

# Upper School Guide

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2012-2013 School Year



**Roycemore School**

[roycemoreschool.org](http://roycemoreschool.org)

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We appreciate your interest in Roycemore and look forward to working with you as you move through the application process. Roycemore follows a rolling admissions policy, which means there is no application deadline where classes have availability. However, some classes fill quickly. We recommend you file an application as soon as possible.

We encourage interested families to call for a personal appointment or attend an upcoming open house to become more familiar with the school. Arrangements may also be made to contact a current Roycemore parent or to attend a school event as a guest.

Admissions applications and recommendation forms are available to download at [roycemoreschool.org/apply](http://roycemoreschool.org/apply). Feel free to call Director of Admissions **Amanda Avery** at **847-866-6055** or e-mail **aavery@roycemoreschool.org** if you have any questions or need assistance.

When the application has been completed, we will arrange a time for you and your child to visit the school. This will allow you to become more familiar with Roycemore and will provide us with an opportunity to meet the candidate in person. Applicants are reviewed by looking at current school reports, recent standardized testing, current teacher recommendations and observations from visits.

Roycemore School seeks to enroll students who possess the ability and desire to prepare for successful performance in college. Roycemore does not discriminate on the basis of gender, race, color, creed, gender preference or national or ethnic origin in the administration of its admissions, financial aid and educational policies.

It is the mission of Roycemore School to inspire excellence and celebrate individuality. The school prepares students for college education and for responsible citizenship in a global society.

## Upper School Philosophy & Goals

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Our Upper School teachers believe that if adolescents are to achieve their full potential, they need and deserve an educational setting where each student is known, personally; where coursework is interesting and challenging; where access to extracurricular activities is unrestricted; where students establish positive relationships with peers and adults; where character development and ethical issues are discussed openly and candidly; where consequences for inappropriate actions are reasonable; and where accountability, self-awareness, and independence are nurtured in preparation for success in college and beyond.

Within the context of Roycemore School's overall mission—Inspiring Excellence, Celebrating Individuality—the Upper School program is rooted in the following academic, personal, and social growth objectives:

### 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 be always curious and to ask “the next question”
- 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 even failures
- Emphasizing the importance of using higher level thinking to solve a problem, even though doing so may mean refusing to settle for the easy answer, because quantity is not important without quality
- Encouraging, sometimes requiring, students to collaborate with others to make the greatest possible use of all people's respective strengths
- 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 the knowledge in our students that good things don't happen of themselves but only because people make them happen
- 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
- Providing an atmosphere where students are comfortable and encouraged to explore different roles, knowing they will be accepted
- Developing a healthy perspective and appreciation of the world around them

## Curriculum Overview

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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. The school stresses the importance of introducing the individual student to a broad range of studies in preparation for success in college.

The curriculum fosters the acquisition of the verbal, quantitative, and aesthetic skills necessary for a meaningful intellectual life; the reading and writing of English and foreign language; mathematics; the physical sciences; fine arts; and the physical skills vital for health and recreation. The curriculum encourages the creative exploration of cultural ideas with an understanding of their genesis and development. Roycemore believes that a well-rounded high school experience, in which adolescents engage in a number of activities of interest to them, leads to increased independence and personal responsibility. Pursuing a relevant, challenging course of study not only prepares students for college, but enhances their current and future quality of life.

Roycemore's school-wide curriculum is kept up-to-date by faculty Curriculum Committees in each subject area that convene throughout the year to ensure coherence, relevance and suitability for college-bound students. Roycemore teachers are committed to ongoing professional development.

### **Learning Assistance**

A Learning Assistance program is available to provide additional support for students who have a professionally diagnosed learning disability. The Upper School has a Learning Assistance teacher who possesses a Master's degree in Learning Disabilities. Students are scheduled to meet for 40 to 80 minutes per week with the Learning Assistance teacher in one-to-one or small group settings to reinforce the curriculum, enhance skills, and develop strategies to compensate for a learning disability. The Learning Assistance teacher also coordinates appropriate classroom accommodations. Space in this program is limited.

### **Physical Education**

Students can earn Physical Education/Activity credit in both physical and non-physical activities held three times a week during the school day. A variety of options are offered, which vary with the season. Offerings include: interscholastic soccer, volleyball and basketball; intramural volleyball, softball, table tennis, weights and conditioning, dance, tumbling and flag football. Non-physical activities offered during the Physical Education/Activity period three times a week include Yearbook (digital photography, layout, reporting/writing), Lower School Teaching Assistance, and Chorus.

