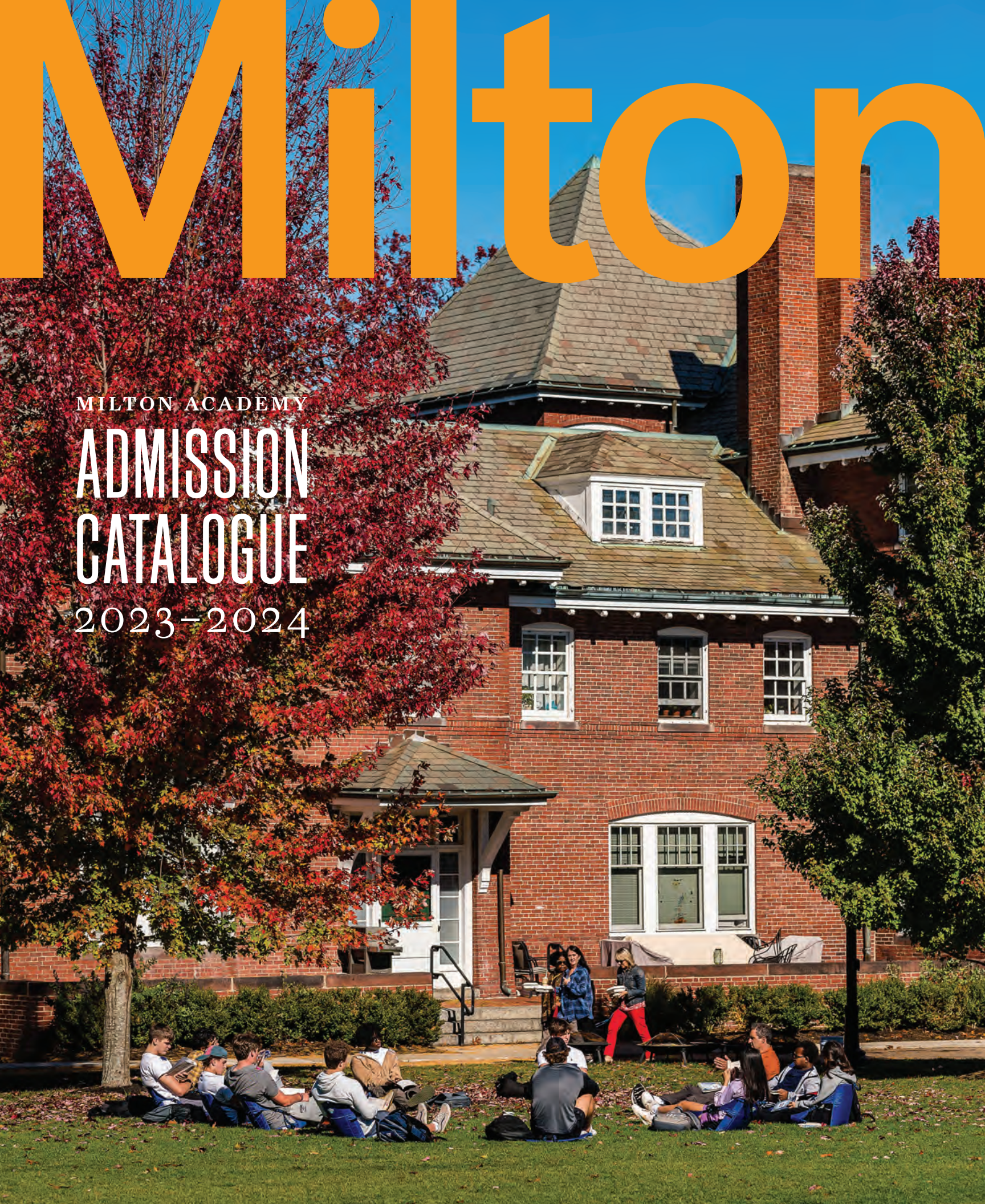


Milton

MILTON ACADEMY

ADMISSION CATALOGUE

2023–2024



Welcome
to Milton.

Milton at a glance

717

STUDENTS
IN THE
UPPER
SCHOOL



130

ACRES OF
CAMPUS

WHAT'S UP WITH THE ROMAN NUMERALS?

CLASS IV ▼

GRADE 9

CLASS III ▼

GRADE 10

CLASS II ▼

GRADE 11

CLASS I ▼

GRADE 12

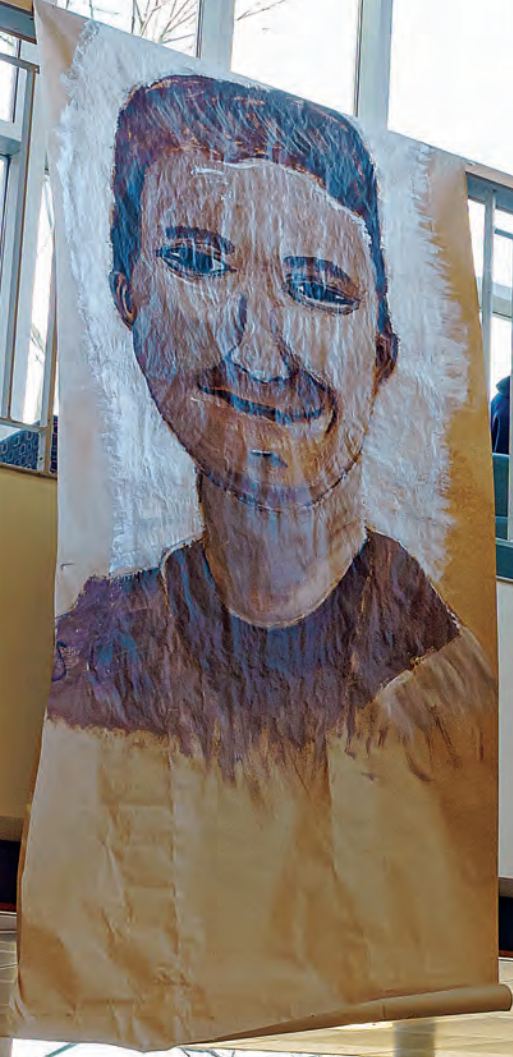
50/50

*Percentage
Boarding / Day*



NUMBER
OF COURSES
OFFERED

8 MILES FROM BOSTON



Our Mission

A PASSION FOR LEARNING

We champion curiosity and honor scholarship. Inspired by teachers and classmates, Milton students maximize their strengths, try new things, discover fresh areas of interest—all with the support to succeed.



Physics has definitely been a lot of experiment-based learning, and it's allowed for me to grow, not only with tactile learning, but it offers a Harkness method where we discuss our findings at a table along with other classmates. It's an environment where you can discuss your findings and experiments with your classmates, which really allows me to learn and grow.

.....

SIMON FARRUQUI
Class III, Goodwin House
Frisco, Texas, and
Huntington Station, New York



I hope that I'll carry my open-mindedness and my desire for growth and love for learning forward after my time at Milton. Right now, in our youth, is such a beautiful time for growth and discovery of how we want to contribute to the world and I think the misconception is that that stops after we leave school, so I hope I'll carry that forward and keep those values lifelong.

.....

SORAYA DARVISH, Class II
Milton, Massachusetts

Our Mission

A RESPECT FOR OTHERS

I applied to a bunch of independent schools in the Boston area, but what really stood out to me about Milton was that it cherished and promoted well-roundedness. I've found on campus that people bring such a diversity of backgrounds and interests to the school, and folks can really step outside of their comfort zones.

.....

RHYS ADAMS
Class IV
Needham, Massachusetts

Milton is a safe and generous place for young people to exchange ideas. The abilities to listen, communicate, share, and collaborate with others are essential life skills, honored and practiced at Milton every day.



To us, growing and learning among individuals who share widely divergent life stories, and appreciating their backgrounds and cultures, is an invaluable aspect of a true education. We believe that each of us brings a unique and important dimension to our shared experience, and that drives the relationships at Milton.

Our Mission


EMBRACING DIVERSITY



Our Mission

PURSUIT OF EXCELLENCE

Seeking to meet the highest standards—in performance, athletic competition, artistic expression, leadership, intellectual exploration, and understanding our world—is part of Milton's culture, and a lifelong legacy for our students.



I'm so grateful that Milton pushed me to try something new. That will be a lifelong memory. The swim team environment is very supportive, very fun, no pressure, although you're competing for yourself and pushing yourself to get better. Working as a team to uplift everyone—it's a fantastic environment.

.....

MELANIE FORNEY, Class II
Dedham, Massachusetts

Our Mission

COMPETENCE, CONFIDENCE & CHARACTER

Milton students take on experiences and develop relationships that ultimately affirm their aptitudes and underscore their values, preparing them for the most competitive colleges in the country, and for the broadest array of academic and professional pursuits.



In my time at school, I have become a more confident individual, and I have become a bigger advocate for myself. I remember coming into high school, and I never used to advocate for myself academically. Coming to Milton and with the support of my advisor and teachers, you learn to become your biggest advocate and become confident in your ability in and out of the classroom.

.....

NIKA FAROKHZAD, Class I
Chestnut Hill, Massachusetts

Understanding that every encounter affects a young person's development, faculty surround students with opportunities for intellectual and personal growth, not only during class and during their extensive extracurricular lives, but also within their social lives.

Our Mission

AN ACTIVE LEARNING ENVIRONMENT

Our Mission

CREATIVE & CRITICAL THINKERS

Milton students are problem solvers; they think outside the box, and they apply what they learn in other disciplines to develop distinctive and sometimes surprising approaches to figuring out the task at hand. They ask good questions, and they work together to discover answers.



*Coming to Milton, with all
the opportunities that are here,
has helped me realize what
I'm actually passionate about and
actually want to put my time into.*

.....

PATRYCJA POGORZELSKA
Class IV, Robbins House
Layton, Utah

Our Mission

DARE TO BE TRUE

Since 1798, Milton has developed strong, independent, confident thinkers. Students graduate with a clear sense of who they are, what their world is about, and how to contribute. “Dare to be true” is not only a value that resonates through our halls: it’s the cornerstone of our school’s culture and a lifelong commitment for Milton grads.





From the Head of School

WELCOME TO MILTON ACADEMY

Milton Academy is a place where students dare to be themselves, developing critical-thinking skills that last a lifetime.

Here, teachers and students are partners in learning, through lively and inspired discussions around the Harkness table that explore subjects deeply, and offer each student the opportunity to develop their voice. Our diverse community celebrates the backgrounds, cultures, talents, interests, and stories of all of its members, and boarding students come to Milton from all over the United States and the world. I hope you will take some time to get to know Milton Academy—through this catalogue, on our social media, and in connection with our thoughtful and experienced Admissions team.

Here are some other things I love about Milton:

- Milton students are smart, kind, and invested—in their own intellectual development and in the community. They're also expressive, funny, and supportive of one another.
- Our co-curricular programs offer students the opportunity to pursue their passions and discover new interests. From athletics to the arts, in our clubs and student publications, community engagement, leadership roles, robotics, and speech and debate, you'll have endless chances to shine and have fun.
- Milton teachers are dedicated to students' growth, and will take the time to support you. Classes are small—around 14 students—and give faculty the ability to know you well.
- Your advisor will guide you through your time at Milton and champion your success, helping you and a small group of peers navigate school life and select your courses. Advisors keep in touch with your academic and social progress, and act as a liaison between your family and the school.
- Milton friends are friends for life.
- Boarding students live in one of nine residential houses for their entire time at Milton, bonding closely with one another and the dedicated house faculty members (and their families!). Each house offers exciting activities, from family-style dinners to inter-house competitions, to birthday celebrations and holiday traditions.
- Milton's location—just south of Boston—combines the beautiful atmosphere of a New England campus with proximity to the amenities of a world-class city.

