



The Winged Ox

Summer 2010

Tales from St. Luke's School

St. Luke's School Receives Continued Full Accreditation from NYSAIS

St. Luke's School has received continued full accreditation from the New York State Association of Independent Schools (NYSAIS) following its visit on March 7 – 10, 2010.

The accreditation process actually began two years ago when Lyn Spyropoulos, Head of the Upper School, was appointed chair of the self-study by Head of School Bart Baldwin. In turn, they appointed a steering committee composed of faculty, staff and administrators. This team led the school on an 18 month period of self-evaluation which examined the School's purposes and objectives; culture, community, and staff; curriculum; governance; and administration. In addition to examining what was in place, the School administered several surveys, researched current best practices and research, and examined programs at other independent schools. The result was an extensive self-study that was presented to the Board of Trustees and NYSAIS.

The staff at NYSAIS then appointed a committee composed of educators and trustees from independent schools around the state and chaired by David Trower, Head of The Allen Stevenson School. The team visited the school for three days and met with every teacher and representatives from every constituency: parents,

students, staff, faculty, and alumni. The team prepared a written report that was submitted to the Commission on Accreditation for NYSAIS, who ultimately awarded our continued accreditation.

The process was rigorous and intense, but ultimately served the school well. Teachers worked collaboratively across departments, divisions, and grade levels. Both quantitative and qualitative data were collected allowing school members to identify areas of strength and opportunities for growth. Outside educators brought their expertise and perspective in assessing and validating our program.

As noted by the Visiting Committee in the conclusion of their report, "As the School turns 65, everyone can take satisfaction in all that St. Luke's does so well. Members of the Visiting Committee were struck by the high quality of its educational program, the dedication of the faculty and staff, the engagement of St. Luke's students, the relative comfort the parent community feels, and the various ways teachers and students work together. These qualities were a pleasure to see in action.

"The Visiting Committee's positive initial impressions of St. Luke's were only reinforced by a variety of observations and follow-up conversations. We found that the school is true to its mission and Community Standards, even to the extent

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NEWS & THE ANNUAL REPORT

St. Luke's School

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St. Luke's School

Statement of Mission

St. Luke's School is one of the primary ways in which The Church of Saint Luke in the Fields serves the community and the City.

At St. Luke's, we seek to give our students a sound cognitive foundation for their lives and prepare them for admission to and continuing success in future schools. As an Episcopal Church School, we also seek to do something more.

St. Luke's is a small school, deliberately. Its size enables us to focus on each child as an individual. Its size also allows everyone to know everyone else. It fosters a feeling of family -- a supportive climate of trust and understanding, communicating values and building community. In this environment, children form positive relationships with classmates and teachers, with older children and with younger ones.

St. Luke's is coeducational and heterogeneous. Its students and faculty come from a variety of backgrounds-- racial, ethnic, economic, religious. We value and actively encourage this mutually enriching diversity. It is part of the process of helping each child discover his or her own uniqueness and infinite worth as a human being -- and at the same time, that of others.

St. Luke's is a traditional school, in that it has a strong academic curriculum, high standards, clear and consistent boundaries and expectations. Within that structure, we emphasize freedom. We use varied educational approaches and techniques to help stimulate independent thinking -- to free the children to question, challenge, explore, and pursue truth wherever it leads. We encourage them to express their imagination and creative powers, in science and mathematics as well as in words, music, and art. Interdisciplinary teaching allows content from one subject area to reinforce another and open up fresh insights.

Above all, St. Luke's seeks to awaken in children a life-long love of learning, a sense of joy and wonder at God's universe, and a deep feeling of connection to the natural world. We hope that whatever they go on to do and be, we will have prepared them to be good stewards of the of the world's resources -- responsible, caring members of one global human community.

Dear St. Luke's Community:

The most powerful voice about life at St. Luke's is the voice of the students we serve. Each year, we ask our graduating class to reflect on their time with us, and as we examine how we measure up to our mission and philosophy, it seems appropriate to begin with their words, which have been organized according to the St. Luke's School Standards.