*(Ask for a copy of the current Curriculum Guide for complete course descriptions)*

### **English**

African American Literature  
American Literature  
Comedy  
English Composition - Advanced Placement  
English Literature - Advanced Placement  
Foundations of English  
Mythology and Epics  
Romantic Impulse  
Story and Structure  
Tragedy  
World Literature

### **Fine Arts**

Chorus  
Drawing  
Music Composition - Individual Study  
Music History  
Music Theory - Introductory  
Music Theory - Advanced  
Painting  
Pottery  
Sculpture  
Studio Art - Advanced Placement

### **Foreign Language**

French I through IV  
French Language - Advanced Placement  
Spanish I through IV  
Spanish Language - Advanced Placement

### **Mathematics**

Algebra I  
Algebra II with Coordinate Geometry and Trigonometry  
Applied Geometry  
Calculus at Northwestern University  
Euclidean Geometry  
Mathematical Analysis (Pre-Calculus)  
Transition to College Mathematics

### **Science**

Biology  
Biology - Advanced Placement  
Chemistry: Principles and Properties  
Environmental Science: A Global Concern  
Introduction to Chemistry  
Introduction to Physics  
Physics - Advanced Placement

### **Social Studies**

Contemporary Politics  
Cultural Geography  
Government and Politics  
Human Development  
International Relations  
Law and Society  
Microeconomics  
Modern European History  
Modern European History - Advanced Placement  
Sociology  
United States History  
United States History - Advanced Placement  
World History  
World Religions

## College Preparation

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As a freshman in a college preparatory school you do not need to know what specific type of college you wish to enter or what specific course of study you will pursue. But you should have an idea whether you want to attend a highly selective college that is very competitive with many more applicants than can be accepted or a less competitive college that might suit you better.

When making course selections, you should keep your future goals in mind and plan accordingly. If you plan carefully and take the necessary prerequisite courses during freshmen and sophomore years, you allow greater course selection flexibility during your junior and senior years when you may choose courses which will be appropriate to your college and/or major preference. If your high school time is used wisely, you will be a better qualified applicant and have, as a result, more college choices open to you.

The Roycemore curriculum gives some latitude in choosing subjects, but your choices will have a major effect upon your future college options. It is imperative that you and your parents work closely with your advisor and the College Counselor, who can help you in designing your high school program.

### **Advanced Placement**

The Advanced Placement Program consists of college level courses based on course descriptions designed by the College Board for highly motivated students. AP courses are offered at Roycemore, and taught by the school's own experienced, talented faculty. For many, undertaking this challenging work has become the norm and Roycemore students perform very well on the end-of-year Advanced Placement examinations.

Roycemore offers college level work in Studio Art, Music Theory, Biology, Calculus AB and BC, English Composition, English Literature, French Language, European History, Physics, Spanish Language and U.S. History.

In June of 2011, 33 Upper School students had completed 85 college level courses during their Roycemore careers.

The College Board has notified Roycemore of the extraordinary results of students who took Advanced Placement exams in 2010-11. Thirty-four students, representing nearly 41% of those in Grades 10, 11 and 12, took 59 exams. 73% of the scores were in the honors range, compared to 66% of scores in Illinois and 60% nation-wide.

## College Level Work at Northwestern University

Taking classes for full college credit through a reciprocal arrangement with Northwestern University is one of the most valuable opportunities available to qualified Roycemore Upper School students. They do not pay extra tuition for studying at Northwestern, but they do have to meet high academic standards. To qualify, a student must have completed the Roycemore curriculum within a discipline, demonstrated an ability to function independently and think abstractly, and received the recommendation of the department and the Upper School Division Head. In recent years, students have taken courses in engineering, history, mathematics, science, foreign languages, political science, economics, philosophy and English at Northwestern University. For the 2011-2012 school year, nearly 10% of Roycemore Upper Schoolers participated in the Northwestern program.

## SAT & ACT

All Juniors participate in an SAT Prep course during select Physical Education periods early in the fourth quarter, prior to sitting for the SAT in May. The sessions are taught by the school's English and mathematics instructors. Roycemore students complete both the SAT and ACT, very different exams. The highest scores are sent along with official transcripts to colleges upon application.