There's something for everyone at Milton. I hope you'll enjoy getting to know our school.

Dr. Alixe Callen '88

Head of School

Our Students
**BE YOURSELF,
TO LEARN
WHO YOU ARE**

Around the table in the classroom, in laboratories, on fields, in studios, on stage, and in your dorm, you'll find friends and classmates who are smart, caring, opinionated, funny, and talented in so many different ways. Milton students like to create, to problem-solve, to work hard, to laugh, and to try new things. They develop confidence in themselves and pride in their classmates. They're generous, they celebrate, and they are continually surprising in the answers they develop. With so many ways to get involved at Milton, surrounded by so many encouraging people, you'll find a niche just right for you.



52%
STUDENTS OF COLOR



Milton students are curious, they're asking questions, they want to be involved. It's not just about getting good grades, which they aspire to do. They're also motivated by the desire to learn, and it's just remarkable to have all of that in a classroom at one time.

.....

JOANNA LATHAM
Science Department

FROM
31 COUNTRIES
.....
26 STATES



19%

INTERNATIONAL
STUDENTS



There are so many things I do now that I never expected to like so much, but being in this environment has really pushed me. I used to only identify as a soccer player, but Milton's taught me that I'm more than that. I'm a leader, I'm a student, I'm a friend, I'm a teammate, and that's all from Milton.

.....

HAYES BENZAN, Class III
Boston, Massachusetts

35%

STUDENTS RECEIVING
FINANCIAL AID



Our Faculty DEEP COMMITMENT

*I try to imagine that I am
bringing knowledge out
of students versus imparting
knowledge onto them.
They have the capacity
to learn whatever they want
to figure out; my job is
to teach them how to get there.*

.....
RACHAEL ABERNETHY
English Department

For years after high school, Milton students stay connected with faculty members who shifted the course of their lives: teachers who believed in them, supported them, developed their skills, and fueled their growth. The deep commitment of a learned and experienced group of teachers is Milton's great treasure. They get to know students well, inside and outside of class. They are consistent audience members during performances throughout the year and devoted fans on the sidelines, cheering on teams during all seasons. Inspiring, guiding, seeding ideas and passions, they care deeply, and they work hard to ensure that every student feels supported. Scholars, artists, writers, researchers in their own right, faculty members' passion for their discipline feeds their love of teaching.

.....
5:1

RATIO OF
STUDENTS
TO FACULTY

.....
NUMBER OF FACULTY **144**

.....
11

AVERAGE YEARS
FACULTY HAVE
TAUGHT AT MILTON

Class IV Experience

At Milton, Class IV (Grade 9) grades, though shared with students, parents, and advisors, do not appear on the final transcript. Students are assessed and receive graded work day-to-day in their courses, but the transcript only reflects the credit earned for the Class IV year. By recognizing both the diversity of experience within our Class IV students and the range of transitional experiences that such diversity entails, this policy reflects our desire for Class IV students to take intellectual risks, hone new skills, and connect with their classmates—free from the worry that the occasional misstep will linger with them for years to come. Class IV students can focus resolutely on learning and developing their confidence.

*At Milton, I am encouraged—from
departmental leadership to school leadership—
to meet students where they are.
There's a genuine commitment to that and
there's a real love for the students here.*

.....

STEVEN BACHELOR
History Department

A Milton School Day (Monday–Friday)

PERIOD 1 8:05 A.M.
COMMON BLOCK 9:25–10:05 A.M.
PERIOD 3 10:25 A.M.
PERIOD 4 11:35 A.M.
PERIOD 5 12:05 P.M.
PERIOD 6 1:15 P.M.
PERIOD 7 2:20 P.M.

Academic day ends at **3:20 p.m.**

Sports, arts, and performance activities
begin at **3:45 p.m.**

For Boarders:

DINNER 6:00 P.M.
STUDY HALL 7:30–9:30 P.M.*
CHECK-IN..... 10:00 P.M.
LIGHTS OUT 11:00 P.M.

On Wednesday, classes end
by **1:05 p.m.** for extended sports
and afternoon activities.

* for Classes IV and III



The life of the mind is the pulse of the School.



Milton students come to us with a huge range of interests and passions and things they've already done in their lifetimes that, quite frankly, blow me away. They're super motivated and driven by the learning process. They really like to learn. So often, they teach me something along the way, whether it's about my subject or something new to me, like parts of their culture and traditions.

.....

REBECCA MCCORMICK
Mathematics Department

Milton's environment is intellectually charged. The wide world of academic opportunity here engages students in a program of the highest quality. Students develop competence in the core subjects and feed intellectual passion through electives and independent studies. As they progress, students learn to express themselves orally and in writing. They develop analytical skills and the confidence to defend their opinions. They learn to be independent, to take initiative, to organize, and to manage their time. Preparing students not just for college, but for a future we can't predict, for careers that perhaps don't yet exist, we work to develop critical thinking and creativity, but also adaptability, resilience, self-awareness, empathy, and courage.

Academic Life at a glance

14

TYPICAL
CLASS SIZE

FIVE

*Typical number
of classes taken
per semester*



24

NUMBER OF
ENGLISH
ELECTIVES

13

NUMBER OF
SCIENCE
ELECTIVES



FULL-TIME
FACULTY
INSTRUCTIONAL
TECHNOLOGISTS

2



STUDENTS
EARNING HONORS
IN THE 2023
SCHOLASTIC ART
AND WRITING
AWARDS



ENGLISH

Reading, Discerning, Listening, Expressing Yourself

English at Milton offers a continuous interplay between tradition and innovation. The curriculum blends the ancient and the modern, encouraging students to master basic skills in service of imaginative creation. In dynamic classrooms, students are led by deeply knowledgeable and caring faculty members, who spark a love of literature in their students. Beginning in Class IV, students hone grammar and usage skills, refine the art of crafting a sentence, and write detailed critical essays. Starting in Class III, electives broaden the range of authors and topics that students read and study. Around the Harkness table, students become comfortable responding to the literature and sharing their responses with peers. Classes are not lecture-based but discussion-based, encouraging open and democratic conversation. Faculty synchronize curriculum with students' development, generating assignments around topics and themes most relevant to adolescents. Through engaging with diverse literary voices, students find their own unique voices, becoming sophisticated readers and writers. Emerging storytellers and investigators of the world around them, students leave Milton with the ability both to read critically and to write clearly.

A Sampling of Courses

Advanced Creative Writing
American Literature
The Craft of Non-Fiction
Perspectives: Genre and Culture
Philosophy and Literature
Reading Consciousness
Shakespeare and Cinema
Themes in Contemporary
World Literature



*I especially enjoy my English courses
for their depth of discussion and
the technical improvements I see in
my own writing from year to year.*

.....

CAROLINE BALDWIN

Class of 2022

Hingham, Massachusetts

Student Poetry

Last Flight

Runway lights dance across the windshield
amber and turquoise and lonely
like the neon sign at the stripmall we passed
on that barren Nevada highway.

When you got your pilot's license at sixteen,
you took me up in a Cessna at night.
We'd see the desert together, you said.
Floating in the arid mojave air you taught me
about trim tabs and ailerons and cigarettes.

Now you grip the yoke with hands worn
from pressing buttons on F-18s,
scanning the instrument panel and radar
just like they taught you in Colorado Springs.

We sit in silence, listening to the sound of sheet metal
vibrating in wind pockets. Insulated,
from the red taillights streaming through Las Vegas
like a pulsing artery of blood.

Finally, a woman's voice crackles inside our headsets,
waiting to escape into the early morning mist
that veils the traffic in Southern California.
I still expect us to chase the voices in our headsets,
but you're focused on the friction of rubber
and the explosive combustion of diesel.

ELLIOT SMITH, Class of 2022, Scholastic
Writing Gold Key award winner



*The opportunity and responsibility
that comes with working with
young people is so inspiring to me.
I'm challenged to constantly
grow and to see the world through
the eyes of my students.
They have remarkable ideas
about what's working, what's not,
and what needs to change.*

.....

JOSHUA QUIÑONES
English Department

From the Classroom

Sample Reading List from Modern Comparative Literature

Virginia Woolf, *To the Lighthouse*
James Joyce, *Portrait of the Artist as a Young Man*
Gabriel García Márquez, *One Hundred Years of Solitude*
Toni Morrison, *Beloved*
Anton Chekhov, "The Cherry Orchard"
Lynn Nottage, "Ruined"
Tony Kushner, "Angels in America"



Award-Winning Writing

Each year, Milton writers are recognized for exceptional achievement in their work. In the past several years, students earned national acclaim from the Foyle Young Poets of the Year Award, the Bennington College Young Writers Award, the Nancy Thorp Poetry Contest, and the Scholastic Art & Writing Awards.



HISTORY AND SOCIAL SCIENCES

Understanding Our World— Then and Now

In the classroom, Milton students develop the tools to become historians and social scientists. Faculty help students find their voices in the dynamic conversation about the people, places, events, patterns, and themes of human civilization. They instill a sense of ownership in students—who come to deeply understand world events, and ultimately their own place in time.

At Milton, we treat history not as a collection of data, but as an ongoing narrative. Grounded in the reality of past events, we can work to make sense of current events. Research is a hallmark of Milton's history and social sciences curriculum, and students choose subjects that interest them, in which they become experts. Through primary source documents, students come to understand historical events from firsthand accounts; rather than judging actions of the past, they work to understand the motivations of the time. Students look at particular cultures in depth and at the interactions among cultures over broad periods of history. They test newly won insights daily in class discussions around the Harkness table. We help students understand from where they've come, and empower them to contribute to the broader world, in meaningful and important ways.

A Sampling of Courses

- Activism for Justice in a Digital World
- African-American History
- American Government and Politics
- Behavioral Economics:
The Burdens of Decision-Making
- Globalization and Islam
- History of Civil Rights
- History of the Middle East
- Topics in Psychology
- The United States in the Modern World

From the Classroom

The Ethan Wyatt Bisbee Prize

Each year, faculty teaching the U.S. History and U.S. History in the Modern World courses select students whose projects represent outstanding research in United States history. The department invites prizewinners to the annual Bisbee Tea to celebrate their achievements and share their work with faculty and fellow honorees.

Course Readings, a sample

- UNITED STATES IN THE MODERN WORLD I
- Peter the Great, "Decree on the Invitation of Foreigners"
- Simón Bolívar, "The Jamaica Letter"
- Narrative of the Life of Frederick Douglass
- UNITED STATES IN THE MODERN WORLD II
- Joseph Stalin, "The Results of the First Five-Year Plan"
- The Muslim Brotherhood, "Toward the Light"
- Richard M. Nixon, "Vietnamizing the War"



I expected that I would struggle through U.S. History because I'm an international student, but this year, my teacher, Ms. Foster, created an environment for me to learn and understand and ask questions. It was a great experience. Writing and researching—those are skills I've acquired at Milton. It's so fulfilling when you're able to synthesize these things.

.....

YEVGENIYA REGENT
Class II, Robbins House
Kyiv, Ukraine



SCIENCE

Learning by Doing, Always

Humans have an innate curiosity about scientific exploration, about how the world works. At Milton, we fuel this spirit of inquiry—teaching sophisticated concepts and research skills—through doing science from day one. Introducing students to foundational scientific concepts and laboratory techniques, we provide the tools, shifting from teacher-directed learning to student-driven discovery. Students formulate their own research questions based on what they’ve learned; they develop experiments to test these questions—gathering evidence, analyzing data, communicating findings, and discovering the next round of important questions that rise from that work.

