



THE SCHOOL OF PRINCETON

Hun

CEEB CODE: 311260

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CLASS OF 2026 PROFILE

The Hun School of Princeton is an independent, co-ed, college prep, day/boarding school for students in grades 6-12 and post-graduates.

MISSION STATEMENT: The Hun School of Princeton empowers each student to thrive in a diverse and ever-changing world, by nurturing resilient character, providing individual mentorship, and inspiring vigorous and joyful learning.

HARKNESS METHOD is emphasized throughout the curriculum. Students regularly participate in discussions, in which they learn to express their opinions, listen to others, and communicate with respect and civility. The core of Harkness is not a debate, but rather a way to deepen the collective understanding of the group. It also empowers students as public speakers and helps them develop the skills they will need in collaborative settings throughout their careers.

EQUITY AND INCLUSION: With students from multiple countries, states, and lived experiences, diversity is a way of life at Hun. But our curriculum goes deeper, offering seminars/classes on community and leadership. Students can take part in an on-campus M.L.K. Jr. Leadership Summit or travel the world in our Global Immersion Program. All students participate in intentional programming that helps them gain a better understanding of themselves and the world around them.

NEXTERM is a three-week, experiential mini-mester in which students in grades 9, 10, and 11 participate in an immersion learning experience (domestic or international), designed to offer a deep exploration of interdisciplinary topics. Students choose one class from a broad menu of courses which are team-taught, and utilize resources both on and off campus. NextTerm courses are graded, one-credit classes that count toward a student's GPA. They do not replace required classes during the traditional school trimester. They appear as NT on the transcript.

SKILLS-BASED AND INTERDISCIPLINARY LEARNING: At Hun, teachers focus intently on skill development and student engagement. Whether a student is taking "Archaeology" or "Oceanography," they will examine the principles of that course while developing Creativity, Cultural Competency, Collaborative Problem Solving, Critical Thinking, Ethical Decision Making, Effective Communication, and Leadership Skills.

THE SCHOLARS PROGRAM encourages students to explore areas of study that inspire passionate inquiry. In 10th grade, scholars select five trimester courses to advance their understanding of an interdisciplinary guiding question. In two of these, they complete a portfolio project which, with successful completion of a related Senior Capstone, results in an Honors distinction on their diploma. These courses appear as Honors on the transcript, are weighted as Honors, and included in the GPA.

THRIVE FIVE: All students are required to participate in activities outside the school day, year-round, including participation in team athletics/strength and conditioning, performing/visual arts productions, academic teams, and cultural competency events.

BY THE NUMBERS

1914	Founded
703	Students in Grades 6-12 & PG
135, 568	Middle School, Upper School
43, 51	% Students of Color, White Students
172	Students in Class of 2026 (including 14 PGs)
21, 19	Student Home Countries, States
154, 49	Upper School boarders, % international
62	Members of Student Government
203	Available Courses (full year & trimester)
21	NextTerm Courses
16	Average Class Size
24	Advanced Placement Classes
17	Honors Classes
13	Interdisciplinary Classes Offered
21	National Honor Society Members in the Class of 2026 (as of Sept. '25)
16	Cum Laude Society Members Elected in their 11th Grade from the Class of 2026 (top 10% of Class)
87	Colleges/Universities for Class of 2025
60+, 18, 38	Clubs, Interscholastic Sports, Teams
31	Collegiate Athletes in the Class of 2025
20	Performing Arts Programs

ELECTED STUDENT LEADERSHIP

The **HUN SCHOOL STUDENT GOVERNMENT** is guided by a student-drafted Constitution. The members are elected by all Upper School students.

PROCTORS are student leaders within the residential community. Proctors are selected through a rigorous process and then work throughout the year and help in the smooth running of the program. They are mentors for the resident students.

HEADS OF HOUSE are elected by peers to serve as a leadership pair for each of the 4 Raider Houses. Student life at Hun is organized by House, allowing students to celebrate a healthy competitive spirit and a sense of family within the greater community.

THE HONOR COUNCIL, STUDENT HONOR & DISCIPLINE COUNCIL/BOARD evaluate violations of the Honor or Discipline Codes and make recommendations to the administration. They meet with the student(s) involved to discuss the violation and advise the student(s) on the ethical course of action. Members are selected through a rigorous process.

PEER LEADERS are selected to serve as mentors for 9th grade advisory groups. They model our shared community standards and serve as mediators for minor student infractions.

THE NATIONAL HONOR SOCIETY distinguishes those students who have demonstrated outstanding scholarship, leadership, service, and character. Inductees must demonstrate exceptional leadership both in and out of school through a rigorous selection process.

Leaders of clubs/organizations/academic teams connect peers around shared interests and identities.

