



CHOATE ROSEMARY HALL

333 christian street
wallingford, ct 06492

www.choate.edu

2023-2024 PROFILE FOR COLLEGE ADMISSION OFFICES

THE SCHOOL: Founded in 1890, Choate Rosemary Hall is a coeducational boarding and day school for grades 9-12 and postgraduate. Through a rigorous curriculum that combines breadth of knowledge with signature immersion experiences, Choate is committed to enrolling exceptional students from around the country and the world, preparing them to achieve success in higher education.

STUDENT DIVERSITY: Choate students seek academic excellence in a community that values diversity and inclusion. Choate unites creative, passionate, and engaged young people with dedicated educators in a diverse but cohesive community. Our current students come to us from 38 states and territories including the District of Columbia, and from 52 countries, regions, and territories; 42% are domestic students of color and 18% are international students.

CURRENT ENROLLMENT*	STUDENTS
BOARDING	652
DAY	209
TOTAL ENROLLMENT	861
CLASS OF 2024 (Sixth form)	249

* as of September 2023

Sixth form = 12th grade (230 students);
postgraduates (19 students)

Fifth form = 11th grade (227 students)

Fourth form = 10th grade (215 students)

Third form = 9th grade (170 students)

IMPACT OF COVID-19: PLEASE REFER TO PAGE 4 OF THIS SCHOOL PROFILE.

TRIMESTER SYSTEM: Choate operates on a trimester system. **Fall term grades are available in late November and serve as our mid-year grades.** Winter term grades are available in early March. Choate's trimester calendar allows courses to span one, two, or three terms. There are a few exceptions of four-term courses, including those for our Science Research Program and Honors Calculus BC. Each academic department defines the content and appropriate term length of its course offerings.

DISCIPLINE REPORTING POLICY: Students are expected to answer truthfully all application questions. This includes questions related to discipline. At Choate, reportable incidents are those that result in Probation and/or Suspension. For discipline responses that occur after college applications have been submitted, students are expected to update their applications in a timely fashion in cases where the college application includes questions related to discipline. If asked by colleges, the College Counseling Office will send a follow-up letter, cosigned by the student's form dean and college counselor, which describes the incident and disciplinary response.

COURSE LOAD: Students are expected to carry a course load of five classes per term. With permission from the form dean, students may add a sixth course or may audit an elective course. Students in good academic standing may, with approval, take a course on a P/D/F basis (assuming all responsibilities for the class). This option exists to support students in a variety of circumstances as well as to provide students the opportunity to broaden their intellectual horizons. All requests to take a course P/D/F are carefully weighed and vetted by the student's teacher, adviser, form dean and college counselor (if appropriate), and ultimately approved by the Director of Studies. The Choate transcript does not include P/D/F designations until the end of the academic term.

CEEB and ACT Code: 070810

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Head of School

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DIPLOMA REQUIREMENTS

To earn a diploma, a student must pass all courses required for a diploma, take five courses per term or its equivalent over four years of high school, pass all courses in the spring term of the sixth form year, and complete Choate's arts, athletic, community service, and contemporary global studies requirements. Full year courses carry three credits; term courses carry one credit.

REQUIREMENTS BY DEPARTMENT:

ARTS = 3 term courses (one in third form, one in the fourth or fifth form, and one in the sixth form) in two areas: music, theater, dance, or visual arts;

ENGLISH = 4 years (one course each term);

HPRSS/HISTORY = 1 year of World History for students that enter Choate in the third or fourth form, and 1 year of United States History;

HPRSS/RELIGION OR PHILOSOPHY = 1 term course for all students;

CONTEMPORARY GLOBAL STUDIES = 1 term course for students that enter Choate in the third or fourth form;

LANGUAGES = 3 years or courses through the third-year level in Arabic, Chinese, French, Latin, or Spanish; or the completion of the AMES program;

MATHEMATICS = Algebra I, Geometry, Algebra II;

SCIENCE = 1 year laboratory course in physical science (physics or chemistry), and 1 year laboratory course in biology;

ATHLETICS = 3 terms of athletics or 2 terms of athletics and 1 term of an approved alternate activity per year;

COMMUNITY SERVICE = All students must complete a minimum of 10 hours of Community Service each academic year.

GRADE POINT AVERAGE

Choate's *official* grade point average (GPA) is an *unweighted* GPA that is displayed on the transcript. A 4.0 point system is used for the GPA calculation. Music and dance ensembles, with the exception of Symphony Orchestra and Chamber Chorus, are not factored into the GPA. Courses taken P/D/F, Audit, No Credit are also excluded from the GPA calculation.

An *unofficial* or *weighted* GPA is calculated by adding fractional points to the grade values to indicate a student's strength of schedule. A half point is added to each grade earned in an Honors class and a quarter point is added to each grade earned in an Advanced class. *Weighted* GPAs appear only on the Secondary School Report.

Interpretation of Grades and Grade Point Average Calculation

A+	= 4.3	97-100%	C+	= 2.3	77-79%
A	= 4.0	93-96%	C	= 2.0	73-76%
A-	= 3.7	90-92%	C-	= 1.7	70-72%
B+	= 3.3	87-89%	D+	= 1.3	67-69%
B	= 3.0	83-86%	D	= 1.0	63-66%
B-	= 2.7	80-82%	D-	= 0.7	60-62%
			F	= 0	0 - 59%

Class of 2024 Fifth Form / 11th grade
Official **UNWEIGHTED** GPA Distribution (as of September 2023)

GPA Range	# of Students	% of Class
4.30 - 4.00	55	24.66%
3.99 - 3.75	91	40.81%
3.74 - 3.50	49	21.97%
3.49 - 3.25	15	6.73%
3.24 - and below	13	5.83%
Total	223	100.00%

Note: Choate does not rank.

We report fifth form year GPA distribution only (not cumulative GPA) since students matriculate at the third, fourth, or fifth form year. This distribution does not include PG students, other one-year sixth formers, and School Year Abroad students.

ACADEMIC DISTINCTIONS

CUM LAUDE SOCIETY: A national honor society, Choate's chapter generally includes the top fifth of Choate's sixth form class. Selection is based on academic excellence in a well-balanced college preparatory program, and the character and integrity of each candidate. While most inductees will be notified of their selection in the weeks leading up to graduation, a small, highly select group (roughly 5% of the class of 2024) was elected into Cum Laude at the conclusion of their fifth form year.

DEANS' LIST: A student who is taking a minimum of five full-credit courses and who earns a GPA equal to 3.5 or higher with no grades below "B" is named to the Deans' List for the term.

DIRECTED STUDY: Advanced students who have exhausted the courses in the regular curriculum and demonstrate talent in a particular area work individually with a teacher on a focused study project that includes 8-10 hours of guided work each week for an academic term.

SIGNATURE PROGRAMS: Our rich, diverse, and demanding academic program includes 300 courses across six academic departments, including a wide variety of electives, Honors, and advanced courses. This comprehensive curriculum fosters broad exposure in all disciplines while also offering students an opportunity to discover and pursue specific areas of interest. We offer eight Signature Programs, each of which allows students the opportunity to pursue a particular area of study with greater focus. Eligibility for each Signature Program varies from program to program. Program overviews, including course requirements/descriptions, are located on separate Signature Program profiles. These profiles are sent to colleges as an attachment to the counselor recommendation for each participating student. The Signature Programs include the following:

- Advanced Robotics Concentration (ARC)
- Arabic and Middle Eastern Studies (AMES)
- Arts Concentration Program
- Capstone Program
- Environmental Immersion Program (EIP) at the Kohler Environmental Center (KEC)
- Global Engagement Program (GEP)
Global Program opportunities in China, Italy, France, Jordan, Spain
- John F. Kennedy '35 Program in Government and Public Service (JFK)
- Science Research Program (SRP)

Class of 2024 Fifth Form / 11th grade
WEIGHTED GPA Distribution (as of September 2023)

GPA Range	# of Students	% of Class
4.75 - 4.40	30	13.45%
4.39 - 4.25	45	20.18%
4.24 - 4.00	70	31.39%
3.99 - 3.75	42	18.83%
3.74 - 3.50	15	6.73%
3.49 and below	21	9.42%
Total	223	100.00%

CLASS OF 2023 STANDARDIZED TESTING PROFILE

SAT Summary	Middle 50%	Mean
ERW	645-755	697
Math	640-780	704
Total	1300-1530	1401

Students Tested: 176

ACT Summary	Middle 50%	Mean
English	28-35	31.5
Math	26-34	29.6
Reading	30-35	31.9
Science Reasoning	28-34	30.3
Composite	28-34	30.7

Students Tested: 72

*Note: SAT and ACT scores include test results for all students; results for students applying through test-optional policies **are** included.*

2023 AP SCORES

Total number of AP tests: **425**
 % of tests scoring 4 or 5: **68%**
 % of tests scoring 3 and above: **92%**

NATIONAL MERIT SCHOLARSHIP PROGRAM CLASS OF 2023

National Merit Scholarship Program:
9 Finalists
10 Semifinalists
35 Commended

IN THE PAST FIVE YEARS, (CLASS OF 2019-2023) THREE OR MORE GRADUATES HAVE ENROLLED IN THE FOLLOWING COLLEGES:

American University..... 3	Hobart and William Smith Colleges..... 5	University of California – Irvine..... 3
Amherst College..... 14	Indiana University – Bloomington..... 3	University of California – Los Angeles..... 5
Babson College..... 9	Johns Hopkins University..... 6	University of California – San Diego..... 4
Barnard College..... 14	Lafayette College..... 9	University of Chicago..... 46
Bates College..... 7	Lehigh University..... 3	University of Colorado – Boulder..... 5
Binghamton University..... 3	Loyola University Maryland..... 3	University of Connecticut..... 12
Boston College..... 23	Massachusetts Institute of Technology..... 8	University of Florida..... 3
Boston University..... 18	Merrimack College..... 3	University of Illinois - Urbana-Champaign..... 3
Bowdoin College..... 5	Middlebury College..... 13	University of Miami..... 5
Brown University..... 26	New York University..... 54	University of Michigan – Ann Arbor..... 12
Bucknell University..... 7	Northeastern University..... 30	University of North Carolina - Chapel Hill..... 3
Carleton College..... 4	Northwestern University..... 12	University of Pennsylvania..... 25
Carnegie Mellon University..... 10	Oberlin College..... 4	University of Richmond..... 4
Case Western Reserve University..... 4	Ohio State University..... 3	University of Southern California..... 12
Claremont McKenna College..... 8	Pitzer College..... 5	University of Vermont..... 9
Colby College..... 11	Pomona College..... 4	University of Virginia..... 6
Colgate University..... 8	Princeton University..... 13	University of Wisconsin – Madison..... 4
College of the Holy Cross..... 6	Providence College..... 3	Vanderbilt University..... 9
Colorado College..... 12	Purdue University..... 5	Villanova University..... 4
Columbia University..... 40	Rensselaer Polytechnic Institute..... 3	Wake Forest University..... 5
Connecticut College..... 3	Rhode Island School of Design..... 3	Washington & Lee University..... 3
Cornell University..... 30	Scripps College..... 3	Washington University in St. Louis..... 16
Dartmouth College..... 17	Skidmore College..... 10	Wellesley College..... 9
Davidson College..... 3	Southern Methodist University..... 8	Wesleyan University..... 14
Duke University..... 9	St. Olaf College..... 3	Williams College..... 9
Emory University..... 10	St. Lawrence University..... 5	Worcester Polytechnic Institute..... 3
Fordham University..... 7	Stanford University..... 14	Yale University..... 41
George Washington University..... 9	Swarthmore College..... 6	
Georgetown University..... 31	Syracuse University..... 5	
Georgia Institute of Technology..... 3	Trinity College..... 12	
Gettysburg College..... 3	Tufts University..... 14	
Hamilton College..... 7	Tulane University..... 18	
Harvard University..... 20	United States Military Academy–West Point... 4	
Harvey Mudd College..... 4	United States Naval Academy..... 3	
Haverford College..... 5	University of California – Berkeley..... 13	

INTERNATIONAL UNIVERSITIES

University of Edinburgh..... 3
University of Oxford..... 4
University of St Andrews..... 24
University of Toronto..... 4

IMPACT OF COVID-19 – SPRING 2020 AND ACADEMIC YEAR 2020-2021

Grading scales and policies: Choate adopted a P/D/F grading scale for the 2020 Spring term. The Spring term grades were not calculated into the student's 2019-2020 GPA. For 2020-2021, classes returned to the A-F grading scale (A+, A, A-, B+, etc.); however, there may be circumstances in which a student took a single course (or several courses) P/D/F instead of A-F.

Instructional methods: Choate operated remotely starting in March 2020, after the completion of the 2020 Winter term. For the 2020 Spring term, all learning was remote and synchronous. All students began the 2020-2021 academic year learning remotely, following a synchronous schedule. In early October, most students returned to campus for in-person instruction and some continued (by necessity or choice) as remote synchronous learners for all or part of the remainder of the year. All students began the Winter term remotely and synchronously (following Thanksgiving break), and in-person instruction resumed January 2021. For 2021-2022, all students returned to fully in-person learning.

Schedules and course offerings: As a boarding school with a student population that spans the globe, the 2020-2021 daily academic schedule accommodated a wide array of time zones, including the addition of night classes (Eastern time). Due to this new schedule, course offerings were affected. In general, students faced more scheduling conflicts in 2020-2021 and, as such, some students were not able to take certain elective courses as they had planned.

MISSION

Two interwoven priorities define the Choate experience: a rigorous academic curriculum and an emphasis on the formation of character in a residential setting that allows for teachers and students to live with, and learn from, each other in important ways.

The curriculum inspires students to:

- Think critically and to communicate clearly
- Understand various methods of intellectual inquiry and their connections to each other
- Recognize the interconnections of learning
- Work independently and in partnership with others
- Develop a global perspective on cultural, social, political, and environmental issues
- Appreciate the importance of beauty and grace in their lives
- Achieve distinction in accordance with their individual interests and talents

In these ways, students are prepared to seek knowledge for its own sake and to pursue further study at the finest colleges and universities.

The development of character is a responsibility that rests with every member of the community. In classrooms, on playing fields, in residential houses, students grow in confidence and self-esteem, and are instilled with such fundamental values as honesty, integrity, teamwork, generosity, and compassion toward others.

Choate also fosters community involvement and service as it prepares students to assume leadership roles in an ever-changing world. As part of its commitment to character formation, the School offers regular community-wide reflections on moral and spiritual issues, as well as exposure to various religious traditions.

Choate attracts intellectually gifted and motivated students from diverse backgrounds whose commitment to serious study is enhanced in this personally supportive and academically challenging setting. On a campus that inspires a particular sensitivity to beauty, teachers — who share genuine respect and affection for young people — impart an enthusiasm for life and for learning.

Choate is confident that its graduates will go forth from a school that values each of them for their particular talents and enthusiasms; that affirms the importance of personal integrity and a sense of self-worth; that inspires and nourishes joy in learning and love of truth; and that provides the intellectual stimulation to generate independent thought, confident expression, and a commitment to improve the welfare of others.



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