

A young girl with brown hair tied back, wearing a dark blue sweater with a white collar and a plaid skirt, is smiling and holding a book. She is in a classroom with other students in the background. The text "We Are OES." is overlaid on the image.

We Are OES.

Gather Together

It starts the first day of school when students walk with their respective classes to the Belltower, hear speeches and prayers, shake hands with the head of school, then start classes. And continues throughout the year. Under the cedar tree near the entrance. In the Great Hall between classes. At morning meetings. During weekly Chapel. After school on the playing fields. Gathering together.

Ask any student, any teacher what sets OES apart and you hear the same thing. “The cliché is that OES is one big community,” says senior Murat Oztaskin, “but sometimes the cliché is the simple truth. At OES, everybody is everybody else’s friend.” Like iron to a magnet, students are attracted to each other and gather together: to work through class assignments, in campus clubs, to toss a lacrosse ball, for service projects.

“Open mic in the Great Hall is always interesting,” says teacher Art Ward. “One ninth grader got up in a goofy hat and recited *The Charge of the Light Brigade*, and all the kids thought that was cool. People are willing to put themselves out there to try something extra or different or new.”

The OES community extends far beyond campus. Service to others is so much a part of student life that it begins in Lower School. By the time an Upper School student graduates, she or he will have devoted at least 120 hours to service.

“When the teachers give us problems, a lot of times all the students work together. We talk and try to come up with our own answer.”

—Matthew Sipowicz, Lower School student



The Great Hall, a space outside the Dining Hall in the Upper School, is a gathering place for students with a bit of free time.

I am multifaceted.



“As teachers, we try to show that we are multifaceted human beings. I’m not just here to teach math. I’m here to teach life.”

—Gabriel Edge, Upper School teacher and actor

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Explore Together

Journeys. Intellectual. Spiritual. Geographic. Every student at OES, pre-kindergartners and seniors alike, embarks on a personal journey of discovery led by teachers who ignite a passion for knowledge. Head of Lower School Anne Marie FitzGerald says students become partners in their own educations: “I like to say we don’t answer students’ questions at OES. Instead, we ask them a second question to help them find their own answers.”

“Going from a public school to OES, I had a sense of the differences,” says Middle School student Sophie von Bergen. “The big contrasts are the smaller classes here (the student to teacher ratio is 7:1) and the way teachers involve you. It feels good to learn new things.”

Students carry their enthusiasm for learning beyond the class. One example: in the past

decade, six students were national finalists in the prestigious Intel Science Talent Search, known as the “Junior Nobel Prize.”

In the best tradition of the liberal arts, OES is concerned about spiritual and physical growth, in addition to the intellectual. “OES prepared me for life by getting me ready to embrace my passion and figure out who I would be as a person,” says Upper School faculty member Jordan Elliott, who graduated from the school in 1997. “It gave me a chance to explore and do everything that interested me.” Says senior Kasey Grewe: “The “E” in OES is valuable for the questions it raises, not for the answers it gives.”

“I’ve led students on four international trips during Winterim, the period before Spring Break. Our last two trips — to Rwanda and India — were service-oriented.”

—Jordan Elliott, Upper School faculty

I am curious.



“I like lots of things, especially graphic design and creative writing. I am learning the saxophone and planning my own science research. At school, I get a chance to do all the things I like.”

—Nako Kobayashi, Middle School student



It’s not uncommon for classes or spontaneous discussions to take place under the trees.

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Lower School

Chris Thompson's kindergarten class is a zoo. But she's the one who let it happen.

"We started out studying animals, and the children got really interested in their habitats, so we studied what animals eat, which led to where they live, then what kind of homes they have in zoos. We made costumes and signs that told visitors to our zoo about the animals."

"The Lower School curriculum reflects our strong belief that each child is unique, with his or her own pattern and timing of growth and development," says Head of Lower School Anne Marie FitzGerald. "The curriculum is not set, but driven by the interests and affinities of children. Much of the Lower School curriculum

is organized around big projects that integrate subject areas. As in the zoo project, young children learn best through active involvement in project-based work."

