

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Robert Costello

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Oratory Preparatory School

(As it should appear in the official records)

School Mailing Address 1 Beverly Road

(If address is P.O. Box, also include street address.)

City Summit State NJ Zip Code+4 (9 digits total) 07901-1699

County Union State School Code Number* 030

Telephone 908-273-1084 Fax 908-273-5505

Web site/URL http://www.oratoryprep.org E-mail rcostello@oratoryprep.org

Twitter Facebook
Handle @orat Page www.facebook.co
oryprep m/OratoryPrep Google+ _____

Other Social Media
YouTube/URL Link http://www.oratoryprep.org/apps/pages/index.jsp?type=d&
_____ Blog _____ uREC_ID=279799&pREC_ID=641971

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*Dr. Margaret Dames E-mail: damesmar@rcan.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Joseph Weinhoffer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	10	0	10
8	23	0	23
9	90	0	90
10	73	0	73
11	67	0	67
12	62	0	62
Total Students	325	0	325

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 4 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 81 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1	317
(5) Total transferred students in row (3) divided by total students in row (4)	0.009
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0%
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 0%
 Total number students who qualify: 0

9. Students receiving special education services: 7 %
23 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>8</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>15</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	9
Classroom teachers	33
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 10:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	96%	0%	0%	0%
High school graduation rate	100%	100%	100%	100%	100%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	58
Enrolled in a 4-year college or university	57%
Enrolled in a community college	1%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: To develop young men of faith, intellect, and character through an exceptional college preparatory program rooted in the Roman Catholic tradition.

PART III – SUMMARY

Oratory Preparatory School is a Catholic school in Summit, NJ, currently serving 325 young men in grades 7-12. From its earliest foundations as Carlton Academy in 1907, Oratory has had a constant focus: attention to the individual. Charles Schultz, the first headmaster, emphasized this ideal when he founded the school. The administration of Rev. John J. Bain, headmaster from 1945 to 1967, echoed this philosophy in the theme of his administration—Accent on the Individual. This priority has been echoed by all Heads of School, up to the present leader, Mr. Robert Costello.

Another noted consistency is reflected in a quote from an early yearbook which states that Carlton “lives up to its ideal of an expanded home whose discipline shall be parental.” Present-day students would verify that this family atmosphere still characterizes Oratory today.

An excerpt from the 1917 Carltonian comments that “The religious atmosphere of Carlton Academy is all-pervading: one can truly say that this is the guiding force of all that is best in the school.” Recognition of this guiding force is undoubtedly evident today. Although there are many fine schools in the area, parents choose to send their sons to Oratory because it offers something more important than just the academic fundamentals. It offers an experience which is “academically excellent and distinctively Catholic.”

However, adherence to these founding ideals does not exclude the process of change. To remain a viable school in the modern, competitive world, Oratory has had to maintain superior standards. Changes in the curriculum and updated technological advances parallel those advances in our society at large.

Because Oratory is a private, Catholic, college preparatory school, admissions decisions are taken very seriously. A committee, consisting of the Head of School, Associate Head of School, Admissions Director, Athletics Director, and Guidance Director examines the file of each applicant. Entrance test scores and previous grades weigh heavily, as do recommendations on student character, documentation of student activities, and interviews of the applicants themselves.

It is clear from standardized test data, as well as internal assessments, that Oratory is a high achieving school academically. The ability to offer a challenging curriculum in an environment of small class size often is cited as a primary reason students and families choose Oratory Prep. The college prep classes are rigorous, and the school offers numerous honors and Advanced Placement options to augment the curriculum. The school profile lists the colleges and universities Oratory students have gained admittance to, and it is a list in which all who work at Oratory Prep take great pride.

As a small school, Oratory Prep still remains competitive athletically, and even has championship teams in several sports. The students, even those who are not varsity athletes, are predominantly sports fans, and the OP Rowdies is the most popular student group at the school. These students are fixtures at all soccer and basketball games, and are known throughout the conference and county for their enthusiasm and support of the school's teams. Oratory has a no-cut policy for sports in the middle school, which promotes involvement without the expectations of varsity competition. The school also recently developed an intramural program that welcomes all, regardless of athletic ability.

