
Bucknell University	1	Montclair State University	1	University of Maryland, College Park	2
California Institute of Technology	1	New York University	10	University of Miami	1
Carleton College	1	North Carolina State University	1	University of New England	1
Colby College	2	Northeastern University	6	University of North Carolina, Charlotte	1
Colgate University	1	Northwestern University	6	University of Pennsylvania	1
College of Charleston	1	Occidental College	1	University of Richmond	3
College of the Holy Cross	2	Ohio Wesleyan University	1	University of Rochester	2
College of William and Mary	3	Princeton University	4	University of Southern California	2
Colorado College	5	Providence College	1	University of St. Andrews	1
Columbia University	5	Purdue University	1	University of Toronto	1
Connecticut College	1	Quest University Canada	1	University of Virginia	6
Cornell University	5	Rensselaer Polytechnic Institute	1	University of Wisconsin, Eau Claire	1
Dalhousie University	1	Rhode Island School of Design	1	University of Wisconsin, Madison	1
Dartmouth College	3	Rhodes College	1	Vanderbilt University	1
Davidson College	11	School of Visual Arts	1	Vassar College	4
Denison University	1	SciencesPo - Menton	1	Villanova University	1
Dickinson College	6	Sewanee: The University of the South	7	Virginia Polytechnic Institute & State Univ.	2
Drew University	1	Skidmore College	2	Wake Forest University	7
Drexel University	2	St. Mary's College of Maryland	2	Washington and Lee University	1
Duke University	11	Stanford University	2	Washington College	1
Elon University	2	Swarthmore College	1	Washington University in St. Louis	1
Fordham University	1	Temple University	1	Wesleyan University	11
Franklin and Marshall College	8	The College of New Jersey	1	Western University	1
Georgetown University	3	The George Washington University	4	Wheaton College (MA)	1
Gettysburg College	3	The University of Alabama	2	Williams College	7
Grinnell College	1	The Univ. of North Carolina, Chapel Hill	7	Yale University	4
Hamilton College (NY)	3	Trinity College	9		



ST. ANDREW'S SCHOOL
COMMENCEMENT
Sunday, May 18, 2008
Winston-Salem, North Carolina

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.)

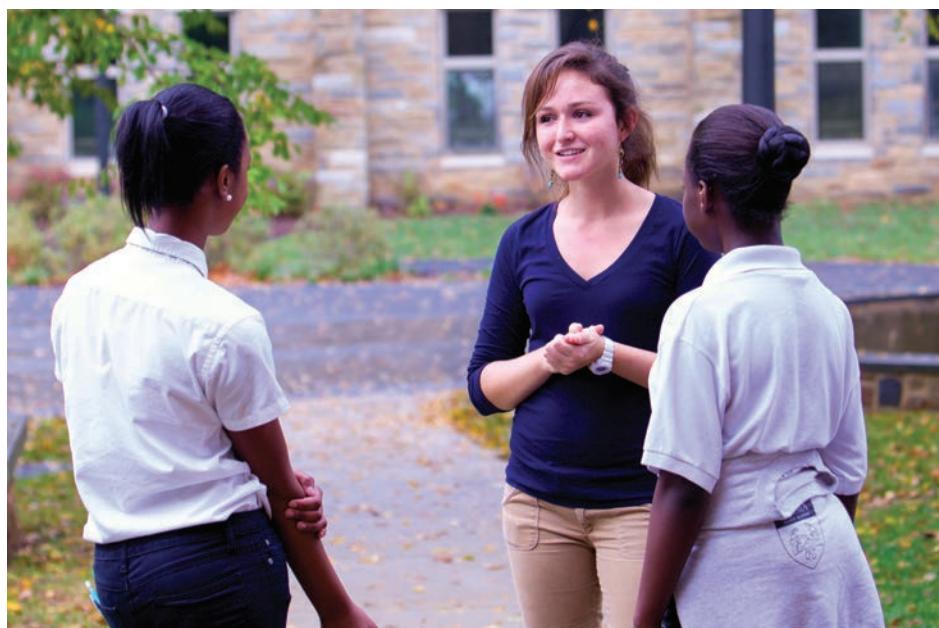
So what are you waiting for? If you are interested in St. Andrew's, take the next steps!

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.

2014-2015 TUITION

Textbooks (ordered online)	\$53,500
Art Course Material Fees	\$300-500
SAS Debit Card Activation Fee (for personal expenses/school store charges)	\$250
Medical/Accident Insurance (required for uninsured students)	\$1,995/\$87
Private Instrumental/Voice Lessons (optional, billed by semester)	\$240/\$480

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 15; 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 2014-2015

Total Income*	Range of Tuition Charged	# of Recipients
\$0-\$40,000	\$0-\$4,500	19
\$41,000-\$60,000	\$0-\$10,000	13
\$61,000-\$80,000	\$0-\$12,500	14
\$81,000-\$100,000	\$2,500-\$40,000	19
\$101,000-\$150,000	\$3,500-\$28,000	34
\$151,000-\$200,000	\$9,000-\$41,000	14
\$200,000+	\$15,000-\$45,000	23

*AGI from the 2013 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 \$40,046. Total funding for financial aid this year is \$5,646,500.

