THE SCHOOL
Phillips Academy, founded in 1778, is a coeducational boarding school, grades 9–12 and postgraduate. In 1973 the school merged with Abbot Academy, the oldest chartered girls’ school in New England. Andover is committed to enrolling able students from all economic levels, from every racial, religious, and ethnic entity, from every quarter of American life and from foreign lands.

STUDENT DIVERSITY
The Academy is committed to establishing a community that encourages people of diverse backgrounds and beliefs to understand and respect one another and to be sensitive to differences of gender, ethnicity, class, and sexual orientation. Andover’s 1778 Constitution charges the Academy to prepare “Youth from every quarter” to understand that “goodness without knowledge is weak...yet knowledge without goodness is dangerous.” Students of color constitute more than one-third of the student body. A typical entering class contains students from 40 or more states and 25 countries.

DISTINCTIVE RESOURCES
Addison Gallery of American Art
The Addison Gallery houses one of the nation’s preeminent collections of American art. With more than 13,000 works, it features art from every era in American history and includes some of the most iconic paintings by Winslow Homer, Thomas Eakins, Jackson Pollock, and Georgia O’Keeffe. The gallery works closely with students individually and through classes using its permanent collection, great exhibitions, and landmark artist-in-residence program.

Oliver Wendell Holmes Library
One of the largest high school libraries in the country, the Oliver Wendell Holmes Library has a fully automated Web-based catalog with a physical collection of more than 120,000 volumes. The OWH Library is a member of the NOBLE Consortium (which includes local public and college libraries), providing further access to another 3.2 million items. The library is staffed by a team of 11 professionals and remains open for approximately 66 hours each week during academic terms. The library subscribes to more than 150 current American and foreign-language serials and offers electronic access to 65 full-text databases containing thousands of scholarly journals and reference sources. For more information on the library’s program, you may visit www.andover.edu/library.

Brace Center for Gender Studies
As a provider of resources for the study of issues related to gender, the Brace Center sponsors lectures, films, and discussions on adolescent growth and development and the influence of gender on individual achievement.

The Robert S. Peabody Museum of Archaeology
The museum curates more than 500,000 artifacts and tens of thousands of photographs that document more than 12,000 years of human experi-

ence in the Americas. These materials serve as a resource for students conducting original research within a variety of disciplines, ranging from DNA analysis of prehistoric domestic dog bones to a reinterpretation of artifacts from the first African American excavation in the United States.

RESIDENTIAL LIFE
In order to bring the advantages of a small school to an institution that already has the advantage of size, Andover has adopted the cluster system. A cluster can be defined as a group of contiguous residence halls. Comments by applicants and counselors regarding cluster activities refer to five groups of about 220 students each. A cluster functions independently, managing its own social activities, academic advising, disciplinary counseling, and athletic affairs under the leadership of a cluster dean.

OFF-CAMPUS PROGRAMS
Andover students can participate in numerous off-campus study programs both in the United States and in other countries. Some, such as School Year Abroad, encompass the entire academic year, while others are one trimester.

ACTIVITIES
Each student spends approximately two hours every weekday afternoon in a required supervised activity. For most students, this is an athletic commitment at the varsity, junior varsity, or cluster (intramural) level. For others, afternoons focus on volunteer work through the Community Service Program, independent musical pursuits, or physical fitness/endurance activities (e.g., Search and Rescue, martial arts, dance).

POLICY ON DISCIPLINE
Students and college counselors will work together to address questions about serious disciplinary infractions (suspension and probation) when asked on college applications.

THE ACADEMIC PROGRAM
Course of Study, online at www.andover.edu/academics

Average class size—13 students Available courses—300

Under the Trimester Program, the school year is divided into three terms, each consisting of approximately 10 weeks of classes plus an assessment period. Many courses are yearlong, some are term-contained, and others are organized as two-term sequences. Students are normally expected to carry five courses each trimester. Most courses meet four or five periods per week. Some courses, as noted in the Course of Study, meet six or more hours per week per course. Uppers or seniors who face an unusually demanding term occasionally are advised to enroll in four courses, provided at least three of these are advanced courses. (See list of Advanced Courses.) Over the span of their last two years, students are required to complete at least 27 trimester units.
Phillips Academy's academic program is based upon the premise that students are capable of studying independently, responsibly, and with self-direction. As a result, students spend a significant number of hours on homework, research, and other out-of-class study and projects.