OP offers a wide array of clubs and activities which promote involvement, participation, and opportunities to bond with classmates, as students pursue common interests. Much of what the school has done in the area of co-curricular activities in the last few years involves student leadership training. Oratory Prep has had groups attend leadership workshops across the country, had speakers and experts in to examine successful leadership, and offered students leadership opportunities here at the school. As a Catholic school, the campus ministry program and the emphasis on serving others is an integral part of the school's identity. Teaching students values and character is as important as core content knowledge here. Religion is a mandatory class every year, mass is observed monthly, and service opportunities are regularly scheduled. Additionally, OP's students are enabled to serve as eucharistic ministers, retreat organizers, and liturgy leaders. These programs and initiatives are in place to challenge the students to reach their potential and to grow as young men.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Oratory Prep continues to offer a challenging curriculum throughout the middle school and high school in core subject areas. English, mathematics, science, and social studies classes are required in grades 7-11, and English and math continue as requirements in twelfth grade. Honors level classes are offered starting in freshman year, and Advanced Placement classes are available to juniors and seniors in each of these disciplines. In 2011, the faculty engaged in curriculum planning and writing in every subject area, following Grant Wiggins' model of curriculum units. These units contain overarching ideas, essential questions, core content standards, student achievement objectives, and twenty-first century skills. Curriculum updates and revisions are built into the yearly professional development plans. These curriculum units have fostered reflection and collaboration among the faculty, provided direction and examples for the new staff, and assured the school of proper scope and sequence in all academic programs.

The English program stresses the importance of critical reading and persuasive writing at all levels. Middle school classes are survey classes, centered on grade-appropriate literature. Freshman English is genre-based, sophomore English studies American Literature, junior English examines British Literature, and senior English studies World Literature. AP Language and Composition is an option for qualified juniors, and AP Literature and Composition is available to seniors.

Infused in all levels is an emphasis on vocabulary development, utilizing technology--an interactive program called Membean--to engage students in this skill development. As part of Oratory Prep's Middle States action plan developed in 2012, the faculty developed a writing rubric, presented in English classes but used school-wide. The English department writing inventory assures the department chair that writing assignments at all levels are frequent and substantive. OP also offer English department electives, including creative writing, journalism, public speaking, graphic novels, and film.

The mathematics program ranges from pre-algebra in seventh grade through AP offerings and beyond in junior and senior year. Due to small class sizes, Oratory has been able to differentiate instruction for many of its students, and has multiple levels and tracks in its math program. The school has three AP offerings: AP Calculus AB, AP Calculus BC, and AP Statistics. Additionally, Oratory has had some students outpace even this rigorous program, and therefore has developed an additional course, Multivariable Calculus, for select seniors who completed AP Calculus BC as juniors. Oratory's math teachers conduct an introductory diagnostic test in each course at each level every year, not only to confirm proper student placement, but to ensure scope and sequence throughout the program.

The science program consists of earth science and physical & life science in the middle school, biology as the required freshman science, and chemistry as the required science for sophomores. All Oratory Prep students must take at least three years of science, but after sophomore year there are various choices. College prep levels of conceptual physics and environmental science are available, as are honors levels of biology, physics, and anatomy, and AP levels of biology, chemistry, physics, and environmental science. A primary factor in developing a rotating schedule in 2010 that includes a 75 minute period once a cycle was the implementation of labs in the area of science; all of OP's science classes have meaningful lab components. As the school continues to grow in course offerings, an emphasis on STEM classes will highlight the elective offerings for next year, including engineering and computer science additions.

The social studies program begins in 7th grade, and is mandatory through junior year of high school, with required courses in geography, American history and world history. Courses in business, economics, law, and sociology are elective choices for Oratory Prep students. AP courses are offered in US history and macroeconomics. A major emphasis throughout the program is evaluation and utilization of primary and secondary sources, and while student writing employing source citation in MLA format is prevalent in all disciplines, it is frequent in social studies classes. These courses also employ online library and databases with regularity, and this department's use of Google groups and threaded discussions have set a strong example for the rest of the school.

