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.

NEED-BLIND ADMISSION
In 2007, the Academy adopted a need-blind admission policy. The Academy meets 100 percent of demonstrated need.

THE CLUSTER SYSTEM
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 several 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 or during the summer.

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
The Andover Course of Study is online at www.andover.edu/coursecatalog

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 (11th-graders) 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. Post graduates usually take four courses per term. (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
- 4 trimesters of art, music, theatre, and dance (with at least 1 trimester each in art and music)
- 1 trimester of philosophy and religious studies
- 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 4–6 of the Course of Study, and 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. Projects are completed during the summer. 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.

Art
- All 400-level studio courses
- Art 400 History of Art
- Art 500 Advanced Studio Art

English
- All 500-level courses are at or beyond the AP level

History and Social Science
- History 300–310 are at the AP level
- History 340 prepares for AP European History
- History 520 and 521 together prepare for Macro and Micro Economics AP
- All 500-level and above are at or beyond AP
THE 2008–2009 STUDENT BODY

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarding</td>
<td>395</td>
<td>414</td>
<td>809</td>
</tr>
<tr>
<td>Day</td>
<td>150</td>
<td>149</td>
<td>299</td>
</tr>
<tr>
<td>TOTAL</td>
<td>545</td>
<td>563</td>
<td>1,108</td>
</tr>
</tbody>
</table>

Students of Color —37%

Class Distribution

Grade 12—330 (includes 26 postgraduates)
Grade 11—272
Grade 10—298
Grade 9—208
Total enrollment—1,108

Geographic Distribution of Students

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

Financial Aid

Percent of student body—42%
Total financial assistance—$14,557,000

Admission Statistics

Completed applications 2,386
Admitted 475 (Admit Rate—19%)
Matriculated 351 (Yield—74%)
(58% from public schools)
Class rank median 99th percentile for new students

THE 2008–2009 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>97</td>
<td>72</td>
<td>168</td>
</tr>
<tr>
<td>Part-time</td>
<td>23</td>
<td>32</td>
<td>55</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
<td>103</td>
<td>223</td>
</tr>
</tbody>
</table>

Highest Degrees

PhD 40
Master’s 122
Bachelor’s 57
No degree 4
Advanced Placement Examination

In 2008, 428 candidates sat for 916 examinations. The overall distribution of scores is:

- 5—52%
- 4—33%
- 3—12%
- 2—3%
- 1—1%

Class of 2009—National Merit Scholarship Program
Merit Semifinalists 38; Achievement Semifinalists 5

SAT Subject Test

Class of 2008 through March 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean Score (National Mean)</th>
<th>No. of Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>LR</td>
<td>653 (580)</td>
<td>147</td>
</tr>
<tr>
<td>UH</td>
<td>675 (597)</td>
<td>94</td>
</tr>
<tr>
<td>M1</td>
<td>654 (599)</td>
<td>66</td>
</tr>
<tr>
<td>M2</td>
<td>717 (644)</td>
<td>190</td>
</tr>
<tr>
<td>BY-E</td>
<td>669 (593)</td>
<td>36</td>
</tr>
<tr>
<td>BY-M</td>
<td>689 (630)</td>
<td>48</td>
</tr>
<tr>
<td>CH</td>
<td>689 (635)</td>
<td>107</td>
</tr>
<tr>
<td>PH</td>
<td>691 (650)</td>
<td>72</td>
</tr>
<tr>
<td>CL</td>
<td>749 (763)</td>
<td>11</td>
</tr>
<tr>
<td>FR</td>
<td>688 (620)</td>
<td>18</td>
</tr>
<tr>
<td>FL</td>
<td>643 (624)</td>
<td>6</td>
</tr>
<tr>
<td>GM</td>
<td>634 (620)</td>
<td>7</td>
</tr>
<tr>
<td>JL</td>
<td>730 (693)</td>
<td>8</td>
</tr>
<tr>
<td>LT</td>
<td>674 (624)</td>
<td>25</td>
</tr>
<tr>
<td>SP</td>
<td>687 (640)</td>
<td>35</td>
</tr>
<tr>
<td>SL</td>
<td>679 (647)</td>
<td>15</td>
</tr>
</tbody>
</table>

SAT Reasoning

Class of 2008 through March 2008 (295 students)

<table>
<thead>
<tr>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
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<tbody>
<tr>
<td>750–800</td>
<td>19%</td>
<td>28%</td>
</tr>
<tr>
<td>700–749</td>
<td>18%</td>
<td>22%</td>
</tr>
<tr>
<td>650–699</td>
<td>28%</td>
<td>24%</td>
</tr>
<tr>
<td>600–649</td>
<td>24%</td>
<td>16%</td>
</tr>
<tr>
<td>550–599</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>500–549</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>450–499</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Mean | 684 | 700 | 692 |

(National Mean) | (504) | (515) | (494) |

ACT

Averages of all PA students tested in 2007–2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean Score (National Mean)</th>
<th>No. of Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>30.9</td>
<td>106</td>
</tr>
<tr>
<td>Math</td>
<td>30.0</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>30.9</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>27.9</td>
<td></td>
</tr>
<tr>
<td>Composite</td>
<td>30.0</td>
<td></td>
</tr>
</tbody>
</table>

The Average of All Phillips Academy Term Averages to Date Rounded to the Nearest .5