



ROYCEMORE

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Roycemore School Upper School Profile

School and Community

Founded in 1915, Roycemore School is an independent, coeducational, college-preparatory day school located on a campus in Evanston, Illinois, the first suburb north of Chicago and home of Northwestern University. The School is organized into three divisions: Lower School (Pre-Kindergarten through Grade 4), Middle School (Grades 5 through 8), and Upper School (Grades 9 through 12). Typically, 100% of Roycemore seniors are accepted to a college or university upon graduation.

The School, open to students regardless of race, religion, or national origin, is philosophically committed to working with students whose socio-economic, academic, religious, and racial backgrounds are varied, and special effort is made to work with the diversity of the student body. Roycemore has a welcoming, positive and energetic school culture. Students, teachers, administrators and parents work together to maintain a community that reflects the School's core values: respect for others, appreciation of differences, and a commitment to academic excellence in a challenging but non-competitive environment.

Mission

Our Purpose and Values

To inspire and nurture excellence and prepare each student for success in higher education and in a dynamic and complex world. Five core values guide this mission: scholarship, integrity, community, respect, and compassion.

Students

Total Enrollment	217
Upper School (grades 9-12)	64
Class of 2020	13
Students of Color	45%
International Students	30%
Countries Represented	3
Student/Faculty Ratio	6:1
Receiving financial aid	40%
Geographic distribution	34% Evanston 28% Chicago 38% North Shore Suburbs

Faculty

Full and part-time faculty	52
Upper School faculty	19

School Code

141850

ACCREDITATION

Independent Schools Association of the Central States (ISACS)

RECOGNITION

Illinois Board of Education

AFFILIATIONS

National Association of Independent Schools (NAIS)

Independent Schools Association of the Central States (ISACS)

Lake Michigan Association of Independent Schools (LMAIS)



Class Profile and Awards: The Class of 2019

- 27 graduates
- 96% plan to attend 4-year institutions
- 94% of 4 year attendees earned at least one merit scholarship
- 13 Illinois State Scholars
- 11 National Honor Society Members
- 7 Northwestern Option Students

ACT Testing	Mean	Mid 50%	# Testers
Composite	27.6	20-31	17
English	27.6	21-33	17
Mathematics	27.7	21-32	17
Reading	28.5	22-34	17
Science	27.7	22-33	17

Advanced Placement Testing 2019

- Total number of tests taken: 87
- Total number of test takers: 38
- % of scores of 3 or higher: 78%
- AP Scholars 9
- AP Scholars with Honors 4
- AP Scholars with Distinction 5
- National AP Scholars 1

SAT Testing	Mean	Mid 50%	# Testers
Ev Based Read / Writing	566	460-660	17
Mathematics	676	610-750	17
Total	1242	1165-1370	17

Academic Growth

- Helping students develop an awareness of how they best learn, what their abilities, strengths and challenges are, and encouraging students to use this awareness and knowledge for academic success
- Nourishing in our students an enthusiasm for learning, and encouraging students to use higher level thinking to solve a problem, even though doing so may mean refusing to settle for the easy answer
- Developing in students the following abilities: to read, write, and think critically; to analyze diverse sources and types of information and to judge the validity of those sources
- Encouraging and instructing students to use creativity and flexibility to learn from mistakes and failures
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- Giving students the opportunity to collaborate with others
- Instilling the belief that fine arts and cultural study is an integral part of a complete life
- Encouraging students to integrate all their knowledge, whether gained in or out of a classroom

Personal Growth

- Teaching and developing skills we believe are essential for personal success and happiness, such as: integrity, appreciation, problem solving, resilience, pride, follow-through, and responsibility
- Developing strong, self-reliant individuals who express their beliefs with respect for themselves and others
- Encouraging each student to become a well-rounded, educated, productive citizen empowered to make meaningful contributions to society

Social Growth

- Building a sense of community and school spirit
- Encouraging every student's involvement in extracurricular activities
- Providing opportunities for students to become positive leaders who can learn to adapt their leadership style to the given circumstance
- Instilling in students the knowledge that we all have valuable contributions to make to the greater good; therefore, finding ways to collaborate with those who have differing perspectives is essential
- Understanding that respect for oneself, as well as respect and empathy for others, is necessary to become positive members of society
- Developing an awareness of their roles within a community and a sense of responsibility to both that community and the greater society



College-prep curriculum, person to person

If students are to achieve their full potential, they need and deserve an educational setting in which a person is not just a number, coursework is as interesting as it is challenging, there is unrestricted access to extracurricular activities, and there is opportunity to establish positive relationships with peers and adults. Character development is celebrated as a way to ensure accountability, self-awareness, and independence in the effort to prepare a student for success in college and beyond. Within the context of Roycemore School's overall mission, the Upper School program is rooted in academic, personal, and social growth objectives.

Distinguishing Programs

January Short Term

January Short Term occurs during the three weeks after winter break. Regular classes are suspended while both students and faculty participate in intensive projects designed to provide students an opportunity to delve into a subject of particular personal interest. This is a time for exploring career interests, learning a new skill or strengthening an old one, participating in a service project, or trying out an area of interest for which there has never been time.