2. Other Curriculum Areas:

Oratory Prep has traditionally been able to run a strong selection of courses outside of its core, and with plans for a building expansion to begin this school year, OP is excited about the opportunity for further growth in this area. Physical education has traditionally been a popular program at the all-boys school, and the staff has worked to make it a beginning to lifelong fitness for its students. All classes begin with stretching and exercise, and the curriculum balances traditional team sports education with activities that can keep the students active beyond their competitive playing days. Health and nutritional instruction are a focus throughout the program as well. A semester of physical education and health each year at minimum for grades 7-12 is required. Oratory currently utilizes its gymnasium, turf field, weight room, and classrooms in this area, but the pending building expansion will include a much larger gym and fitness center, which will allow for further opportunities.

Oratory Prep is in compliance with the program's foreign language requirements. The school currently offers three foreign languages, having added Italian as an option last year to its Latin and Spanish programs. Oratory Prep students are required to take three years of a foreign language during their high school years, but languages are offered during both years of middle school and all four years of high school. In addition to language acquisition skills, culture and history are integral parts of all foreign language curricula. OP has also seen the benefits of grammar and vocabulary development of its students through their participation in these disciplines.

Art and music are two areas that will benefit greatly from the upcoming building expansion as well. Art is required in 7th, 8th, and 9th grades, and is an elective after that, with courses in drawing, painting, and ceramics among the offerings. The studio is small, and OP is confident that even more students will select art courses when the new studio opens. Because of some constraints with time and space, the after school Art Club is one of the most popular in the school, and the school's art teacher employs many of her teaching techniques used in class during this club. Similarly, music is a program that utilizes both class time and time after school. Besides the music classes for 7th, 8th, and 9th graders, Oratory offers a music elective each year for upperclassmen, and has been able to build band classes into the regular daily schedule. The entire band practices together each week after school as well, and this setup has proven to greatly improve the learning and the finished products of the school band. Oratory now has more concerts, and the quality of performances is the best it has ever been.

Technology education is infused throughout the curriculum. OP is a 1:1 laptop school, and the staff have personal laptops, classroom laptops, Ipads, and interactive projectors with AppleTV to utilize. Oratory Prep currently offers an introductory computer class and a programming class, and will offer AP Computer Science as early as next year. The staff is proficient in technology education; therefore, much of what is taught to the students in this area is through the regular content-area subjects. Much of the staff professional development in recent years has been in this area, and the aptitude and comfort of Oratory's teachers with technology has grown accordingly.

Additional grade-level electives are offered throughout the curriculum. Freshmen cycle through quarterly courses in study skills, guidance issues, public speaking, art, and band, with student choice factored in the selections. The study skills course has proven to be valuable to students who may be quite capable intellectually, but need assistance with organization, and "how" to be a successful student. Guidance issues help OP students transition to high school, and both academic and social challenges are examined. Public speaking provides students with an opportunity to become more comfortable and polished speaking in front of an audience. These skills prove beneficial to all Oratory students regardless of their career paths or future plans.

Art and music/band continue to be offered throughout the high school years, along with various other electives. Business and economics classes are very popular at Oratory, as a large percentage of the students choose these disciplines as college majors after graduation. Law and Government classes have also proven popular as elective choices, and prepare students for future studies in the humanities. Additionally, classes in film, journalism, and writing often utilize project-based learning, assessing students in alternative fashions and often collectively, relying less on traditional testing to evaluate student progress.

While the seventh, eighth, and ninth grade student schedules are fairly predetermined (allowing only one period for student choice), the sophomore through senior schedules open up more opportunity for students to select courses based on interest. Seniors typically have 3-4 periods out of the eight in the schedule to choose electives, or to double up on an area of particular interest. Oratory typically runs one or two sections of each of the electives described above, and traditionally these courses are fully subscribed. As in the core courses of the school, class sizes are capped at 22 students, so individual attention and student participation are emphasized.