Through this work, students learn to deconstruct a problem, formulate a plan, observe with a critical eye, and identify what they don’t yet know. They develop the skills and confidence to execute intricate and complex research experiments that help them develop scientific knowledge and understanding that builds as they progress through the program—from Physics to Chemistry to Biology, and to advanced electives in Molecular Genetics and Organic Chemistry.

Milton scientists bring their skills to bear in the favorite “DYO” (Design Your Own) research experiment, the culmination of all full-year science courses. Students in advanced electives hone their presentation skills in the annual Science Symposium—a showcase of capstone projects that invites the entire School community to celebrate and learn from the work of Milton’s most accomplished science students.

A Sampling of Courses

Engineering the Future
Human Anatomy and Physiology
Geology
Issues in Environmental Science
Marine Science
Molecular Genetics
Neuroscience
Observational Astronomy
Organic Chemistry





Science Symposium

Every spring, Milton's annual Science Symposium showcases advanced science students' DYQ (Design Your Own) experiments. For students enrolled in Advanced Biology, Chemistry, Physics, and Environmental Science, presenting independent projects they have pursued over several weeks is their culminating achievement. Students, working as individual or group investigators, structure and conduct experiments that explore major areas of science and a range of diverse interests. The scientists design and present posters of their work, and talk with faculty, friends, and parents about their processes and outcomes. Topics have examined using fluorescent dyes to detect heavy metal pollution in water; turning sound into a laser show; and applying the Magnus effect to the flight of a baseball.

Other recent research have included:

- Effect of pH on bacterial viruses
- The "bitter taste" gene DNA
- Effect of copper and magnesium on plant growth
- Zebrafish tail regeneration
- Young's double-slit experiment
- A Faraday train model

I'm doing an engineering project right now. We got to pick a topic in engineering problems, which are like the really big problems of the world, such as climate change or water pollution. We were given all the materials and access to everything. You get to design anything, and the entire science lab has thousands of different materials and random stuff you can use. We received help, but it was a lot more independent.

.....

MIA TODD
Class I, Hathaway House
Kingston, Jamaica

MATHEMATICS

Honing Strong Habits of Mind

At Milton, students develop habits of mind that are key to competence and confidence with mathematics. These include analytical thought, exploration, organization, quantitative and spatial perspective, numeracy, abstraction, logic, patterns and proofs, structure, space, and change. Students experiment with high-level mathematical exploration by working on low-floor high-ceiling problems. Such problems are simultaneously accessible and challenging to help a broad range of students learn and succeed. Students also learn how and when to use mathematical software to aid the process of discovery.

An important departmental goal is for students to learn to speak and write the language of mathematics. The department encourages collaboration with classmates and teachers alike; communicating the process of mathematical problem-solving further strengthens students' understanding of the concepts and enhances students' skills as mathematicians. Collaboration also opens doors to new ways of approaching problems and innovative paths toward solutions.

Faculty encourage students to accept ownership of their learning. As students learn, they build a foundational framework from which to launch creative application. A primary goal of our curriculum is to have students connect the concepts of applied mathematics to other disciplines and to the world beyond the classroom. Milton students develop the skills and confidence to design and solve intricate, complex problems that help them grow as critical and creative thinkers. Their ability to deploy their mathematical knowledge builds as they progress through our program, from Proof and Problem Solving to advanced courses in Multivariable Calculus, Linear Algebra & Differential Equations, and Statistics.

A Sampling of Courses

Advanced Statistical Methods
Algebraic Concepts
Calculus and Applied Economics
Linear & Abstract Algebra
Multivariable Calculus

A big value in studying math is that a student can face a challenging problem and not know how to do it at first; but they can start with what they know, build from there, and work toward the solution. The point isn't that every student will learn to love math and become a mathematician, but to show students that they can face a difficult problem and figure it out.

.....

LEEANN BRASH
Math Department Chair

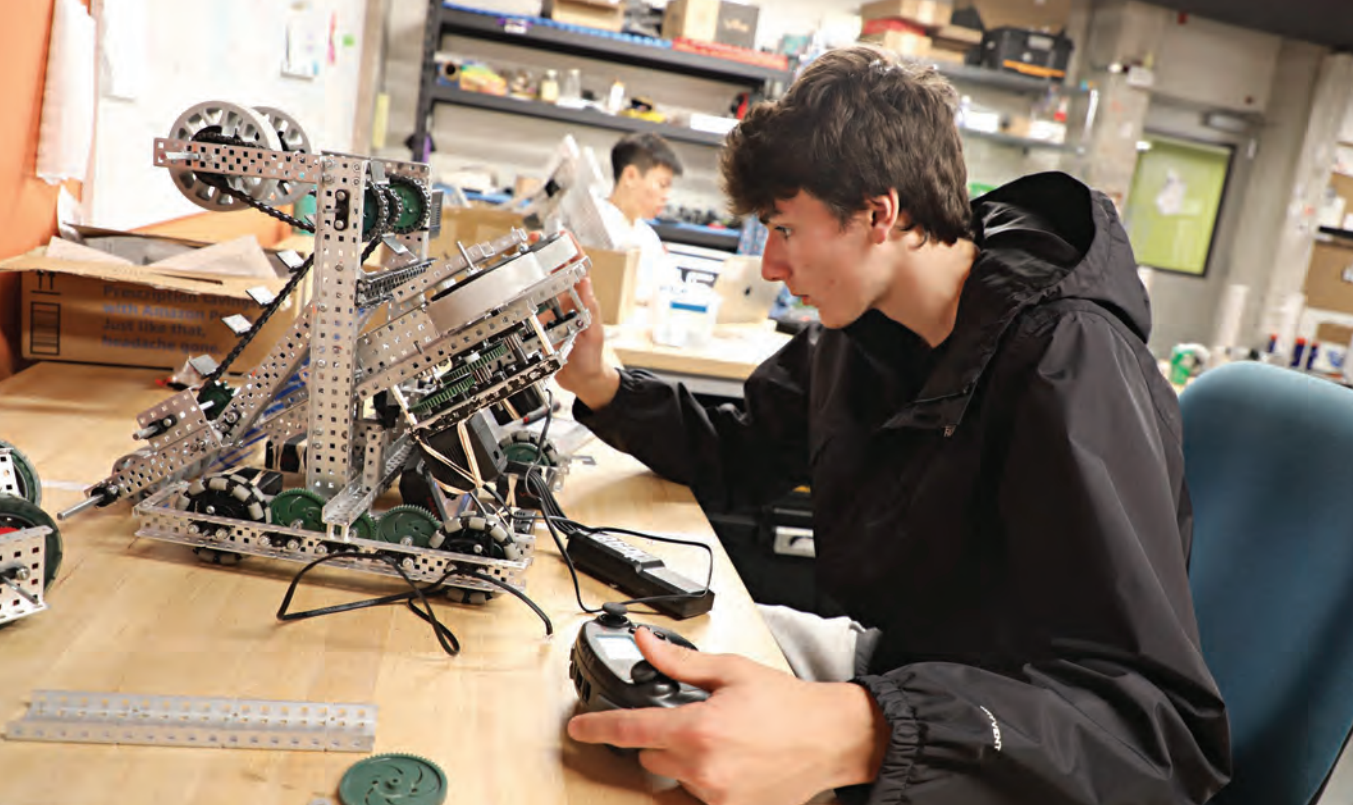




At first, I was scared of attacking large problems by myself. In Proof and Problem Solving, they want you to solve the problem without any learning experience—you haven't learned the topic at all, just show what you know. I took at least ten different approaches to the problem, and the second step was to work with a partner. We collaborated, and we found another approach. This really allowed me to grow from not having to worry about only what I know to learning what others know and how I can grow from that.

.....

SIMON FARRUQUI
Class III, Goodwin House
Frisco, Texas, and Huntington Station, New York



COMPUTER SCIENCE

Creating With Contemporary Tools

At Milton, students learn programming as a medium for expression—as a tool to build software and to solve big problems. At the introductory level, students learn basic languages, beginning with Java and moving on to languages such as Swift, XML, and Python—all through project-based learning. Once they're comfortable with the language, they learn how to collaborate on developing code together, using industry-standard organizational tools to communicate and synchronize their work—sharing responsibility and ensuring efficient workflow.

All Milton students experience an introduction to programming in freshman math classes, which sparks an interest in many students, who then take on elective courses in Advanced Programming Applications and Artificial Intelligence. In advanced courses, faculty become more team members than instructors, supporting and brainstorming along the way. Students emerge from their coursework as great problem solvers, unafraid of tackling even the most complex issues.

Annual competitors—and often winners!—at MIT Hackathons, students take their interests and skills to the highest levels, joining peers in further exploration outside of class, as part of the Programming Club.

A Sampling of Courses

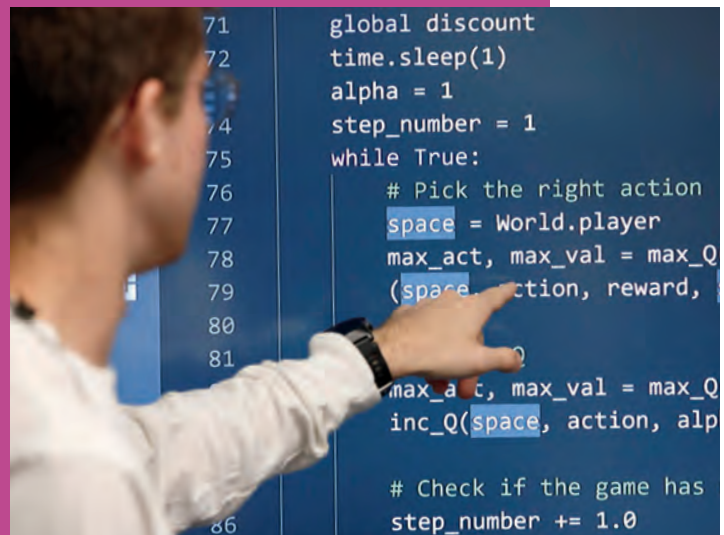
Advanced Computer Programming:
Applied Math & AI
Advanced Computer Programming 3:
Programming Applications
Applied Engineering & Design
Computer Programming 1
Computer Programming 2



From the Classroom

Final Projects in Advanced Computer Programming

- Launching a "Milton Students" app for both iOS and Android platforms, which keep students synced with weekend campus activities, dining hall menus, and mailbox access
- Developing a refrigerator that tracks its own inventory
- Building a Milton ESPN-style app that tracks game schedules, posts real-time scores, provides Google Map-based directions to athletic competitions, and collects game-related Tweets
- Creating a competitive game-trading app called "Hot Potato": pass the potato fast, gain life points, and win access to games that "drop" to your device, based on your campus location



The old stereotype of programming being male-driven and perhaps socially isolating simply is not the case anymore. Milton students involved in programming are well rounded with wide-ranging interests.

.....

CHRIS HALES
Computer Science Department



MODERN LANGUAGES

Inspiring Culturally Aware, Skilled Linguists

Milton students study Spanish, French, and Mandarin Chinese to become proficient in both a language and a culture that will broaden their worldly awareness. While honing listening, speaking, reading, and writing skills all along, the ultimate goal for modern language students is fluency that will allow them to understand, connect, and create. Right away, students in entry-level courses speak in the target language with faculty who are native or near-native speakers themselves. Through literature, art, film, news, current events—even food!—students are immersed in conversation and exploration. Knowing it's impossible to understand the language well outside of the cultural context, faculty rely on *realia*—charging students with using their emerging linguistic skills to share literary reactions, scan international news sites and debate political events, discuss contemporary celebrations of art and music. Popular and valuable exchange programs in Spain, France, and China expand students' study, deepening facility with the language and solidifying cultural competency—critical and lasting skills that Milton graduates rely on for years to come.



