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Concord Academy  
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# 2015–16 Profile

## COLLEGE COUNSELING OFFICE

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*Head of School*  
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## CONCORD ACADEMY MISSION

*Concord Academy engages its students in a community animated by a love of learning, enriched by a diversity of backgrounds and perspectives, and guided by a covenant of common trust.*

Students and teachers work together as a community of learners dedicated to intellectual rigor and creative endeavor. In a caring and challenging atmosphere, students discover and develop talents as scholars, artists, and athletes and are encouraged to find their voices.

The school is committed to embracing and broadening the diversity of backgrounds, perspectives, and talents of its people. This diversity fosters respect for others and genuine exchange of ideas.

Common trust challenges students to balance individual freedom with responsibility and service to a larger community. Such learning prepares students for lives as committed citizens.

## THE ACADEMIC COMMUNITY

Concord Academy's academic program is rooted in a love of learning. While students have ample opportunity to measure themselves against high standards, their intellectual lives are not circumscribed by competition; rather, they study in an environment that emphasizes both individual accomplishment and partnerships with teachers and peers. The curriculum at Concord Academy prepares students thoroughly and broadly, and invites them to explore and refine their interests.

## THE SCHOOL

Concord Academy is an independent, coeducational, college preparatory school for grades nine through twelve, with an enrollment of 382 boarding and day students. Students come from public and private schools in sixteen states and eight countries and territories. Approximately one hundred new students are enrolled annually, drawn from a pool of nearly nine hundred applicants from across the United States and around the world. The ninety-five members of the Class of 2016 come from sixty-three sending schools. The composition of the student body currently includes thirty-one percent U.S. students of color and nine percent international students. Financial aid is awarded to twenty-five percent of the total enrollment, while the average aid award covers seventy-seven percent of the tuition. The campus, occupying thirty-nine acres, is set in Concord, Massachusetts, a small town of historic and literary significance, eighteen miles west of Boston.

## THE FACULTY

Concord Academy has a distinguished and dedicated faculty. Of the school's sixty instructors, approximately eighty-seven percent hold master's or doctoral degrees. Many pursue outside professional and scholarly interests; all value individuality, and work toward their students' intellectual, emotional, and moral development.

## GRADING AND RANK IN CLASS

**Concord Academy does not rank its students, nor does it award any honors or prizes.** Students are graded A, B, C, D, or E (failing). Students may elect a pass/fail option for non-required courses.

## GRADE DISTRIBUTION FOR CLASS OF 2016

### Junior Year Courses

SUBJECTS	Total Grades	A+	A	A-	B+	B	B-	C+	C	C-	D+ and below	Audit/Pass
ENGLISH	189	5	34	57	54	21	12	2	0	1	0	3
HISTORY	141	1	53	45	21	16	3	1	0	1	0	0
MODERN AND CLASSICAL LANGUAGES	171	11	49	37	26	24	14	5	2	1	1	1
SCIENCE	179	1	20	34	37	50	16	9	5	2	3	2
MATHEMATICS	181	9	44	35	31	28	12	5	6	5	4	2
COMPUTER STUDIES	8	0	6	1	0	0	0	0	0	0	0	1
PERFORMING ARTS	153	4	88	25	17	7	0	1	0	0	0	11
VISUAL ARTS	82	4	35	25	15	3	0	0	0	0	0	0
<b>TOTALS</b>	<b>1104</b>	<b>35</b>	<b>329</b>	<b>259</b>	<b>201</b>	<b>149</b>	<b>57</b>	<b>23</b>	<b>13</b>	<b>10</b>	<b>8</b>	<b>20</b>

## GRADUATION REQUIREMENTS

Department	Minimum Requirements
English	4 years
History	2.5 years; specific levels
Modern and Classical Languages	Completion of a third-level course in French, German, Latin, Mandarin, or Spanish
Science	2.5 years
Mathematics	Geometry 2 and one course beyond Algebra 2
Computer Studies	Demonstrated proficiency
Performing Arts, Visual Arts	10 credits, including 2 credits in each department
Cocurricular	3 seasons each year for grades 9–10; 2 seasons each year for grades 11–12
Health & Wellness	Health and Wellness course in grades 9–11

All students are expected to take a minimum of fourteen credits per semester with four major courses earning three credits each per semester. The maximum credit load is twenty credits per semester. In rare cases, a student is permitted to audit courses beyond the twenty-credit limit.

## ADVANCED PLACEMENT EXAMINATIONS

Advanced courses, those equaling or exceeding the rigor of the AP program, are designated with a plus sign (+) preceding the course title. Students take Advanced Placement examinations in many subjects, with specific preparation for these examinations offered in advanced computer studies, modern and classical languages, calculus, music theory, and some science courses.