3. Instructional Methods and Interventions:

Even as the student population at Oratory Prep has grown, the school has been able to hold true to its traditional identity. OP is a small school, and will remain relatively small, and takes seriously its school motto of “Preparing Lives. One by one.” The school understands and embraces this identity, and only accepts students who will thrive in such an environment. OP does not offer a comprehensive special education program, it does not have resource rooms or in-class support staff. Yet Oratory will have students of varying ability levels, and work to accommodate each of them. The school offers college prep, honors, and Advanced Placement levels for many of its subjects, and the placement process is a meticulous one. A great advantage in the school's educational model is its class size. Oratory's average class size is 14 students, and the school caps its academic classes at 22. This allows the faculty to address the needs of the individual student, and to differentiate within the classroom.

Staff training, professional development, and articulated and agreed-upon faculty goals have led to consistent quality instruction. Arming teachers with Ipads has allowed them the freedom to circulate around the room while still reaping the benefits of such technology. Oratory's faculty-wide initiative to implement a writing process across the curriculum has provided its students with a consistent message, has improved the organization, planning, and output of its students, and even decreased incidents of plagiarism. The school has a journalism class that not only learns about the subject, but produces newspapers and a yearbook. The school has a film class that not only studies cinematic history and techniques, but creates short films. The school has science, social studies, music, and art classes that are closely linked with popular clubs, in which students have the opportunities to put into practice what they have learned. The school has a Guidance department that is consistently meeting with its students, monitoring their progress, and communicating with their families. Oratory Prep produces standardized test scores to be proud of year after year, but they only begin to document the quality instruction happening at Oratory each day.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Over the past five years, Oratory Prep's SAT averages in both critical reading and math have been relatively consistent, ranging in the upper 500's to low 600's each year. OP's ACT scores have been consistent as well, ranging between 24 and 27 in each subject (English, math, reading, and science) over that same five-year period. The percentages of OP students scoring 3 or better on AP exams has also remained relatively consistent, ranging between 77% and 88%. The school has had no demographic groups large enough to be considered subgroups, and no outliers among those groups.

Oratory has traditionally tested all of its student in grades nine, ten, and eleven in the PSAT during school hours. While the PSAT only considers juniors for scholarship and awards, the exposure to the standardized test for OP students in ninth and tenth grades continues to drive that decision. Additionally, the feedback on specific topics provided by College Board for each student and for the school as a whole is examined by the staff, as part of the school's Middle States Action Plan. Curricular adjustments (discussed later) have been a tangible result. In 2013, Oratory Prep began to offer the ACT during the school day as well. The ACT and its subtests are targeted to students in grades 7-11, and the feedback provided by the ACT is extremely comprehensive, and has been utilized in a fashion similar to the PSAT results, to help evaluate the academic program.

The data for each of these standardized tests are encouraging, and give credence to the academic program. An emphasis of the current administration has been the examination of grade inflation, which has been cited as a concern at other private schools. As admissions to private schools in this area are competitive, and the acceptances of students at colleges and universities becomes increasingly competitive every year, grade inflation can be a pitfall for schools that need to be concerned with reputation. The fact that Oratory Prep's standardized test scores correlate accurately with its students' grades supports the authenticity of the grades earned by OP students. This correlation has been studied meticulously, and will continue to be done to ensure the quality academic program offered at the school.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

As a school, Oratory Prep is constantly evaluating its performance, and the use of hard data is central to this task. One of the school's Middle States action plans involves evaluating PSAT scores (taken by 9th, 10th, and 11th graders) and examining strengths and weaknesses in student scores. This process is conducted by faculty that comprise Middle States action teams, and the findings are presented to the Associate Head of School, Director of Curriculum, and department chairs for review. The addition of a Writing & Grammar course in the middle school, the implementation of a school-wide writing inventory tied to teacher lesson plans, and curricula revision have all been tangible products of this action plan.

