

St. Andrew's School

DELAWARE









Thank you for your interest in St. Andrew's. We hope this viewbook intensifies your interest in the School's mission, spirit, and ethos and leads you to visit our remarkable community.

It is clear to me already that you and your family are thinking about the role education plays in the cultivation of intelligence, humanity, reason, discovery, and innovation in the 21st century.

At a time of distraction, complexity, division, cynicism, and discord, American schools must respond to this era with new energy, intention, and courage. It has always been the case that the American school has served both as the learning lab and the foundation of illuminating and enlightening developments in the work of our democracy. While at one point, schools paved the ways for gender, race, ethnicity, sexual orientation, and socio-economic inclusion and recognition, today American schools respond to the needs of a country and world calling out for peace, reconciliation, generosity, and faith.

St. Andrew's seeks to be a place—a school, a community, a movement—that articulates a new way forward for American education. We cultivate a community of teachers and students who come together each year to envision and build a school dedicated not only to individual excellence and achievement, but more importantly to principles of collaboration, teamwork, generosity, empathy, and service.

St. Andrew's is that school that seeks to embrace a synthesis of academic and human excellence. In other words, the School pursues an educational program and journey that not only cultivates life-long habits of creativity, independent thinking, and problem solving, but also cultivates in our graduates an ethic and discipline that encourages them to lead, to serve, to affirm goodness, generosity, and integrity in the world.

Ultimately, the spirit, ambition, and humanity of the 21st century St. Andrew's emerge from the students, faculty, and staff who come together each year to pursue the habits of mind and heart that create patience, respect, good will, kindness and grace. We find the best teachers in America and the world to teach, coach, direct and mentor here, and these teachers learn as much from our students as we teach them. We look for students who are kind, passionate, intelligent, and ambitious for the growing good of the world. We look for students who inspire their peers, their classrooms, and their communities.

We know that the best way to fight for goodness, peace, reconciliation, and justice in the world is to assemble a school community that looks like the schools we envisioned years and decades ago: we imagined that 21st century schools would be diverse, bringing students together from different socio-economic groups, racial and ethnic and religious backgrounds, national and international destinations. We imagined what could happen when our differences led us to a deep appreciation for our particular narratives and perspectives and an ability to come together as members of the human family. The 21st century St. Andrew's explores the deep reservoir that is diversity and inclusion.

We invite you to visit us and share your dreams, your goals, your passions, your commitments, your spirit. I will be eager to meet you and your family.

Daniel T. Roach, Jr.

Merrill M. Stenbeck Headmaster's Chair



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

—Tad Roach
Headmaster



A C A D E M I C S

INSPIRATION

&

INTENSITY





St. Andrew's academic program strives to instill in its students habits of thoughtfulness, curiosity, creativity, and independent critical thinking. These core values are expressed in the extraordinary vitality of our academic culture—a vitality that is difficult to capture on the page. A visit to campus will reveal classrooms, laboratories, and art studios that are at once lively, playful, and intellectually serious, and students who display a sense of wonder and who are motivated and deeply engaged in their work. Indeed, it is this high level of academic engagement—a quality 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 simply "study" science, art, history; they work, under the careful guidance of our faculty, as apprentice scholars and artists. Through this process, students discover the joys and pleasure of authentic inquiry—an experience, we hope, that will sustain them throughout their lives.

GOALS OF OUR ACADEMIC PROGRAM

- *Students learn to think independently, creatively, and critically, and to persuasively articulate their thoughts.*
- *Students engage with ideas and contexts beyond their immediate experience, and become aware of their place in a world of diverse histories, philosophies, religions, cultures, and narratives.*
- *Students develop a firm foundation in computational skills, quantitative analysis, and rigorous scientific methods.*
- *Students gain a solid grounding in at least one foreign or classical language.*
- *Students understand nuanced ethical and moral issues and make judgments with both sensitivity and courage.*

CONVERSATION AS A MEANS TO LEARNING

Engaging in conversations, whether in the classroom, around the Harkness table, on dorm, in the Dining Hall, or elsewhere, allows students the opportunity to learn to listen carefully, think nimbly and creatively, see undiscovered connections, speak with respect for others, and become open to criticism. Our School mission engenders a diversity of perspectives in all areas of campus life, and this diversity becomes an invaluable tool in our discussion-centered classrooms, where St. Andrew's students encounter new viewpoints and interpretations, learn to re-evaluate and strengthen their own thinking, and develop the ability to resist defensiveness and closed-mindedness. As our community feeds into our classroom, students come to understand that responsible argumentation and debate can occur only when participants are informed by a multiplicity of perspectives. This approach to learning, centered on both living with and interacting with others, keeps both students and faculty thinking and rethinking our ideas and beliefs. Only a visit to St. Andrew's can provide a view into the extraordinary vitality of our campus dialogue.



"Learning how to talk and listen to people, how to creatively craft my own ideas, how to be responsible, are all lessons I learned in my academic experience here at St. Andrew's. The Harkness table that we sit around every day, learning and growing, does not just sit inside the classrooms; it follows us wherever we go. The academic experience does not end once class is over—that is what makes this place so special."

— Tristan Thomas '16



DEVELOPING MASTERY THROUGH FIRSTHAND EXPERIENCE

Whenever possible, St. Andrew's coursework eschews traditional pedagogical models in which the student is a passive receptacle of faculty knowledge. Instead, faculty give students the chance to teach *themselves* progressively, through discussion, trial and error, and particularly through engaging students in the academic work of a discipline—that is, the practices and habits of professional scholars trained in that discipline. Faculty create coursework that provides a scaffolded structure through which students can move from classroom dialogue

and experimentation in the earliest years of study, to fully independent work in the VI Form year. This way of learning allows students to not only gain a deeper understanding of the subject at hand, but also to discover connections between disciplines, and to develop resiliency and strong communication skills. Students graduate prepared to tackle the challenges of advanced work on the collegiate level.

"Intro to Problem Solving in Geometry & Algebra changed the way I thought about math. Before this course, I saw math as a packet that was practicing a simple skill—but after, I saw math as tied to the real world, where the variable is not always easily distinguished or manipulated."

—VI Form student



Learning in Action:

- In III and IV Form introductory math courses, students are asked to solve problems like mathematicians. Through collaboration, example, and practice, students learn to move beyond the straightforward application of mathematical rules; to use abstract reasoning and creativity to take on problems they have not explicitly seen before; and to experiment with known data to find paths toward possible solutions.
- Our history curriculum requires all first-year students to take "Research Challenges," an American history course centered around the reading and analysis of primary sources. First-year history students develop their own questions and arguments about primary sources, and critically evaluate others' claims about the past.
- Physics courses use the Modeling Instruction pedagogy developed by faculty at Arizona State University. Students gain an understanding of the physical world by constructing and testing scientific models, using these models to describe, explain, predict, and control physical phenomena. First-year physics students develop a solid foundation in verbal and written scientific argumentation; advanced physics students gain an understanding of Newtonian mechanics and use an atomic model of matter throughout the year—qualities that demonstrably distinguish these courses from traditional high school physics.





ADVANCED STUDY: SEEKING AUTHENTIC UNDERSTANDING OF COMPLEX QUESTIONS

St. Andrew's does not offer Advanced Placement courses; it designates courses offered at the collegiate level as "Advanced Study" (AS) courses. Our faculty design these rigorous and creative courses, drawing on their own scholarship, research interests, and professional development; academic and technological innovations; collaboration with other high school or college faculty; and courses, curricula, and methods developed at outside institutions. Some AS courses incorporate preparation for AP exams, but in most cases students study for AP tests independent of general class instruction.

Our Advanced Study courses go beyond preparation for multiple-choice exams that simply

test retention of content, to work that asks students to demonstrate deep understanding and authentic exploration of complex questions, issues, and challenges. AS courses teach students to:

- ⊕ analyze;
- ⊕ develop an argument;
- ⊕ write and revise;
- ⊕ calculate and experiment;
- ⊕ synthesize concepts; and
- ⊕ think independently and creatively.

Developing such skills requires a specific approach to teaching and learning that encourages student-led investigations, experimentation, drafting, and collaboration, rather than teacher-led lecture and rote learning.

Each year St. Andrew's engages with collegiate faculty and educational leaders to review the content and rigor of courses, evaluate the strategies and approaches used by our departments, and assess the scope of student learning. This collaboration is an opportunity for invaluable dialogue on the craft of teaching, evolutions within individual disciplines, and the progress of our students' education after St. Andrew's.