*My favorite teacher is Ms. Chen,
who teaches Chinese Literature.
My first language is English, and
I ended up learning Mandarin Chinese
and Cantonese a little afterwards.
Ms. Chen has given me all the context
I need and uses the discussion-based
model really well. I've gained a
real appreciation for the literature.*

.....

JASON LOUIE
Class III, Goodwin House
Hong Kong

A Sampling of Courses

Advanced Topics in Chinese
French 4: Topics in Contemporary Culture and Literature
French 5: The Francophone World
Spanish 4: Cultural Legacies in the Americas
Spanish 5: Discovering El Caribe

CLASSICS

Excavating the Past to Uncover the Present

The study of Greek and Roman works, in their original languages, gives students a unique window into understanding two ancient cultures and identifying their ripples, reflections, and distinctions in the modern world. Starting from a linguistic-based study of Latin and classical Greek, students become independent scholars—increasingly comfortable with the language and developing strong habits of mind. Students learn to be precise and logical readers—skilled in close, textual analysis—and interpreters. Class discussions are far-ranging, drawing connections across various disciplines such as English, history, mythology, archaeology, and philosophy. Students who choose to study Latin and Greek become more than just masters of vocabulary, language, and syntax—they gain a centuries-long perspective on modern civilization and languages, and develop a strong foundation for future study in many fields.

A Sampling of Courses

Intensive Classical Greek
Latin 4: Literature of the Golden Age
Roman Historians
Roman Philosophical Writings



From the Classroom

Advanced Greek: Plato

In this course, we continue the study of Greek grammar and syntax while reviewing the foundation built in the previous year. Students are introduced to Greek prose through a careful reading of selections from Plato's *Symposium*, a text that serves as a basis for students' study of 5th century Athenian culture and identity. In addition to the *Symposium*, students study related passages from other Platonic works and from other authors and poets. Over the course of the year, students explore topics in mythology, history, philosophy, drama, gender, and sexuality.

La Voz

La Voz is a student-run Spanish newspaper that includes news, opinion, and reviews, published four to five times each school year (since 1986). In 2011, the publication went online, with the launch of www.lavozdemilton.com. For each edition, eight to 10 writers are assigned stories that may cover active political, cultural, or social events in Spain or Latin America; features also include a focus on relevant Milton campus life. *La Voz* also includes reviews of movies and restaurants, cartoons, profiles, and interviews.

I just love Latin as a language. I think part of why the community is so special is because it's so specific to take Latin, we're all so driven and with such a strong desire and willingness to learn, and so I think the strong Latin community comes from the zeal and the energy that comes from all of these people who are super passionate about it.

.....

SORAYA DARVISH, Class II
Milton, Massachusetts



MUSIC

Performing is the Key



Students come to Milton with a broad range of musical experience, interest, and talent. Regardless of level or prior exposure, Milton students learn to love and appreciate music—and to become skilled in the art—through performance. Whether in orchestra or jazz, Glee Club or *a capella*, Milton faculty understand that music is meant to be *heard*. Students develop the skills of making music through learning a wide variety of pieces and sharing them with an audience. Exposure to many different composers and artists and practicing those pieces not only strengthens technical skills like chord progressions, but it helps students build a greater appreciation for the music, deeper interest, and remarkable skill over time.

Music is all around at Milton—in morning assembly performances by one of Milton's many *a capella* groups; at the annual spirit rally, where the talented jazz combos lead us off; at the favorite Gospel Choir assembly each spring, which gets everyone out of their chairs. Opportunities beyond campus are rich, and many students take advantage of spring break tours—to South Africa with the jazz program, or on a European tour with the Chamber Singers and Chamber Orchestra. On those trips, students often perform music in the very place it was composed—a particularly meaningful way of connecting with the art. Talented Milton musicians also take advantage of nearby resources of Boston—the New England Conservatory and the Boston Youth Symphony Orchestras—to further their skills and expand their cultural experience. Whatever your interest, whatever your groove, you can make it happen at Milton.

A Sampling of Academic Music Courses

- Advanced Jazz
- Improvisation
- Chamber Orchestra
- Chamber Singers
- Music Independent Study
- Music Theory

Music: What, When, and Where?

Music and performance weave through Milton life, building on course work available from the beginner through the advanced levels. Milton offers unparalleled opportunities for students who want to pursue music seriously as part of a broad high school education.

Students take private lessons and participate in ensembles at renowned institutions, including:

The New England Conservatory of Music: Youth Symphony Orchestra, Youth Philharmonic Orchestra, Massachusetts Youth Wind Ensemble, Youth Chorale
Boston Youth Symphony Orchestras
Longy School of Music

Milton students participate in musical competitions sponsored by:

- Boston Symphony Orchestra
- Boston Pops Orchestra
- Harvard Musical Association
- Wellesley Symphony Orchestra
- Brockton Symphony Orchestra

Choral Music

More than 200 students participate in one or more of eight distinct choral ensembles:

- Class IV Glee Club
- Chamber Singers
- Five *a capella* groups: The Miltones, Octet, Three for Each of Us, Epic, and Resonate
- Gospel Choir

Orchestral Music

More than 100 musicians play a string, woodwind, brass, or percussion instrument for the Orchestral Music Program. Featuring many soloists, the orchestra performs two major concerts on campus each year. The orchestra is also well traveled, having toured Europe, China, the United States, and Canada. The Chamber Orchestra was founded in 1993 to cater to the great number of talented orchestral musicians at Milton.

Jazz

Using what they learn about jazz improvisation in the classroom, Milton’s jazz combos, at four levels, perform both on and off campus throughout the year. The jazz combos and many of their members have won national and regional awards, performing at international jazz education conferences and at local renowned venues. The Jazz Program hosts professional guest artists who perform and work with students each year. Every other year, jazz students travel to South Africa over spring break to perform and share an appreciation for music in a meaningful cultural exchange. Milton offers all students the opportunity to learn about and perform jazz from an international perspective.

I’m from New Orleans, where there’s a strong jazz culture, so I’ve been playing the trumpet for a few years. One of the cool things about coming to Milton is that I got to extend my boundaries musically and play a lot of different types of jazz from artists such as Miles Davis, Herbie Hancock, Horace Silver, Abdullah Ibrahim, and so many greats. Milton has taken my love for jazz and expanded on it in ways I never thought possible.

.....

ALEXANDER LANDIS-ARNOLD
Class IV, Wolcott House
New Orleans, Louisiana



PERFORMING ARTS

Taking Risks, Reaping Rewards

Performing arts classes at Milton are grounded in collaboration and respect. Students and faculty learn together—by coming up with an idea, testing it, getting feedback, adapting, and trying again. This iterative “learning by doing” means that risk-taking is part of the plan. The ultimate goal is to share the art—acting, drama, dance, speech, design for the theatre—and to perfect the performance (in class and in rehearsal), students learn to trust one another. Faculty—skilled professionals in their field—model the work they want their students to take on, tapping into creativity and imagination, willing to fail and accept honest feedback. They create safe and exciting places—on stages and in studios—for students to take their love of performance to the highest level, or to try something new for the very first time.

Storytelling through performance takes many forms, both in and out of the classroom at Milton. Staging at least ten major productions each year including major ensemble musicals, the traditional Class IV Play, the beloved “1212” productions, the favorite Winter Dance Concert, and Improv Night—Milton offers myriad opportunities for students to test their acting, dancing, directing, or theatre design skills, and grow over their Milton years.

Students also take advantage of the time-honored and nationally recognized Milton speech and debate programs—learning the fundamentals of performance, literary interpretation, public address, and debate, all as part of a supportive team. Performing in tournaments around the country, Milton “speechies” earn awards ranging from individual state and national championships to team honors.

A Sampling of Academic Performing Arts Courses

Advanced Dance (in Modern, Ballet, or Choreography)
Design for the Theatre
Drama
Improvisation
Musical Theatre
Spoken Word Poetry

We are always learning. I tell the students, especially in Improv class, that you learn as much from your bombs as from your successes. I don't ask them to do something I wouldn't do myself. I always demonstrate, and I often demonstrate failure, not intentionally, but because it happens. I want them to see that I'm not going to shut down and never perform again because of a mistake.

.....

PETER PARISI, Performing Arts Department



Performance Abounds, All Year Long

Theatre

A play is always in production in the Kellner Performing Arts Center. Milton productions encompass a broad cross section of theatre, both classical and contemporary. Milton's Ruth King Theatre, modeled after Shakespeare's Globe Theatre, hosts performances throughout the year. Productions like the Class IV play, winter dance concert, a yearly musical, a popular series called the 1212 Studio Productions, and student-directed one-acts make for rich and varied options at Milton. Each play or performance relies on highly skilled technical theatre students who build sets, design lighting, incorporate media, and execute the productions. Additional performances often evolve from senior projects and course work including Project Story: Narrative Journalism and Performance, Musical Theatre, Hidden Voices in Theatre, and Hamlet. The expertise of a full-time technical director helps sharpen the professionalism of each performance.

Theater productions in 2022–2023

The 39 Steps
Lobby Hero
Head Over Heels

CLASS IV PLAY

The Old Man and the Old Moon

1212 PLAYS (STUDIO THEATRE PRODUCTIONS)

Wicked Sketchy (an original sketch comedy show)
Things You Can Do

The Speech & Debate Team transcends the boundaries of an ordinary team to become a united force. Filled with laughter and enthusiastic banter, our team embodies a playful spirit while fiercely pursuing competitive excellence. We are actors, debaters, and speakers who empower each other. Driven by personal growth and collective success from September to June, our team members showcase their skills at local and national tournaments.

.....

SCOTT CARON
Speech and Debate Coach
Performing Arts Department



Dance

Each year, an ensemble of Milton students presents an evening of dance to a full house for three straight nights in the popular Winter Dance Concert. The 2022 production included the work of more than 70 students from Class I through Class IV. The concert is made up of dances choreographed by students, faculty, and professional guest artists. Dancers and choreographers participate in Milton's musicals, and perform in a variety of dance groups, such as the Step Team, Dance Team, and El Ritmo—a Latin dance group—that are student-led and perform at school events. An informal spring dance concert, an annual Arts Night, school assemblies, and various special event performances also provide many opportunities for dancers and choreographers to exhibit their work.

Speech and Debate

For many years, Milton students have taken advantage of an exciting opportunity that is legendary among Milton alumni—to learn the fundamentals of performance, literary interpretation, public address, and debate as members of a supportive team. Team members perform in tournaments locally and around the country in several categories of events.



VISUAL ARTS

Making Art, Using Every Sense



At Milton, art is everywhere, and that creation begins with a course of study incorporating hands-on learning, problem-solving, creativity, and expression. Talented and passionate faculty—accomplished artists in their own right—guide students in traditional, contemporary, and cross-disciplinary means of art-making. Foundational technical skills empower students to think creatively and critically, as they work through many, varied concept-and-design challenges. With introductory and advanced options in drawing, painting, printmaking, photography, architecture, sculpture, and ceramics—augmented by technology-based classes in digital imaging, film, and media—students focus on “making and creating” in large, state-of-the-art studio spaces, in Milton’s Art and Media Center. Faculty support both breadth and depth in their students’ learning, eliciting passion and skill in the novice artist, while challenging advanced students with sophisticated and developed artistic abilities.

Exhibition is a key part of the visual arts program. Hosting three major student art exhibitions each year, the program is enhanced by the renowned Nesto Gallery, which hosts professional and accomplished artists who also work with students in master classes throughout the year.