Living with Dignity

Fifth grade was my favorite year. The only disappointment was the fact that I was a sad little Oompa Loompa in ***Charlie and the Chocolate Factory***. Although I did not receive the part I wanted, what I learned in JK came into place: "You get what you get and you don't get upset." So I held my head up high and was the best darn "Twisler" around. -- Ray

Offering and Receiving Respect

St. Luke's School taught its students to work hard for what they want and defend what they believe in. The teachers at this school are always willing to help a student and take time out of their day just to sit down and assist a child. On several occasions I have needed help academically, and there was always a teacher by my side, coaching me all the way until I succeeded. -- Jonathan

DIGNITY•RESPECT



Learning Honesty

St. Luke's has taught us that we can be the change we wish to see in the world. The School has taught us to strive for excellence, be compassionate, to tell the truth, to try our best, and to respect ourselves and others. – *India*

Achieving Excellence

I remember when I did not believe I was capable of memorizing Shakespeare's lines for *Henry V*. Everyone, teachers and students, gave me the support I needed and helped me to accomplish my goal. St. Luke's School has given me my confidence. It is my base. – *Paulina*

Practicing Compassion

This year, I witnessed and felt compassion for my own well-being after suffering a setback. I quickly became depressed, which caused me to distance myself from my classmates, teachers, schoolwork, and joy. However, I felt consolation, mainly from my classmates and teachers, but also from younger students. They constantly checked up on me, asking about the situation and how I was feeling. These people helped me gain back my strength to succeed. – *Lloyd*

And from our Mission Statement, "We hope that whatever [our graduates] go on to do and be, we will have prepared them to be good stewards of the of the world's resources -- responsible, caring members of one global human community".

My peers and I have gone through this school, some for ten years, some for two, and will go out of it different in some way. For me, I've already left St. Luke's a million times, thanks to the books I've found in the library. Our library is a fantastic place, filled with dragons and puppets and most magically of all, books. More even than stories, the classrooms that we practically live in foster hope and inspiration for our lives in and out of school. St. Luke's has taught me how to read not only books, but the world around me as well. I will miss it as soon as I leave, but much like the books it houses, I can always visit in my memories.

– *Athena*

May it always be so,

Bart Baldwin

Head of School



Sculpture by Jean Li Spencer and David Lampietti.

St. Luke's School Receives Continued Full Accreditation from NYSAIS *continued from page 1*

that it doesn't take these for granted. *Dignity, Honesty, Compassion, Respect, and Excellence* – these were in evidence in so many ways during the Committee's stay."

Of course, areas of growth were identified. The visit would not have accomplished its goals were this not so. Administrators, faculty, and Board of Trustee members will begin examining these areas immediately, both as areas for immediate focus and as part of the school's strategic planning process.

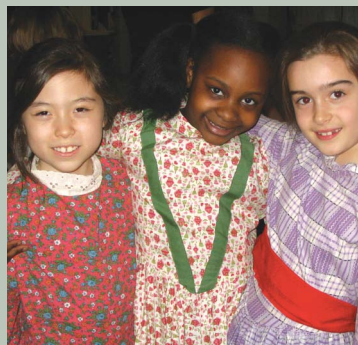
In conclusion, the Visiting Committee noted, "The sum of St. Luke's School felt authentic and real, and its educational program is both nurturing and academically challenging. As part of the parish's educational outreach to its neighborhood, St. Luke's School reflects positively on the larger mission of The Church of St. Luke in the Fields. ... In particular, St. Luke's students were respectful and polite. They, too, greeted the Committee with enthusiasm, and they take obvious pride in being important members of the larger St. Luke's family."

Both the St. Luke's School Self-Study and the Report of the Decennial Visiting Committee are in our Grace Sawyer Library and may be read there by those interested in reviewing them.

"Man is the measure of all things."

Protagoras

HONESTY•EXCELLENCE•COMPASSION



Grade 2 cast members from *Much Ado About Nothing*

St Luke's students participate in Aids walk



The School/Home Partnership: St. Luke's School and Parents Association Sponsor Workshop with Michael Thompson

This year, the Parents Association and St. Luke's School jointly sponsored a school-wide day of reflection and growth with renowned educator and psychologist Michael Thompson. Author of numerous books, including *Raising Cain*, *Best Friends/Worst Enemies*, and *Mom, They're Teasing Me*, as well as a frequent lecturer and commentator, Michael is also a practicing school psychologist. Combining his theoretical knowledge and practical experience, Michael is able to examine an issue from the perspective of the parent, the student, and the teacher, even as he places the issue itself in perspective.