For more information on and examples of our Advanced Study courses, visit standrews-de.org/AS



EXHIBITIONS: OPPORTUNITIES FOR INDEPENDENT SCHOLARSHIP

In all four years of study at St. Andrew's, students participate in the "exhibition": a public expression of academic mastery in the model of the artist's exhibition. In our III Form and IV Form English courses, students build critical analysis and argument-development skills through mini-exhibitions, in which students gather in small groups to read and discuss each other's literary analysis papers. In our V and VI Form English courses, students are required to use these skills to pursue an independent line of inquiry about a particular text, and defend their arguments in a formal critique before both student and faculty readers. As the concluding project of English 3 (taken in the V Form year), a student will interrogate a text in an 8-10 page analytical paper, and then discuss and assess her paper in a scholarly critique with her teacher. For the culminating project of English 4 (taken in the VI Form year), a student reads a novel (chosen from a list established by the English Department) over the summer, re-reads it

throughout the school year, then develops an original thesis and sophisticated argument in a 10-15 page paper. The student then assesses and further complicates his arguments in oral exhibitions with at least two English Department faculty members. Students also participate in exhibitions in Religious Studies and Modern Languages courses.

We find our students embrace the exhibition process, which provides them with the opportunity to advance their thinking; discover new analytical

approaches; expand, refine, and reflect on their writing; and imagine what the next, stronger version of their papers might become. Students learn to self-critique and revise both their thinking and writing, and to engage in complex, dialogic reading and writing processes. The exhibition process is born out of an approach to learning that assumes learning never truly concludes, and creates a collaborative space for deep learning, rather than strategic learning "for a grade."

INTENSIVE INQUIRY THROUGH SENIOR TUTORIALS

VI Form students with a demonstrated commitment to independent work have the opportunity to take a spring tutorial in lieu of an English class. Comprised of three to four students, tutorials are offered in all disciplines, and provide a culminating academic experience for VI Formers as they work closely with a faculty member on a topic of their particular interest. Tutorials meet slightly less frequently than regular

classes, but are reading and writing-intensive. Students are required to write weekly essays which they read aloud, critique, and debate with their teachers and classmates, in the spirit of the Oxford tutorial system. The tutorial framework allows students a degree of academic independence that more closely approximates the collegiate experience, and an opportunity to further hone their analytical, problem-solving, and written and oral argumentation skills.



More than 20 tutorials are offered each spring; for a full list of recent years' tutorials, visit standrews-de.org/tutorials





ENGAGING WITH THE WIDER WORLD

St. Andrew's students involve themselves in the issues and concerns of our day through both academic work and community service. Faculty across all disciplines connect students with leaders and professionals, through in-classroom visits or off-campus excursions, to discuss contemporary concerns in their field. Throughout the semester, students also attend talks given to the entire School community by visiting speakers, many of whom note, after a visit, the profound and unique level of engagement our students bring to these talks. Coursework encourages students to engage in activism and consider how they might impact public policy, and to conceive of solutions to social, economic, and political issues. The vast majority of students also choose to participate in weekly local community service opportunities, and modern and classical language students have the opportunity to participate in foreign travel and community service during spring or summer breaks.

ONGOING SOCIAL ENGAGEMENT

- English 4 students FaceTime with leading contemporary Lebanese artist Walid Raad (whose first comprehensive American survey was recently on display at MoMA) about history, storytelling, and traumatic memory.
- Global Studies students write letters to their respective congresspeople, critiquing their stance and actions on climate policy.
- Intro to Biology students travel to Cape Henlopen State Park to meet with researchers and learn about ongoing changes to local dune and forest ecosystems.
- AS French students draft proposals to NGOs that address a particular need in the Francophone world, and present proposals to a panel of outside experts.
- Dr. William Casey King, Director of the Yale Center for Analytical Sciences, visits history and ethics classrooms to discuss international efforts to curb human trafficking.



COURSE PLANNING & PLACEMENT

Students plan the next academic year's course schedule in the early spring of the preceding year with the help of their faculty advisors. Course selection is based not only on the next year's requirements, but also on the student's academic goals for his or her remaining years at St. Andrew's. After consultation with advisors, parents, other faculty and, in the V Form, a St. Andrew's college counselor, students submit their class selections to a committee composed of the School's Academic Deans, Director of College Counseling, and academic department heads for final review.

For incoming students, the Academic Deans, academic department heads, and School Registrar will examine the student's previous course of study, transcripts, and recommendations to help determine proper placement in St. Andrew's courses. New students may also be asked to take online placement tests in mathematics and foreign language before arriving at St. Andrew's; such tests are typically administered in May or June.

EXAMINATIONS & ASSESSMENTS

Students take examinations in their courses at the end of the first and second semesters. The School reports numerical grades: a grade of 85 or above represents honors work, a grade between 85 and 60 is passing, and below 60, failing. The School sends reports home via email in November, February, and April. In October and March, each student's faculty advisor writes a letter to parents detailing the student's mid-term performance. In June, the student's advisor writes a complete review of the year that accompanies final grades and teacher class comments. The Academic Deans and academic advisors may also write letters or comments about a student in special instances.

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 skills 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.

STANDARDIZED TESTING

Students take standardized tests as the School recommends for college preparation and admission. Our IV 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 students for these tests, but in most cases students will have to study for AP tests independent of general class instruction.

TECHNOLOGY

St. Andrew's academic program makes effective use of technology in all disciplines. On-campus WiFi and nearly 100 networked computers located in classrooms and laboratories across campus provide students and faculty with internet access, email accounts, file storage, printing services, and specialized academic software. In addition, students have access to WiFi in the dorms during the day and in the early evening. The School's Irene duPont Library also houses a wealth of technological resources, many of which are available for checkout.

Faculty are encouraged to incorporate the School's technological resources into their curriculums. Faculty and students also use the learning-management system Canvas, which allows students detailed access to their courses, coursework, and assignments, and allows faculty to provide more immediate and continued feedback to students.



For more information on our academic program and a full course listing, please visit standrews-de.org/academics

AT ST. ANDREW'S, STUDENTS LEARN TO BE MINDFUL USERS OF TECHNOLOGY—NOT JUST CONSUMERS OF CONTENT, BUT CREATORS, ABLE TO DISCERN WHEN, WHERE, AND HOW TECHNOLOGY CAN BEST BE EMPLOYED.

- *In modern language classrooms, a fleet of School iPads allows students 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.*
- *Choral students learn from online interactive theory and sight-reading resources, while 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 in other courses, students use School resources to develop software projects and apps of direct use to the School community.*

IRENE duPONT LIBRARY

The Irene duPont Library staff facilitates student access to information and provides formal library instruction to students. This instruction, begun during orientation classes for new students and continuing in academic classes throughout a student's four years at the School, affords students the library research skills necessary for academic work at St. Andrew's, in college, and beyond.

Built in October 1956 and renovated in 2008, the Library features group study rooms, individual study carrels, a computer lab, a periodical and reference room, and a collection of approximately 31,500 print volumes, 150,000 electronic books, 3,500 DVDs, 5000 academic streaming videos and 100 print periodicals. The print collection grows by about 700 books each year. Library Course Guides are used extensively by faculty to curate resources students need for coursework and research projects.

Additionally, the Library has access to more than 35 databases—such as JSTOR, Project Muse, Academic Search Complete and the Oxford English Dictionary—which cover a wide variety of subject areas. The Library website is the access point for these databases, as well as the School Archive.

For use by students and faculty, the Library also loans:

- ⊕ digital and video cameras
- ⊕ calculators
- ⊕ drones
- ⊕ headphones
- ⊕ GPS systems
- ⊕ Arduino Boards and tools
- ⊕ smart pens
- ⊕ MacBook Airs
- ⊕ 3D virtual reality glasses & 3D printing pens
- ⊕ Mobile Maker Space cart with 3D printer
- ⊕ Kindles and iPads
- ⊕ and many other types of technological equipment.
- ⊕ projectors

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

To learn more about libraryresources, please visit
standrews-de.org/library





"The big deal everyone makes about the community here isn't just advertisement, I promise. The first few weeks are always hard, and there are times when you really just want to go home, but the constant support, whether it's from the teachers or students or advisors, will keep you going until after a while, you realize that SAS can be your home away from home."

A DAY IN THE LIFE

MEET

CLASS OF 2019

HOMETOWN
EASTON, MARYLAND

ACTIVITIES/CLUBS

Admission Ambassador
Autumn Dance
Choral Scholars
Disciplinary Committee
Elementary School Mentor
Girls JV Crew
Multi Racial Affinity Group
Winter Musical
Yearbook Staff

ALTHEA



English: 8:30 A.M.-9:10 A.M.

French: 9:15 A.M.-10:35 A.M.

Break: 10:35 A.M.-10:55 A.M.

Algebra: 10:50 A.M.-12:10 P.M.

"Intro to Problem Solving in Algebra is fairly different from the math classes I was used to. My teachers, Mr. Finch and Mrs. Carroll, really challenge us by asking us to explain not only how we solve the problems but why our techniques work."



Family-Style Lunch

Biology: 1:00 P.M.-1:40 P.M.