Though instruction is adapted to the skills and interests of children, students are thoroughly grounded in reading, writing, mathematics, and problem-solving. Instilling in each child a love for learning and a love for self is what the OES Lower School experience is all about.



The OES campus is a living laboratory with two wetlands, woods, and vibrant displays of flowers and plants.

"We place a lot of emphasis on the individual. The classroom is not top-down. We follow student interests, play team-building games, and challenge students to come up with their own solutions."

—Jackie Blake, Lower School teacher



Lower School teacher Chris Thompson adjusts her teaching to address the interests of her students.

I am the zookeeper.

"But that's a good thing. In my kindergarten class, the children got so involved in the study of animals that they turned our classroom into a zoo, building habitats, designing costumes, and making signs."

—Chris Thompson, Lower School teacher



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Middle School

“Middle School, grades 6, 7, and 8, is a time when kids’ skin doesn’t fit,” says Head of Middle School Charyl Cathey. “They’re old enough to have a lot of skills, but still not sure what is happening in their worlds. They’re going from concrete thinking to abstract thinking. They change from day to day, even minute to minute.”

The most important element for each student’s success is a faculty who understand middle-schoolers and how to teach them. For each grade level, there is a team of teachers who share responsibility for the academic, social, emotional, and spiritual growth of the students. The grade-level teams allow the formation of dynamic, small learning communities across disciplines where all

the students feel respected and have a sense of belonging. “A lot of it is about relationships,” says Charyl Cathey. “We want students to feel comfortable stretching themselves and taking risks, knowing there is a safety net.”

Although the faculty recognizes there is a fundamental body of knowledge all must possess, they also believe it is not possible to teach students everything they need to know. “We teach those processes that allow young people to take more responsibility for their own educations,” says Charyl Cathey.



“I was introduced to lacrosse here, and it’s one of my passions,” says Mikhiel Tareen.

“The faculty is like the greatest faculty ever. I can comfortably go up to a teacher like a friend, but also as a mentor.”

—Mikhiel Tareen, Middle School student



OES provides a safe place for students to learn about themselves.

I can be myself.

“I can hang out with everyone. There aren’t even that many social groups. It’s like one big group. It’s everyone.”

—Duncan Levear, Middle School student



WE ARE OES.

Upper School

“I like to see myself as an active person,” says Upper School student Sam Shainsky. “I play lots of sports, including basketball and lacrosse. I play alto saxophone in the jazz band. I give my time to lots of different activities. Everyone here is doing something all the time, either for the community or for OES, helping out someone else. The school really gives you a chance to do all the things that interest you.”

The curriculum is also about active learning. Classes invite student discussion, which continues outside the classroom. “We’re so into our school-work that it doesn’t stop when we leave class,” says senior Kasey Grewe. “At lunch, a friend and I got into a heated debate about Marxism, but that’s normal around here.”

The classroom is just one learning setting at OES. Winterim is a five-day period before Spring

Break when students travel domestically, such as to the canyon lands of Utah, or abroad, such as to India, or when they take special hands-on courses like skiing, biking, or pottery. Discovery is an individual apprenticeship or project, designed by the student, to gain real-world experience. Recent apprenticeships have taken seniors to architecture and law firms, TV and radio stations, city and county government offices, art studios, and medical clinics. The Outdoor Program is both fun and instructional and includes backpacking, rafting, skiing, biking, and sea kayaking. The Upper School’s community service requirement is a time to give back and to learn.

Whether in the classroom or out, the curriculum is designed to prepare students for rigorous college work and nurture a life-long love of learning.



OES employs the latest technologies to augment the physical campus with a virtual one.

“Students are encouraged to sample many areas of learning to discover their gifts and interests. The atmosphere at OES is academically challenging with high ethical standards.”

—Pam Dreisin, Assistant Head of School for Admissions and Advancement



Annie Wolfstone discovered a hidden talent for painting after a class brought out her creative side.