The morning presentation to our parents focused on the social lives of children. Michael noted that research has shown that while all children will experience difficult and even heart-breaking social issues in their lives, almost all are well equipped to both survive and learn from these incidents. In fact, some of the most valuable lessons about friendship, such as how to judge a good and trustworthy friend, must be learned by living through the effects of having a poor and manipulative friend. There is no other way for a child to gain the wisdom to make better choices about friendships in the future. The adult's role, then, is not to protect a child from these issues, but to help the child process them.

Michael met with small groups of students in Grades 3 through 8 throughout the day, and those of us able to observe him saw him use guided discussion to help children gain a better understanding of their social lives. First the children identified the difference between friendship and popularity. One child noted, "Friendship is between a few people. Popularity means managing a crowd." "Friendships last," another noted, "popularity doesn't." "Sometimes you use people to become popular," summarized one child, "but friends don't use each other." The students came to realize that they often confused having friends with being popular and strategized ways to be comfortable with their popularity as they nurtured their friendships.

After generating a list of the qualities of a good friend, students discussed what aspects of friendship they could control and which ones they could not. They discussed the types of decisions that had to be made as one determined whether to initiate a new friendship, maintain a current friendship, or look for a better friend. Finally, they acknowledged that even though you sometimes might be hurt when you become close friends with another, the benefits far outweigh the risks.

Each discussion was tailored to the age group, and while all groups talked about jealousy, teasing, and bullying, older students also examined the role of peer pressure, social networks, texting and e-mails on their friendships. By the end of the discussions, the students had a better understanding of what caused feelings of isolation and loneliness, how to maintain healthy friendships, and how to rebound from social injuries.

The day concluded with a presentation to the faculty. After a review of the day, Michael spoke about home/school communication noting that both parents and teachers often approached these communications with a level of anxiety. As he had helped parents better understand the teachers' perspectives in the morning, he spent the afternoon helping teachers develop a fuller picture of parents' hopes and concerns about their children. Honest and fruitful communication is achieved when parent and teacher can keep the child at the center of the conversation and not be distracted by their anxiety.

The visit by Michael Thompson was both inspirational and comforting. Whether speaking to parents, students, or teachers, he made sure that all perspectives were examined. As a result, he built upon our School's strong sense of community and reinforced our belief that partnering is the best way to support children. He also assured us that while growing up is a long and sometimes painful process, by working together, it is a process that both children and adults can survive.

Nagasaki Workshop: A Look Back at History as We Consider Nuclear Non-Proliferation in a Dangerous World

At our recently revived Pow Wow, Charles Hunter, our former music teacher, was introduced as a St. Luke's "elder," and he played this role again as nearly 100 people gathered in the Luther Lemon Auditorium at St. Luke's School for the Nagasaki Workshop on May 4, 2010. Mr. Hunter movingly recounted his father's difficult memories as a soldier in the Pacific in WWII who was posted in Japan after the war. He then introduced two Japanese survivors of the 1945 atomic bombs, Mrs. Kodoma, from Hiroshima, and Mr. Kido, from Nagasaki. Among the witnesses were our Grade 8 students, some of their parents, other adults from our community, teachers, and 30 other Japanese visitors, including a contingent of Japanese high school students, teachers, and lawyers. According to St. Luke's School student Rachael Johnston, "Hearing the survivors talk was really amazing. You learn general information in class, but when you hear about it from them, it changes your perspective." Every 10 years, the treaty on nuclear non-proliferation comes up for renewal at the United Nations, and we were fortunate that so many of this delegation took part in our workshop.

The genesis of the Nagasaki Workshop was a three-year relationship St. Luke's School has maintained with movie director Seiji Arihara and the survivor community in Nagasaki. On September 11, 2007, we screened his animated film, *Nagasaki Angelus Bell – 1945*, the true story of a doctor and nurse and how they survived to rebuild their community. Students in Grades 7 and 8 then leapt into action, writing letters about nuclear weapons to then Senator Clinton, who answered us. Pictures of these actions and copies of these letters were sent to Nagasaki, and the director himself returned to rescreen the film on May 4, 2010. This time, the workshop activities involved everyone in the room; activities were translated into Japanese, so discussions about the movie took place in both languages among adults and

students. We also wrote letters to Senators Schumer and Gillibrand, who also responded. The event was broadcast on Japanese national television. Such workshop activities, in which feelings and opinions are included, are not widely practiced in Japanese education, and the Japanese guests were intrigued.

In August, social studies teacher Kim Allen followed up on this work by accepting an invitation to share her experiences at St. Luke's School with a wider audience in Japan. Also invited were former parent Mutsuko Okuda, who brought the film to us in 2007, and current parent Lydia Andre, who helped to promote it. It was determined that it would be far more effective to have students present their own work, so their children, Pauline Ceraulo ('08), and Nick Wilson ('08), conducted workshops with Ms. Allen in Tokyo, Kyoto, Hiroshima, and Nagasaki, chronicling their work with the Nagasaki film and survivors, and also sharing how some American students take action about areas of concern or improve conditions in their community. The school-based emphasis on service learning is an area of particular fascination for our Japanese hosts, and the St. Luke's School contingent was asked to show how the school's mission supports community service. Most meaningful, perhaps, was when Ms. Allen and her former students made a presentation in Nagasaki to many of the same survivors from the movie, including the nurse who was one of the central characters of the documentary, who is now in her 90s.





Demonstrating What We Know: Using Museums as a Form of Assessment

Educators Eliot Eisner, Howard Gardner, and the organization The Coalition of Essential Schools suggest that one of the most effective forms of assessment is allowing students to present, explain, and discuss what they have learned with others. St. Luke's School has long embraced this technique through its use of museums.

Grade 5, under the leadership of master teacher Rob Snyder, dives into an extended study of ancient Egypt early in the school year. The students learn about Egyptian history, geography, and culture. Each student then chooses one aspect of their study to research and explore thoroughly so that he or she might become expert in it. To be expert, one must not only know about the area of study, but also about how it relates to all other aspects of ancient Egyptian civilization. The students prepare an exhibit similar to one that might be found in a museum and write a paper about their research. They then gather their work and display it in the dining room. Parents, faculty, staff, and students of all grades are invited to visit the "museum." As visitors ask questions, the conversations inevitably deepen, and soon students are explaining how a particular piece of jewelry reflected a person's social status or why an innovation in irrigation allowed the establishment of government. Through the discussions, the students further assimilate all they have learned.

This form of assessment is not limited to Grade 5. Kindergarten also embraces the museum concept. Early in the year, teachers Bonnie Soha and Lauren Lazarin lead the students

in a study of insects. The students research an insect and write a one or two sentence report. They then make a model of their insect and display it in their classroom. Guests are invited, and the students share their research and how they created their display. The fall "mini-museum" introduces kindergarten students to the idea of being questioned about their work and allows them to feel comfortable with the process, serving as a prelude for their more extensive museum in the spring.

Throughout the year, Bonnie and Lauren introduce the students to a variety of artists and artistic techniques. The students draw, paint, or sculpt in the style of the artist. During language arts time, they research and write facts about the artists' lives. They learn the name for the style of art, and they begin to compare and contrast the various artistic styles. By the end of the year, the students have created works in each style, become familiar with all, and gained expert knowledge in one. In the spring, they set up a museum in the dining room. The kindergarteners serve as guides for all of the works in the museum, and working alone or in pairs, provide tours to the assembled guests. "Well, I have to like Jackson Pollack," said one guide, "because we share a name, but he is not my favorite." "No, I really like impressionism," interrupts another. When asked why, he responds, "I like the way that different colors combine when they are right next to each other." "I like Calder and mobiles," opines yet another, "because you get to see them from lots of different views."

Whether five-years old or in Grade 5, the use of museums allows students to demonstrate understanding as well as mastery and learn confidence as well as content.