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## Graduation Requirements

Roycemore's comprehensive curriculum is designed to prepare students for admission to the colleges of their choice. Students are expected to have the intellectual ability, motivation, and behavior necessary to successfully complete this course of study. We expect students to enroll in the most sophisticated courses for which they are prepared. Because colleges and universities have many different requirements for admission and because students often change their minds about career intentions and college plans, we encourage students to choose classes which will meet the standards of the most selective colleges and which will prepare them to do well once they are in college.

Therefore, students are strongly counseled to complete successfully:

- 4 years of English composition and literature
- 3 years of mathematics (including Algebra and Geometry)
- 3 years of natural science
- 3 years of social studies (including United States History)
- 3 years of one foreign language
- 1 year of fine arts

Approval for graduation is determined by vote of the Upper School faculty in June. The faculty considers the student's behavior, intellectual maturity, and citizenship in addition to the above requirements. The faculty reserves the right to deny a diploma for cause.

### Goals of January Short Term

January Short Term is a student's opportunity to:

- Design a piece of his or her own education.
- Learn something that usually cannot be taught in a classroom situation.
- Attain educational success in ways other than by grades.
- Learn for pure enjoyment.
- Participate in activities he or she wouldn't or couldn't have arranged on his or her own.
- Explore a possible career.

January Short Term (JST) was created to reflect the school's conviction that a student-designed program of learning is an excellent way to help students feel committed to their own education and to encourage their independence. All Upper School students are required to participate in JST each year they attend Roycemore. January Short Term occurs for two to three weeks following first semester examinations in January. Regular classes do not meet during this period.

Students may choose to design an independent JST project which will give them an opportunity to explore

and learn about a subject of particular interest, or they may choose to participate in a faculty-sponsored project. This is an excellent chance for students to explore a career, learn a new skill or strengthen an old one, participate in a community/social project, or explore an interest they have never had time to pursue. Although some group projects have prerequisites and out-of-school projects have age or insurance limitations, there are an unlimited variety of projects possible.

Group projects sponsored by faculty members usually present activities not offered during the school year. Projects often take advantage of the rich resources in the Chicago area to enhance a subject through field trips, visits with professionals and experts and background research in libraries and museums. Career projects are designed to enable students to learn as much as possible about a field while providing the project director with volunteer help. The more responsibility allowed students during January Short Term, the better the projects' results. JST is not unstructured free time, but an opportunity for fulfillment of well-organized, planned, individualized goals.

In early October, a booklet detailing the faculty-sponsored projects and general project requirements is distributed to students. They begin the official process by choosing or designing their projects. Students must devote considerable effort when designing an individual JST project in order to make the most effective use of the time. Students are required to complete a contract that will articulate their goals and the procedures they will take to fulfill the requirements. Each contract requires the signature and approval of the student, project director, Roycemore

advisor, and parent. The contract is presented to the January Short Term Committee for consideration and approval. The JST Committee meets once a week (beginning in October) until all student contracts are approved. The committee is headed by the JST coordinator and is made up of students and faculty.

During JST, Roycemore keeps in close contact with each student, project director, and advisor to monitor the student's progress and participation. Every student is required to write a journal about his or her JST experience which will be reviewed by the JST Coordinator, as well as the student's project director and advisor. Journals are returned to students.

Students do not receive a traditional letter grade for their performance during JST. However, they are evaluated by their project director and must earn a rating of "successful participation" at the end of the project in order to receive credit. This evaluation will become a permanent part of each student's file and is often used in preparation of the school's recommendation letters to colleges, since it may illustrate intangible qualities such as initiative, attitude, responsibility and enthusiasm. A student's JST projects are also listed on his/her official transcript from the school.

### **Recent Individual Projects**

Antique Sales Intern  
Arabic Study—Language and Literature  
Assistant Basketball Coach  
Basics of Rock: Drumming  
Brookfield Zoo Intern  
CD Recording & Editing  
Child Development—Julie Herr & Assoc. Intern  
Classical Music: Theory and Performance  
Designing a Website  
Discovering the Path to Recovery—Volunteer  
Early Intervention Reading Assistant  
Explorations with Sculpture and Clay  
Figure Painting Portfolio  
Flight School  
French Language Immersion in Montpellier  
Happy Tails—Small Business Intern  
In Realms Dark and Distant—Creative Writing  
Junior Coach and Teaching Assistant  
The Mathematics of Music  
Memory Study at Northwestern University  
Music Preparation—Vocals  
Nanocomposite Research—Northwestern  
Piano Study—Music Institute of Chicago  
Political Internship—State Rep. Lou Lang Skompton—Movie Directing and Editing  
Thorton Tomasetti Architecture Intern  
Tree House Humane Society Volunteer