Similarly, evaluation of our AP scores in each discipline has led to prerequisite refinement, summer assignments, and further curricula revision. Last year Oratory began administering the ACT and its subtests in the school for all students in grades 7-11, and the detailed feedback provided by ACT has helped as OP continues to evaluate its academic product. Oratory uses internal assessments as well at the beginning of several courses to evaluate student knowledge and placements. A preliminary test during the first week of math classes is standard practice. An opening writing assignment helps the English teachers determine student writing levels right away. Assessments in foreign languages constructed by those teachers guide pacing for the opening weeks of school.

The tangible results of these efforts are a source of pride at Oratory Prep, and the school posts much of its testing data in its school profile, which is shared with colleges and prospective students and their families. In 2013 the school added a Director of Public Relations to the staff, and the Director has worked to communicate the accomplishments of the student body to the community. The school's daily announcements are now shared with all OP families via email each day, and features and notices of student achievements are regularly included. Academic accomplishments such as National Merit Scholars and AP Scholars are posted here, as well as in local newspapers.

Part VI School Support

1. School Climate/Culture

The mission of Oratory Prep is “to graduate young men of action who will contribute positively to our communities, Church, nation, and world.” Oratory continues to strive to establish a culture that will make this happen. At OP, doing well in the classroom is a source of pride, not embarrassment for its students. Oratory consistently delivers messages to its students about the importance of working to potential. The school's high honor roll students are celebrated with a breakfast each marking period. One of the most prestigious events is OP's Academic Awards Night, during which the school honors the accomplishments of all its students, and the younger ones witness firsthand how the success of the seniors leads to wonderful opportunities at the university level.

Oratory conducted a study that found that students who were actively participating in extra-curriculars had higher GPAs than those who were not, and a Middle States objective of the school is to garner 100% participation in extra-curriculars from its students. OP has many initiatives in place that promote student involvement and school spirit. Oratory selects students of the month in both the middle and high schools in the areas of academics, athletics, and service. Spirit Week consists of many bond-building activities, as do the efforts during Catholic Schools Week. The school is currently running a leadership development initiative, employing the expertise of adults within the building and professional experts as guest speakers. These programs have focused on character and confidence building, and align nicely with the OP Honor Code, which guides the students and highlights the values the school hopes to instill. OP students can apply for student grants through the Parents' Guild, and their interests, creativity, and initiative are fostered and rewarded through this program. Oratory Prep is now a part of the “Play Like a Champion” program through the University of Notre Dame, which stresses sportsmanship for student-athletes, coaches, and parents.

The positive culture at Oratory Prep extends to the faculty as well. Teachers are also a part of the Parents' Guild grant program, which enables teachers to pursue special interests and acquire materials for their classes. All teachers new to OP are assigned a mentor with whom they can work closely and receive guidance on both classroom and non-classroom issues. Teacher preferences are considered when building the master schedule, and teacher input is sought for issues of curriculum and school life. The Sunshine Club celebrates birthdays, weddings, births, etc., and the faculty retreat, Christmas party, and events throughout the year help to build this spirit of camaraderie that exists at Oratory Prep.

2. Engaging Families and Community

Oratory Prep is currently in its second year of a five year strategic plan, involving all aspects of the school: Enrollment, Academics, Spiritual Life, Athletics, Student Life, Information Technology, Business, Development, and Facilities. Each area was examined by a committee comprised of all stakeholders, including students, staff, administrators, parents, alumni, and members of the community. Input from these multiple perspectives proved valuable in shaping the specifics of the plan.

The OP Parents' Guild has also proven to be a great support to the school, both financially and through participation and involvement. Their enrichment grant program has allowed students and faculty to submit new proposals for programs that would otherwise be unfunded. They have started a partnership program with a local all-girls school, mixing our students with theirs for social and service events. The Guild also organizes and participates in many of the school events, from large fundraisers like the fashion show and gala, to morale-builders like the ice-cream social and faculty appreciation lunches.

Oratory works closely with its local law enforcement entity, the Summit Police Department. School safety protocol have been designed with input from the Summit Police, and training of administration and staff on school safety issues is ongoing. Additionally, Summit Police have conducted programs in the school for students on issues such as drinking and driving, internet safety, and dangers of drugs and alcohol. Based

on the extremely low number of incidents in these areas involving OP students, this relationship with Summit Police is proving valuable, and will continue to be fostered.