In May 2015, our students took 115 AP examinations in nineteen subjects: Calculus AB, Calculus BC, Chemistry, Chinese Language and Culture, Computer Science A, English Language and Composition, English Literature and Composition, French Language and Culture, German Language and Culture, Latin, Macroeconomics, Microeconomics, Music Theory, Physics C: Electricity and Magnetism, Physics C: Mechanics, Psychology, Spanish Language and Culture, Statistics, and U.S. History.

### AP EXAM RESULTS

#### 115 exams taken, May 2015

Qualifying score of 3 or better	110
Score of 5	60
Score of 4	35
Score of 3	15
Score of 2	3
Score of 1	2

## GPA AND SAT STATISTICS

	Class of 2016 end of junior year	Class of 2015 end of junior year	Class of 2015 end of senior year
<b>Average GPA*</b>	3.43	3.45	<b>3.50</b>
<b>Average critical reading</b>	670	668	<b>694</b>
<b>Average math</b>	679	670	<b>697</b>
<b>Average writing</b>	684	673	<b>694</b>

## NATIONAL MERIT SCHOLARSHIP PROGRAM

Class of	# in Class	Semifinalists	Commended
2014	100	6	17
2015	91	5	24
2016	95	3	20

\* Courses taken in the ninth grade and at schools other than Concord Academy are excluded in the calculated GPA.

## COLLEGE MATRICULATION 2011-15

Tufts University	25	Bard College	3	Eugene Lang College, The New School for Liberal Arts	I
New York University	17	Bowdoin College	3	Gettysburg College	I
Brown University	15	Claremont McKenna College	3	Grinnell College	I
Connecticut College	14	Colby College	3	Hofstra University	I
Barnard College	12	Dickinson College	3	Hudson County Community College	I
Yale University	12	Georgetown University	3	Interdisciplinary Center (IDC) Herzliya (Israel)	I
Bates College	11	Harvard University	3	Ithaca College	I
Wesleyan University	11	Hobart and William Smith Colleges	3	Lawrence University	I
Carleton College	10	McGill University (Canada)	3	Lesley University	I
Cornell University	10	Occidental College	3	Manhattanville College	I
Skidmore College	10	Pitzer College	3	Oberlin Conservatory of Music	I
Colorado College	8	Princeton University	3	Olin College of Engineering	I
Columbia University	8	Rochester Institute of Technology	3	Parsons, The New School of Design	I
Hamilton College	8	Syracuse University	3	Queens University (Canada)	I
Middlebury College	8	University of Pennsylvania	3	Randolph College	I
Northwestern University	7	University of Rochester	3	Regis College	I
Sarah Lawrence College	7	University of St Andrews (UK)	3	Rhode Island School of Design	I
Washington University in St. Louis	7	University of Virginia	3	Ringling College of Art and Design	I
Emory University	6	Amherst College	2	Rutgers, The State University of New Jersey	I
Kenyon College	6	Berklee College of Music	2	Salve Regina University	I
Muhlenberg College	6	Boston College	2	St. Lawrence University	I
Smith College	6	Bryn Mawr College	2	Swarthmore College	I
Carnegie Mellon University	5	Chapman University	2	Trinity College Dublin (Ireland)	I
Johns Hopkins University	5	College of Wooster	2	Trinity Laban Conservatoire of Music and Dance (UK)	I
Trinity College	5	Emerson College	2	University of California, Berkley	I
Union College	5	Franklin & Marshall College	2	University of Connecticut	I
University of Colorado	5	Goucher College	2	University of Hawaii	I
Wellesley College	5	Harvey Mudd College	2	University of Illinois	I
Boston University	4	Lehigh University	2	University of Maryland	I
Brandeis University	4	Marlboro College	2	University of North Carolina	I
College of the Holy Cross	4	Mount Holyoke College	2	University of Pittsburgh	I
Davidson College	4	Northeastern University	2	University of Richmond	I
Duke University	4	Pennsylvania State University	2	University of Texas, Austin	I
Haverford College	4	Reed College	2	University of Toronto (Canada)	I
Macalester College	4	Scripps College	2	Ursinus College	I
Massachusetts Institute of Technology	4	Simmons College	2	Vanderbilt University	I
Oberlin College	4	Stanford University	2	Waseda University (Japan)	I
University of California, Los Angeles	4	Tulane University	2	Wheaton College	I
University of Chicago	4	University of Michigan	2	Whitman College	I
University of Edinburgh (UK)	4	Bennington College	1	Worcester Polytechnic Institute	I
University of Massachusetts	4	Bucknell University	1		
University of Southern California	4	Case Western Reserve University	1		
University of Vermont	4	Clark University	1		
Vassar College	4	Colorado School of Mines	1		
Williams College	4	Durham University (UK)	1		
Allegheny College	3	Earlham College	1		

***This list indicates first-year matriculation and does not reflect college transfers. 100% of graduates attend four-year institutions either directly or after an interim year experience.***

## CURRICULAR NOTES

The **English** Department helps students become more critical and perceptive in their reading, more organized and persuasive in their writing, more expressive in their use of language, and more confident in voicing their opinions, feelings, and questions. Classes are small and highly interactive, and students at every level write frequently. In the first two years, students follow a common curriculum, preparing them for the wide-ranging junior/senior electives. With the exception of journalism courses and the writing seminar, all upper-level English electives are advanced. Approximately thirty different literature and writing classes are offered to students in the upper grade levels; no two students follow the same path through CA's English elective program.

The **History** Department fosters a love of learning about the past and an appreciation of other cultures. By examining a diverse range of peoples and societies, students gain deep knowledge of how individual thought, the creation of institutions, and cultural expression reflect the complexity of human aspirations and experiences. Students develop an understanding of United States society, its institutions, and its roots; deep knowledge of other cultures; and the ability to critically analyze primary and secondary sources and conflicting interpretations of history. All courses develop reading, writing, and research skills; upper-level courses demand college-level competence. The curriculum offers three semester-long survey classes: Early Modern Europe and United States History 1 & 2; electives span three millennia and five continents.

By requiring students to complete at least the third level of one language, the **Modern and Classical Languages** Department instills an understanding of other cultures, the increased awareness crucial in a global world, and the ability to communicate in a nonnative tongue. Since the successful study of a foreign language develops both discipline and flexibility of mind, students are trained in all four language skills—reading, writing, listening, and speaking. The curriculum offers beginning, intermediate, and advanced study of French, German, Latin, Mandarin, and Spanish.

**Science** courses blend and balance content, context, skill-building, and experimentation while training students to ask good questions, to communicate clearly, and to be skeptical consumers of information. Year-long courses in the traditional disciplines of biology, chemistry, earth and environmental science, and physics are supplemented by semester electives that explore applications of the various disciplines (such as electromagnetism and oceanography). Advanced and accelerated courses in biology, chemistry, environmental science, and physics demand college-level skill and dedication. The Science Department is committed to passionate engagement with processes and ideas rather than fulfillment of standardized curricula.

## DISCLOSURE POLICY

*Concord Academy views discipline as part of the educational process and normally an internal matter. However, when colleges ask admissions candidates for information about their high school disciplinary records, students are expected to respond honestly. In such a case, the student should explain in a short letter any action that involves a probation, suspension, or dismissal. One of the school's college counselors will sign the letter verifying its content. If the school's college counselor declines to sign a student's letter, the counselor*

**Mathematics** courses at Concord Academy bring students to a level of proficiency at which they can apply mathematical concepts and tools to other disciplines. Math courses also guide students toward an appreciation of the beauty and interconnectedness of mathematical structures. To that end, courses are not driven by standardized tests. The curriculum is divided into a regular sequence of courses—a college-preparatory program and an accelerated sequence appropriate for students who might choose to major in math or science in college. The Advanced Topics course covers material, such as fractals and number theory, which might typically be taught during the sophomore year in college.

Given the challenge of teaching a subject that changes every moment, the **Computer Studies** Department constantly revises course offerings to incorporate new technologies. Faculty members are eager to understand and contribute to emerging systems, tools, trends, and discoveries in the field, and encourage students to do the same. The Computer Studies Department offers semester courses in business and creative tools, Web and graphic design, programming and scripting. Teachers also work with students to explore emerging technologies through independent study, internships, and senior projects. Innovative classes appeal to a broad range of students' interests and abilities. Through computer studies, students find new approaches to critical thinking, problem-solving, research, communication, and creative expression.

The **Performing Arts** Department (music, theatre, and dance) has three main goals: 1) to provide students with the opportunities and tools to experience the beauty and power of the arts as creators, performers, and informed audience members, 2) to help students understand the transformative value and collaborative nature of the creative process, and 3) to ensure that students embrace engagement with the arts as an enriching lifelong pursuit. The curriculum includes more than thirty-five courses that offer exposure to a variety of genres and styles. Students are taught to think and work as artists, engaging their intellect, physical body, and imagination to create individual and collaborative works.

The **Visual Arts** program is designed to enhance students' understanding of the visual world. Faculty members help students to develop an appreciation for art from a wide variety of cultures and backgrounds, to build confidence in their own instincts, to embrace risk-taking, and, finally, to achieve a high level of satisfaction from the act of creating. To accomplish these goals, visual arts courses include instruction in studio techniques, slide lectures, discussions, and group critiques of class work. All Visual Arts faculty members are practicing artists who are equally comfortable demystifying the studio process for the beginning student as they are challenging the most advanced adolescent Rembrandt.

*may communicate independently with colleges. In addition, whether or not it is requested by a college, seniors are required to report to colleges any disciplinary action that results in a suspension or expulsion during the senior year. Such a report must be filed within two weeks of the infraction regardless of when the infraction occurs during the senior year (during application, during review, or after acceptance). The college counselor will check with colleges to confirm that this communication has occurred.*