### **Recent Group Projects**

Ancient Engineering  
Building Young Minds  
Crime Scene Investigation  
Discover Andalucía  
European Trip—Spain,  
France & Germany  
Experimental Chemistry  
Fine Art Photography  
Healthy Bodies—Yoga  
Julie & Julia—French Cooking  
Livin' Green  
Material Matters  
Museum Madness  
Spring Drama Production  
UltFit  
Vampires in Film and Literature

## Advisory Program

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The advisory program is a key feature of Roycemore's Upper School. Each student chooses a faculty advisor in the fall, and the two work closely together throughout the year. The relationship focuses on two broad categories of school related issues. First, advisors help students with academic planning. This includes selecting appropriate courses for each semester, designing annual January Short Term projects, and formulating college plans. Second, their advisors work with students in less structured areas which could include helping them to set realistic long- and short-term goals, to evaluate their progress, to develop strong study habits, to become involved in extracurricular activities, and in general to budget their time and energy in order to respond most effectively to the multitude of demands placed on them.

Each week, students with a common advisor meet together. As a small group, they discuss a weekly topic with relevance to adolescents, intended to promote empathy, thinking about ethics, and sound decision-making.

Students and their parents are free to consult with any member of the faculty and administration, but they are likely to turn to advisors first. Advisors submit three formal written reports to parents during the year, sharing goals, commenting on overall student progress, and reporting on how small group Advisory sessions were spent.

Roycemore's philosophy is that adolescents should be free to explore as many new endeavors as possible outside of the classroom, and thus a very high percentage of our students engage in many school-sponsored activities. This high level of involvement in school life helps enrich students' lives socially, and is another way in which the school prepares students for success in college.

### **Student Government**

The Student Government is committed to providing a forum for each student to be part of the decision-making process in the Upper School and is concerned with student activities, fundraising, rules, the student lounge, community service, and a myriad of issues that affect all Upper School students. Membership in the Student Government is open to all students and every student is encouraged to join and participate. Leadership opportunities are possible for interested students, with the student body electing a Student Government President, Vice-President, and Secretary-Treasurer each school year.

### **Yearbook**

Roycemore's yearbook is called *The Griffin*. A record of the events and activities of the entire school, Junior Kindergarten through Grade 12, the book is written, photographed, and designed electronically by a staff of Upper School students under the direction of student editors and faculty sponsors. Open to all interested Upper Schoolers, the yearbook activity provides hands-on experience in interviewing, writing, meeting deadlines, layout, editing, and photography. Every Roycemore student receives a copy of *The Griffin* at the conclusion of the school year.

### **Community Service Club**

The Community Service Club strives to bring all students together to assist the Roycemore community and the Chicagoland community at large. Students seek out ways to help others and plan activities with the assistance of faculty sponsors. Recent activities include walks to support cancer research, bake sales to benefit Orphans of the Storm, helping with Special Olympics and Toys for Tots, participation in non-perishable food drives for the hungry, winter clothing drives, and serving dinner at Hilda's Place, a homeless shelter.

### **Foreign Language and Culture Clubs**

All students, whether actively studying a language or just interested in the cultures, are welcome to join the French, German and Spanish clubs. Members plan regular activities to discover and participate in the cultural diversity of Chicago. These activities include attending films, plays, and museum exhibits, celebrating various cultural holidays, dining in ethnic restaurants, and hosting cultural events at the school.

### **January Short Term Committee**

The January Short Term committee assists the JST Coordinator in organizing the January Short Term. The committee is composed of faculty and students. Committee meetings are held during the first semester on Wednesday mornings at 7:45 a.m. in the library. The committee's major function is to discuss and approve all student JST proposals. Student input about the January Short Term is of critical importance, and this is the student's best opportunity to influence the program. Students are given equal opportunity with faculty members to participate in committee deliberations and decision-making. Any student may volunteer for JST committee. Students must be able to be at school at meeting times and to maintain confidentiality of discussions that occur.

### **Fall Musical & Spring Play**

Roycemore's Drama Club produces a fall musical and a spring play each year. Open auditions for parts are held for all students in Grades 9-12. All who wish to can participate in the Drama Club, regardless of experience or expertise. In addition to acting, students assist in all aspects of production, including set construction, lighting, sound, costumes/props, and assistant directing. Rehearsals are held after school and on Saturdays when necessary. A few of Roycemore's recent productions include *Arsenic and Old Lace*, *Joseph and the Amazing Technicolor Dreamcoat*, *The Importance of Being Earnest*, *Into the Woods*, *Once on This Island*, *The Mousetrap* and *Guys & Dolls*.

