



# CHOATE ROSEMARY HALL

333 christian street  
wallingford, ct 06492

www.choate.edu

## 2024-2025 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 41 states and territories including the District of Columbia, and from 33 countries, regions, and territories; 43% are domestic students of color and 18% are international students.

CURRENT ENROLLMENT*	STUDENTS
BOARDING	660
DAY	201
TOTAL ENROLLMENT	861
CLASS OF 2025 (Sixth form)	243

Sixth form = 12<sup>th</sup> grade (222 students);  
postgraduates (21 students)

Fifth form = 11<sup>th</sup> grade (236 students)

Fourth form = 10<sup>th</sup> grade (218 students)

Third form = 9<sup>th</sup> grade (164 students)

\* as of September 2024

**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

ALEX CURTIS  
*Head of School*

JENNY K. ELLIOTT  
*Head of Student and Academic Life*

### COLLEGE COUNSELING OFFICE

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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.

## ACADEMIC DISTINCTIONS

**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:** 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. 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)

## 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

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

### Class of 2025 Fifth Form / 11<sup>th</sup> grade Official **Unweighted** GPA Distribution (as of September 2024)

GPA Range	# of Students	% of Class
4.30 - 4.00	52	24.30%
3.99 - 3.75	88	41.12%
3.74 - 3.50	50	23.36%
3.49 - and below	24	11.21%
<b>Total</b>	<b>214</b>	<b>100.00%</b>

*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 students who participated in term-long study abroad experiences.*

### Class of 2025 Fifth Form / 11<sup>th</sup> grade **Weighted** GPA Distribution (as of September 2024)

GPA Range	# of Students	% of Class
4.75 - 4.40	32	14.95%
4.39 - 4.25	39	18.22%
4.24 - 4.00	56	26.17%
3.99 - 3.75	49	22.90%
3.74 - 3.50	26	12.15%
3.49 and below	12	5.61%
<b>Total</b>	<b>214</b>	<b>100.00%</b>

**CLASS OF 2024 STANDARDIZED TESTING PROFILE**

SAT Summary	Middle 50%	Mean
ERW	670-760	706
Math	650-780	706
<b>Total</b>	<b>1320-1540</b>	<b>1412</b>

Students Tested: 184

ACT Summary	Middle 50%	Mean
English	29-35	31.5
Math	26-34	29.6
Reading	30-35	32.4
Science Reasoning	26-33	29.6
<b>Composite</b>	<b>28-33</b>	<b>30.2</b>

Students Tested: 68

**2024 AP SCORES**

Total number of AP tests: 353  
 % of tests scoring 4 or 5: 74%  
 % of tests scoring 3 and above: 94%

**NATIONAL MERIT SCHOLARSHIP PROGRAM CLASS OF 2024**

**National Merit Scholarship Program:**  
 4 Winners  
 9 Finalists  
 10 Semifinalists  
 30 Commended

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

**IN THE PAST FIVE YEARS, (CLASS OF 2020-2024) THREE OR MORE GRADUATES HAVE ENROLLED IN THE FOLLOWING COLLEGES:**

Amherst College..... 14	Johns Hopkins University..... 4	University of California - Santa Barbara..... 3
Babson College..... 9	Lafayette College..... 6	University of Chicago..... 54
Barnard College..... 14	Lehigh University..... 5	University of Colorado - Boulder..... 3
Bates College..... 9	Loyola University Maryland..... 3	University of Connecticut..... 11
Binghamton University..... 3	Marist College..... 3	University of Illinois - Urbana-Champaign.... 4
Boston College..... 25	Massachusetts Institute of Technology..... 9	University of Miami..... 5
Boston University..... 18	Middlebury College..... 11	University of Michigan - Ann Arbor..... 19
Bowdoin College..... 5	New York University..... 57	University of North Carolina - Chapel Hill..... 3
Brandeis University..... 3	Northeastern University..... 31	University of Pennsylvania..... 23
Brown University..... 25	Northwestern University..... 14	University of Richmond..... 3
Bucknell University..... 7	Oberlin College..... 4	University of Saint Joseph..... 3
Carleton College..... 3	Occidental College..... 4	University of Southern California..... 19
Carnegie Mellon University..... 9	Pennsylvania State University..... 3	University of Vermont..... 8
Case Western Reserve University..... 6	Pitzer College..... 4	University of Virginia..... 8
Claremont McKenna College..... 4	Pomona College..... 3	University of Wisconsin - Madison..... 3
Colby College..... 7	Princeton University..... 16	Vanderbilt University..... 8
Colgate University..... 7	Providence College..... 4	Vassar College..... 3
College of the Holy Cross..... 4	Purdue University..... 9	Villanova University..... 6
Colorado College..... 10	Rensselaer Polytechnic Institute..... 3	Wake Forest University..... 7
Columbia University..... 44	Rhode Island School of Design..... 3	Washington University in St. Louis..... 11
Cornell University..... 28	Santa Clara University..... 3	Wellesley College..... 9
Dartmouth College..... 14	Skidmore College..... 9	Wesleyan University..... 18
Davidson College..... 3	Smith College..... 4	William and Mary..... 3
Duke University..... 9	Southern Methodist University..... 9	Williams College..... 7
Emory University..... 12	St. Olaf College..... 3	Worcester Polytechnic Institute..... 3
Fordham University..... 9	St. Lawrence University..... 6	Yale University..... 38
George Washington University..... 6	Stanford University..... 10	
Georgetown University..... 31	Swarthmore College..... 4	
Georgia Institute of Technology..... 3	Trinity College..... 13	
Gettysburg College..... 4	Tufts University..... 15	
Hamilton College..... 6	Tulane University..... 19	
Harvard University..... 18	United States Military Academy-West Point... 5	
Harvey Mudd College..... 3	University of California - Berkeley..... 12	
Haverford College..... 4	University of California - Los Angeles..... 6	
Howard University..... 5	University of California - San Diego..... 3	

**INTERNATIONAL UNIVERSITIES**

McGill University..... 3
Trinity College Dublin..... 3
University of Edinburgh..... 3
University of Oxford..... 4
University of St Andrews..... 26
University of Toronto..... 4

## MISSION

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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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