I am energetic.

“At least that’s what my science research has been about. Using spinach leaves, I generated measurable flows of electricity by converting the energy stored in the leaves’ chloroplasts. I was privileged to win the Yale Science and Engineering Award for my work.”

—Lauren Eyles, Upper School student



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Athletics

Almost every student in the Middle and Upper Schools plays a sport. The only requirement is desire and commitment. But that doesn't mean OES teams are not competitive. In fact, both the Upper School boys' and girls' teams are recent winners of the state soccer championship, and boys' lacrosse has consistently competed for the state title. Each team operates on a no-cut policy, with players divided between varsity and junior varsity teams.

Sports offered for Middle and Upper School boys and girls include soccer, cross country, volleyball, basketball, skiing, tennis, track, lacrosse, and fencing.

Outstanding facilities are part of the mix. The Sports and Recreation Center (SPARC) has three indoor and four outdoor tennis courts and the Salle Olney fencing facility. There are three athletic fields, including one with synthetic turf and lights, and a six-lane all-weather track. The main gymnasium has a basketball court, weight room, and movement-exercise room.

"Athletics also builds community," says soccer player and Yale-bound senior Lauren Eyler. "It's so much fun because everyone gets so enthusiastic and cheers us loudly." Who wouldn't love the Fighting Aardvarks?

"If I had gone to another school, I might not have had a chance to participate in sports the way I have here. I play lacrosse and soccer. Just about everyone plays at least one sport."

—Annie Wolfstone, Upper School student

I am competitive.



"Coach Van Hatcher is the face of OES athletics. He's a leader on and off the field, and we look up to him as both a coach and a mentor. I'm proud to be captain of the lacrosse team, which has played in the state title game all four years I've been in Upper School."

—Murat Oztaskin, Upper School student

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OES consistently defeats lacrosse teams from much larger schools.

Beyond OES

“Maybe entitlement is not exactly the right word, but OES made me feel I had a right to do whatever excited me,” says Andrew Kushner, a 2005 graduate. “I was here since kindergarten, and all my friends meant a lot to me, but the reason I came here was because the teachers were great and taught me how to do math and science and prepared me well for college.”

Finding the best fit between a student and a college is a top priority at OES. Because teachers and counselors know each student personally, they can offer the kind of individual guidance that matches the character of the student with the characteristics of a college. “It’s about finding the right fit,” says counselor Deb Walsh. A short list of colleges attended by recent graduates includes

Yale, Duke, Santa Clara, Stanford, Colorado College, Pomona, Rice, and Princeton.

“I was well-prepared for college,” says Erica Petroff ’04, a student at Scripps College. “While many students at my college were anxious about the work load and the papers you have to write, I was, like, no problem.”

“You get a good basis in everything,” says Tucker Page ’04. “OES requires you to take math, science, humanities, English, a foreign language, and that breadth is good preparation for college. It comes down to the teachers who give you a good sense of what’s important and help you make connections and see the whole in addition to all the parts.”

“OES is a college preparatory school with a dizzying array of classes and extra-curricular activities and a teaching staff dedicated to making each student experience a success. It’s cool to be ‘smart’ at OES.”

—Nancy Floyd, parent

I am committed.



“We take a personal approach to matching a student with a college. Although many of our students go to top-named universities, the right college choice is not always the biggest name. It’s the college that’s the best fit for that individual student.”

—Rick Rees, college counselor and English teacher

WE ARE OES.



OES students make friendships that last a lifetime.

OES Fast Facts

Episcopal Tradition: OES welcomes students from all faiths and backgrounds. In the Episcopal tradition, OES reflects a spirit of inclusion, respect, and reason.