In most courses, especially those taken to meet diploma requirements, class time and homework together can be expected to require a total of about nine hours per week per course. Thus, a typical student enrolled in five courses can expect to spend at least 45 hours each week on academic pursuits—and more than that when significant papers are due or to prepare for exams.

**GRADING SYSTEM**

The grading scale is from 0–6. A few courses are graded as Pass/Fail. Assessment periods conclude December 14, March 15, and June 5.

- 6 – Outstanding (High Honor)
- 5 – Superior (Honor)
- 4 – Good
- 3 – Satisfactory
- 2 – Low Pass, but certifying
- 1 – Failure
- 0 – Low Failure

**STATEMENT ON CLASS RANK**

The faculty has chosen not to rank students. Because of the highly competitive nature of admission to Andover, the variety of academic backgrounds of our students and the various points at which students may enter the school, attempting to calculate a numeric rank that reflects the strengths and differences within and among students would not yield a fair or useful picture of a graduating class. All enrolled students, regardless of grade level, must be candidates for the diploma.

**DIPLOMA REQUIREMENTS**

Diploma requirements vary according to the grade-year in which students enter. These requirements also vary depending upon the student’s initial level of placement. Although most entering students receive an assortment of such credits toward the diploma, a four-year student entering Phillips Academy placed at the beginning level across the curriculum must complete the following diploma requirements:

- 9 trimester credits of English
- 9 trimester credits of foreign language
- 8 trimester credits of mathematics (through pre-calculus)
- 7 trimester credits of history and social science
- 6 trimester credits of laboratory science
- 2 trimesters each of art and music (will change for the Class of 2009)
- 1 trimester of philosophy and religious studies
- 1 trimester of theatre (will change for the Class of 2009)
- 1 trimester of physical education

Thus, a senior program might include enrollment in a post-AP math class, fifth-year language study, high-level English and history or social science courses, and an entering-level art or beginning (additional) language class, the latter either an accelerated two-years-in-one 195 course or a standard 100 course. The diploma requirements are designed to maximize academic breadth while preserving depth via electives. Please note it is typical for students to go beyond Andover diploma requirements in many areas. Diploma requirements are discussed in greater detail on pages 3–4 of the *Course of Study*, online at www.andover.edu/academics.

Within the framework of these diploma requirements, students follow an individualized program of study. The common pedagogical threads include: (1) matching students with appropriately demanding academic challenges; (2) daily accountability in class meetings; and (3) an insistence on rigor in all courses.

**INDEPENDENT RESEARCH PROGRAMS**

**CAMD Scholars**

The Community and Multicultural Development program supports independent study projects whose topics delve into issues of race, cultural difference, and diversity. Students are encouraged to use their own life experience and ethnic identity as starting points for their research. Students will give a public presentation of their projects in the fall or winter terms.

**Brace Fellows**

Up to five students are selected annually to pursue independent summer research projects within the multidisciplinary field of gender studies. Student fellows present their findings in public forums in the fall, and their papers are published in the Brace Center Journal, an online publication.

**Independent Research Programs**

The Abbot Independent Scholars Program (AISP) provides selected seniors (and the occasional younger student) who have exhausted the course offerings in their desired area(s) of study an opportunity to work independently with a faculty mentor for course credit. The number of credits assigned to a student’s independent project depends on the nature and scope of the planned work. Each project is graded on the standard 0-6 scale by the supervising faculty mentor. Students may engage in an independent project each term of their senior year as “Independent Scholars.” After successfully completing one such project, they may opt to expand upon their work in the Spring Term as part of the Abbot Colloquium. Students chosen to participate in the Abbot Colloquium will be designated “Abbot Scholars.”

**ADVANCED COURSES**

Listed here are all advanced, honors, and accelerated and/or Advanced Placement courses. These rigorous and demanding courses require extra preparation and study time. Most use college texts and are paced to match undergraduate offerings. A few 300-level, some 400-level and all 500-level courses are at or beyond typical AP-level and the 600-level courses are typically the equivalent of sophomore level college courses. Refer to the Andover *Course of Study*, available in print and online at www.andover.edu/academics, for course titles and descriptions.
### The 2007–2008 Student Body

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarding</td>
<td>393</td>
<td>405</td>
<td>798</td>
</tr>
<tr>
<td>Day</td>
<td>144</td>
<td>150</td>
<td>294</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>537</td>
<td>555</td>
<td>1,092</td>
</tr>
</tbody>
</table>

Students of Color — 35%

### Class Distribution

- Grade 12 — 307 (includes 14 postgraduates)
- Grade 11 — 300
- Grade 10 — 267
- Grade 9 — 233
- **Total enrollment** — 1,107

### Geographic Distribution of Students

- Typically, 45 States represented and
- 100 Foreign Nationals from more than 25 countries

### Financial Aid

- Percent of student body — 41%
- **Total financial assistance** — $12,810,000

### Admission Statistics

- Completed applications — 2,410
- Admitted — 475 (**Admit Rate — 19%**)
- Matriculated — 351 (**Yield — 74%**)
  - (49% from public schools)
- Class rank median — 99th percentile for new students

### The 2007–2008 Faculty

- Most Andover instructors live on campus and serve as
dormitory counselors, academic advisors, and/or coaches.

