



St. Andrew's School

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2009-2010 SCHOOL PROFILE

THE SCHOOL

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 do the work of scholars, artists and scientists and to develop those expressive and analytical skills necessary for effective communication, judicious consideration of multiple points of view and for meaningful lives as engaged citizens. We seek to help our students develop a passion for intellectual pursuits such that each student feels inspired to develop and pursue his/her individual talents.

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 of diverse religious backgrounds. We are called to help students explore their spirituality and faith as we nurture their understanding and appreciation of all world religions.

STUDENT DIVERSITY: "REGARDLESS OF MEANS"

St. Andrew's provides an exemplary educational opportunity to students regardless of their ability to pay tuition. St. Andrew's commitment to need-blind admission and socio-economic diversity, and its ability to fully meet demonstrated financial need, enables us to develop a truly distinctive student body and School culture, one that rejects self-indulgence and privilege and values service and community. St. Andrew's does not offer merit scholarships. All of our grants are based on demonstrated financial need. Approximately 45% of our students are awarded need-based grants, 5-20% more than any other highly selective boarding school.

COMMUNITY SERVICE

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. We seek to inspire in our students a commitment to justice, peace and respect for every human being.

St. Andrew's is committed to the sustainability and stewardship 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.

ACADEMIC OVERVIEW

Students at St. Andrew's take five full-credit courses in the 9th, 10th and 11th grade years. During 10th grade, an analytical course in religious studies is also required. Twelfth grade students take at least four full-credit courses, including an intensive spring tutorial in the Oxford tradition, Advanced Study in English (requiring an independent 10-15 page analysis of an important literary work, defended to a faculty panel) and a rigorous course in philosophy. Advanced Study (AS) courses are taught at the college level, and Advanced Topics Tutorials designate courses beyond the AS level. Ninety-two percent of 12th graders take three or more AS classes.

Contact Information

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CEEB Code

- ◆ 080095

Enrollment

- ◆ III-VI Forms (9-12)
- ◆ 305 students and 70 faculty
- ◆ All living on one campus
- ◆ Students of Color: 27%
 - ◆ African-American: 10%
 - ◆ Hispanic: 4%
- ◆ International Students: 10%
- ◆ College Matriculants: 100%

Financial Aid

- ◆ Percent receiving financial aid grants: 43%
- ◆ Average Grant: \$30,932
- ◆ \$3.9 million awarded annually
- ◆ Need-blind admission

Geographic Distribution of Students

- ◆ 23 States, 14 Foreign Countries
- ◆ Public, parochial and private schools and home-schooled families

School Values

- ◆ Critical thinking, analytical problem solving and effective communication
- ◆ Close faculty-student relationships
- ◆ A truly diverse community
- ◆ A life of service

PROGRAMS OF DISTINCTION

ADVANCED STUDY: SEEKING AUTHENTIC UNDERSTANDING OF COMPLEX QUESTIONS

St. Andrew's School does not offer Advanced Placement courses; it designates courses offered at the collegiate level Advanced Study (AS).

St. Andrew's faculty selects and designs rigorous, creative and exciting courses. 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 kind of teaching and a different kind of learning. We emphasize depth over content—exhibitions, tutorials and labs over rote learning. Some Advanced Study courses incorporate preparation for Advanced Placement tests.

SENIOR EXHIBITION IN ENGLISH: INDEPENDENT SCHOLARLY WORK

For the culminating experience in the senior English class, each student reads a work of literature from a short list of course-related texts, develops an original thesis, then works in consult with a teacher to clarify, complicate and polish a sophisticated argument in a 10-15 page paper. The process concludes with a 45-minute oral exhibition in which the student discusses and defends his or her paper in a critique with at least two members of the English Department.

SENIOR TUTORIALS: AN INTENSIVE INQUIRY

Seniors with a demonstrated commitment to independent work have the option 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 for seniors, as they 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.

COLLEGE AND WORK READINESS ASSESSMENT: A TEST WORTH TEACHING TO

St. Andrew's is the leading independent school in the country in the use of the College and Work Readiness Assessment, an exemplary evaluation developed by the Council for Aid to Education with Richard Hersh, former president of Trinity College. Eschewing a multiple-choice format, this innovative written exam—a version of which is used at over 200 colleges and universities across the country—helps schools measure the quality of their instruction in the essential areas of writing, problem-solving, analysis and calculation. It assesses students' readiness to think critically, adjudicate between competing hypotheses and present their conclusions in a clear and compelling way—skills crucial to college, work and civic life. St. Andrew's students' scores on this assessment reflect the quality of the academic work pursued each day on campus.

ADVANCED STUDY IN STUDIO ART: MAKING A COMMITMENT TO CREATIVITY AND PRECISION

This intensive studio class allows senior art students to pursue advanced methods and concepts by working with individual faculty in one of the visual arts disciplines (painting, photography, sculpture or film). The second semester is entirely devoted to a five-part independent project for which each student creates an original body of work that they present and defend at a culminating critique open to the entire School community.