A Sampling of Academic Visual Arts Courses

Advanced Drawing, Painting, Sculpture, or Ceramics
Architecture
Filmmaking
Photography
Technology, Media & Design

Art and Media Center

Alive with the color, texture, and energy of artwork, the state-of-the-art Art and Media Center includes: four generous main-level studios, a large wood shop, ceramics wheels and a kiln room, and an outdoor welding studio. On the upper level, the Weld Technology and Design Center encompasses two digital-imaging Mac computer labs for photography and media, a MakerSpace studio, a lighting studio, and a photography darkroom. On the lower level, there is a third Mac computer lab for film classes with a film viewing room and a large green-screen lighting studio. There are also three Computer Science classrooms; the Art History Seminar Room and art library, and the Nesto Gallery. The 45,000 square feet of space also allows faculty members to have offices that double as studios.

Legacy Artworks Series

Established in 2014, the series honors students’ highest achievement in visual arts each year. Each spring, the faculty selects several of the best artworks produced across a variety of media, to be on prominent display around campus for five years. Alumni can reclaim their work at their five-year reunion, or choose to donate their pieces to the School’s collection. Many selections from the series are on display in the admission hallway of Warren Hall.





The Nesto Gallery

The Nesto Gallery, with its ambitious and multidisciplinary exhibit schedule, attracts viewers on the building's lower level. Open since 1972, the Nesto Gallery hosts eight exhibitions a year, two of which are student exhibitions. The gallery has garnered metropolitan press attention. The *Boston Globe* and many South Shore papers highlight the gallery schedule and review the shows each year.

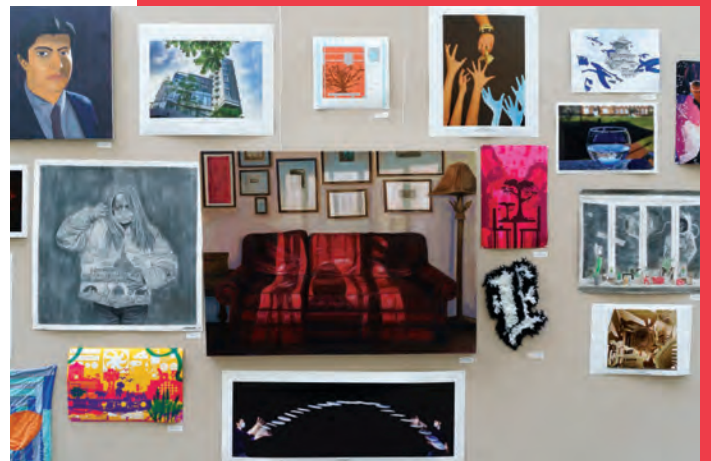
Recent Nesto Gallery visiting artists

- Pulitzer Prize-winning photojournalist Lynsey Addario
- Carolyn Muskat
- Artist and Architect Mohamad Hafez
- MacRae Wylde '82
- Allison Maria Rodriguez
- Cedric "Vise1" Douglas

In the Class IV art program, we're more interested in the process than in a particular finished product. I pose a creative problem to the students. If there are 12 students, we hope for 12 different responses. In successive courses, students narrow their focus and intensively develop certain skills crucial to a particular art discipline, working to develop one visual concept over the course of a semester. Pushing one big idea as far as it can go is an important experience for students, especially when they hit the wall and have to push through it. Often those artworks culminate with individualized and refined iterations in Advanced Portfolio courses as seniors.

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IAN TORNEY '82
Visual Arts Department





ATHLETICS

Skilled coaches and teammates help students learn the great lessons of athletics: the value of hard work, preparation, risk-taking, collaboration, and winning and losing with dignity.

Through interscholastic and intramural sports (as well as physical education courses), every Milton student is involved in physically active and challenging pursuits that help form an exceptional educational experience. For the athlete interested in interscholastic play, Milton offers three levels of competition in several sports. At all levels, experienced coaches guide our athletes. We help individuals and teams improve and succeed, while providing a framework for personal growth.

Milton competes in the Independent School League (ISL), which includes 15 independent schools and enjoys a long, powerful athletic tradition. Member schools are based in Greater Boston, New Hampshire, and Rhode Island, and the league is considered elite competition in many sports. Interscholastic competition beyond the ISL is available in sports such as swimming and sailing.

Who are our competitors?

Andover
BB&N
Exeter
Governor's
Groton
Lawrence
Middlesex
Noble & Greenough
Roxbury Latin
St. Mark's
Tabor Academy

*Each team has its individual nature and culture,
but the common line drawn among them
is one of enduring support and camaraderie.
Sports are the “spice” of my days;
every time I walk into the locker room,
onto the field, or into the rink,
I am greeted with something new to occupy
my focus. It feels like stepping through
a door and hanging up the rest of your tasks
on a hook while you’re there.*

.....

CAROLINE BALDWIN, Class of 2022
Hingham, Massachusetts



Interscholastic Teams

Girls	Boys	Intramural Program
FALL	FALL	FALL
Cross Country	Cross Country	Outdoor Program
Field Hockey	Football	Soccer
Soccer	Soccer	Strength Training
Volleyball		Tennis
	WINTER	Yoga
WINTER	Alpine Skiing	WINTER
Alpine Skiing	Basketball	Outdoor Program
Basketball	Ice Hockey	Pilates
Ice Hockey	Squash	Strength Training
Squash	Swimming	SPRING
Swimming	Wrestling	Outdoor Program
SPRING	SPRING	Strength Training
Golf	Baseball	Ultimate Frisbee
Lacrosse	Golf	Yoga
Sailing	Lacrosse	
Softball	Sailing	
Tennis	Tennis	
Track	Track	



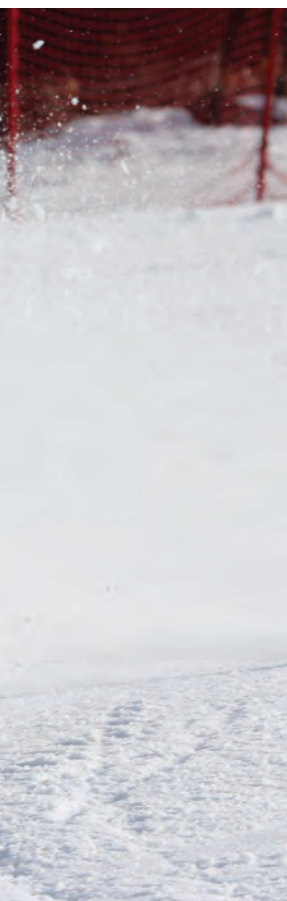
Recent New England Championships

Football, 2008, 2013
 Boys' Basketball, 2023
 Boys' Hockey, 2011
 Sailing, 2007
 Boys' and Girls' Skiing, 2017, 2018
 Boys' Soccer, 2015
 Boys' Tennis, 2006, 2007, 2009
 Girls' Tennis, 2014, 2015, 2016

Recent ISL Championships

Baseball, 2016
 Boys' Basketball, 2013, 2023
 Girls' Cross Country, 2012
 Football, 2013, 2016, 2019, 2021
 Boys' Hockey, 2011, 2016, 2018, 2023
 Girls' Skiing, 2010
 Boys' Soccer, 2015, 2019, 2022
 Girls' Squash, 2009, 2021, 2022
 Boys' Swimming, 2014, 2016
 Girls' Swimming, 2016, 2018, 2020
 Boys' Tennis, 2006, 2007, 2009, 2014
 Girls' Tennis, 2006, 2007, 2008, 2013, 2014, 2015, 2016, 2017, 2018, 2022
 Boys' Track & Field, 2015, 2016
 Girls' Volleyball, 2014





Athletics at a glance

15

INTERSCHOLASTIC
GIRLS' TEAMS

INTERSCHOLASTIC
BOYS' TEAMS

7

INTRAMURAL
OFFERINGS

4

ATHLETIC
BUILDINGS
ON CAMPUS

OUTDOOR
PLAYING
FIELDS

12

TENNIS COURTS



13
OUTDOOR

4
INDOOR

4

FULL-TIME
ATHLETIC
TRAINERS



COLLEGE COUNSELING

Milton prepares young people to seek meaningful lifetime success, and that principle drives our college counseling program. We believe that the college process can help our students grow, both emotionally and socially. Through this process, we help our students develop the tools to take on the world with gusto, resourcefulness, and joy.

Milton's powerful, experienced, and highly collaborative team of professionals develop relationships with students and help them manage the core work as thoroughly and as thoughtfully as possible.

- Our program involves one-on-one conversations, humor wherever possible, and timely reminders about what is really important in students' lives.
- Through continuous and accurate communication, we help ground students so that they can be their best, most dynamic selves and do their best work.
- In that scenario, creativity has a chance to thrive.
- Students can develop applications that capture their own power.

We start with the student, and explicitly focus on the whole person.

- Milton students are individuals, and each student has a unique story to tell.
- We welcome each individual and appreciate the approach, attitude, and pace that each brings to bear on the college process.

We expect students to take control of the process.

- Our job is to guide, counsel, probe, recommend, refer, suggest, and inform. We do not decide, require, command, or package.
- Students (not their parents) are responsible for signing up for tests, getting applications out on time, asking teachers for recommendations, and filling out forms.

We adults in students' lives (parents, counselors, teachers, coaches) should provide an atmosphere that allows students to find their voice.

- The key to building this environment is regular and honest communication between counselors, students, and parents.
- We are committed to supporting parents and their role, and at the same time making sure their children are the drivers.

Academic performance is paramount. Tests must be taken, applications completed, deadlines met.

- Nevertheless, fixating on grades, test scores, and "essential" extra-curriculars at the expense of developing the whole person leaves that person less able to find his or her confidence and true voice.



We use the college essay and the qualitative aspects of applications as the fulcrum for talking through the thorny aspects of identity, helping students find confidence in expressing who they are.

If we are successful, not only will our students stand the best chance of distinguishing themselves, they will also leave us as creative, independent, strong-willed, effective, and generous people.

Over the decades, Milton students have learned through this formative process to listen to their hearts and their heads; they have allowed their insight to guide them.

Milton graduates attend diverse and highly selective colleges across the country. With self-awareness and maturity, they have made matches between themselves and institutions where they can thrive.