U.S. History: 1:45 P.M.-2:25 P.M.

Musical Rehearsal: 4:00 P.M.-5:30 P.M.

Cafeteria Dinner: 5:30 P.M.-7:00 P.M.

Study Hall: 8:00 P.M.-10:00 P.M.

On Dorm: 10:00 P.M.

"My U.S. history and English classes are definitely my favorites because of the challenging discussions and debates we have."

"Dorm life is amazing. I am an only child so I came to SAS nervous about never having a moment to myself, and even though the energy can be at times overwhelming, most of the time it's tons of fun. It's surprising how often ten or so of us will break out into song on dorm."



COLLEGE COUNSELING

The principal goal of our 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 for themselves, and present themselves in a manner that will maximize their strengths.

Our college counseling process begins in earnest during the V Form (junior) year, when we invite students and their families to gather on campus for an intensive, day-long introduction to the college process. College admissions officers from a wide variety of colleges make presentations and meet with students and parents in small groups to answer questions and workshop sample applications. Around this



same time, V Formers will fill out an autobiographical questionnaire. This questionnaire allows the student to self-reflect, and allows us to match him or her with the college counselor who will best be able

to meet her needs and speak to her interests. Our low counselor-to-students ratio allows us to provide personal, compassionate counseling as students reflect on what paths to follow. We advise them how to most efficiently use their valuable time and energy. We help them tell their story. We pride ourselves on communicating clearly and promptly with families, welcoming questions at any time and giving them the information they need to support their children with confidence and wisdom.

Our College Counseling office also works, in tandem with the Headmaster, to act as strong advocates for both individual students and



the School as a whole. We visit colleges and universities throughout the year to keep fresh our understanding of these institutions, and to maintain colleges' familiarity with the unique strengths and character of St. Andrew's and its students. Admissions officers from a variety of colleges are invited each year to our Experience St. Andrew's program, which provides these admissions officers with the opportunity to spend a day attending our classes and meeting with small groups of students and faculty and to become more familiar with the culture and curriculum of St. Andrew's. We also host around 70 individual visits from college admission representatives during the fall semester; these representatives meet with students informally and provide an overview of their respective institutions and application processes.



For our full matriculation list
and more details on our college
counseling process, please visit
standrews-de.org/collegecounseling

TOP 10 COLLEGES 2013-2016 (BY CURRENT ATTENDANCE)

Wesleyan University: 11

Davidson College: 9

Duke University: 9

New York University: 9

Dickinson College: 8

Wake Forest University: 8

Harvard University: 7

University of Virginia: 7

Williams College: 7

Bates College: 6



A T H L E T I C S

TALENT

&



DEVELOPMENT





St. Andrew's athletic philosophy is simply this:

athletics and academics are not mutually exclusive or diametrically opposed; they are, rather, essential extensions of each other. We believe that all students (not just the naturally athletic) benefit from the collaboration, resilience, and self-discipline required by participation in team sports, and we believe that St. Andrew's academics benefit when students bring the leadership, self-confidence, and responsibility they've developed on the field, into their classrooms. The goal of St. Andrew's athletics is to build character in our students—character that our students can then draw on in any situation at school or in the wider world.

For these reasons, we stress participation and personal growth at every level of performance. Students are required to play a minimum two sports during their III Form and IV Form years, and a minimum of one sport during their V Form and VI Form years. St. Andrew's offers 10 sports for girls and 11 sports for boys. All sports field varsity and junior varsity teams, and some a third level, depending on demand. Most students begin their careers on lower-level teams and work their way up to varsity. St. Andrew's competes in the Delaware Independent Schools Conference, which is comprised of six independent schools located not more than 45 minutes from our campus. We have won nearly 40 state championships in our nearly 90-year history as a School, and some of our teams have received national and international recognition.



ST. ANDREW'S

TEAM SPORTS

FALL

Girls
Cross-Country
Field Hockey
Volleyball

Boys
Cross-Country
Football
Soccer

WINTER

Girls
Basketball
Squash
Swimming

Boys
Basketball
Squash
Swimming
Wrestling

SPRING

Girls
Crew
Lacrosse
Soccer
Tennis

Boys
Baseball
Crew
Lacrosse
Tennis



TEACHER-ADVISOR-COACH MODEL

Many of our coaches are Division I and Division III athletes who have also played professionally, or served as coaches or captains of collegiate teams. All St. Andrew's coaches are also teachers, advisors, or administrators for the School. This means that the men and women who coach our student-athletes on the field are working with the same students in the classroom, eating with them in the Dining Hall, living with them on dorm, and guiding them as mentors in all areas of their lives at St. Andrew's.

This teacher-advisor-coach model gives our coaches a more holistic view of our student-athletes, and of their development as athletes, students, and people. Our coaches have an understanding of not only each student's athletic skills, goals, and concerns, but also each student's academic and personal skills, goals, and concerns. This holistic view of the student allows for nuanced and personalized coaching and advising, particularly in terms of helping a student maintain a balanced focus on both athletics and academics, and in terms of helping the student navigate the college admissions and recruiting process. In return, our teacher-advisor-coach model also allows students to develop more meaningful and multifaceted relationships with their coaches.

"My teachers would also be my coaches and my dorm parents. To have teachers who would be there for me when I tore my ACL, or who would take the time to bake brownies if I was having a down day... that sense of community really stood out to me."

—Jessica Torres '08, Williams College '12
Deputy Communications Director, Latino Victory Project



TRAINING & SPORTS MEDICINE

Our sports medicine staff develops customized workout programs for teams and motivated individual athletes, and utilizes research-based injury prevention strategies to monitor and maintain the health of student-athletes. Our athletes train under the supervision of the sports medicine staff, including a strength and conditioning specialist, in the performance studio and weight room of the Sipprelle Field House. The Functional Movement System is a major component of both our training and injury prevention programs; we use FMS to screen teams at the beginning of each season to assess each athlete's movement quality. Athletes are then placed on a personalized training program to improve movement efficiency and to

eliminate overly tight or weak areas of the body (since such imbalances often lead to injury). When injuries do occur, St. Andrew's employs two certified athletic trainers who provide immediate first aid and emergency care to students. Most post-injury rehabilitation occurs on campus under the care of our athletic trainers, in our state-of-the-art rehabilitation center. Sports medicine staff also use imPACT (Immediate Post-Concussion Assessment and Cognitive Testing) to evaluate concussion symptoms and manage the healing process.



ST. ANDREW'S ATHLETIC FACILITIES

OUTDOOR

1,500-meter, six-lane crew course on Noxonotown Pond

14 tennis courts

More than five miles of cross-country trails

Fields

Five soccer fields

Four lacrosse fields

Two field hockey fields

Two baseball diamonds

Practice and game football fields

INDOOR

Sipprelle Field House (LEED Gold-Certified)

Three basketball/volleyball courts

Indoor track

Performance studio & weight room

Cardiovascular fitness room

Sports medicine & rehab center

Locker rooms for all teams plus faculty

William H. Cameron Gymnasium

Nine regulation squash courts

Basketball court

Indoor rowing facility (aka the "erg room")

2,800-square foot wrestling room

Genereaux Aquatic Center

Six-lane, 25-meter swimming pool





MEET A FEW OF OUR COACHES



Lou Berl, Girls Crew

- From 2013 to 2015, served as head coach of women's lightweight rowing at Harvard University. In her first year at Harvard, the team was undefeated and won the IRA National Championship, where she was selected as Women's Lightweight Coach of the Year.
- Has coached several undefeated and championship crew teams at Ohio State, University of Virginia, and Trinity College (which she brought to its first-ever NCAA Championship).



Patrick Moffitt, Football

- Three-year starting quarterback for the Williams College football team. Over those three seasons (2008-2011), he led Williams to a 20-4 record, including a perfect 8-0 mark and NESCAC Championship as a senior.
- Spent three years coaching football at Norwich University, where he coached the quarterbacks and wide receivers, and helped guide Norwich to an ECAC bowl game in each of those three seasons.



Terrell Myers, Basketball

- Played guard for St. Joe's University in Philadelphia from 1993 to 1997.
- Played professional basketball in Europe for more than ten years, including six in the British Basketball League, where he was a four-time All-Star and the 1998-99 BBL Player of the Year.







“One of my most memorable aspects of St. Andrew’s is the crew team for sure. Our coach, Mr. Brown, pushed us to the limit physically and mentally every day and taught us discipline, trust and camaraderie. I had so much fun both joking around with my teammates as well as pushing each other through some brutal workouts and practices; everyone brought something good to the team. There is a true feeling of brotherhood on the crew team that I cherished throughout every spring season.”