Since the development of independence is a key feature of Roycemore's goals for its students, all are required to participate in January Short Term each year. Group projects sponsored by faculty members usually present activities not offered during the school year, like Museum Madness, Healthy Bodies Yoga, Livin' Green, Just Do Poetry, Agricultural Science, Ancient Engineering or French Cooking. Projects take advantage of the rich resources in the Chicago area to enhance a subject through field trips. Overseas cultural trips may also be offered. Career projects may be structured to enable students to learn as much as possible about a field while providing the project director with volunteer help.

Each student produces a JST portfolio, comprised of a daily journal and a digital artifact. The portfolio is reviewed by the student's advisor, project director and JST coordinator. Portfolios are returned to students with written comments—grades and credits are not part of the JST philosophy of learning for learning's sake. The project director's evaluation becomes a permanent part of the student's file and is often used in preparation of college recommendations, since it may illustrate intangible qualities such as initiative, attitude, responsibility and enthusiasm.

Northwestern University (NU Option)

NU Option gives Roycemore students the upper hand in the college application process by allowing students to take classes at Northwestern University for credit. Qualified advanced students who have exhausted Roycemore offerings in a certain subject may complete courses at Northwestern. For example, if a student has taken AP Calculus at Roycemore their junior year, they may then attend the next level math course at NU in their senior year. This is true of all subjects with the exception of science. In 2018-19, 43.7% of the Upper School student body engaged in college-level work through either the NU or AP programs, including taking 19 quarters of classes at NU.





Graduation Requirements, Transcripts, and Grading Policies

Our Upper School provides a rigorous and comprehensive college-prep curriculum on a personal scale. The curriculum fosters the acquisition of verbal, quantitative, and aesthetic skills necessary for a meaningful intellectual life through the reading and writing of English and world languages; the study of mathematics, the physical sciences, and fine arts; and the development of physical skills vital for health and recreation. The curriculum encourages the creative exploration of cultural ideas with an understanding of their genesis and development. The goal of the curriculum is the education of the individual student in preparation for success in college. To this end the school promotes an active advisory program to encourage, aid, and guide the student in recognizing and fulfilling his or her unique potential.

Graduation Requirements

English	4 credits, including at least one 3-level course. In addition to the course grade, students must earn a passing grade on the research paper to earn credit for the course.
Social Studies	3 credits, including United States History or AP United States History. Successful completion of a US and Illinois Constitution test is a requirement.
Mathematics	3 credits, including Algebra II or Introduction to Algebra II.
Science	3 units. All Science classes taught in the Roycemore Upper School are lab-based classes and should count towards a lab requirement.
Foreign Language	3 units. At least two years must be contiguous in one language.
Fine Arts	1 unit.
Physical Education	1 unit. Includes a wellness component.
January Short Term	The JST sponsor’s evaluation of the student’s performance—e.g., knowledge gained, initiative, attitude, responsibility, and enthusiasm—becomes a part of the student’s permanent record. No academic credit is given and no grades are earned; however, students must complete this requirement each year at Roycemore.
Activity	2 units, pass/fail. As of the fall of 2018, freshmen and sophomores must earn a passing mark in at least one activity—Choir, Tumbling, or Yearbook. They may enroll in two activities, with grades averaged between the two.



Transcripts and Grading Policy

Course Schedule

Students must take a minimum of five academic classes each year and six classes in two out of their four years at Roycemore. In the senior year, students must complete a minimum total of five courses.

Advanced Placement and NU Option

Enrollment in these courses requires a recommendation from a student's current teacher in the subject area.

Honors Courses

No classes are designated as "Honors" as all Roycemore classes are designed to prepare students for success in higher education.

Class Rank

Because our graduating classes are small, we do not feel that rank-in-class statistics provide valid information about our students.

Academic Honors

Students earn Honor Roll each semester they earn a 3.0 or higher and no grades below C-. Star Honor Roll is reserved for students who earn all As in a semester.

Grades

Grades indicating achievement are given on an A - F scale with plus and minus assigned by the standardized method (i.e., A+ 100-97, A 96-93, A- 92-90).

Grade Point Average

GPA is determined on a four point scale. Only first and second semester grades from Roycemore and NU Option courses taken in Grades 9-12 are included in a student's Roycemore GPA.

Online courses and courses other than Roycemore or NU Option offerings are not included in the GPA.

Weights

Grades on transcripts are not weighted; the GPA is weighted. Only AP and Northwestern courses are weighted when calculating the GPA. Grades for these courses are multiplied by 1-1/3.



Upper Course Offerings

Courses in bold type are AP level or NU level and given additional weight in GPA calculations. (*) Courses offered alternate years. (S) = a one semester course.

English	Social Studies	Mathematics
Foundations of English Level 2: Story and Structure* Level 2: World Literature* Level 3: American Literature* Level 3: African American Literature* Level 3: Mythology and Epic* Level 3: Romantic Impulse* AP Language & Composition* AP Language and Literature* Northwestern Option possible	World History US History AP US History AP European History Modern European History AP Psychology Abnormal Psychology (S) Developmental Psychology (S) Health Psychology (S) Anthropology (S) Geography (S) Current Politics (S) Law (S) World Religions (S) Consumer Studies (S) Northwestern Option possible	Algebra I Applied Geometry Euclidean Geometry Introduction To Algebra II Algebra II Pre-Calculus Computer Science AP Statistics AP Calculus AB Northwestern Option possible
Science	World Languages	Fine Arts
Intro to Chemistry (S)* Intro to Physics (S)* Earth and Space Science* Biology Chemistry AP Biology* AP Chemistry* Anatomy and Physiology* Forensic Science* Physics AP Physics 1* AP Physics 2*	French I – IV AP French Language Spanish I – IV AP Spanish Language Mandarin I-IV AP Mandarin Northwestern Option possible	Improvisation & Acting Techniques* Comedy Sketch Writing (S) Drawing/Painting I & II Pottery I & II Sculpture I & II Music Theory & Composition Piano Studies I – IV AP Art Two-Dimensional AP Art Three-Dimensional AP Art Pottery AP Music Theory & Composition
January Short Term	Activity	Independent Studies
<i>Some recent Independent JST Projects:</i> Lab Research at Northwestern Animal Shelters Early Childhood Centers Community-Based Non-Profits <i>Some recent Group JST Projects:</i> Creative Writing Dance Around the World Culinary Arts Fiber Arts Architecture & Design Travel to Europe & Galápagos	Choir Tumbling Yearbook	Recent Year-Long Projects: American Sign Language Atmospheric Science Community Service Environmental Science Marine Biology Video Game Design



College Acceptances 2017-2019

Colleges listed in bold indicate at least one matriculated student.

Adelphi University
 Alfred University
Allegheny College
 Art Center College of Design (CA)
Augustana College
 Baylor University
Beloit College
 Bentley University
 Bethel College
 Boston University
 Bowling Green State University
 Bradley University
 Brandeis University
 Bryn Mawr College
 Butler University
 California College of the Arts
California Lutheran University
 Carnegie Mellon University Qatar
 Carthage College
 Case Western Reserve University
Centre College
Chapman University
 Clark Atlanta University
 Clark University
 Coe College
Colby College
 Colgate University
 College of Charleston
 College of the Holy Cross
College of Wooster
Colorado State University
Columbia College Chicago
 Connecticut College
Cornell College
Creighton University
Culinary Institute of America
 Curry College
DePaul University
Dickinson College
 Drew University
 Duke University
Emerson College
 Emory University
 Fordham University
 Franklin Pierce College
 Gettysburg College
Grinnell College
Hamilton College
 Hartwick College
Haverford College
 Hofstra University
Illinois Institute of Technology

Illinois Wesleyan University
 Indiana State University
 Indiana University
 Iowa State University
Kalamazoo College
Kenyon College
Knox College
 Lafayette College
 Lake Forest College
Lawrence University
Loyola University Chicago
 Lynn University
Macalester College
Marlboro College
 Marquette University
 Maryland School of Art and Design
Marymount Manhattan College
Maryville University of St. Louis
 Massachusetts College of Art & Design
 Michigan State University
Michigan Technological University
 Monmouth University
 Muhlenberg College
 New College of Florida
 New England College
Northeastern University
Northwestern University
Oberlin College
 Ohio State University
 Ohio Wesleyan University
Otis School of Art and Design
 Pace University
 Pacific Northwest College of Art
Parsons School of Design, New School
 Pennsylvania State University
 Portland State University
 Pratt Institute
 Purdue University
 Reed College
Rhode Island School of Design
 Ringling College of Art and Design
 Ripon College
Rutgers University, Newark
Sarah Lawrence University
 Savannah School of Art and Design
School of the Art Institute of Chicago
 School of Visual Arts (NY)
Seattle University
 Skidmore College
Smith College
St. Edward's University
 St. Joseph's University

St. Louis University
 Suffolk University
SUNY Stony Brook
 University of British Columbia
University of California, Berkeley
 University of California, Davis
 University of California, San Diego
 University of California, Santa Barbara
 University of California, Santa Cruz
 University of Colorado, Boulder
 University of Dayton
 University of Delaware
 University of Denver
University of Houston Downtown
University of Illinois at Urbana-Champaign
University of Illinois at Chicago
 University of Iowa
 University of Kansas
 University of Maine
 University of Massachusetts, Amherst
 University of Minnesota, Twin Cities
 University of Missouri
 University of New England
 University of New Hampshire
University of North Carolina, Charlotte
University of North Dakota
University of Northwestern Ohio
 University of Oregon
University of Pennsylvania
 University of Pittsburgh
University of Pittsburgh at Johnstown
 University of Puget Sound
University of Rochester
University of South Carolina
 University of Toronto
 University of Vermont
University of Washington
 University of Wisconsin, Madison
Valparaiso University
 Vassar College
Warren Wilson College
 Washington University St. Louis
 Wellesley College
 Wesleyan University
 West Virginia University
 Western Colorado State University
 Whitman College
 Whitworth University
 Willamette University
 Wittenberg University