College Matriculation, Class of 2023

American University 2	Northeastern University 3
Amherst College 3	Northwestern University 2
Barnard College 2	Oberlin College 1
Bates College 1	Franklin W. Olin College of Engineering 1
Bennington College 1	Pennsylvania State University 2
Boston College 7	University of Pennsylvania 2
Boston University 2	Pitzer College 2
Bowdoin College 2	Pomona College 1
Brandeis University 2	Princeton University 3
Brown University 4	Providence College 2
Bryn Mawr College 1	Purdue University 2
Bucknell University 1	Reed College 1
Carnegie Mellon University 2	Rensselaer Polytechnic Institute 1
University of Chicago 4	Rhodes College 1
Colby College 3	Rice University 3
Colgate University 1	University of Richmond 4
Colorado College 2	Rochester Institute of Technology 1
Columbia University 2	Santa Clara University 1
Connecticut College 3	Skidmore College 1
Cornell University 3	University of Southern California 1
Dartmouth College 3	Southern Methodist University 1
Emory University 1	Stanford University 3
Franklin and Marshall College 1	Stevens Institute of Technology 2
Georgetown University 12	Syracuse University 3
Gettysburg College 1	The George Washington University 1
Hamilton College 3	University of Toronto 1
Harvard College 9	Trinity College 1
Harvey Mudd College 1	Tulane University 5
Haverford College 2	Union College 1
College of the Holy Cross 1	University of St Andrews 2
Indiana University, Bloomington 2	Vanderbilt University 2
University of Iowa 1	University of Vermont 1
Johnson & Wales University, Providence 1	Villanova University 2
Lehigh University 1	University of Virginia 1
University of Manchester 1	Wake Forest University 1
Massachusetts Institute of Technology 4	Washington University in St. Louis 1
University of Massachusetts, Amherst 3	Wesleyan University 4
McGill University 2	Wheaton College 1
University of Michigan 1	William & Mary 1
Middlebury College 1	Williams College 2
University of Mississippi 1	University of Wisconsin 3
Mount Holyoke College 2	Yale University 2
University of New Hampshire 1	
New York University 2	
University of North Carolina at Chapel Hill 3	

Accurate as of June 13, 2023



College Counseling at a glance



FULL-TIME COLLEGE
COUNSELORS

192 GRADUATES

FROM THE CLASS OF 2023
MATRICULATING AT ▼

EIGHTY-
SEVEN

DIFFERENT COLLEGES
AND UNIVERSITIES

Top College Matriculations (four or more) 2021–2023

American University 4
Amherst College 7
Babson College 5
Barnard College 6
Bates College 5
Boston College 17
Boston University 7
Bowdoin College 10
Brandeis University 4
Brown University 12
Carnegie Mellon University 7
University of Chicago 14
Colby College 7
Colorado College 6
Columbia University 9
Connecticut College 9
Cornell University 9
Dartmouth College 10
Duke University 4
Emory University 5
George Washington University 9
Georgetown University 27
Hamilton College 7
Harvard College 25
College of the Holy Cross 4
Kenyon College 5
Massachusetts Institute of Technology 5
University of Massachusetts, Amherst 6
McGill University 4
University of Michigan 4
Middlebury College 4
Mount Holyoke College 5
New York University 8
University of North Carolina at Chapel Hill 4
Northeastern University 10
Northwestern University 7
University of Pennsylvania 5
Princeton University 6
Purdue University 4
Rice University 5
University of Richmond 5
University of Southern California 4
Stanford University 9
Syracuse University 5
Trinity College 8
Tufts University 9
Tulane University 9
University of St Andrews 6
Vanderbilt University 5
Vassar College 5
University of Vermont 6
Villanova University 4
University of Virginia 7
Washington University in St. Louis 7
Wesleyan University 11
University of Wisconsin 5
Yale University 5

Accurate as of June 14, 2023

MEANINGFUL LIFETIME SUCCESS



Nick DiGiovanni '15

HARVARD UNIVERSITY

Chef and Content Creator

Nick was the youngest-ever finalist on *MasterChef*, which he filmed while on leave during his senior year at Harvard. Following his television debut, Nick has focused on creating cooking videos on social media, where he has more than 5.5 million followers on YouTube, 8.8 million followers on TikTok, and 1.3 million followers on Instagram. Nick has also co-founded Osmo, a premium salt brand.

"I started falling in love with the art of cooking and seeing how exciting it was to be able to make food and feed it to people and watch them light up as they ate."





Neha Wadekar '07

TUFTS UNIVERSITY, USC ANNENBURG SCHOOL FOR COMMUNICATION AND JOURNALISM

Freelance journalist, Nairobi, Kenya

Neha was drawn to journalism at Milton after being inspired by journalists visiting campus. She tucked the idea of it away when she went off to study English and public health at Tufts, but eventually found her way to USC Annenberg where she trained as a journalist and then went to Kenya on an Overseas Press Club fellowship. Today, she works with video outlets such as CNN and writes for print and online publications including the *New Yorker* and the *Washington Post*.

"I've become passionate about covering women and women's issues. I've always been a proud feminist, and #MeToo is a special moment for me. Many women around the world don't know what they deserve or what's possible outside of the traditional social and cultural constraints."



Annie Jean-Baptiste '06

UNIVERSITY OF PENNSYLVANIA

Head of Product Inclusion & Equity at Google; Founder, Equity Army

In an industry built on innovation, whose work force is largely homogenous, Annie's job focuses on the important work of building and supporting the next generation of technology professionals—a cohort that, in order to serve "the next billion users" must be diverse in many ways. At Google, her team is committed to developing an inclusive work environment.

"Milton is open to everyone's opinion, to questioning, but there you learn how to actually listen, as well. At Milton, you can challenge, ask questions, 'dare to be true,' but you have to be respectful, too. Milton helped me find my own authentic way of questioning the status quo."



CJ Hunt '03

BROWN UNIVERSITY

Comedian and Documentary Filmmaker, *The Neutral Ground*

CJ, who competed in humorous interpretation on the Speech Team and was head monitor his senior year, found his love for making people laugh at Milton. Following a stint in Teach for America in New Orleans, CJ landed a job at *The Rundown* with Robin Thede, and then became a field producer and director for *The Daily Show with Trevor Noah*. As his career advanced, CJ was working on a feature-length documentary, *The Neutral Ground*, which premiered to critical acclaim in 2021. The film examines the legacy of the "Lost Cause" of the Confederacy and its impact on America today.

"When we dare to tell the truth, that daring is contagious, more contagious than a lie."



*Attending the Maine Coast Semester at
Chewonki allowed me to focus my learning
on environmental sciences and strengthen
my connection to the natural world.*

.....

HALEY JONES
Class II, Hallowell House
Mableton, Georgia

OFF-CAMPUS PROGRAMS

The Mountain School of Milton Academy involves Class II students (juniors) in a fall or spring semester on a working 300-acre farm in Vershire, Vermont. Each semester, 45 students from more than 20 schools join a corps of faculty in a rigorous interdisciplinary program, which is centered around issues of community and the environment. Students work with faculty to help manage the farm, its gardens and animals, as well as its facilities. The semester is an ongoing exercise in individual responsibility and group cooperation. As many as nine students from Milton Academy are selected to attend the Mountain School each year.

The Maine Coast Semester is a challenging academic program for Class II students. It emphasizes the natural sciences, environmental issues, and hands-on work. Community living, respect, and responsibility are at the heart of this program, which is sponsored by the Chewonki Foundation.

School Year Abroad provides opportunities for students in their Class II or Class I year to spend the school year studying in Spain, France, Italy, or China.

The French Exchange is conducted with the Lycée Georges Duby in Aix. Approximately 20 students from Milton spend more than two weeks in Aix, attending the Lycée and living with a host family.

The Spanish Exchange is a school-to-school student exchange run jointly by Milton Academy and Colegio Pilar, a private school located in the outskirts of Madrid. A group of 14 students and two faculty members leaves Milton for Madrid in late May. Each Milton student is paired with a student from El Pilar and lives with their counterpart's family during the four-week experience, which includes cultural opportunities as well as classes.

The Chinese Exchange Program is a six-week school-to-school student exchange program—three weeks in China and three weeks in the U.S.—run jointly by Milton Academy and No. 2 High School of East China Normal University, a renowned high school in Shanghai.



The Outdoor Program provides opportunities for students to learn about and appreciate the backcountry, and teaches students to take responsibility, meet challenges, take intelligent risks, and to trust themselves and each other. Trained faculty and instructors lead the program, which includes two components: an after-school activity program and a trip program. The instructor-guided day and overnight trips take students to the coasts, rivers, and mountains of New England. Trips may include sea kayaking, day hiking, white water rafting, stand-up paddle boarding, winter hiking, snowshoeing, skiing, ice climbing, and rock climbing. The program also offers multi-day trips during school breaks. Some recent trips have included sea kayaking in the Bahamas; hiking in Bryce Canyon and Zion National Parks; climbing and hiking in Joshua Tree National Park and Red Rock Canyon; and backpacking in the White Mountains.

Spring break service trips, sponsored by the Community Engagement Program, bring student volunteers to places like Puerto Rico, New Orleans, Navajo land in Arizona, and rural Appalachia in West Virginia. Day trips for local sightseeing and adventure are also part of the experience.



BOSTON MAKES A DIFFERENCE

Just eight miles from campus, Boston is an extension of our classrooms, a hub for cultural exploration, and a source of weekend fun.

Boston's resources profoundly affect how we can think about educating young people. The countless options within minutes of our traditional, scenic campus mean that Boston's educational and cultural assets are an integral part of the Milton experience. Not only do we connect with the world-class universities and artistic institutions, but also with the distinguished writers, historians, scientists, musicians, scholars, artists, and changemakers in this dynamic city.



Using Boston Safely

Teaching students to use the city—providing both structure and opportunities that are safe and age-appropriate—is a responsibility we take seriously. Faculty, deans, and house parents plan adult-supported activities throughout the year that set clear expectations and help students become familiar with navigating Boston. With those guidelines in place, we encourage students to explore Boston's exciting resources according to carefully outlined plans and permissions granted by parents earlier in the year. Thoughtfully considered, these parameters evolve as students get older.



I'm thankful for how close we are to Boston and how easy it is to walk around the city. I definitely take advantage of it often. Before the pandemic, I would go to Boston every other week with my friends to go to Harvard Square, to Davis Square, and to thrift. I love thrifting with my friends! And I love exploring different restaurants. Some of my friends love going to the Boston Public Library. It made me realize that I need to be close to a city, which I'm now taking into consideration as I apply to college.

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SAKIRA HERMAWAN
Class of 2022
Dhahran, Saudi Arabia

Urban-Infused Academics

To Expand Our Minds

- Through programs at the Institute of Politics at Harvard University
- As delegates at Harvard's Model Congress and Tufts' Model UN
- Visiting labs at MIT and Boston University
- Exploring exhibitions at the Museum of Fine Arts, the Harvard Art Museums, and the Isabella Stewart Gardner Museum
- Enlisting the resources of the iconic Boston Public Library in Copley Square
- Extending the Geology and Marine Science classrooms to the Charles River Basin and the Blue Hills Reservation
- Practicing at the New England Conservatory and with the Boston Youth Symphony Orchestras
- Joining lectures and programs at Tufts, Boston University, Boston College, Harvard, MIT, and Northeastern
- Exploring the Black Heritage Trail of Beacon Hill

To Just Have Fun

- Cheering on the Red Sox at Fenway Park, or the Bruins and Celtics at Boston's TD Garden
- Browsing the shops and eateries on Newbury Street and Downtown Crossing
- Hearing a reading at one of the bookstores in Harvard Square, or an open-mic session at one of the many venues in Cambridge
- Taking in a show that makes you think, laugh, or cry in the Theater District
- Having dinner with friends at a favorite restaurant
- Enjoying dim sum in Chinatown
- Ice skating at Boston Common in the winter
- Walking the cobblestones and catching some street performances at historic Quincy Market and Faneuil Hall
- Dancing the night away during the annual Class II Boat Dance, on a Boston Harbor cruise
- Dinner in the North End



You will find
your home away
from home.

The support and care that Milton students feel extends well beyond the classroom. Students experience a nurturing and important balance between the head and heart, living and learning among friends and classmates from across the country and around the world, supported by caring and devoted faculty members (with their spouses, children and pets!), to create a true home. Relationships formed in this rich environment run deep, and often last a lifetime. Milton is a thriving, 24-hour campus, with the resources students need for studies, support, and fun.

Life at Milton at a glance



AVERAGE
HOUSE SIZE

35

STUDENTS

FACULTY
LIVE ON
CAMPUS

84

4:1

STUDENT TO
RESIDENTIAL
FACULTY RATIO

TWENTY

STUDENT -
SPONSORED
SOCIAL EVENTS
EACH MONTH





RESIDENTIAL LIFE

A Family at School

As members of Milton's century-old boarding program, a diverse group of students from 26 states and 31 countries live in nine residential "houses," including an all-gender house, that are family-style and intimate. Lots of fun is had, and lifelong friendships are formed in Milton's houses, rich with tradition and personality.