A DAY IN THE LIFE

MEET

CLASS OF 2016



LUKE



HOMETOWN
CHADDS FORD, PENNSYLVANIA

ACTIVITIES/CLUBS

Adapted Aquatics
Admission Ambassador
Environmental Steward
Noxontones
Outing Club
Varsity Crew
Varsity Soccer

AS Biology: 8:30 A.M.-9:10 A.M.

Spanish 4: 9:15 A.M.-10:35 A.M.

Break: 10:35 A.M.-10:55 A.M.

Ethics: 10:50 A.M.-12:10 P.M.

"Many concepts in Biology are very complex and somewhat overwhelming to try to understand completely. Thanks to Mr. O'Connell and my other classmates, I was able to push through and really find the parts of biology that fascinated me."



Family-Style Lunch

AS Photography: 1:00 P.M.-1:40 P.M.

AS Statistics: 1:45 P.M.-2:25 P.M.

Calculus AB: 2:30 P.M.-3:50 P.M.

Crew Practice: 4:00 P.M.-5:30 P.M.

Cafeteria Dinner: 5:30 P.M.-7:00 P.M.

Study Hall: 8:00 P.M.-10:00 P.M.

On Dorm: 10:30 P.M.

"I just loved how much I laughed on dorm. So much of the time with my friends, we'd be joking, doing fun and plain silly stuff, and just having a great time together."



"Our end-of-the year photo major project was to "create a narrative" of some kind. I decided, with a big transition about to happen—leaving SAS, going to Wesleyan—why not use it as a chance to reflect? The project helped me explore various pressures that I know college and adult life will bring, and challenges I've already experienced with things like leadership and image. The photos ending up being a really cool installation in the gallery; people could literally walk into and "experience" my narrative. I'll always be grateful to Mr. Meier for pushing my creativity for that project and in that class."

MONOLOGUE



&

DIALOGUE



Participation in and appreciation of the visual and performing arts is a vital aspect of a student's St. Andrew's experience, and of our campus culture in general. We provide our students with an environment in which they can explore their artistic interests and passions within a master-apprentice system of teaching, and without fear of judgment from peers. Indeed, the student community prides itself on its genuine and intense support, without regard for typical social expectations or level of expertise, of the artistic efforts of all its members.

Visual and performing arts courses provide both formal training, and instruction in the theoretical, historical, and cultural background of each discipline. Our students develop their abilities while working in close contact with arts faculty, all of whom are established artists in their own right, as each pursues his or her own artistic practices and creates and performs works within and for our community. This master-apprentice system allows the student to grow in his artistic understanding, creative capabilities, focus and discipline, and facility for free expression. Whatever a student's initial interest or abilities upon arriving at St. Andrew's, the end goal is for that student to leave St. Andrew's with the habit of engaging with the arts as a means for investigating and celebrating the world in which she lives.

"I was never an artistic person, but St. Andrew's changed me, like it does so many others. I was open to trying something new, so I took a male dance class.

I love it. My classmates and I have felt so much support from the rest of the School; we've received standing ovations at both our performances. If I hadn't come to St. Andrew's,

I probably would have just played sports and focused on my academics. Here, I am free to pursue what I like."

—V Form student





“St. Andrew’s for me is a place and a community that dared me to experiment, asked for me to rise to every challenge, and expected me to be no one else but myself. It taught me that if you’re open and honest and work hard every day, that you will inherently do the work you are called to do, and that itself has the power to change the world.”

—Maggie Rogers '12
NYC, Tisch School of the Arts '16
musician





ST. ANDREW'S ARTS FACILITIES

O'Brien Arts Center

- ◎ **Engelhard Hall**, a 340-seat performance hall
- ◎ **Warner Gallery**, a professional gallery space that houses four visiting artist exhibitions each year, as well as shows of student, faculty, and alumni work
- ◎ Multiple studio spaces
- ◎ Kilns & pottery wheels
- ◎ A photography lab & dark room
- ◎ Graphic design, film & music production labs
- ◎ Rehearsal rooms for instrumental & orchestral music
- ◎ A dance studio

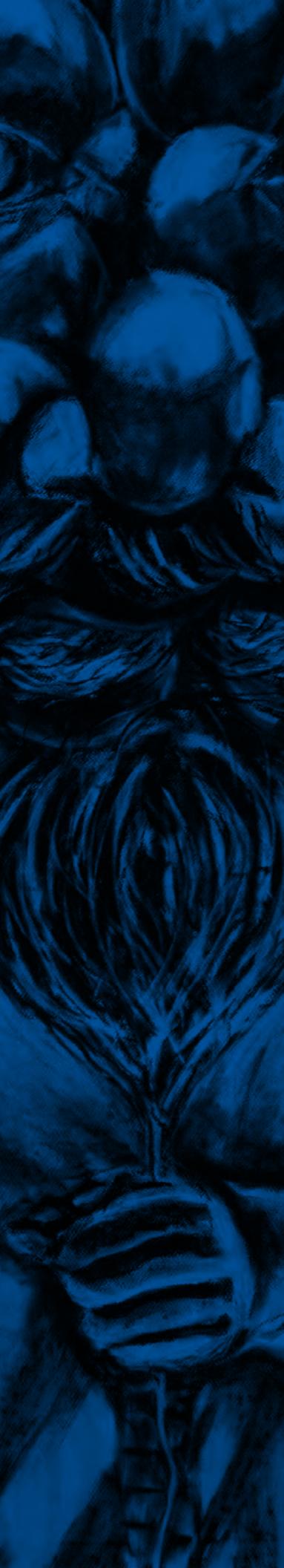
Forbes Theater

A technologically sophisticated dramatic production space, home to our theatre program, which puts on two plays, numerous one-act plays, and a musical with a live pit orchestra each year

Cameron Dance Studio

A 2,800 square-foot dance studio space





THE PATH OF THE ARTIST

All III Form students take Introduction to the Arts, a survey course team-taught by visual and performing arts faculty that introduces new students to each of the arts disciplines offered at St. Andrew's. Students rotate through six-week long workshops in dance, music, theatre, and art, and also attend and write reflections upon both peer and professional arts performances and exhibits offered at the School throughout the year.

Students are then required to participate in some aspect (beyond the Introduction to the Arts course) of the School's arts program before graduation. Students can complete this arts requirement in a variety of ways:

- successful completion of any of our for-credit courses in the arts;
- participation in Noxontones (our acapella group), Choral Scholars, Orchestra, or Jazz Ensemble for a full academic year; or
- participation in the theatre or afternoon dance program for at least two terms (not necessarily consecutively).

Students who complete introductory coursework in certain artistic disciplines—drawing & painting, ceramics, dance, photography, or film—may choose to further their study by “being a major” in that discipline in the VI Form year. Majors take a full-credit Advanced Study course in their artistic discipline that requires extensive, independent work and production outside the classroom.

Frequent recitals, exhibitions, and drama productions on campus allow students to share their artistic efforts with the entire St. Andrew's community. Arts students in all disciplines also take off-campus excursions to give or attend performances, collaborate with other artists, and visit arts institutions and workshops. For example, our Choral Scholars have performed throughout the country and world, including in Havana, Cuba; at the White House; at St. Stephen's Cathedral in Vienna, Austria; and at the Cathedral of St. John the Divine in New York City. Concurrently, we bring the larger art world to St. Andrew's through exhibitions by professional artists in our Warner Gallery, concerts by internationally recognized musicians and ensembles in Engelhard Hall, and regular talks, classroom visits, and workshops by visiting artists who are invited to campus throughout the year.



ACTING



ART HISTORY



CERAMICS



CHAMBER MUSIC



CHORAL MUSIC



DRAWING



DANCE



FILM STUDIES



JAZZ IMPROVISATION



MUSIC COMPOSITION



MUSIC THEORY & HISTORY



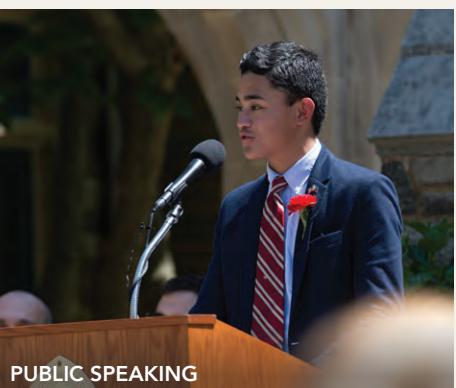
ORCHESTRAL METHODS



PAINTING



PHOTOGRAPHY



PUBLIC SPEAKING



COMMITMENT

&

COLLABORATION

S T U D E N T L I F E





Boarding school life—living in residence with your teachers and your friends—is a unique, thrilling, and challenging experience. St. Andrew's is increasingly distinct among boarding schools for our commitment to an all-residential student body and faculty: 100% of our students live on campus, and 95% of our faculty do as well.

We believe that the best education is one which involves not only learning in the classroom and from books, but also from deep and meaningful relationships formed with peers and mentors within the school community. Our students and alumni often note their most significant learning experiences occurred in informal conversations with friends and teachers on dorm, in the halls, or on the fields. With this principle in mind, living and working at St. Andrew's becomes deeply rewarding for both students and their teachers.

The health of any community rests on the mutual trust, respect, and understanding that exists among its members. All members of the St. Andrew's community pledge to live by our Honor Code: We tell the truth at all times. We submit our own academic work. We do not steal. Stealing, lying, or dishonesty of any kind violates the School's Honor Code. Any form of harassment, hazing, or intimidation is unacceptable. Student use or possession of alcohol or illegal drugs is prohibited. These parameters are supported and enforced by students as well as faculty, and are the reason our unique School culture continues to exist and flourish year after year.

We ask much of our students, and give much in return to ensure their character development, intellectual growth, and overall well-being. We strive every day to be accepting and kind to one another. We celebrate goodwill, civility, empathy, and our common humanity. We have a sense of responsibility not only for ourselves, but for each other. We live and work together in a community that is genuinely close-knit and cohesive. And we have *a lot* of fun.

"The little moments of St. Andrew's are what make this place different from anywhere else... When you're in your room at 2:00 in the morning, talking about nothing and everything at the same time, or when you're on the Front Lawn just chilling and playing Four Square, or when you're at the dinner table and your squad starts randomly making beats and getting hype. These are the moments that make St. Andrew's special. I mean seriously, what other high school could get so lit playing Four Square?"

—Donovan Simpson '16





DORM LIFE

For incoming students, St. Andrew's presents a new way of life, with new rituals and responsibilities, and new academic, artistic, athletic, and personal goals. Our residential life program is thus structured to support younger students throughout this growth process, and provides them with faculty and student mentors who help them to develop habits that will lead to success at St. Andrew's, and beyond.

St. Andrew's students live in one of six boys' dorms or eight girls' dorms. Our III, IV, and V Form students live in dormitories by gender and by form; VI Formers live scattered throughout each dorm. Each residence hall is supervised by

one or more members of the faculty. These "dorm parents" have primary responsibility for the students who live with them. Their homes in the dorms are open to students, and they are available and prepared to help students through all the highs and lows of their St. Andrew's experience, and of adolescence in general. All faculty, even those who do not live on dorm, have dormitory responsibilities, and open their homes to students for advisee and Form gatherings. VI Formers act as residential leaders (RLs) on all corridors, and assist the dorm parents in all aspects of corridor life: hosting functions, holding meetings, and supervising nightly check-ins. We also pair each new student

with an older student mentor. Mentoring a younger student is the most important and cherished responsibility of a VI Former at St. Andrew's.

The School expects each student to maintain his or her dorm room in an orderly fashion; dorm faculty inspect rooms each morning. Each student is also assigned a daily job in a certain area of the School (the majority of which are on dorm). Each job takes five to ten minutes, and all are rotated regularly. Responsibilities include taking out dorm trash and recycling; vacuuming the halls; and cleaning common rooms and kitchen areas on dorm each morning.





DINING TOGETHER

Our Dining Hall is considered by many to be the heart of campus and the center of our community, and our long-standing School tradition of family-style meal service is vital to the School's ethos. At family-style meals, every table in the Dining Hall is "assigned" to two faculty members, and eight students, mixed by age (typically two students per Form), are assigned to each table. (Student table assignments rotate every two to three weeks.) During meals, students take turns as waiters, and are responsible for setting the table, bringing food to the table from the servery, and clearing the table. At the end of the meal, the student body co-presidents lead our daily student and faculty announcements.

The table assignment system allows students from different grades to get to know each other, and allows faculty to get to know students they haven't yet taught, coached, or advised. Family-style meals are thus a time when we try to momentarily slow the busy pace of our lives, and to connect and catch up with each other.

Family-style meals take place during weekday lunches, and on Wednesday evenings before Chapel. Breakfasts and dinners (except for Wednesday night dinner) are informal buffet-style meals. All meals feature a variety of hot and cold dishes; vegetarian or vegan dishes; gluten-free options; and a complete salad and dessert bar. We take joy in our meals at St. Andrew's!





STUDENT LEADERSHIP

St. Andrew's provides remarkable leadership opportunities for students in every aspect of School life. We confer an enormous amount of responsibility on our students; there are around 100 leadership roles—in academics, athletics, the arts, community service, and on dormitories—to which students can be elected or selected to lead the doing of good works. Opportunities for committee roles and elected positions are available to students in all Forms, with a goal of giving equity and voice to all members of our student body. All students, even those not serving in an elected or official leadership role, participate in leadership and equity training and workshops through their four years at St. Andrew's.

In School leadership roles, students are responsible for everything from organizing meetings to coordinating campus-wide events; from holding fundraisers to managing budgets; from public speaking to making group decisions with a team or a committee. Above all, our student leaders collaborate with peers, faculty, School administration, and the Board of Trustees to create a School culture and ethos that is at once dynamic and responsible, positive and innovative.

In shouldering such responsibilities, our students learn principles of good leadership through practical experience. Students acquire habits of honesty, discipline, and generosity; develop organizational and creative problem-solving skills; and gain the ability to face obstacles with grace and integrity. Each year, we graduate young men and women who are both inspired and prepared to serve as leaders in their colleges and their adult communities.

ADVISING

St. Andrew's takes particular pride in its advisee program, which guides each student with warmth and care. Because our faculty are 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 matches a formal faculty advisor to each student. The Admissions Office assigns advisors to all new students. Returning students may choose their advisor each year, and may retain the same advisor throughout their career at the School.

An advisor meets with her advisee regularly (typically once a week), in both formal and informal sessions, and works closely with the student to council him in all aspects of his life at the School. Advisors also serve as the most important initial link between parents and the School, and may communicate with parents through conferences, telephone calls, and email.

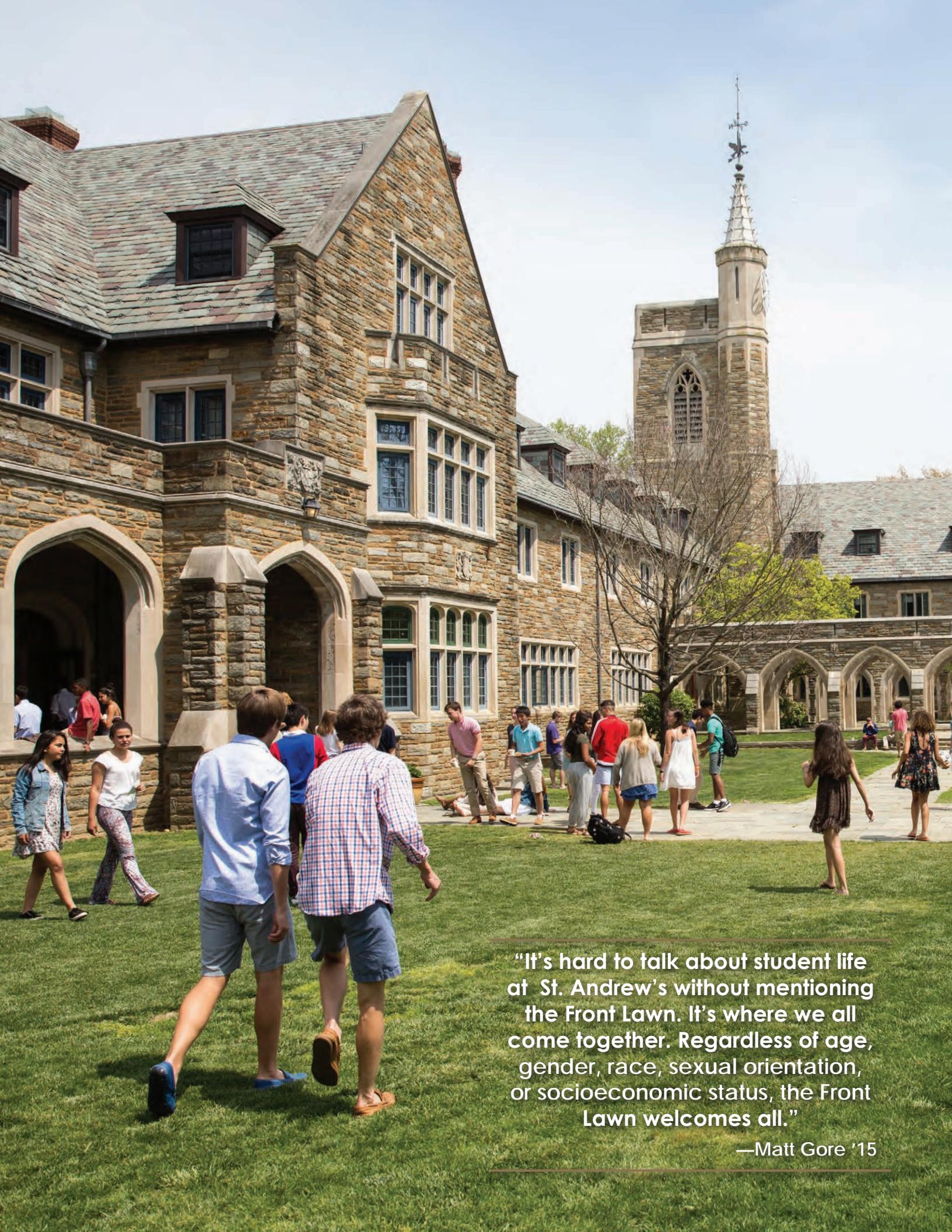
Each faculty member is typically responsible for between four to eight advisees each academic year (with the entire group colloquially referred to as an "advisory"). Advisories often become small family units, gathering for dinners at the advisor's home, making off-campus excursions, and celebrating birthdays. Twice a month, advisories sit together for Thursday lunch in the Dining Hall.