3. Professional Development

The goal of both teachers and administrators is to build high quality education for the students at Oratory Prep, and this goal is seen in the school's approach to professional development. High quality professional development activities are the goal when searching for onsite and offsite professional development. In addition to onsite professional development programs, geared towards the needs of the faculty as a whole, teachers participate in specific content area workshops and programs in order to fulfill their personal professional goals.

A few examples of professional development activities have included technology workshops for the faculty, at which faculty learn how to use and implement new technology into the classroom, and a workshop centered around designing writing assignments and using a schoolwide writing rubric. These are examples of workshops which occurred at the school and applied to the entire faculty.

At times, faculty members find additional programs to fit their personal professional development, based on their experience and development as an effective teacher. These include Advanced Placement workshops in their content areas. Based on teacher feedback, these have had a great influence on both the teacher and their classroom. School leadership supports these teacher driven professional development opportunities and these activities are often approved and financed by the school.

Collaboration is valued as important at this school, and is utilized as professional development, with teachers sharing information in order to enhance the student learning experience. These activities include sharing ideas with one another at both faculty and department meetings, collaborating with faculty in different content areas and mentoring new teachers throughout their first year. Through recent surveys, teachers valued collaboration as one of the most effective type of professional development that impacts student learning. This collaborative culture is indicative of the environment at Oratory Prep and the value that teachers and administrators place on continual improvement and lifelong learning.

The school leadership is integral in the planning and organization of professional development at Oratory Prep and finding professional development opportunities that suit the needs of the faculty and that will benefit the students the most.

4. School Leadership

The administrative team at Oratory Prep is exactly that: a team. The Head of School oversees the entire operation, but each administrator has significant responsibilities, and all members support each other and often work together. The Associate Head of School functions as the principal, overseeing the day-to-day operations and all academic issues, in conjunction with the Director of Curriculum. The Athletic Director oversees thirteen sports programs at the varsity level, many of which have sub-varsity teams, and five programs at the middle school level. The Guidance Director/Director of College Placement heads a department which includes two additional counselors and the school registrar. The Business Manager and the Development Director both serve as administrators and have support staff. The Director of Co-Curricular Activities oversees all 24 club offerings and supervises those moderators, and also plans workshops, speakers, and programs for the student body. The Director of Admissions works to develop interest from prospective students in Oratory Prep, and helps with their transition to the school. The Technology Director heads the technology department, which consists of a Technology Specialist and an Educational Technology Specialist. The Dean of Students handles disciplinary issues, but also works proactively to foster a positive school environment. While all administrators have specified job requirements, they often collaborate in their daily work.

For example, the Dean of Students and Guidance Director work together to assist struggling students. The Athletic Director and Co-Curricular Activities Director together instituted a new intramural sports program last year. Oratory's Head and Associate Head collaborated on writing a grant that paid for summer reading

books for all of its students, and enabled the school to have the author of that book at the school as a guest speaker. The Director of Curriculum and the Technology Director built a new master schedule template that allowed for more student choice in scheduling and more electives. The Admissions Director works with the Associate Head on the Carlton Fellowship program, which pairs selected seniors with seventh and ninth graders, and those seniors mentor and help acclimate the students new to Oratory Prep. These are only some of the many ways in which the administrative team works together to provide the best experience possible for the students of Oratory Prep.

PART VII - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

Grade	Amount
K	\$0
1	\$0
2	\$0
3	\$0
4	\$0
5	\$0
6	\$0
7	\$18950
8	\$18950
9	\$18950
10	\$18950
11	\$18950
12	\$18950

4. What is the educational cost per student? \$18991
(School budget divided by enrollment)
5. What is the average financial aid per student? \$2387
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 12%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 39%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT</u>
Grade: <u>11</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>College Board</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES					
Average Score	604	590	591	604	592
Number of students tested	58	50	54	52	45
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT</u>
Grade: <u>11</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>College Board</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES					
Average Score	596	604	574	602	550
Number of students tested	58	50	54	52	45
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: