



CHOATE ROSEMARY HALL

333 CHRISTIAN STREET
WALLINGFORD, CT 06492

WWW.CHOATE.EDU

2022-2023 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 40 states plus the District of Columbia and 42 countries and regions; 41% are domestic students of color and 18% are international students.

CURRENT ENROLLMENT*	STUDENTS
BOARDING	654
DAY	213
TOTAL ENROLLMENT	867
CLASS OF 2023 (Sixth form)	256

Sixth form = 12th grade; postgraduates
Fifth form = 11th grade (236 students)
Fourth form = 10th grade (204 students)
Third form = 9th grade (171 students)

* as of September 2022

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 is intended to encourage students to broaden their intellectual horizons.

CEEB and ACT Code: 070810

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Head of School

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Head of Student and Academic Life

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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 2023 Fifth Form / 11th grade
Official **UNWEIGHTED** GPA Distribution (as of September 2022)

GPA Range	# of Students	% of Class
4.30 - 4.00	57	24.26%
3.99 - 3.75	89	37.87%
3.74 - 3.50	53	22.55%
3.49 - 3.25	23	9.79%
3.24 - and below	13	5.53%
Total	235	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 and one-year sixth formers.

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. Induction takes place in May of each year. A small, highly select group (roughly 5% of the class) is elected into Cum Laude at the conclusion of the 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
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 2023 Fifth Form / 11th grade
WEIGHTED GPA Distribution (as of September 2022)

GPA Range	# of Students	% of Class
4.70 - 4.40	26	11.06%
4.39 - 4.25	51	21.70%
4.24 - 4.00	66	28.09%
3.99 - 3.75	46	19.57%
3.74 - 3.50	26	11.06%
3.49 and below	20	8.51%
Total	235	100.00%

SAT Summary	Middle 50%	Mean
ERW	680-760	717
Math	650-780	711
Total	1340-1530	1428

Students Tested: 174

ACT Summary	Middle 50%	Mean
English	31-35	33.0
Math	28-35	30.7
Reading	31-36	33.2
Science Reasoning	28-34	31.1
Composite	30-35	31.9

Students Tested: 89

2022 AP SCORES

Total number of AP tests: **461**
 % of tests scoring 4 or 5: **71%**
 % of tests scoring 3 and above: **92%**

NATIONAL MERIT SCHOLARSHIP PROGRAM CLASS OF 2022

National Merit Scholarship Program:

4 Finalists
 5 Semifinalists
 36 Commended

National Hispanic Recognition Program:

10 Scholars

National African American Recognition Program:

8 Scholars

IN THE PAST FIVE YEARS, (CLASS OF 2018-2022) THREE OR MORE GRADUATES HAVE ENROLLED IN THE FOLLOWING COLLEGES:

American University..... 4	Harvard University..... 21	University of California – Irvine..... 3
Amherst College..... 17	Harvey Mudd College..... 4	University of California – Los Angeles..... 3
Babson College..... 7	Haverford College..... 4	University of California – San Diego..... 3
Barnard College..... 14	Hobart and William Smith Colleges..... 5	University of Chicago..... 47
Bates College..... 9	Indiana University – Bloomington..... 3	University of Colorado – Boulder..... 6
Binghamton University..... 4	Johns Hopkins University..... 7	University of Connecticut..... 15
Boston College..... 25	Lafayette College..... 8	University of Illinois - Urbana-Champaign..... 3
Boston University..... 18	Loyola University Maryland..... 3	University of Maryland – College Park..... 3
Bowdoin College..... 6	Massachusetts Institute of Technology..... 6	University of Miami..... 5
Brown University..... 29	Middlebury College..... 12	University of Michigan – Ann Arbor..... 11
Bucknell University..... 9	New York University..... 51	University of Pennsylvania..... 32
Carleton College..... 3	Northeastern University..... 28	University of Richmond..... 4
Carnegie Mellon University..... 9	Northwestern University..... 12	University of Saint Joseph..... 3
Case Western Reserve University..... 3	Oberlin College..... 5	University of Southern California..... 16
Chapman University..... 3	Ohio State University..... 3	University of Vermont..... 8
Claremont McKenna College..... 7	Pitzer College..... 6	University of Virginia..... 9
Colby College..... 14	Pomona College..... 5	University of Wisconsin – Madison..... 3
Colgate University..... 12	Princeton University..... 14	Vanderbilt University..... 6
College of the Holy Cross..... 5	Providence College..... 3	Vassar College..... 3
Colorado College..... 10	Purdue University..... 4	Villanova University..... 3
Columbia University..... 46	Rensselaer Polytechnic Institute..... 4	Wake Forest University..... 5
Connecticut College..... 5	Santa Clara University..... 3	Washington University in St. Louis..... 16
Cornell University..... 24	Scripps College..... 3	Wellesley College..... 10
Dartmouth College..... 16	Skidmore College..... 8	Wesleyan University..... 10
Davidson College..... 3	Smith College..... 3	Williams College..... 9
Denison University..... 3	Southern Methodist University..... 8	Yale University..... 49
Dickinson College..... 3	Stanford University..... 15	
Duke University..... 9	Swarthmore College..... 4	
Emory University..... 9	Syracuse University..... 9	
Fordham University..... 6	Trinity College..... 10	
George Washington University..... 14	Tufts University..... 16	
Georgetown University..... 30	Tulane University..... 15	
Georgia Institute of Technology..... 3	United States Military Academy–West Point..... 3	
Gettysburg College..... 3	United States Naval Academy..... 4	
Hamilton College..... 9	University of California – Berkeley..... 9	

International Universities

University of Edinburgh..... 4
University of Oxford..... 5
University of St Andrews..... 19
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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