"My advisor was always there for me and is the absolute best. He helped me get through the hardest parts of my time at St. Andrew's."

—VI Form student





“It’s hard to talk about student life at St. Andrew’s without mentioning the Front Lawn. It’s where we all come together. Regardless of age, gender, race, sexual orientation, or socioeconomic status, the Front Lawn welcomes all.”

—Matt Gore ‘15

DIVERSITY & INCLUSIVITY

St. Andrew's fosters inclusivity, equity, and open dialogue in the classroom, dormitories, and all co-curricular activities. Careful exploration of our differences, coupled with regular and structured engagement in those differences, enables us to come together more effectively as an authentic and cohesive community. Our goal is twofold: to examine and understand the varied perspectives and backgrounds present within the community, as well as to consider those groups who may not be directly represented; and to develop habits of heart and mind in our students and our faculty and staff that will help us to identify biases, engage in challenging conversations, and practice empathy.

The development of a culturally competent and bias-aware student body is, consequently, the responsibility of every St. Andrew's faculty member and department. Keeping this fundamental principle in mind, diversity and inclusion work aims to involve as many faculty participants as are willing to collaborate, design, and carry out programming throughout the school year. Inclusion programming also aims to root itself across departments, grounding itself firmly in the daily experience of students both inside and outside of the classroom.

St. Andrew's Diversity Education Program organizes an annual student-led Equity Conference for the School community, brings outside speakers to campus, provides equity-based orientation coursework, and facilitates annual student and faculty participation in the national Student Diversity Leadership Conference (SDLC). Students can also join the entirely student-led Diversity Stewards program, in which students meet every two weeks in small groups to take part in activities and discussions that explore issues of difference, equity, and social justice.





CHAPEL PROGRAM

We are an Episcopal school that enrolls students from a wide variety of religious backgrounds. St. Andrew's not only embraces the Episcopal tradition and other Protestant denominations; our community includes students of Catholic, Jewish, Muslim, Buddhist and other faiths. Some students have no religious affiliation upon coming to St. Andrew's.

We offer three services weekly in the A. Felix duPont Memorial Chapel. Two involve the entire community and one is voluntary. We honor, welcome, and celebrate all who join us in the Chapel for worship or quiet contemplation.

Following dinner on Wednesday evenings, the whole community gathers in the Chapel to listen to a talk by a faculty, staff, student, or guest speaker. These Chapel Talks use personal anecdotes to illustrate moments of deep spiritual insight and personal growth. In addition, we offer prayers, give thanks, and sing. On Sunday mornings, all members of the student body attend our 11:00 a.m. service, which follows the Episcopal Eucharistic liturgy. Students who wish to attend alternative observances off campus may do so accompanied by a faculty chaperone. On Friday afternoons, we hold a voluntary service; these are usually student-led offerings that explore contemporary social issues. Special programs and observances throughout the year—such as Christmas Lessons and Carols, St. Francis Day Blessing of the Animals, outdoor Earth

Day, and Easter services—lend variety to our opportunities for communal reflection.

Our Chapel services provide welcome sanctuary from the whirlwind of our busy lives. They encourage us to look inward and to focus on “what we have done and what we have left undone,” and give us space and time to think of loved ones and to pray for those in sickness, sorrow, and need. Most importantly, Chapel services turn our attention toward the great, eternal mysteries of life.

Whether we are in the Chapel or not, at St. Andrew's we work to practice radical hospitality and the unconditional acceptance of others; we work “to love our neighbors as ourselves.” To express empathy, embrace compassion, foster generosity of spirit, and build courage, we thus come together as a

faith community to recognize and affirm our common humanity. Both our Chapel program and our community service program are rooted in our need for deep contemplation of our values and our desire to share generously with those less fortunate than we are. In all of our pursuits, we aim to instill in our students a reverence for humanity and for our earth as well as a sense of personal responsibility to use their talents now, and throughout their lives, to serve others and the world in which we live.



Listen to our archive
of Chapel Talks at
standrews-de.org/chapeltalks



COMMUNITY SERVICE

St. Andrew's service program is at the heart of the School's commitment to develop habits of community engagement in our students. We believe strongly that students should serve others because they want to, not because they are required to do so. To that end, St. Andrew's does not have a community service requirement, and all student service work is voluntary; we want students to focus on lives changed, not hours earned. We offer students opportunities to get involved in service on the local, regional, national, and international levels, and more than 70% of our students answer the call to serve.

Immediately following lunch on Tuesdays, students may elect to participate in one of a

"Just going and doing service, say, forty minutes a week—that's not really what we're talking about in our mission statement. What we're talking about is having a heart that is oriented toward serving other people."

—Chaplain Jay Hutchinson

number of ongoing outreach opportunities in Middletown, including:

- mentoring local elementary and middle school students;
- subject-specific tutoring for struggling local students; and
- giving swimming lessons to physically and mentally challenged children in the Generaux Aquatics Center.

Additional weekly service opportunities include Friday night trips with faculty to serve dinner at homeless shelters in Wilmington, teaching English as a second language to our food service employees, and holding a weekly Math Circle on campus for local children. Students also participate in semi-regular or annual School service events, such as:

- food and clothing drives for people in need;
- Habitat for Humanity builds;
- Delaware Special Olympics activities;
- Salvation Army bell-ringing;
- letter-writing campaigns;
- local road clean-up;
- blood drives;
- Delaware Leukemia Foundation Mud Run and other fundraising footraces; and
- service-learning trips within the U.S. and abroad. Recent trips have taken students to New Orleans, China, Costa Rica, Cuba, Haiti, Nicaragua, and South Africa.





CLUBS, ACTIVITIES, & WEEKENDS

Opportunities to pursue personal passions and interests and to get to know each other and have fun are almost unlimited at St. Andrew's. Formal and informal student organizations and clubs abound. These include: affinity and ally groups (Sapphire, Onyx, Multi-Racial Affinity Group, LGBTQ+, Girls Collaborative, and La Casa Latina—to name just a few); School publications (*The Cardinal*, our newspaper; *The Andean*, our literary magazine; and the *Griffin*, our yearbook); outward-facing clubs (Environmental Stewards; Mock Trial; and Model UN); and for-fun clubs (Hip Hop Club; Knitting Club; Self-Defense Club, in which students learn different forms of martial arts; Pub Club, in which students practice public

speaking; and Polar Bear Club, in which students take a monthly plunge into Noxontown Pond). The clubs named here represent only a portion of the many organizations students can join and lead.

Weekends are loaded with on-campus leisure activities and off-campus excursions. Weekend activities are open to the entire school (including faculty and staff) and are organized by the St. Andrew's Weekend Activities Group (SWAG), which is led by students from each Form and a small group of faculty. Faculty also invite their advisories or classes to their homes for dinners, movie nights, bonfires, and other group activities.





WEEKENDS AT ST. ANDREW'S

Recent On-Campus Events

- Dance Under the Stars (held in SAS cornfields)
- A screening of *Finding Nemo* in the SAS pool
- Open-Mic Nights (watch at standrews-de.org/livestream)
- 60-Second Film Festival (compete to make a one-minute film)
- Fall Festival & Halloween Haunted House
- Color Run footrace

Recent Off-Campus Excursions

- Apple picking
- Local restaurants
- Various concerts in Philadelphia and Washington, D.C.
- Delaware Rock Gym (Bear, DE)
- Zahra International Market (Wilmington)
- The Wilma Theatre in Philadelphia to see *Antigone* and *An Octoroon*
- The Barnes Collection in Philadelphia
- Canoeing on the Brandywine River





FACULTY &

ADMINISTRATION



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 close to dormitories), 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, where you will find a complete view of the people who will be your fellow collaborators at St. Andrew's.