### **Chorus**

This vocal club meets two days a week during Physical Education and is open to all students interested in singing.

### **Halloween Carnival**

At the end of October, all Upper School students work together to present an all-school carnival for the Middle and Lower Schools. The purpose is to set an example of service and giving for Roycemore's younger students, to provide an opportunity for all Upper Schoolers to work collaboratively on a school service project, to raise money for student activities, and to have fun. The students design booths and decorate the gym in a Halloween carnival atmosphere, and care for the school's small children throughout the event.

### **Palio**

Palio, our oldest tradition, is an evening program in March presented by students in Grades 1-12 to display the progress they have made in physical education classes during the year. The emphasis is on rhythmic, dance, gymnastics, and sports skills. Students may sign up for dance or tumbling class during Physical Education third quarter to become part of the program or be part of one of the non-performing support crews (lighting, costumes or equipment.) During Palio, the Lois Anderson Memorial Awards are presented to outstanding individuals in physical education.

## **Scholastic Bowl**

IHSA Scholastic Bowl is a team contest of the intellect. Competitions with other area schools take place after school and on Saturdays. Students demonstrate their knowledge in areas such as mathematics, science, fine arts, history, geography, literature, and current events. Any student willing to make the necessary time commitment may become a member.

## **Winter and Spring Programs**

Winter Program and Spring Show are all-school evening programs of song, dance, and tumbling. Every student may participate and has the opportunity to audition for a leading role. If a student is not a performing artist he or she may help with lighting, sound, props or costumes. These events bring Roycemore students of all ages together to celebrate the arts and the skills they have helped one another master.

## **Interscholastic Sports**

During each fall and winter, we provide the opportunity for students to be members of an interscholastic sports team. Roycemore offers coed soccer and girls' volleyball in the fall, and boys' and girls' basketball in the winter.

Any student may become a member of a team if the student is willing to make the necessary time commitment and demonstrate good sportsmanship. Practices are held during Physical Education and after school. Contests are usually held after school, with a small number of weekend games scheduled during each season. Teams typically play 10 to 14 games a season, versus other independent or parochial schools in greater Chicagoland.

## **Sports Banquet**

In the spring of each year, there is a sports banquet to honor the interscholastic sports teams. Varsity team letters and gold pins are awarded to each athlete who has completed the season in any given sport. Individuals from each team are given special awards for their outstanding achievements.

## **Prom**

Each May, students sponsor a semi-formal dance party to which all Upper School students are invited. The location, catering, and other details are chosen by the Student Activities Committee, representing all classes. Tickets are sold in advance, and all students are actively encouraged to be a part of this end-of-year celebration. Recently, students have chosen to host Prom at various clubs and restaurants in downtown Chicago, including Navy Pier and The Tower Club at the Lyric Opera.

## **Other Activities & Social Events**

Throughout the school year a variety of additional Upper School activities take place, during school, after school and on weekends. Some are sponsored by clubs but any student interested may attend.

<b>September</b>	Opening of school picnic
<b>October</b>	Fright Night at Six Flags Great America Annual Carnival set-up after school Carnival celebration
<b>November</b>	Spirit Week decorating after school
<b>December</b>	Ice skating at Millennium Park Toys-for-Tots Holiday Party Kristkindlmarkt in Chicago
<b>February</b>	Mardis Gras party
<b>March</b>	Two-on-Two Basketball Tournament
<b>April</b>	Celebration of Pride and Excellence Ethnic Food Fair
<b>May</b>	Assisting with Grand Auction Upper School Prom Young Evanston Artists Festival

Roycemore is a community of caring families, students and staff who demonstrate their commitment through involvement in the life of their school. Roycemore families are active participants in the educational process. Their positive effort, cooperation and understanding allow the school to be effective in its mission. Teachers are inspired to even greater efforts as they observe parent involvement and feel their support in the educational process.

We encourage parent participation in all facets of school life. Your involvement in your child's education and school activities demonstrates to them the importance of education. Opportunities for parental involvement at school include, but are not limited to, helping to proctor AP exams in the spring, volunteering in the library, computer lab, or for the annual auction, and bringing food for receptions at school events and for bake sales.