Quick Facts

2014-2015 School Year

Total Enrollment

299 Boarding Students (no day)

67	III Formers (9 th grade)
81	IV Formers (10 th grade)
82	V Formers (11 th grade)
69	VI Formers (12 th grade)

Student Teacher Ratio: 5:1

Average Class Size: 12

Faculty: 76 total

Geographic Diversity

27 states, 14 countries

Mid-Atlantic

DC	1	AZ	1
DE	36	CA	2
MD	23	CO	3
NJ	34	CT	8
NY	36	IL	5
PA	16	IN	2
		LA	1

South Atlantic

AL	1	MA	6
FL	6	ME	1
GA	12	OH	1
NC	12	RI	1
SC	1	TN	3
VA	18	TX	15
		VT	2
		WY	2

International 15%

Bermuda	5	Italy	1
Brazil	1	Jamaica	2
China	11	Jordan	2
Denmark	1	Norway	2
England	1	Philippines	4
Germany	1	South Korea	10
Hong Kong	3	Vietnam	3
India	3		

Students of Color 40%

Financial Aid
(including faculty children/tuition remission)

47%	of student body
\$5,646,500	total granted
\$40,046	average grant

Tuition 2014-2015

\$53,500

Admissions

Accept Rate	26%
Yield	60%
SSAT Median	82%

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: Advancement Office
- 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 Sipprelle Field House:
Basketball Courts, Fitness Center, Trainer's Office, Locker Rooms
- 22 Genereaux Aquatic Center
- 23 Paddle Tennis Courts

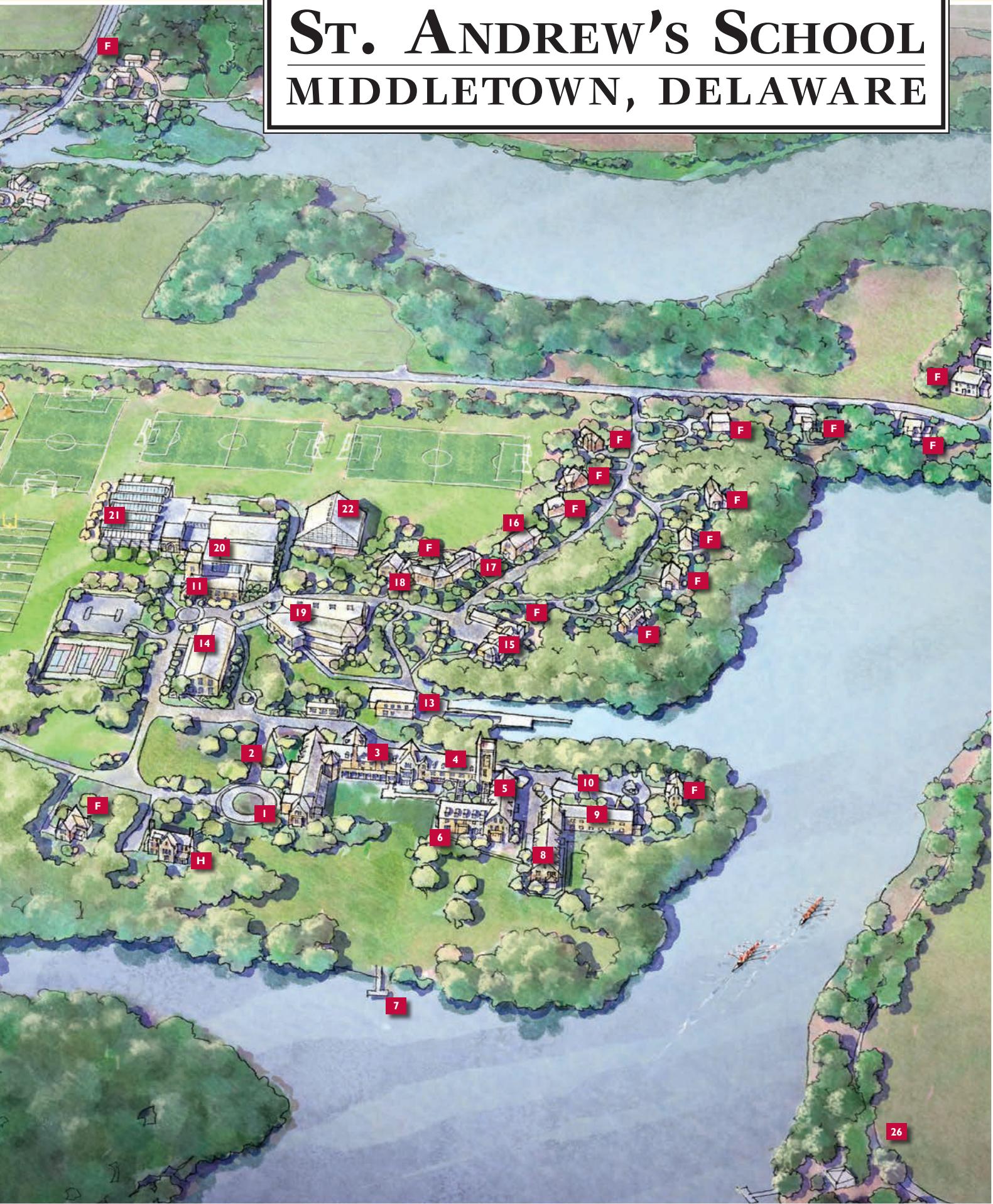
Residences

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
350 Noxontown Road
Middletown, Delaware 19709-1605
(302) 285-4231
www.standrews-de.org**