Will Speers
Dean of Faculty & Associate Headmaster



Annalisa B. Alleyne
Director of Academic Support
B.A., University of North Carolina, Charlotte
M.Ed., University of Delaware



Eduardo A. Alleyne
Senior Associate Director of Admission
Associate Director of College Counseling
Director of Delaware College Scholars
B.A., Wesleyan University
M.A., Columbia University
Ph.D., University of Pennsylvania



Elizabeth O. Berl
Associate Director of Admission
Crew
B.A., Trinity College



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



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



Jennifer M. Carroll
VI Form Dean
Academic Advisor to VI Form Girls
Mathematics
Cross-Country, Lacrosse
B.A., Hamilton College



Matthew L. Carroll
Director of Boys Residential Life
VI Form Dean
Academic Advisor to VI Form Boys
History, Admissions
Soccer, Wrestling
B.A., Dartmouth College



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



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



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



Viviana R. Davila
IV Form Dean
Academic Advisor to IV Form Girls
Spanish
Field Hockey
B.A., Middlebury College
M.A., George Mason University



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



M. Bernadette Devine
Director of Saints Fund
Parent & Young Alumni Relations
Women's Network, College Network
B.A., Harvard University



Bowman G. Dickson
Mathematics
Cross-Country, Swimming
B.A., University of Virginia
M.A., Teachers College, Columbia University



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



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



Eric W. Finch
Chair, Mathematics Department
Squash
B.A., College of William and Mary
University of North Carolina, Chapel Hill



J. Taylor Foehl
Associate Director of Admission
Soccer, Squash, Tennis
B.A., Williams College



Giselle M. Furlonge
Director of Diversity Education
Chair, Classical Languages Department
B.A., University of Pennsylvania
M.A., Teachers College, Columbia University



Jason B. Honsel
Director of College Counseling
B.A., The Pennsylvania State University
M.A., New York University, Tisch School of the Arts



Amanda P. Gahagan
Advancement
Basketball, Lacrosse
B.A., Babson College



Kristin F. Honsel
Associate Director of Admission
B.S., The Pennsylvania State University
M.S., Lehigh University



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



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



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



Gretchen B. Hurtz
Dean of Studies
English
Field Hockey
B.A., Princeton University
Ed.M., Harvard University



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



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



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



John F. Hutchinson
Head Chaplain
Director of Community Service
Religious Studies
Soccer, Lacrosse
B.A., Amherst College
M.Div., Harvard University



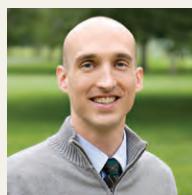
Mark S. Hammond
Chair, Science Department
Swimming
B.S., Davidson College
M.A., Rice University
Ph.D., Rice University



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



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



Harvey R. Johnson
Dean of Mathematics and Science
Mathematics, Science
Basketball, Soccer
B.ChE., University of Delaware
Ph.D., University of California, Berkeley



M. Pemberton Heath
Academic Advisor to V Form Boys
English, Mathematics
Basketball, Soccer
B.A., University of Virginia



Navanjali J. Kelsey
Visual Arts
B.F.A., Syracuse University
M.A.T., The University of the Arts



Eric L. Kemer
Mathematics, Science
Sc.B., Brown University
M.S., Northwestern University
Lehigh University



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



E. Quinn Kerrane
Director of Choral and Music Program
B.A., University of Delaware
M.A., University of Colorado



David P. Miller
Spanish
Basketball, Baseball
B.A., Beloit College
M.A., Tulane University



Jason A. S. Kunen
Religious Studies
Swimming
B.A., Haverford College



William F. Mitchell
Director of Advancement
B.A., Davidson College
M.B.A., Emory University



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



J. Patrick Moffitt
Assistant Director of Admission
Football, Basketball, Baseball
B.A., Williams College
M.P.A., Norwich University



Michael J. Mastrocoda
IV Form Dean
Academic Advisor to IV Form Boys
Mathematics
Basketball, Volleyball, Baseball
B.A., Colby College



David W. Myers
Associate Director of Technology
Computer Science
Crew
B.S., University of Delaware
On Sabbatical 2016-2017



Matthew B. McAuliffe
III Form Dean
Academic Advisor to III Form Boys
Classical Languages, History, Cross-Country
B.A., Gonzaga University
M.A., University of Notre Dame
M.A., Univ. of California, Los Angeles



Jacob T. Myers
Admission
Assistant Athletic Director
Football, Basketball, Baseball
B.A., Dickinson College



Elizabeth McGiff
Ceramics, Visual Arts
Warner Art Gallery Assistant Director
B.F.A., State University of New York, Purchase



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



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



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



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



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



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



Elizabeth M. Roach
Dean of Teaching and Learning
Stuart Chair, English Department
Director of Women's Network
Director of SAS College Network
B.A., Mount Holyoke College
M.A., Bread Loaf School of English, Middlebury College



Sam J. Permutt
Assistant Director of Leadership
Mathematics
Soccer, Basketball
B.A., Haverford College



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



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



Lindsay L. Roznowski
Associate Director of Counseling
B.A., Denison University
M.A., LaSalle University



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



Grace R. Saliba
Admission
Assistant Athletic Director
Cross-Country, Basketball, Lacrosse
B.A., Franklin and Marshall College



Franchesca M. Profaci
Director of Planned Giving
B.A., Smith College
M.A., Washington College



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



Ana G. Ramírez
Assistant Headmaster for Leadership
Chair, Modern Languages Department
Spanish
B.A., Kenyon College
M.A., Georgetown University



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



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



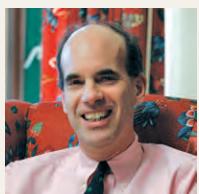
Ann M. Taylor
Co-Chair, Arts Department
Director of the Theatre Program
Drama, Public Speaking
B.A., Bard College
M.A., Roosevelt University



Annette L. Rickolt
Director of Health Services
B.A., University of Delaware
B.S., University of Delaware
M.S., University of Delaware



Elizabeth B. Torrey
Director of Communications
Advisor to The Cardinal
B.A., Davidson College



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



William S. Torrey
English
Advisor to The Cardinal
B.A., Louisiana State University
M.F.A., Georgia College



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



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



Melinda K. Tower
III Form Dean
Academic Advisor to III Form Girls
History
 B.A., Gettysburg College
 M.A., American University



Matthew E. Wolinski
Director of Admission and Financial Aid
 B.A., Georgetown University
 Villanova University



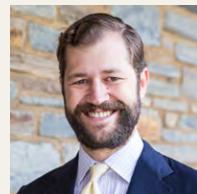
Ann S. Visalli
Chief Operating Officer
 B.A., University of Delaware
 M.A., University of Delaware



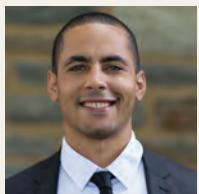
Albert T. Wood
Director of Athletics
Director of Sports Medicine
Athletic Trainer
Strength and Conditioning Coach
 B.A., University of Delaware



Philip A. Walsh
Classics
 B.A., College of William and Mary
 A.M., Brown University
 Ph.D., Brown University



Matthew W. Wright
History
Soccer, Squash
 B.A., St. Olaf College
 M.A., University of Washington, Seattle
 University of California, Los Angeles



Jaivon T. Wesley
Assistant Director of Athletics
Assistant Athletic Trainer
Lacrosse
 B.S., Greensboro College



Louisa H. Zendt
Dean of Admission
 B.A., University of Pennsylvania

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In addition to our faculty, administration and Trustees, the adult community includes our Health Care Team, Facilities and Grounds Care Team, Sage Dining Services and numerous other support staff who all care deeply for the health and well-being of our students.



A D M I S S I O N

We seek students who will embrace academic challenge and contribute to our culture of kindness and our vibrant community. If you are a bright, motivated student ready to immerse yourself in all aspects of School life with creativity, curiosity, and a willingness to collaborate, then we encourage you to apply!

If you think you are interested in St. Andrew's, but you are unsure of your parents' ability to pay our full tuition, know that need-based financial aid is available to all admitted students who qualify through a separate, confidential financial aid application process. St. Andrew's is affordable and accessible to all students, regardless of your family's financial circumstance. If you are unsure of your ability to pay full tuition, you should apply for financial aid. (Limited financial aid is available to international students.)

Our admission process is designed to help you get to know our School and community and in turn, we hope to learn as much 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.

Our Application Process

1. Come visit us! A campus visit includes a tour with a student and an interview conversation with a member of our Admission committee. Call the Admission Office at 302-285-4231 to schedule your visit; we see prospective families on weekdays when classes meet, and on some Saturday mornings.
2. Submit your application as soon as possible, and no later than January 15; submit supporting documents by January 31. You can apply online (or download a print copy of our application) at standrews-de.org/apply.
3. Take the Secondary School Admission Test (SSAT). Our School code is 6280. International students for whom English is a second language should take both the SSAT and TOEFL. Our school TOEFL code is 8146.
4. Keep in touch! While you are waiting for your admission decision, don't hesitate to call or email us if you have any questions, or want to share updated information with us. Be sure to visit our School website (standrews-de.org) for our latest news, videos, and photos, or visit our Livestream page (standrews-de.org/livestream) to watch School events (concerts, talks, performances, etc.).