Equally important, your charitable giving to Roycemore is critical to make up the difference between the income provided by tuition and fees and the actual costs of maintaining the school's unique blend of small class size, individual attention, diverse student body, and wide range of college preparatory educational opportunities. The Annual Fund is the fund raising effort that provides the charitable gifts necessary to assure the school's Margin of Excellence. The school strives for 100% participation from its parents, alumni and friends.

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## Parent Ambassadors

The Parent Ambassador program was established to encourage and facilitate parent involvement at Roycemore, to build a network of knowledge about the parent community, and to help ease the workload for teachers and administrators. Coordinated by the Division Heads, at least one parent is identified every year for each grade level. Parent Ambassadors make and maintain contact with each family in their class. They assume responsibility for recruiting volunteers when requested by teachers and Division Heads. They also help other parents understand the pathways to becoming involved in school life on a larger scale.

## Upper School Faculty & Staff

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**Headmaster - Joseph A. Becker**

42 years at Roycemore; 34 years as Headmaster.  
BS - Northwestern University

**Upper School Division Head & Assistant Headmaster - John Novick, Jr.**

10 years at Roycemore. BA - Loyola University; MEd - Loyola University

**Art - Ruth Hecht**

9 years at Roycemore. BFA - Washington University;  
MA - University of Illinois at Champaign-Urbana

**College Counseling - Peggy Klein**

37 years at Roycemore. BA - Indiana University

**Consulting Psychologist - Jay Einhorn**

14 years at Roycemore. BA - Goddard College; MS - Southern Connecticut  
State College; PhD - Illinois Institute of Technology

**English - Sara Dreiling**

10 years at Roycemore. BA - University of Wisconsin at Madison;  
MA - National Louis University

**English and Scholastic Bowl Co-Sponsor - Lawrence Hunt**

24 years at Roycemore. BA - DePaul University; MEd - University of  
Illinois at Champaign-Urbana; MA - DePaul University

**English - Fraser Coffeen**

2 years prior experience in Chicago. BA - Northwestern University;  
MA - National Louis University

**French - Trina Burek**

13 years at Roycemore. BA - University of Chicago

**French and Yearbook Co-Sponsor - Lesley Wallace**

7 years at Roycemore. BA - Butler University; MEd - Wichita  
State University

**History, Learning Assistance and Community Service Club  
Sponsor - Karen Radke**

18 years at Roycemore. BA - Cornell College; MEd - National  
Louis University

**McCamant Teacher of Mathematics - Trina Brickman**

32 years at Roycemore. BA - Northwestern University;  
MA - Northwestern University

**Media Center Director and JST Coordinator - Denise Wirth**

3 years at Roycemore. BA - Purdue University;  
MA - Dominican University

**Music - Matthew Hunter**

1 year at Roycemore. BMed - Michigan State University

**Physical Education and Athletic Director - Robert Linkhart**

35 years at Roycemore. BS - Indiana University;  
MA - Northwestern University

**Physical Education and Soccer Coach - Ilan Ben Sira**

3 years at Roycemore. BEd - Zinman College at Wingate Institute, Israel

**Physical Education - Jessica Wunder**

37 years at Roycemore. BA - Purdue University

**Science and Mathematics - Tom Fogarty**

7 years at Roycemore. BS - UCLA School of Engineering;  
MS - UCLA School of Engineering; MBA - DePaul University;  
MAT - National Louis University

**Science and Mathematics - Lynne Greene**

10 years at Roycemore. BA - Smith College; MS - Howard University

**Science and Scholastic Bowl Co-Sponsor - Kymberly Showers**

2 years at Roycemore. BS - University of North Carolina

**Social Studies and Student Government - Virginia Romano**

20 years at Roycemore. BA - University of Evansville

**Spanish and Yearbook Co-Sponsor - Heather Loperena**

3 years at Roycemore. BA - Northwestern University

**Technology Coordinator and Mathematics - Beth Shutters**

5 years at Roycemore. BS - University of Illinois at Champaign-Urbana;  
MEd - National Louis University

## Tuition & Fees 2012-2013

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<u>Grade</u>	<u>Tuition &amp; Fees*</u>
Grades 9 through 12	\$24,425

\* Annual mandatory fees are for the hot lunch program, supplies, general field trips, activities, and classroom materials. Additional fees for some classes will be added.