Founded: 1869; the oldest Episcopal school west of the Rockies

Type: Independent, college-preparatory day and boarding school, grades Pre-Kindergarten through 12

Components: Lower School with Pre-Kindergarten through grade 5; Middle School, grades 6 through 8; Upper School, grades 9 through 12

Location: Southwest Portland, 15 minutes from downtown

Students: 835 from the Greater Portland metropolitan area and 19 different countries; approximately 335 in the Lower School, 200 in the Middle School, and 300 in the Upper School

Boarding Program: 50 students in grades 9 through 12 live in two dormitories, one for girls and one for boys

Faculty: 117 faculty members and 92 support staff; 66% hold advanced degrees

Student-Teacher Ratio: 7:1

Campus: 59 acres with two wetlands

Facilities: New Math, Science, and Technology building; 2005 renovation of Upper School; 2007 addition to Middle School; Sports and Recreation Center with tennis courts and fencing salon; advanced turf playing field and track

Admission: Selective

Financial Aid: Based on need; approximately 16% of families receive aid

College Placement: Approximately 75% of students attend colleges rated “Very Competitive”

“The “E” in OES stands for Episcopal. OES presents the rich traditions of the Episcopal Church while embracing the diversity of its community. That important balance plays out every day in an atmosphere of respect and service to others.

—Phillip Craig, Chaplain

I am a serious student.



“I’m interested in lots of subjects, but especially math and science. I also love to debate and make my point, so I’m thinking I might want to be a lawyer someday.”

—Sophie von Bergen, Middle School student



Zoe Jarrett-Schmertzler, a gymnast, successfully balances athletics, academics, and her social life.

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Admission

OES is a college-preparatory school, and admission is selective. We seek students who will excel in a rigorous academic setting and benefit from the many opportunities offered.

The admission process generally involves:

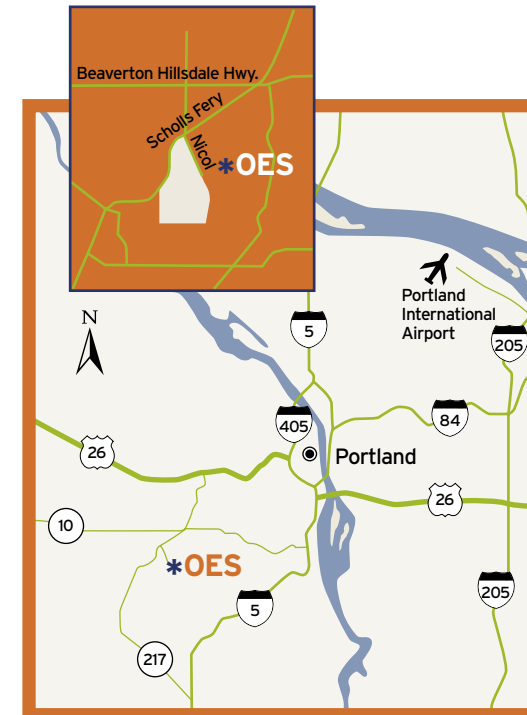
- an application and fee
- parent questionnaire
- recommendation(s) from current teacher(s)
- two years of school records
- student testing or assessment
- a visit and tour

Admission decisions are made in March and continue on a space-available basis thereafter. Enrolled students enjoy the first opportunity to re-enroll for subsequent years.

We encourage your visit. OES is located about 15 minutes southwest of downtown Portland. The school is situated at the end of Nicol Road off Scholls Ferry Road, easily accessible from either Route 217 or Highway 26. Please visit www.oes.edu for maps and directions to our school.

For more information:

OES Admissions Office
6300 Southwest Nicol Road
Portland, OR USA 97223-7566
503.768.3115
admit@oes.edu
www.oes.edu



“I chose OES as a safe and supportive environment where my daughter can mature and develop on her timeframe and develop her confidence and ability to adapt to the diverse situations to which she’ll be exposed in her life.”

—Clent Richardson, alumnus, parent, trustee



At the end of the day, it's the people that make OES the special place it is.

I am proud.

“OES is a remarkable community of students and adults engaged in an extraordinary venture — education. Visitors immediately sense the bond between student and teacher, the genuine friendships among students, and the opportunities each student has to stretch and grow in a safe environment.” —Matthew H. Hanly
Head of School



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