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

Please contact us at any time with your questions or concerns about the admission or financial aid process. We look forward to getting to know you, and as we go through this process together, we hope to discover that you and St. Andrew's are a great match.

TUITION & FINANCIAL AID



Since our beginning in 1929, St. Andrew's has been a boarding school affordable to all students who are qualified for admission, regardless of their financial means. A. Felix duPont, our founder, left the School with an endowment to meet need-blind admission. This has allowed us to pursue a historically unprecedented commitment to financial aid and socioeconomic diversity, and to meet 100% of a family's demonstrated financial need. By providing an exemplary educational opportunity to all admitted students, regardless of their financial means, St. Andrew's has developed a truly distinctive student body and School culture.

Admission decisions are made solely on the basis of an applicant's strength, as demonstrated in the application process through his or her character, school performance, standardized testing, and extracurricular talents and interests. Financial aid files are not reviewed until after the admission committee determines which applicants will be offered admission. An admitted student's financial aid grant is determined by consideration of the family's total financial resources, which involves an assessment of:

- ⊕ Family income;
- ⊕ Home equity;
- ⊕ Assets;
- ⊕ Liabilities;
- ⊕ Number of children enrolled in private schools or colleges; and
- ⊕ Any other unusual expenses or resources

All information gathered in the financial aid file is held in strict confidence.

Tuition and Personal Expenses

Tuition is a comprehensive charge that covers educational programs; room and board; athletics; Health Center services; general technology support; regularly scheduled activities and entertainment (including transportation); school and student publications; and all other

items common to all students. A financial aid grant lowers tuition for qualifying families.

Expenses not covered by tuition include medical and accidental insurance (\$2,055/\$100); textbooks (\$300-\$500); art course fees (\$25-\$250); private music lessons (\$240-\$480); school store purchases; prescriptions; and transportation costs the student may incur traveling to and from campus. In some cases, students may qualify for additional financial aid stipends to cover one or more of these costs.

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 types of tuition payment plans are available:

- ⊕ Payment of full tuition, due on July 16;
- ⊕ Payment of 60% of tuition due on July 16 and payment of 40% of tuition due on December 15; or
- ⊕ Ten monthly installments made by direct debit from the parents' bank account, beginning July 16.

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

How to Apply for Financial Aid

St. Andrew's uses a third-party platform, School and Student Services (SSS), to process our financial aid applications. SSS will ask you to fill out an online Parents Financial Statement (PFS). Based on the financial information you provide on this comprehensive form, SSS reports to schools an estimated amount your family can contribute towards tuition. This estimate helps our financial aid committee make a fair and objective financial aid decision. The SSS PFS is available at sss.nais.org after November 1. Financial aid applications are due to St. Andrew's by February 15. Visit standrews-de.org/financialaid for a step-by-step guide to filling out your PFS and for further information on St. Andrew's financial aid policies and process.

2016 - 17 QUICK FACTS

310 STUDENTS, ALL BOARDING

**III FORMERS
(9TH GRADE)**

60

**IV FORMERS
(10TH GRADE)**

88

**V FORMERS
(11TH GRADE)**

84

**VI FORMERS
(12TH GRADE)**

78

STUDENT TEACHER RATIO

5:1

FACULTY

79

AVERAGE CLASS SIZE

12

25 STATES + 18 FOREIGN COUNTRIES

MID-ATLANTIC | 49%

DC	4	FL	1
DE	41	GA	6
MD	24	NC	11
NJ	26	SC	1
NY	36	VA	28
PA	22		

SOUTH ATLANTIC | 15%

OTHER STATES | 17%

AZ	1	LA	1
CA	7	MA	5
CO	2	OH	2
CT	9	RI	2
IL	7	TN	4
IN	3	TX	7
KY	1	UT	1

INTERNATIONAL | 18%

Australia	2	Hong Kong	2	Norway	1	South Korea	10
Bermuda	4	India	2	Philippines	2	Spain	1
China	21	Indonesia	1	Poland	1	Vietnam	3
England	1	Jamaica	1	Russia	1		
Germany	2	Jordan	1	Saudi Arabia	2		

STUDENTS OF COLOR

42%

FINANCIAL AID

STUDENT BODY

47%

TOTAL GRANTED

\$6,269,800

AVERAGE GRANT

\$42,651

TUITION 2016-2017

\$57,000

ADMISSIONS

ACCEPT RATE

28%

SSAT MEDIAN

79%

Each year we enroll 75-85 new students in 9th-11th grades. The admission process begins the year before the desired entrance year. Any student with strong academic interests, and a desire to take risks and accept challenges, should inquire. Generous need-based financial aid is available to all students who qualify. We seek religious, racial, ethnic, geographic and socioeconomic diversity in our applicant pool and welcome interested students from all backgrounds.



OUR CAMPUS



What strikes many visitors most powerfully as they arrive at St. Andrew's is the sheer physical beauty of our campus and its adjacent fields, woodlands, and waterways, all teeming with wildlife. We strive to connect our students with St. Andrew's land through the opportunities for outdoor recreation (hiking, boating, swimming, and general exploring) that are at their fingertips, while also creating in them a deep and enduring sense of environmental awareness and stewardship. Our campus is a living classroom.

The countryside in which we are situated is typical of the rural Atlantic coastal plain: low sea level, and lots of waterways, marsh, and agriculture. Our main campus is situated on 2,100 acres of woods and farmland (with two working farms operating on St. Andrew's property) surrounded by water: Silver Lake and Appoquinimink River border campus to the north, while the two-mile-long Noxontown Pond frames campus to the east and south. Inspired to protect our beautiful campus, and recognizing that environmental issues are going to be among the toughest challenges that today's students may face in their later lives as citizens and leaders, we have committed to improving the sustainability of campus operations, engaging our students in the fight for environmental sustainability and preservation, and living and teaching environmental responsibility.





RECENT ENVIRONMENTAL INITIATIVES

- Creation of five-year School Sustainability Plan
- Installation of a 50kW solar array in 2014
- 36% (by total dollars spent) of food served in Dining Hall is local (up from 10% in 2013)
- Purchase of two electric cars for School fleet
- Student-led "Ugly Mug" campaign to reduce campus paper cup usage
- Energy efficiency upgrades to campus buildings & homes are estimated to have reduced our carbon footprint by 26%



SUSTAINABILITY



Environmental stewardship on campus is led by a passionate and dedicated group of students, faculty, and staff. Our Green Council, a group composed of administrators, students, faculty, and facilities and dining services staff, and student-led Environmental Stewards ensure that environmental sustainability is a consideration in decisions at every level of School life.

The Green Council recently created a five-year sustainability plan for the School, which covers 10 different sustainability topics, including curriculum and residential life, climate and renewable energy, transportation, water, land use, food and dining, and diversity and affordability. Current initiatives include:

► CLIMATE CHANGE

The School actively works to reduce our carbon footprint by using renewable energy such as our 50kW solar array, implementing energy efficiency projects in school buildings, purchasing efficient vehicles, and supporting green building practices.

► FOOD AND COMPOSTING

More than 30 percent of food served in the Dining Hall is from local, sustainable sources. All food waste from the Dining Hall is composted in the School's organic garden or fed to local Bohemia Lea Farm's pigs.

► ORGANIC GARDEN



With several garden beds, tilled acreage and a 1,000 square foot greenhouse, students in our organic garden program learn gardening habits and grow produce and herbs for our Dining Hall and local food banks throughout the year.

► PURCHASING

St. Andrew's strives to purchase sustainable products like Green Seal-certified cleaning products and 100 percent post-consumer recycled content paper.

► LAND USE

We steward our 2,100 acres of land by:

- working with our farmers to protect Noxontown Pond;
- conducting reforestation efforts on our farmland; and
- controlling the spread of invasive species.



ST. ANDREW'S **OUR LOCATION**

We are located in the mid-Atlantic region, one hour south of Philadelphia; two hours east of Washington, D.C., 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.



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

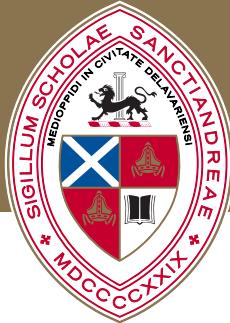
Residences

F Faculty Houses
H Headmaster's House









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

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

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

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

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

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

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

—St. Andrew's School Mission Statement



St. Andrew's School
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