### School Bus

Rate depends on distance from the school. One way ranges from \$2,605 to \$3,880 per year; round trip ranges from \$4,740 to \$7,160 per year.

### Learning Assistance

(For students with learning disabilities)

Individual Learning Assistance - \$105 per clock hour

Small Group Learning Assistance - \$88 per clock hour

### Alternative Payment Plans

Annual, semi-annual and 9-month plans are available.

## Tuition Assistance

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Limited tuition assistance is available. Families interested in applying for financial assistance should inform the Director of Admissions, who will provide an application form. Information is kept strictly confidential. Financial status and application for tuition assistance are not factors in admissions decisions.

Financial aid is awarded to families on the basis of need, as determined by the school and Student Service For Financial Aid (SSS) and supplemented by information from each family's Federal Income Tax Return (Form 1040). SSS, a service owned by the *National Association of Independent Schools*, provides schools only with information and guidelines. These are used by Roycemore's Financial Aid Committee to make financial awards fairly and equitably.

A family must reapply for financial aid each year. The grant is usually renewed, providing that the student remains in good standing at Roycemore. A significant change in a family's financial profile may result in a different aid decision.

Contact the Admissions Office at 847-866-6055 if you have questions regarding Financial Assistance.

## **Robert Eisner Distinguished Scholar Program**

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As a world-renowned economist, Robert Eisner advised presidents, governments and the educational community. He was a long-time supporter and benefactor of Roycemore School, and the Robert Eisner Distinguished Scholar Program was established in his memory.

Roycemore awards up to three new full tuition scholarships each year, based on a student's demonstrated academic achievement and outstanding leadership abilities. The scholarship is renewed for each subsequent year as long as the student maintains a 3.5 grade point average and contributes positively to the school community.

### **Eligibility**

- Students entering Grade 9 or 10 during the upcoming academic year may apply.
- The student must have scored at the 95th percentile or better on either the total math and/or the total verbal section of a nationally normed, standardized achievement test and have maintained a superior academic record.

All Robert Eisner Distinguished Scholar applicants must take a standardized achievement test administered at Roycemore School on February 2, 2012. Finalists will be invited to return to Roycemore for a personal interview. Award winners will be selected by an independent Robert Eisner Distinguished Scholar Program committee and will be announced in March.

### **Robert Eisner Distinguished Scholar Application Process Checklist**

All applicants must provide the following by the application deadline:

#### **By February 1, 2013:**

- Application for Admission to Roycemore
- Distinguished Scholar Application
- English teacher recommendation form
- Mathematics teacher recommendation form
- Request for school records form

## Getting to Roycemore

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Upper Schoolers arrive at Roycemore each day in a variety of ways, including via public transportation, school bus or car. The opportunity to purchase Roycemore student ID cards is available at the beginning of the year for students who wish to obtain a CTA student discount.

### **CTA**

On the Red/Purple Line, the Davis Street “L” station is located on Davis and Benson in downtown Evanston, 2-1/2 blocks east of Roycemore School at Davis and Ridge. CTA bus #201 runs on Ridge Avenue with a stop in front of the school.

### **Metra**

On the Union Pacific North line to Kenosha, the Davis Metra station is located at Davis and Benson Streets in downtown Evanston, 2-1/2 blocks east of Roycemore School at Davis and Ridge.

### **Pace Bus**

The #250 west bound to O’Hare airport stops in front of the school on Ridge; the #250 east bound to the Davis Street station stops at Davis and Oak, one block east of the school.

