



# St. Andrew's School

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## 2010-2011 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-four 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)
- ◆ 295 students and 70 faculty
- ◆ All living on one campus
- ◆ Students of Color: 30%
  - ◆ African-American: 11%
  - ◆ Hispanic: 3%
  - ◆ Asian 14%
- ◆ International Students: 13%
- ◆ College Matriculants: 100%

### Financial Aid

- ◆ Percent receiving financial aid grants: 45%
- ◆ Average Grant: \$33,978
- ◆ \$4.4 million awarded annually
- ◆ Need-blind admission

### Geographic Distribution of Students

- ◆ 27 States, 13 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

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### **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.

### **JUNIOR AND SENIOR EXHIBITION IN ENGLISH: INDEPENDENT SCHOLARLY WORK**

For the culminating experience in the junior English class, each student reads a novella chosen by the teacher, develops a topic and an original thesis, then works in consultation with a teacher to clarify, complicate and polish a sophisticated argument in a 8-10 page paper. The process concludes with a 45-minute oral exhibition in which the student assesses and discusses the paper in a critique with his or her teacher.

The culminating experience in the senior English class takes this scholarly work a step further by having each student read a longer work of literature from a short list of course-related texts (usually novels), develop a topic, an original thesis, and a sophisticated argument in a 10-15 page paper. In the concluding oral exhibition, the student assesses, explores, develops and complicates his or her paper with at least two members of the English Department.

### **ADVANCED STUDY IN HISTORY: DOING THE WORK OF HISTORIANS**

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

### **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 Theologies of the Oppressed.

### **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 2007-2010, 18 percent of our students received awards for their PSATs. For National Merit, we have had three finalists, one semifinalist and 46 commendations. For National Achievement, we have had two finalists and three referred participants.

### Class of 2011, as of June 2010

#### SAT Reasoning

	Middle 50%	Mean	# of Students
CR	590-700	643	72
Math	610-700	655	72
Writing	580-710	643	72

#### SAT Subject

	Middle 50%	Mean	# of Students
English Literature	540-660	587	64
Math Level I	550-650	601	40
Math Level II	610-780	697	32

## ADVANCED PLACEMENT EXAMINATIONS— CLASSES OF 2009, 2010 AND 2011, AS OF JUNE 2010

191 students tested and 87 percent achieved a score of 3 or above

	5s	4s	3s
English Literature	37	66	60
Calculus BC	8	8	12
Calculus AB	1	5	10
Statistics	3	5	5
Biology	2	2	0
Chemistry	1	2	2
Environmental Science	4	3	2
Physics: Mech.	4	2	1
Physics: E. & M.	1	0	0
U.S. History	1	0	0
French Language	0	3	3
Latin – Vergil	1	6	5
Latin – Literature	0	2	0
Spanish Language	3	6	3
Totals	66	110	103

## CLASSES OF 2007, 2008, 2009, 2010 — COLLEGE MATRICULATIONS (BY VOLUME)

College	Mat.	College	Mat.	College	Mat.
Davidson College	10	University of Pennsylvania	3	Greensboro College	1
Williams College	10	Barnard College	2	Guilford College	1
Vassar College	9	Bryn Mawr College	2	Harvey Mudd College	1
Hamilton College (NY)	8	College of the Holy Cross	2	Hobart and William Smith Colleges	1
Sewanee: The University of the South	8	College of William and Mary	2	Johns Hopkins University	1
Franklin and Marshall College	7	College Prep Year	2	Juniata College	1
Haverford College	7	Duke University	2	Lafayette College	1
University of Virginia	7	Gettysburg College	2	Marlboro College	1
Boston College	6	Howard University	2	Occidental College	1
Brown University	6	Lewis & Clark College	2	Oxford College of Emory University	1
Kenyon College	6	Massachusetts Institute of Technology	2	Pomona College	1
Middlebury College	6	Mount Holyoke College	2	Rutgers, The State University of New Jersey	
University of Delaware	6	North Carolina State University	2	at New Brunswick	1
Carnegie Mellon University	5	Northeastern University	2	Salve Regina University	1
Harvard University	5	Rhode Island School of Design	2	Santa Clara University	1
University of Richmond	5	Scripps College	2	Savannah College of Art and Design	1
Bates College	4	Skidmore College	2	St. Lawrence University	1
Boston University	4	Southern Methodist University	2	St. Olaf College	1
Colby College	4	United States Naval Academy	2	Stanford University	1
Georgetown University	4	University of California at Berkeley	2	Syracuse University	1
Princeton University	4	Vanderbilt University	2	Temple University	1
Swarthmore College	4	Virginia Polytechnic Institute and State University	2	Trinity University	1
The George Washington University	4	Washington and Lee University	2	Tulane University	1
The University of North Carolina at Chapel Hill	4	Washington College	2	United States Military Academy	1
University of Maryland, College Park	4	Abilene Christian University	1	University of Edinburgh	1
University of Pittsburgh	4	American University	1	University of Georgia	1
Wake Forest University	4	Bard College	1	University of Massachusetts, Amherst	1
Wesleyan University	4	Berklee College of Music	1	University of Miami	1
Yale University	4	College of Charleston	1	University of Michigan	1
Colorado College	3	Concord University	1	University of Puget Sound	1
Columbia University	3	Connecticut College	1	University of Southern California	1
Cornell University	3	Delaware Tech	1	University of St. Andrew's (Scotland)	1
Dartmouth College	3	Drexel University	1	University of Tennessee, Knoxville	1
Dickinson College	3	Eckerd College	1	University of Vermont	1
New York University	3	Elon University	1	University of Wisconsin, Madison	1
Pennsylvania State University, University Park	3	Emerson College	1	Wellesley College	1
St. John's College (MD)	3	Fairfield University	1	Western Washington University	1
Trinity College (CT)	3	Furman University	1		
Tufts University	3	George Mason University	1		