Robbins has been my home away from home. I can confidently say that the community and group of women in the house supported me in ways I didn't think I'd receive by joining a boarding school. My peers and dorm parents have given me so much advice and support and it's been a pleasure to live there. Now that I'm a dorm monitor, my goal is to give back what they've given to me—not in a transactional way, but to show appreciation. I want to show new students next year that Robbins can and will be their home away from home, too.

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TAMI ADEWUMI

Class II, Robbins House
Brockton, Massachusetts



Why You'll Love Living at Milton

- Family style is best: Milton houses include all four grades, and students live in the same house for their entire time at Milton.
- Faculty families—complete with children and pets—are connected to every house. Each house faculty member serves as academic and personal advisor to six students in the house.
- Living with older and younger house “siblings” gives students role models, personal and academic support, and a sense of belonging.
- New student orientation helps students get to know each other and appreciate cultural differences. It also offers guidance on time management, technology, and campus resources.
- The student to residential faculty ratio is 4:1. Students have 24-hour access to guidance from adults they know from the classroom, sports, and the arts.
- Rooming options include singles, doubles, and triples.
- Houses meet for family-style dinner with the faculty three nights a week.
- Proctored study halls are held for underclassmen on weeknights.
- Each house has its own unique traditions like caroling, pumpkin-carving with a sibling house, scavenger hunting in Boston, themed dress-up bowling, playing in ping-pong tournaments, and celebrating birthdays.

I settled in pretty quickly, and I have to thank my dorm for that. Goodwin has a very vivid and dynamic culture and it feels less like a dorm and more like a home. We're quite close; we have regular dorm activities and events which help bring people together. It feels most like a home between 9:45 and 10 p.m. (check in), when students end up hanging out and chatting. It's a great time to decompress and talk about our day because the dorm staff are so receptive and caring.

.....

JASON LOUIE
Class III, Goodwin House
Hong Kong

There's something remarkable about getting to know a teenage boy over four years—to see him as a full person so completely that when life's key questions come up, it's natural for him to knock on my door and say, "I just don't see how it all connects." It's during the moments when they're not in class, not in a formal meeting—after check-in at night, when you're hanging out in the common room—when you get into discussions you don't have anywhere else, and you get to know the boys in a whole other way.

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JOSHUA EMMOTT
Wolcott House Faculty, and
History and Social Sciences Department





Where We Come From

26 States

California
Colorado
Connecticut
Florida
Georgia
Hawaii
Illinois
Iowa
Louisiana
Maine
Massachusetts
Michigan
Minnesota
Missouri
New Hampshire
New Jersey
New York
North Carolina
Pennsylvania
Rhode Island
Tennessee
Texas
Utah
Vermont
Virginia
Washington

31 Countries

Bermuda
Brazil
Canada
China
Costa Rica
Finland
Georgia
Ghana
Hong Kong
Hungary
India
Israel
Jamaica
Japan
Korea
Malawi
Myanmar
Pakistan
Russia
Saudi Arabia
Singapore
South Africa
Spain
Switzerland
Taiwan
Turkey
Uganda
Ukraine
United Arab Emirates
United Kingdom
Vietnam

The people in the dorm, especially the faculty in the dorm, are so supportive. They're always available, they're always open to help, to talk about anything from your favorite ice cream flavor to difficult subjects. This time together is going to change all of our lives.

.....

YEVGENIYA REGENT
Class II, Robbins House
Kyiv, Ukraine





How We Have Fun

- Entertainment from hypnotists and magicians
- Lots of dances—including the popular Boat Dance
- Outdoor movies and s'mores on the Quad
- Trips to mini-golf, laser tag, bowling, and snow tubing
- Dodgeball tournaments in the ACC
- Vans every weekend to the South Shore Plaza, and surprise trips to the movie theater, Starbucks, and the Ice Cream Smith
- Buses to see theatre shows in Boston
- Monte Carlo Casino Night
- Improv Night, with live entertainment from classmates
- Salsa dance lessons
- A fall festival with candy apples, popcorn, and pumpkin painting
- Watching friends play in weekend games, or perform in plays and concerts
- Buses to college football games or local sports' teams competitions
- Beatnik Café open-mic nights, and the outdoor Beatstock on the Quad in the spring
- A capella night, with Milton and college groups performing
- Movies and snacks sponsored by student groups on campus
- Sundae bars and a campus-wide scavenger hunt
- Dance class taught by Afrobeats Dance Boston
- Trip to the Chinese New Year Parade in Boston



My weekends at Milton are usually occupied by a sporting event whether I'm competing in a sport or cheering on classmates when I'm out of season.

I really think these sporting events help build the sense of community at Milton. I also enjoy SAA (Student Activities Association) activities when they are hosting something exciting. One of my favorites is Dance Concert. It's a very engaging event to show support to a range of classmates who end up participating in the show.

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JAKE HOLTSCHLAG, Class I
Hingham, Massachusetts

Weekends at Milton

Play, or watch and cheer at athletic contests; perform or watch your friends perform in King Theatre; read your poem at the Beatnik Café; work out at the fitness center; sit around talking in the Schwarz Student Center; hike, rock climb, or kayak with the Outdoor Program; bake cookies and watch a movie with your housemates; play pickup basketball or Frisbee; sleep in and then go to brunch; visit friends' rooms and listen to music; meet your friends at a dance; catch a game in Boston; watch a college comedy improv group at a dorm open house; get to know someone you don't know well yet; relax and laugh.



Six Favorite Milton Traditions

Seminar Day and Community Engagement Day

Every other year, students invite dozens of leaders in their fields to speak at Seminar Day for the community to engage in provocative and current ideas. In years when Seminar Day is not held, Milton students fan out into the communities surrounding campus to participate in service projects.

Gotcha!

Each fall, students engage in a campus-wide game of Gotcha! Each student receives the name of another student and the goal is to find and tag them before being tagged. The last person in the game is declared the champion!



Beatnik Café

Live entertainment, for and by students, Beatnik Café is Milton's own open-mic night. *Magus/Mabus* hosts the popular event several times each year. Launched by Colin Cheney '96, Beatnik fills Straus Library. On couches and beanbag chairs, or dangling feet between the rails of the second-floor balcony, students watch classmates perform. Music of all kinds—classic guitar, rap, rock, hip-hop, acoustic—along with original poetry and improv comedy—round out the night's performances.





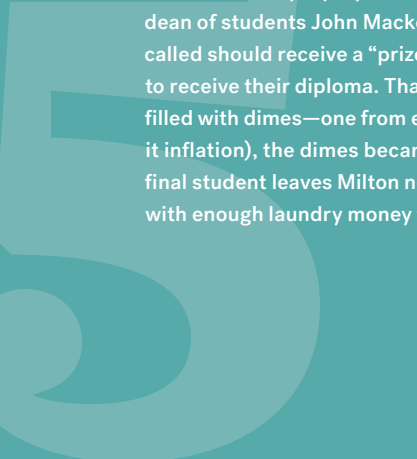
Milton-Nobles Weekend

Each athletic season culminates in the beloved Milton-Nobles Weekend. In the fall, the weekend kicks off with a massive pep rally. The jazz band plays, the step team performs, the dance team and the Mustang mascot dance, and Class I emcees rally students, decked out in blue and orange. The rivalry with Noble and Greenough School dates back to an 1886 football game, and it's alive and well today.



Sock of Quarters at Graduation

Commencement is full of tradition: the white dresses, the blue jackets, the bagpiper, and speakers chosen by the class are followed, finally, by diplomas, in random order. In 1986, then dean of students John Mackenzie decided that the last student called should receive a "prize" for waiting until the very end to receive their diploma. That prize was a Milton athletic sock, filled with dimes—one from each senior. Over the years (call it inflation), the dimes became quarters, and to this day, the final student leaves Milton not only with a diploma, but also with enough laundry money for the first few months of college.



Senior Projects

"Going on project" is a familiar Milton term; it refers to Class I students beginning their long-awaited Senior Project or Senior Seminar at the start of May. Senior Projects are a Milton tradition dating back to the 1960s, and they've evolved over time. The projects that seniors undertake today fit within four categories: scholarly or academic; community service; internships; and the arts. The procedural hoops to set up a project begin during early winter, when students who are interested submit their ideas and plans. They must recruit a member of the faculty or staff as a project advisor, and a committee of faculty decides whether the project meets certain criteria. Students' projects take all forms—from choreographing traditional Indian dances, to shadowing an orthopedic surgeon, to tutoring ESL students, to developing an advanced fly-fishing manual.

CLUBS AND ORGANIZATIONS

Make your mark

Would you like to see your writing in print, organize support for an environmental idea, or run a mock election? Do you want to film a student production, compete with other high schools in math, or promote the visual arts all over campus? Whatever your inclination, whatever you'd like to try, Milton has opportunities for you. Milton's wide range of clubs and activities profoundly affects students' lives; students experience leadership, teamwork, performance, and service.



Campus and Community Engagement

Your Milton experience will be enriched by service opportunities both on and off campus. Programs begin right here at Milton, extend into the Greater Boston area, and even include Milton Academy chapters of national and global service organizations.

- Amnesty International
- Community Engagement Board
- Habitat for Humanity
- Human Sexuality & Relationships (optional course)
- Individual Student Support (advanced peer counseling)
- Lorax (environmental organization)
- Orange and Blue Key tour guide program
- Peer Tutoring
- Public Issues Board (current events educators and programmers)
- SECS (Students Educating the Community about Sex)
- Students Against Destructive Decisions (SADD)
- Sustainability Board
- World Health Organization (WHO)

Student Leadership Opportunities

As a student-elected leader, your input can have a real impact on life at Milton. Strengthen your public-speaking skills, learn diplomacy and organization, get to know your school administrators, and translate your ideas and your classmates' ideas into action.

- Self-Governing Association
- Boarding Council
- Day Council
- Student Activities Association
- Athletic Association

Culture Clubs

Share in the diversity at Milton by joining one of the active cultural groups on campus. Each group warmly welcomes students of all backgrounds.

- ASA (African Student Association)
- Asian Society
- CSA (Caribbean Student Association)
- Christian Fellowship
- GASP (Gender and Sexuality Perspectives)
- International Student Club
- JSU (Jewish Student Union)
- Latinx Association
- Multicultural Club
- Onyx (Black culture club)
- SAGE (Students Advocating for Gender Equity)
- SAMENA (South Asian, Middle Eastern, and North African)



Special Interest Clubs

Interests at Milton extend beyond the classroom, fields, or stage. Anyone can join, and anyone can bring their own interests and hobbies to share with classmates.

- Chess Club
- Chinese Language Club
- El Ritmo Dance Team
- Film Club
- Forward-Looking Liberal Action Group (FLLAG)
- French Club
- Girls Advancing in STEM (GAINS)
- Hip-Hop Club
- Improv Club
- Invest in Girls
- Math Club
- Model UN
- Programming Club
- Robotics Team
- Science and Engineering Club
- SIMA (Students Interested in Middle Eastern Affairs)
- Spanish Club
- Speech and Debate Team
- Sports and Data Analytics
- 898 Step Team

Affinity Groups

Our affinity groups provide space for students who share common identities.

- Asian Affinity
- Brother/NB Bonding
- Jaded Matrix
- Latinx Association (culture club and affinity)
- LGBTQ+ Affinity
- Trans Affinity

Student Publications

Poet, journalist, or critic, you can become a published writer at Milton. No prior experience required!