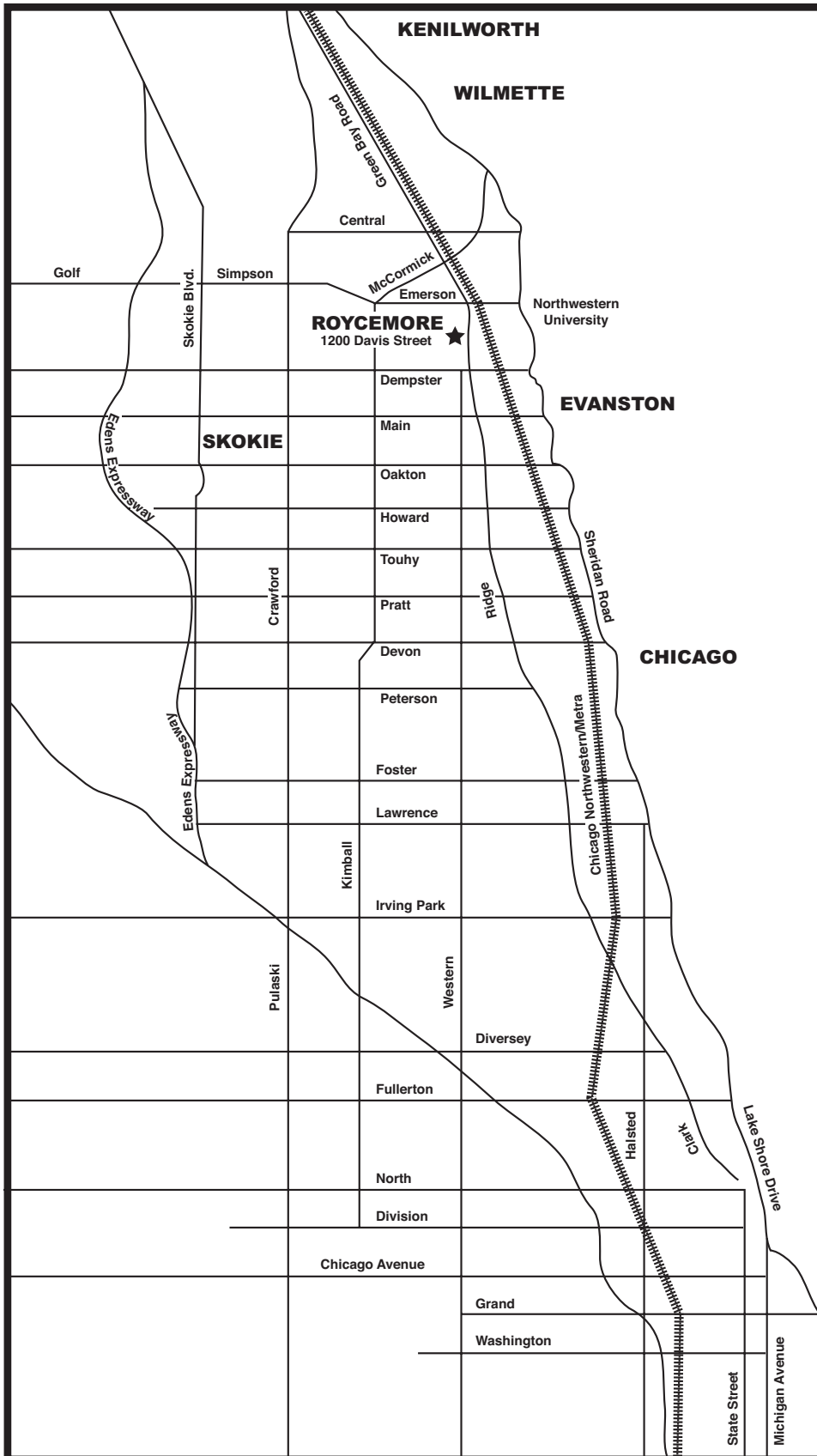
### **Driving**

A portion of the school’s parking lot is available for student parking. The lot must be entered off Davis Street, which is one way headed west at that point. Suggested access is via Ridge, either north or south of Davis.

## Bus Service

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Roycemore has its own fleet of school buses and licensed drivers to offer students door-to-door bus service throughout most of the Chicago metropolitan and north suburban areas. Bus service availability and cost is determined by location.



## **Preliminary School Calendar 2012-2013**

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August 28	First day of classes - <b>2012-13 school year</b>
September 3	NO SCHOOL - Labor Day
September 17	NO SCHOOL - Rosh Hashanah
September 26	NO SCHOOL - Yom Kippur
October 8	NO SCHOOL - Columbus Day
November 21-23	Thanksgiving Break
Dec. 24-Jan. 4	Winter Break
January 21	NO SCHOOL - Martin Luther King Day observed
March 28-April 5	Spring Break
May 27	NO SCHOOL - Memorial Day
June 4	Last day for Lower School
June 6	Awards & Eighth Grade Commencement
June 7	Twelfth Grade Commencement

## **Spring 2012 Admissions Open House Dates**

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Tuesday, April 17	8:30-10:00 a.m.
Tuesday, May 15	8:30-10:00 a.m.

**Questions? Contact Director of Admissions Amanda Avery at 847-866-6055, or via e-mail at [aavery@roycemoreschool.org](mailto:aavery@roycemoreschool.org).**



**Roycemore School**  
Inspiring Excellence – Celebrating Individuality

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