**GRADE DISTRIBUTION – FINAL YEAR-END GRADES FOR THE CLASS OF 2011 (2009-2010 SCHOOL YEAR)**

	95-100	90-94	85-89	80-84	75-79	70-74	60-69
<b>ENGLISH</b>							
AS English 3	5	28	23	13	3	—	—
Creative Writing	1	5	—	—	—	—	—
<b>MATHEMATICS</b>							
Algebra 2	—	—	3	1	2	2	—
Precalculus	2	6	9	6	3	—	—
Honors Precalculus	—	10	5	7	3	—	—
AS Calculus AB	2	1	1	1	—	—	—
AS Calculus BC	1	4	1	1	—	—	—
AS Mathematical Economics	—	1	1	—	—	—	—
AS Statistics	1	—	1	—	—	—	—
<b>SCIENCE</b>							
Biology	—	—	—	—	1	—	—
Chemistry	1	4	3	2	—	1	—
Honors Chemistry	1	4	7	2	—	—	—
Physics	5	9	9	5	1	1	—
Honors Physics	2	2	2	—	1	1	—
AS Physics	1	—	—	—	—	1	—
AS Environmental Science	—	2	—	—	—	—	—
Computer Programming	1	—	1	—	—	—	—
<b>HISTORY</b>							
United States History	—	4	8	3	1	—	—
AS 20th Century History	—	6	5	3	2	—	—
AS History of Middle East	1	4	7	—	—	—	—
AS History of Social Reform	—	7	6	—	—	—	—
AS History of Western Civilization	—	9	3	2	—	—	—
AS Modern European History	—	1	4	2	—	—	—
<b>FOREIGN LANGUAGE</b>							
Chinese 1	1	—	—	—	—	—	—
Chinese 2	2	1	—	—	—	—	—
Chinese 3	—	3	—	2	—	—	—
French 2	—	1	—	—	—	—	—
French 3	1	—	1	4	—	—	—
French 4	—	5	3	4	1	—	—
AS French 5	1	—	1	—	—	—	—
Greek 2	—	2	—	—	—	—	—
Latin 2	—	—	—	1	—	—	—
Latin 3	1	1	—	—	—	—	—
AS Latin 4	—	4	1	—	—	—	—
AS Latin 5	—	1	—	—	—	—	—
Spanish 1	—	1	2	—	—	—	—
Spanish 2	—	—	—	—	1	1	—
Spanish 3	2	7	3	1	3	—	—
Spanish 4	—	3	4	—	—	—	—
AS Spanish 5	—	1	4	—	—	—	—
Adv. Topics Tutorial in Spanish	1	—	—	—	—	—	—
<b>VISUAL &amp; PERFORMING ARTS</b>							
Orchestral Methods	3	—	—	—	—	—	—
Chamber Music	3	3	1	—	—	—	—
Choral Scholars	3	1	2	—	—	—	—
Jazz Improvisation	2	2	—	—	—	—	—
Acting 1	—	1	1	—	—	—	—
Art History	—	2	—	—	—	—	—
Drawing	—	2	—	—	—	—	—
Film Studies	—	4	1	—	—	—	—
Painting 1	2	10	—	—	—	—	—
Photography 1	2	5	—	1	—	—	—
Photography 2	—	3	—	—	—	—	—

**CLASS OF 2011 YEAR-END GRADES (JUNE 2010 UNWEIGHTED)**

GPA	100 pt. scale	No. of Students
4.0	95 - 100	2
3.7 - 3.9	92 - 94	12
3.4 - 3.6	89 - 91	26
3.0 - 3.3	85 - 88	20
2.5 - 2.9	80 - 84	9
2.0 - 2.4	75 - 79	4
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)