CHORAL SCHOLARS: SINGING WITH UNDERSTANDING

The Choral Scholar program is distinguished for the individual instruction given each singer, for the span of literature studied, from part-songs to major works from the choral repertoire, and for performances in a number of high-profile venues. Special attention is given to individual sight-singing ability, with students regularly testing against a variety of benchmarks. Upon completion of the program, students are well-grounded not only in vocal training, but have a firm foundation in music theory and are excellent sight-singers, making them ideal candidates for the best collegiate choral programs.

RELIGIOUS STUDIES: A RIGOROUS SOCIAL SCIENCE

In the sophomore year students take a demanding course in religious studies that approaches the Hebrew Scriptures and Christian New Testament as complex, multi-authored documents, and explores the writings of the Qur'an and traditions of Islam. Students develop skills of literary exegesis and struggle with the question of hermeneutics, how to interpret a text. They seek to understand both the ancient context of these works and the way people in these traditions have understood them throughout history.

In the senior year students build on this groundwork: in the first semester they analyze the major thinkers and movements in Western philosophy. During second semester, they choose from electives, such as Applied Ethics, Eastern Religious Traditions, and Religion and Violence.

PHYSICS: INNOVATIVE TEACHING AND LEARNING

First-year physics courses use the Modeling Instruction methodology developed at Arizona State University and recognized throughout the physics community as a highly effective reformed pedagogy. Students engage in understanding the physical world by constructing and using scientific models based on laboratory experiments and verbal and written scientific argumentation in order to describe, explain, predict and control physical phenomena. The development of a solid foundation in Newtonian mechanics and the use of an atomic model of matter throughout the year set these courses apart from traditional high school courses.

AS Physics presents the innovative, calculus-based physics curriculum, Matter and Interactions, developed at Carnegie Mellon University and North Carolina State University. In addition to laboratory experiments, students create computer simulations to test the power and efficacy of their physical models of nature. The novel approach of Matter and Interactions allows the often disparate topics of mechanics and statistical thermal physics, and electrostatics and electric circuits to be taught in a unified manner and provides students with the foundational strength to excel in further advanced science or engineering courses.

STANDARDIZED TESTING

National Merit Scholarship Qualifying Test

From 2006-2009, 18 percent of our students received awards for their PSATs. For National Merit, we have had five finalists, two semifinalists and 43 commendations. For National Achievement, we have had two finalists and two referred participants.

Class of 2010, as of June 2009

SAT Reasoning

	Middle 50%	Mean	# of Students
CR	610-690	646	79
Math	610-690	643	79
Writing	580-700	639	79

SAT Subject

	Middle 50%	Mean	# of Students
English Literature	540-680	621	63
Math Level I	600-700	628	45
Math Level II	630-720	669	33

ADVANCED PLACEMENT EXAMINATIONS— CLASSES OF 2008, 2009 AND 2010, AS OF JUNE 2009

203 students tested and 88 percent achieved a score of 3 or above

	5s	4s	3s
English Literature	28	80	64
Calculus BC	16	8	8
Calculus AB	3	11	21
Statistics	0	1	3
Biology	2	3	0
Chemistry	6	5	3
Environmental Science	2	4	3
Physics: Mech.	2	2	1
Physics: E. & M.	2	0	0
U.S. History	0	1	0
French Language	0	3	8
Latin – Vergil	3	7	6
Latin – Literature	3	2	2
Spanish Language	4	7	5
Totals	71	134	124

CLASSES OF 2006, 2007, 2008, 2009 — COLLEGE MATRICULATIONS (BY VOLUME)

College	Mat.	College	Mat.	College	Mat.
Williams College	10	Bates College	2	Harvey Mudd College	1
Boston College	9	University of California–Berkeley	2	Hobart and William Smith Colleges	1
Sewanee: The University of the South	9	Colby College	2	Juniata College	1
Davidson College	8	College of the Holy Cross	2	Loyola Marymount University	1
Franklin and Marshall College	8	Colorado College	2	Macalester College	1
Carnegie Mellon University	7	Columbia University	2	Marlboro College	1
Hamilton College	7	Gettysburg College	2	University of Miami	1
The George Washington University	7	Johns Hopkins University	2	University of Michigan	1
University of Virginia	7	Mount Holyoke College	2	North Carolina State University	1
Vassar College	7	The University of North Carolina at Chapel Hill	2	Occidental College	1
Brown University	6	Northeastern University	2	Oxford College of Emory University	1
Dartmouth College	6	University of Pittsburgh	2	Pennsylvania State Univ.–University Park	1
Kenyon College	6	Rhode Island School of Design	2	Pomona College	1
Dickinson College	5	Scripps College	2	University of Rochester	1
Harvard University	5	Skidmore College	2	Rutgers University	1
Haverford College	5	Southern Methodist University	2	Salve Regina University	1
Middlebury College	5	Stanford University	2	Savannah College of Art and Design	1
Princeton University	5	Tulane University	2	St. John's College (MD)	1
University of Richmond	5	United States Naval Academy	2	St. Olaf College	1
Yale University	5	University of Maryland–College Park	2	University of Southern California	1
University of Delaware	5	Villanova University	2	Syracuse University	1
Cornell University	4	Washington College	2	Temple University	1
Georgetown University	4	Case Western Reserve University	1	Trinity University	1
University of St. Andrews (Scotland)	4	Colgate University	1	Tulane University	1
Wesleyan University	4	College of Charleston	1	United States Military Academy	1
Barnard College	3	Delaware Tech. & Comm. College, Terry Campus	1	Vanderbilt University	1
Boston University	3	Drexel University	1	Virginia Polytechnic Institute & State Univ.	1
Duke University	3	Eckerd College	1	University of Vermont	1
Massachusetts Institute of Technology	3	University of Edinburgh	1	Wake Forest University	1
New York University	3	Elon University	1	Webb Institute	1
University of Pennsylvania	3	Emerson University	1	Wheaton College	1
Swarthmore College	3	Furman University	1	College of William and Mary	1
Trinity College	3	George Mason University	1	University of Wisconsin–Madison	1
Tufts University	3	Greensboro College	1		
Washington and Lee University	3	Guilford College	1		

GRADE DISTRIBUTION – FINAL YEAR-END GRADES FOR THE CLASS OF 2010 (2008-2009 SCHOOL YEAR)

	95-100	90-94	85-89	80-84	75-79	70-74	60-69
ENGLISH							
AS English 3	4	29	21	19	7	—	1
Creative Writing	1	3	4	1	—	—	—
MATHEMATICS							
Algebra 2	—	1	2	2	1	1	1
Precalculus	2	9	13	6	2	1	—
Honors Precalculus	1	8	9	3	2	—	—
Introduction to Calculus	—	—	2	1	—	—	—
AS Calculus AB	1	3	3	2	—	—	—
AS Calculus BC	—	2	2	1	—	—	—
SCIENCE							
Chemistry	—	7	14	6	1	—	—
Honors Chemistry	—	8	7	2	2	—	—
Physics	8	8	5	2	1	—	—
Honors Physics	—	3	2	—	—	—	—
AS Environmental Science	—	1	—	—	1	—	—
Java Programming	—	1	1	1	—	—	—
HISTORY							
United States History	—	5	7	3	—	—	—
AS 20th Century History	—	10	11	7	1	—	—
AS History of East Asia	—	1	3	—	—	—	—
AS History of Middle East	—	9	3	—	—	—	—
AS History of Western Civilization	1	5	7	5	2	—	—
AS Modern European History	—	1	3	1	—	—	—
FOREIGN LANGUAGE							
Chinese 1	—	3	1	—	—	—	—
Chinese 2	—	2	—	—	—	—	—
Chinese 3	2	3	—	1	—	—	—
French 2	—	1	—	—	—	—	—
French 3	—	2	2	1	1	—	—
French 4	—	3	3	1	—	—	—
AS French 5	—	1	1	—	—	—	—
Latin 2	—	—	1	—	1	1	—
Latin 3	—	2	2	2	—	—	—
Latin 4	—	—	1	1	1	—	—
AS Latin 4	—	—	2	2	—	—	—
AS Latin 5	—	—	1	—	—	—	—
Spanish 1	—	—	2	—	—	—	—
Spanish 2	—	—	1	—	1	—	1
Spanish 3	—	11	1	—	—	—	—
Spanish 4	1	4	6	2	—	—	—
AS Spanish 5	—	4	2	1	—	—	—
VISUAL & PERFORMING ARTS							
AS Music Theory	—	—	1	—	—	—	—
Chamber Music	3	—	—	—	—	—	—
Choral Scholars	2	3	—	—	—	—	—
Jazz Improvisation	1	—	—	—	—	—	—
Orchestral Methods	4	5	—	—	—	—	—
Acting 1	—	2	2	—	—	—	—
Ceramics	—	—	—	1	—	—	—
Drawing	3	6	1	1	—	—	—
Painting 1	—	9	3	1	—	—	—
Painting 2	1	—	—	—	—	—	—
Photography 1	5	6	—	1	—	—	—
Photography 2	2	3	1	—	—	—	—

CLASS OF 2010 YEAR-END GRADES (JUNE 2009 UNWEIGHTED)

GPA	100 pt. scale	No. of Students
4.0	95 - 100	1
3.7 - 3.9	92 - 94	11
3.4 - 3.6	89 - 91	26
3.0 - 3.3	85 - 88	28
2.5 - 2.9	80 - 84	10
2.0 - 2.4	75 - 79	2
1.0 - 1.9	65 - 74	0

THE GRADING SYSTEM

The grading scale is from 0-100.
 A = 90 — 100 D = 60 — 69
 B = 80 — 89 F = below 60
 C = 70 — 79

NOTES ON PROFILE

85 = Honors
 AS = Advanced Study (see page 2)