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>95</td>
<td>72</td>
<td>167</td>
</tr>
<tr>
<td>Part-time</td>
<td>21</td>
<td>33</td>
<td>54</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>116</td>
<td>105</td>
<td>221</td>
</tr>
</tbody>
</table>

### Highest Degrees

- Ph.D. — 39
- J.D. — 2
- Master’s — 120
- Bachelor’s — 57
- No degree — 3
Advanced Placement Examination
In 2007, 428 candidates sat for 857 examinations.
The overall distribution of scores is:
5 – 58%  4 – 27%  3 – 12%  2 – 3%

Class of 2008—National Merit Scholarship Program
Merit Semifinalists 21; Achievement Semifinalists 3

SAT Subject Test
Class of 2007 through March 2007 (321 students)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean Score</th>
<th>(National/Mean)</th>
<th>No. of Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>LR</td>
<td>663</td>
<td>(581)</td>
<td>171</td>
</tr>
<tr>
<td>UH</td>
<td>648</td>
<td>(588)</td>
<td>116</td>
</tr>
<tr>
<td>MIC</td>
<td>655</td>
<td>(596)</td>
<td>100</td>
</tr>
<tr>
<td>MIIC</td>
<td>719</td>
<td>(639)</td>
<td>209</td>
</tr>
<tr>
<td>BY-E</td>
<td>664</td>
<td>(589)</td>
<td>25</td>
</tr>
<tr>
<td>BY-M</td>
<td>694</td>
<td>(630)</td>
<td>58</td>
</tr>
<tr>
<td>CH</td>
<td>695</td>
<td>(630)</td>
<td>86</td>
</tr>
<tr>
<td>PH</td>
<td>706</td>
<td>(647)</td>
<td>87</td>
</tr>
<tr>
<td>CL</td>
<td>736</td>
<td>(764)</td>
<td>11</td>
</tr>
<tr>
<td>FR</td>
<td>696</td>
<td>(615)</td>
<td>33</td>
</tr>
<tr>
<td>FL</td>
<td>678</td>
<td>(618)</td>
<td>13</td>
</tr>
<tr>
<td>GM</td>
<td>568</td>
<td>(604)</td>
<td>5</td>
</tr>
<tr>
<td>GL</td>
<td>564</td>
<td>(582)</td>
<td>9</td>
</tr>
<tr>
<td>JL</td>
<td>614</td>
<td>(687)</td>
<td>5</td>
</tr>
<tr>
<td>LT</td>
<td>683</td>
<td>(617)</td>
<td>20</td>
</tr>
<tr>
<td>SP</td>
<td>655</td>
<td>(632)</td>
<td>33</td>
</tr>
<tr>
<td>SL</td>
<td>646</td>
<td>(644)</td>
<td>10</td>
</tr>
</tbody>
</table>

SAT Reasoning
Class of 2007 through March 2007 (321 students)

<table>
<thead>
<tr>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>750–800</td>
<td>22%</td>
<td>28%</td>
</tr>
<tr>
<td>700–749</td>
<td>24%</td>
<td>19%</td>
</tr>
<tr>
<td>650–699</td>
<td>23%</td>
<td>24%</td>
</tr>
<tr>
<td>600–649</td>
<td>16%</td>
<td>15%</td>
</tr>
<tr>
<td>550–599</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>500–549</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>450–499</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Mean</td>
<td>678</td>
<td>685</td>
</tr>
<tr>
<td>(National Mean)</td>
<td>(502)</td>
<td>(515)</td>
</tr>
</tbody>
</table>

ACT
Averages of all students tested in 2006–2007

<table>
<thead>
<tr>
<th>Total # Tested</th>
<th>English</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA</td>
<td>28.8</td>
<td>28.9</td>
<td>28.6</td>
<td>26.7</td>
<td>28.4</td>
</tr>
</tbody>
</table>

Please note: this grade distribution is sent with your child's transcript to all colleges