



CHOATE ROSEMARY HALL

333 CHRISTIAN STREET
WALLINGFORD, CT 06492

WWW.CHOATE.EDU

2018-2019 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 plus the District of Columbia and 41 countries and regions; 36% are domestic students of color and 18% are international students.

CURRENT ENROLLMENT*	STUDENTS
BOARDING	640
DAY	210
TOTAL ENROLLMENT	850
CLASS OF 2019 (Sixth Form)	245

Sixth Form = 12th grade; postgraduates
Fifth Form = 11th grade (227 students)
Fourth Form = 10th grade (228 students)
Third Form = 9th grade (150 students)

* as of September 2018

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 (as outlined in the Academic Department Notes), including those for our Science Research Program. Each academic department defines the content and appropriate term-length of its course offerings.

AP CURRICULUM CHANGE: Beginning in 2017-2018, Choate no longer offers AP courses. Courses that had previously been designated AP are now designated Honors. AP courses taken before 2017-2018 are still listed on the transcript. A complete list of Honors courses that are taught at the AP level and post-AP level are included in the Academic Department Notes.

DISCIPLINE REPORTING POLICY: All students are expected to answer truthfully questions regarding disciplinary violations. When applicable, it is Choate's practice to send a follow-up letter, cosigned by the student's form dean and college counselor, which describes the incident and disciplinary response. For disciplinary incidents that occur after college applications have been submitted, students and Choate will follow the same procedure. If applicable, subsequent incidents will be reported in the Final Report in June to the college where the student matriculates.

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 Pass/Fail 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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DIPLOMA REQUIREMENTS

To earn a diploma, a student must pass all courses required for a diploma, take 5 courses per term or its equivalent over 4 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 3 credits; term courses carry 1 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 = 30 hours total for students entering in Third or Fourth Form; 20 hours total for students entering in the Fifth Form; no requirement for entering Sixth Form students or postgraduates

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 Pass/Fail, 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 (or previous AP) 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 2019 Fifth Form / 11th grade

Official Unweighted GPA Distribution (as of September 2018)

GPA Range	# of Students	% of Class
4.30 - 4.00	13	5.80%
3.99 - 3.75	72	32.14%
3.74 - 3.50	78	34.82%
3.49 - 3.25	34	15.18%
3.24 - 3.00	12	5.36%
2.99 - and below	15	6.70%
Total	224	100.00%

Note: Choate does not rank. We report Fifth Form year GPA distribution only (not cumulative GPA) since students matriculate at the Third Form, or Fourth Form, or Fifth Form years. 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. A small, highly select group (roughly 5 percent 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)
- John F. Kennedy Program in Government and Public Service
- Science Research Program (SRP)
- Study Abroad: China, Italy, France, Jordan, Spain [Summer Study Abroad includes China, France, Japan, Oman, and Spain]

Class of 2019 Fifth Form / 11th grade

Weighted GPA Distribution (as of September 2018)

GPA Range	# of Students	% of Class
4.70 - 4.25	31	13.84%
4.24 - 4.00	56	25.00%
3.99 - 3.75	65	29.02%
3.74 - 3.50	37	16.52%
3.49 - 3.25	16	7.14%
3.24 and below	19	8.48%
Total	224	100.00%

CLASS OF 2018 STANDARDIZED TESTING PROFILE

SAT Summary	Middle 50%	Mean
ERW	650-740	693
Math	660-770	701
Total	1320-1480	1394

Students Tested: 163

ACT Summary	Middle 50%	Mean
English	32-36	33.1
Math	28-34	30.5
Reading	31-35	32.3
Science Reasoning	28-34	30.3
Composite	29-34	31.4

Students Tested: 132

SAT Subject Test Scores	Mean	Students Tested
Biology - Ecology	695	17
Biology - Molecular	671	28
Chemistry	697	64
Chinese with Listening	733	8
French	642	19
French with Listening	714	8
Latin	714	7
Literature	657	79
Math Level I	634	35
Math Level II	715	129
Physics	740	38
Spanish	665	22
U.S. History	671	62
World History	649	13

SAT Subject Test scores listed for those with 5 or more test takers.

2018 AP SCORES

Total number of AP tests: **405**

% of students scoring 4 or 5: **79%**

% of students scoring 3 and above: **94%**

NATIONAL MERIT SCHOLARSHIP PROGRAM CLASS OF 2018

National Merit Scholarship Program: 2 Winners,
8 Finalists,
9 Semifinalists,
21 Commended

National Hispanic Recognition Program: 5 Scholars

IN THE PAST FIVE YEARS, THREE OR MORE GRADUATES HAVE ENROLLED IN THE FOLLOWING COLLEGES:

American University..... 7	Elon University..... 6	Quinnipiac University 3	University of Notre Dame..... 5
American University of Paris 3	Emory University..... 7	Reed College..... 6	University of Pennsylvania25
Amherst College.....17	Fordham University..... 8	Rensselaer Polytechnic Institute..... 6	University of Richmond..... 5
Babson College..... 8	George Washington University.....31	Rutgers University.....3	University of Southern California...20
Bard College..... 5	Georgetown University.....20	Santa Clara University..... 4	University of St Andrews 5
Barnard College.....14	Georgia Institute of Technology... 5	Scripps College 6	University of Toronto 3
Bates College.....21	Gettysburg College 6	Skidmore College..... 6	University of Vermont..... 6
Bentley University 3	Hamilton College.....12	Southern Methodist University...10	University of Virginia.....10
Boston College.....37	Harvard University.....27	St. Lawrence University..... 5	Vanderbilt University..... 6
Boston University11	High Point University 3	Stanford University.....11	Villanova University..... 5
Bowdoin College 9	Hobart and William Smith Colleges..... 5	Stony Brook University..... 4	Washington and Lee University... 5
Brown University.....26	Johns Hopkins University.....13	Swarthmore College..... 3	Washington University in St. Louis.....13
Bucknell University..... 8	Kenyon College 3	Syracuse University.....11	Wellesley College 9
California Institute of Technology... 4	Lafayette College11	Trinity College.....10	Wesleyan University14
Carnegie Mellon University.....16	Lehigh University..... 3	Tufts University.....17	Williams College.....17
Case Western Reserve University...5	Massachusetts Institute of Technology 5	Tulane University 8	Yale University54
Claremont McKenna College..... 3	McGill University 4	Union College..... 6	
Colby College 9	Middlebury College24	University of California, Berkeley..... 7	
Colgate University14	Muhlenberg College..... 4	University of California, Los Angeles 4	
College of the Holy Cross..... 5	New York University.....45	University of Chicago34	
Colorado College..... 3	Northeastern University14	University of Colorado, Boulder... 5	
Columbia University.....39	Northwestern University11	University of Connecticut.....16	
Connecticut College.....12	Oberlin College10	University of Edinburgh..... 3	
Cornell University26	Pitzer College..... 4	University of Maryland, College Park 3	
Dartmouth College.....19	Pomona College..... 9	University of Miami..... 4	
Denison University..... 5	Princeton University.....16	University of Michigan.....24	
Dickinson College..... 5			
Duke University.....14			

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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