- *The Milton Paper* (weekly newspaper)
- *The Milton Measure* (biweekly newspaper)
- *The Milton Academy Yearbook*
- *Magus/Mabus* (literary magazine)
- *La Voz* (Spanish newspaper)
- *Loose-leaf* (Asian magazine)
- *Helix* (science magazine)
- *The F-Word* (feminist magazine)
- *Azaad* (identity quarterly)
- *Gaia* (sustainability magazine)
- *The Arch* (architecture magazine)



Stepping into leadership opportunities, specifically thinking of affinity groups and culture clubs, has been meaningful. For me, it was the Multicultural Club. It was really enjoyable to have my opinions heard, and even though I'm an underclassman being able to have leadership positions in that club space. Knowing it's not necessarily about superiority but it's about your views and plans for that club and having a good space built up.

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AVA HEREDIA
Class II, Hathaway House
Iowa City, Iowa



COMMUNITY ENGAGEMENT

Powerful Learning

Community Engagement Programs and Partnerships (CEPP) works with 25 partner sites in Greater Boston, in addition to projects on campus. Nearly 300 students each year make volunteer commitments to engage weekly or through one time events such as Special Olympics tournaments, American Red Cross blood drives, and campus activities with children experiencing homelessness. Advisories participate in annual all-School days of engagement. Student leaders on the Community Engagement Board serve as liaisons between partner sites and campus groups to further CEPP's mission of DEIJ work through reciprocal community relationships.



I joined Community Engagement because I've always been interested in helping, and I've always felt like if I'm not engaging outside of the environment I'm in, then I'd never be able to understand other perspectives. It's so important to step outside yourself and through community engagement, I've met the most interesting and wonderful people. The types of people Milton fosters are the types of people who recognize the importance of giving back.

.....

MAYA SPEKTOROV
Class II, Hathaway House
Weston, Massachusetts

TWENTY-FIVE PARTNER
SITES IN
GREATER
BOSTON

220
STUDENTS
VOLUNTEER
WEEKLY

175
*volunteers for
one-time
special events*

550 SPECIAL OLYMPICS
ATHLETES CELEBRATED
ON CAMPUS EACH YEAR

1,400 DINNERS SERVED AT
LOCAL PARTNER SITES

43
*pints collected
at Red Cross
blood drive*

GIFTS WRAPPED
AND DELIVERED
AT THE HOLIDAYS

 **160**

A sampling of popular Community Engagement sites

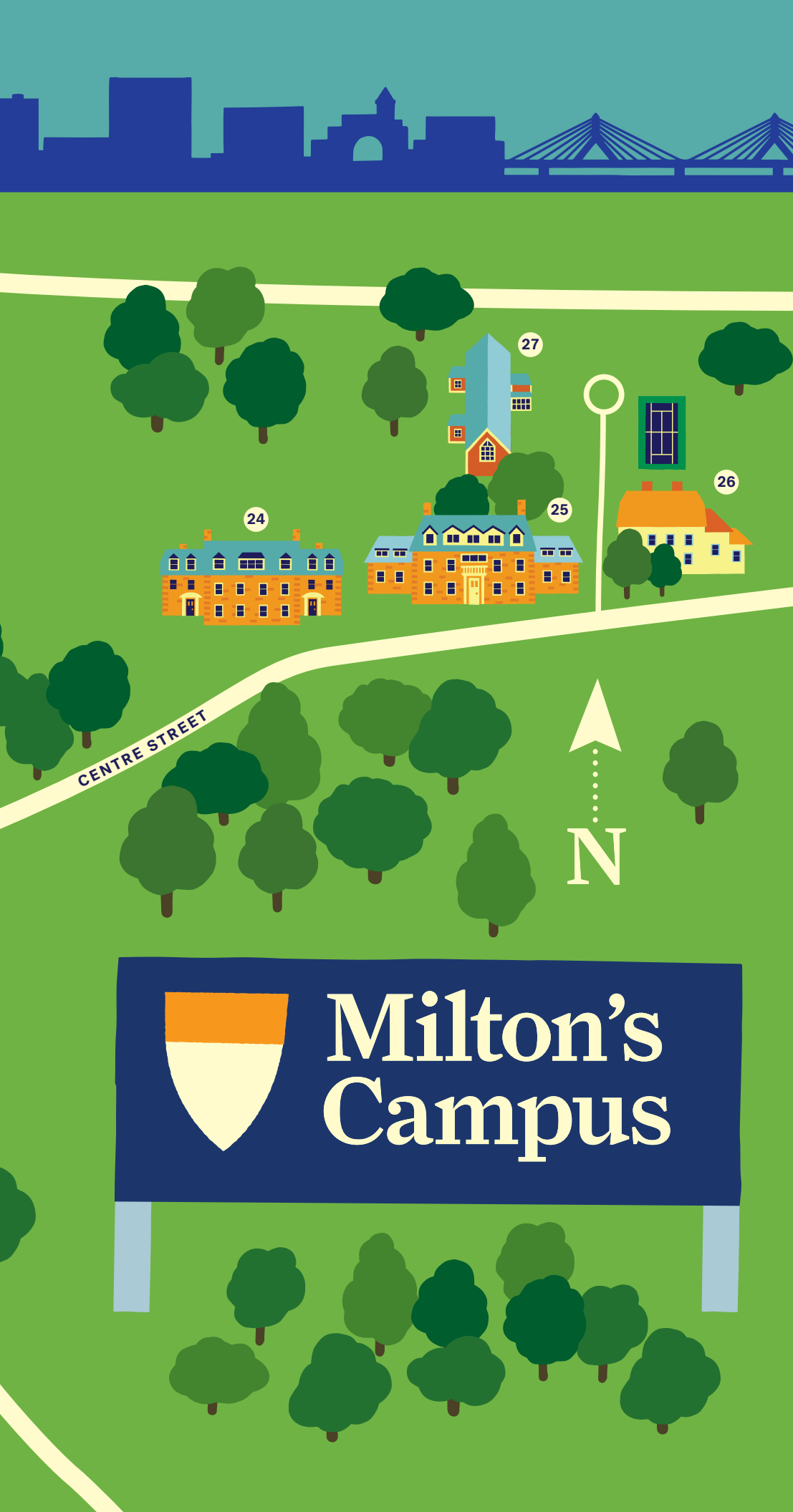
- Tutoring in Boston and Milton public elementary schools
- ESL tutoring for Latina and Chinese immigrants
- Urban Farming Institute
- Boston Home (residence for adults with multiple sclerosis)
- Greater Boston Food Bank
- Daycare centers in Mattapan, Randolph, and Milton
- Programs for elderly residents
- Special Olympics team coaching in soccer, basketball, and track and field
- Higashi School for youth with autism



BROOK ROAD

RANDOLPH AVENUE

CENTRE STREET



1. Pritzker Science Center
2. Junior Building
3. Hallowell House
4. Norris House
5. Millet House
6. Athletic and Convocation Center
7. Williams Squash Courts
8. Apthorp Chapel
9. Ayer Observatory
10. Robert Saltonstall Gymnasium
11. Wolcott House
12. Robbins House
13. Forbes House and Academy House
14. Warren Hall
15. Schwarz Student Center
16. Wigglesworth Hall
17. Straus Library
18. Kellner Performing Arts Center
19. Cox Library
20. Art and Media Center
21. Ware Hall
22. Greenleaf Hall
23. Caroline Saltonstall Building
24. Goodwin House
25. Hathaway House
26. Health Center
27. Children's Center
28. Dennis Field
29. Stokinger Field
30. Nash Field
31. Berylson Turf Field
32. Faulkner Field
33. Outdoor Swimming Pool
34. Facilities Building
35. Counseling Center

We want
to get to
know you!

Complete the Request Information form online at www.milton.edu or call the admission office at 617-898-2227. We'll send you information on how to apply online, as well as how to schedule your personal interview.

Milton welcomes applications for admission to Grades 9, 10, and 11. We enroll the following number of new students, in a typical year:

	BOARDING	DAY
CLASS IV (GRADE 9)	60	40
CLASS III (GRADE 10)	20	5
CLASS II (GRADE 11)	15	0

Admission at a glance

2,002 APPLICATIONS
IN 2022-2023

ACCEPTANCE
RATE

13%

152

STUDENTS
NEWLY
ENROLLED

PERCENTAGE OF
NEWLY ENROLLED
STUDENTS
OF COLOR

54%

\$73,950

2023-2024
TUITION
BOARDING

\$63,950

2023-2024
TUITION
DAY

\$14.5M

FINANCIAL
AID BUDGET

STUDENTS ON
FINANCIAL AID

35%

Admission and Financial Aid Process

Schedule an Appointment

An interview is required for all admission candidates and must be completed by January 15. To best meet the needs of our families, Milton offers the following:

- On-campus interview and tour: Candidates, and their parents or guardians, tour our campus with a student guide, followed by a two-part personal interview with a member of the admission team. Appointments are available September through mid-January.
- Virtual interview: Candidates, and their parents or guardians, participate in a two-part virtual interview with a member of the admission team via Zoom. Appointments are available September through mid-January.

Please visit our “How to Apply” page (www.milton.edu/admission/how-to-apply) to view our online calendar and schedule your preferred appointment.

Standardized Testing

All candidates for admission are welcome, but not required, to submit the results of standardized testing. Students who are unable to submit test scores will not be disadvantaged in the application process. Testing should be completed during the current academic year and before the January 15 deadline.

- Academic Testing—all applicants:
 - Secondary School Admission Test (SSAT)—school code: 5098 or
 - Independent School Entrance Exam (ISEE)—school code: 221430
 - SSAT, ISEE, PSAT, SAT-1 or ACT—may be submitted for applicants to grade 11
- For non-native English speakers, and/or students who have not been at a school where English is the primary language of instruction for at least two years, we strongly suggest submitting results from one of the following: TOEFL (school code: 8125), IELTS, Duolingo

Financial Aid

Milton Academy values diversity in all forms and maintains a generous financial aid budget of \$14.5 million to support this goal.

Aid is need-based, and we strive to meet 100 percent of students’ demonstrated need. Awards are made annually, and returning students must reapply for aid each year. Except in the case of a significant change in financial circumstances, a family

can expect a comparable aid package for the duration of their time at Milton.

As an institution committed to diversity, Milton Academy welcomes the opportunity to admit academically qualified students of any gender, race, color, disability status, sexual orientation, gender identity or expression, religion, or national or ethnic origin to all the rights, privileges, programs, and activities generally available to its students. It does not discriminate on the basis of gender, race, color, disability status, sexual orientation, gender identity or expression, religion, or national or ethnic origin in the administration of its educational policies, admission policies, scholarship programs, and athletic or other School-administered activities.

Application Timeline

- **Interviews**
By January 15, 2024 to guarantee a March 10 decision
- **Standardized Testing**
Schedule and take by January 2024
- **Application Deadline**
January 15, 2024
- **Financial Aid Deadline**
January 31, 2024
- **Admission Decisions**
March 10, 2024
- **Deposit Deadline**
April 10, 2024

Final Application

Complete your application online using the Gateway to Prep Schools application (www.gatewaytoprepschools.com) or the SSAT Standard Application (www.ssat.org). Applying by January 15 ensures a March 10 decision.

PART 1

- Candidate Profile (begins your application and should be submitted well before the January 15 deadline)
- Application Fee (\$65 for domestic applicants or \$125 USD for applicants with an international mailing address)

PART 2

- Short Answers and Essays
- Parent Statement

PART 3

- Recommendations (submitted online by current teachers/administrators)
 - School Administrator Recommendation
 - English Teacher Recommendation
 - Math Teacher Recommendation
 - Transcript Form (submitted with):
 - > Current fall term or semester grades
 - > Final grades for the past two years
 - Personal Recommendation*
 - Special Interest Recommendation*

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