GRADUATION REQUIREMENTS: Students are required to complete a minimum of 65 credits for graduation; however, 75 credits are recommended as students craft their individual path through our curriculum. Courses are categorized among three distributions:

- **STEM 21 credits required** Necessary courses: Biology, Chemistry, Algebra 1, Geometry, Algebra 2, Intro to Computer Science
- **HUMANITIES (English, History/Global Studies, Modern Languages/Classics, Interdisciplinary Studies, and Health/Wellness) 27 credits required** Necessary courses: English 1, English 2, English 3, English 4 (3 trimester electives of one credit each: *Global Literature, Mythology and Magic, Remembering the Holocaust, Detective Fiction, Literature and Social Change, Shakespeare's Visions, Literature and Law, Gender in Literature, Science Fiction and Dystopia, and Victorian Lit.*), World Studies, United States History, 2 sequential years of a language, Seminar 9 and 10, Health and Wellness 9 and 10
- **ARTS (Visual Arts and Performing Arts) 6 credits required**

CLASS OF 2026

- **Junior Year Grade Distribution:** Included with every application
- **High Honor Roll:** Average of 95 or above with no grade below 90
- **Honor Roll:** Average of 90 or above with no grade below 87
- **AP Testing Requirement:** Students enrolled in an AP course are required to take the AP exam. Because of prerequisites, most students are able to take AP courses only in 11th & 12th grade.

CURRICULUM

Advanced /AP Courses by Department

ENGLISH

- AP English-Literature, English 5 (PG)

VISUAL ARTS AND PERFORMING ARTS

- AP Drawing & AP 2-D Art and Design

HISTORY AND GLOBAL STUDIES

- AP European History, AP Microeconomics, AP Macroeconomics, AP Psychology, AP US Government & Politics, AP US History

MATHEMATICS

- Multivariable Calculus, Linear Algebra
- AP Precalculus, AP Calculus AB, AP Calculus BC, AP Statistics

MODERN LANGUAGE AND CLASSICS

- AP French, AP Latin, AP Spanish Language and Culture

SCIENCE

- AP Biology, AP Chemistry, AP Environmental Science, AP Physics 1, 2, and C: Mechanics

COMPUTER TECHNOLOGY AND ENGINEERING

- Software Engineering with Java Honors
- AP Computer Science A, AP Computer Science Principles

CAPSTONE

- Seniors and Postgraduate students are required to propose, complete, and present an independent study project during their final year.

CLASS OF 2025 MATRICULATION

Amherst College	Emory University	New York University (4)	Stanford University (3)	University of Louisville
Assumption University	Fairfield University	Northeastern University (6)	Stevens Institute of Technology (2)	University of Miami (4)
Auburn University	Fordham University	Penn State University (3)	Stonehill College	University of Michigan
Babson College	George Washington University	Pepperdine University	Syracuse University (3)	University of Notre Dame
Barnard College (2)	Georgetown University	Princeton University (2)	The College of New Jersey (3)	University of Pennsylvania
Brown University (3)	Haverford College	Providence College	The Ohio State University	University of Pittsburgh
Bucknell University	Hobart and William Smith Colleges (2)	Purdue University	The University of British Columbia, Canada	University of Richmond
Carnegie Mellon University	Hofstra University	Rensselaer Polytechnic Institute (2)	Trinity College	University of South Florida (2)
Case Western Reserve University (2)	Howard University	Rice University	Tufts University (2)	University of Toronto, Canada
Clemson University (2)	Indiana University (Bloomington)	Rochester Institute of Technology	Tulane University of Louisiana (3)	University of Washington
Colby College	Jacksonville State University	Rollins College	Universidad CEU San Pablo, Spain	University of Wisconsin (Madison)
College of the Holy Cross	Kenyon College	Rowan College of South Jersey	University of California (Davis)	Villanova University (4)
Cornell University	La Salle University	Rowan University	University of California (Los Angeles) (2)	Virginia Polytechnic Institute
Dartmouth College	Lehigh University (2)	Rutgers University (8)	University of Colorado Boulder	Wake Forest University (3)
Drexel University	Lincoln University, New Zealand	Skidmore College	University of Denver	Washington and Lee University (3)
Eckerd College	Loyola Marymount University	Smith College	University of Florida	Wentworth Institute of Technology
Elon University	Macalester College	Southern Methodist University		Worcester Polytechnic Institute
Embry-Riddle Aeronautical University (2)	Marist University	Spelman College		

ACCREDITATION AND MEMBERSHIPS

The Commission on Secondary Schools of the Middle States Association • National Association of Independent Schools • New Jersey Association of Independent Schools • New Jersey Association of College Admission Counseling • National Association of College Admission Counseling • Association of College Counselors in Independent Schools • The College Board • The Character Collaborative

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Discipline Reporting Policy: In accordance with the National Association for College Admission Counseling (NACAC) Guide to Ethical Practices in College Admission, The Hun School educates students and families of their ethical responsibilities in the admission process, including counseling students that it is unethical to submit false, plagiarized, or fraudulent statements on applications or other documents. The School reports breaches of academic integrity/disciplinary incidents and requires students to do likewise.