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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.

Roycemore strongly believes in the importance of promoting a diverse student body. The school is open to all students regardless of their race, religion, or national origin. Students at the school also come from a variety of socioeconomic and academic backgrounds. By celebrating diversity, Roycemore creates 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

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 | 219 |
| Upper School (grades 9-12) | 70 |
| Class of 2021 | 26 |
| Students of Color | 42% |
| International Students | 24% |
| Countries Represented | 3 |
| Student/Faculty Ratio | 6:1 |
| Receiving financial aid | 34% |
| Geographic distribution | 45% Evanston 28% Chicago 25% North Shore Suburbs 2% Other |

Faculty

| | |
|----------------------------|----|
| Full and part-time faculty | 50 |
| Upper School faculty | 20 |

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 2020

- 13 graduates
- 92% plan to attend 4-year institutions
- 77% of 4 year attendees earned at least one merit scholarship
- 2 Illinois State Scholars
- 8 National Honor Society Members
- 10 Northwestern Option Students

Advanced Placement Testing 2020

| | |
|------------------------------|-------|
| Total number of tests taken: | 98 |
| Total number of test takers: | 33 |
| % of scores of 3 or higher: | 86.7% |
| AP Scholars | 5 |
| AP Scholars with Honors | 7 |
| AP Scholars with Distinction | 3 |

Academic Growth

- Helping students develop an awareness of how they best learn by reflecting on how their abilities, strengths, and challenges influence their journeys towards 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 students' abilities to read, write, and think critically in all their subjects
- Encouraging and instructing students to use creativity and flexibility to learn from mistakes and failures
- Giving students the opportunity to collaborate with others
- Instilling the belief that fine arts and cultural study play important roles in developing a holistic education
- 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
- Empowering students to become well-rounded, educated, and productive citizens capable of making 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 both self respect and empathy for others are necessary to become positive members of society
- Helping students develop an awareness of their roles and responsibilities within their communities and society as a whole



College-Prep Curriculum, Person to Person

Roycemore's educational environment is designed to help students achieve their full potential by providing coursework that is as interesting as it is challenging, granting unrestricted access to extracurricular activities, and establishing 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 2019-20, 14% of the Upper School student body engaged in college-level work through either the NU or AP programs, including taking 27 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. This includes the reading and writing of English and world languages, the study of mathematics, the physical sciences, 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. 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 credits. One year of Biology is required. |
| World Language | 3 credits. At least two years must be contiguous in one language. |
| Fine Arts | 1 credit. |
| Physical Education | 1 credit. 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 credits, pass/fail. As of the fall of 2020, 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.

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|---|--|--|
| <p style="text-align: center;">English</p> <p>Foundations of English Novels and Nonfiction* World Literature* American Literature* African American Literature* Mythology and Epic* Romantic Impulse* AP Language & Composition* AP Language and Literature* Northwestern Option possible</p> | <p style="text-align: center;">Social Studies</p> <p>World History US History AP US History AP European History Modern European History Philosophy 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</p> | <p style="text-align: center;">Mathematics</p> <p>Algebra I Applied Geometry Euclidean Geometry Introduction To Algebra II Algebra II Pre-Calculus AP Calculus AB Northwestern Option possible</p> |
| <p style="text-align: center;">Science</p> <p>Intro to Chemistry (S)* Intro to Physics (S)* Biology Biomechanics Chemistry Computer Science AP Biology* AP Chemistry* Anatomy and Physiology* Forensic Science* Physics AP Physics 1* AP Physics 2* AP Physics C Introduction to Engineering</p> | <p style="text-align: center;">World Languages</p> <p>French I – IV AP French Language Spanish I – IV AP Spanish Language Mandarin I-IV AP Mandarin Northwestern Option possible</p> | <p style="text-align: center;">Fine Arts</p> <p>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</p> |
| <p style="text-align: center;">January Short Term</p> <p>Some recent Independent JST Projects: Lab Research at Northwestern Animal Shelters Early Childhood Centers Community-Based Non-Profits</p> <p>Some recent Group JST Projects: Creative Writing Dance Around the World Culinary Arts Fiber Arts Architecture & Design Travel to Europe & Galápagos</p> | <p style="text-align: center;">Activity</p> <p>Choir Tumbling Yearbook</p> | <p style="text-align: center;">Independent Studies</p> <p>Recent Year-Long Projects: African American History American Sign Language Anatomy Atmospheric Science Community Service Environmental Science Judaic Studies Video Game Design</p> |



College Acceptances 2017-2020

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
Columbia University
Connecticut College
Cornell College
Creighton University
Culinary Institute of America
Curry College
Dartmouth University
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
Landmark College
Lawrence University
Lewis and Clark College
List College
Loyola University Chicago
Lynn University
Macalester College
Manhattanville 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



College Acceptances 2017-2020 Continued...

New England College
New York University
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
Pepperdine 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
Tulane University
University of British Columbia
University of California, Berkeley
University of California, Davis
University of California, Irvine
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 Maryland
University of Massachusetts, Amherst
University of Miami
University of Michigan
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
Wake Forest University
Warren Wilson College
Washington College
Washington University St. Louis
Wellesley College
Wesleyan University
West Virginia University
Western Colorado State University
Whitman College
Whitworth University
Willamette University
Wittenberg University