A MEASURED RESPONSE

St. Luke's School's Commitment to High Standards



Kirk Cohall

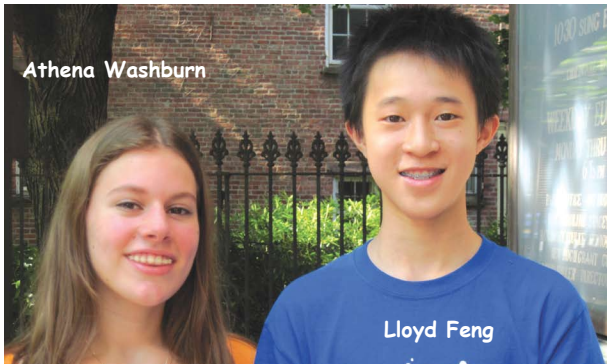


Tristan Ledwidge



Rachael Johnston

India B. Rogers-Shepp



Athena Washburn

Lloyd Feng



David Shuler and the Choristers

RECOGNITION CHAPEL HONORS STUDENT EFFORTS

St. Luke's School embraces the concept that being the best is largely defined by a student's best effort. While we have and enforce academic and behavioral standards of excellence, we avoid standardizing our definition of excellence by over-emphasizing rewards and awards. As Carol Dweck wrote in *Mindset: The New Psychology of Success*, "life-long learners find success in doing their best and in learning and improving, and that requires focusing on effort as much as result and defining achievement by growth as much as rewards." Therefore, at St. Luke's School we have chosen to look at individual achievement and celebrate personal growth more than recognize a summative award given only to one person. That being noted, we also are immensely proud of the students who embody the core values of the school, and it is with pride and joy that the School recognized these students for particular traits of citizenship they have demonstrated over time.

The Donnie Hillenbrand Award is presented to a Grade 8 student who has displayed "perseverance, integrity, and heart" during his or her years at St. Luke's School. The recipients in 2010 were Kirkpatrick Cohall and Tristan Ledwidge.

The Ledlie Laughlin Award is presented to a Grade 8 student who has gone beyond the call of duty in his or her willingness to help others within and outside the School during the years at St. Luke's School. The 2010 recipients were: India Rogers-Shepp and Rachael Johnston.

The Leadership Award is presented to a Grade 8 student who has demonstrated unusual ability to lead his or her peers with both care and responsibility. The 2010 recipients were: Lloyd Feng and Athena Washburn.



Mother Mary Faulke with student Acolytes

Owen Sititch >

Will Best

Katherine Kerner

Sophia Hartman

Alma Von Graffenried

Chantelle Roulston >

Niamh Mickle-White

College Choices - Class of 2006

We wish our 18 alumni from the Class of 2006 continued success at their college choices.

Columbia University
George Washington University
Harvey Mudd College
Marist College
Middlebury College
Oberlin College
Pitzer College (2)
Saint Joseph's University
SUNY, Purchase College
Syracuse University
Tufts University
Union College
University of Chicago
University of Pittsburgh
Vassar College
Wesleyan University
Yale University

Alumna Speech at Recognition Chapel

By Ashley Billman, Class of 2000

Each year during the Recognition Chapel held in the spring, a member of our alumni is invited to reflect upon his or her experience at St. Luke's School and recognize the graduating class as new members of the Alumni Association. This year, Ashley Billman, class of 2000, was our honored speaker.

My initial reaction when asked to talk with you today was: "How will I ever fit everything I could share about my experiences at St. Luke's into this small amount of time?" It has been ten years since I graduated, and though a lot has transpired in that time, I still feel like it was just yesterday that I walked the halls, heading to class each day.

When the time came to actually sit down and write my speech, memories of my days at St. Luke's came flooding in. The image of "home" seemed like a natural way to express to you what this little school meant to me. However, the more I thought about it, the more I realized that St. Luke's did not simply represent a home away from home for me, but rather my experiences here comprised the most important layer of my life to date – that is, the foundation of who I feel I am today.

For example, to this day, if ever a negative thought arises towards an acquaintance, friend, or even a family member, I still hear Ms. Froman's sage advice: "If you can't say anything nice, you shouldn't say anything at all," a saying my classmates and I heard frequently as first graders. I'd like to believe that one simple sentence continues to mold how I navigate social situations.

I also have no doubt that I would not be the voracious reader I am today or have pursued my love of English through high school at the Nightingale-Bamford School and college without St. Luke's wonderful English and library classes, with the attention of Ms. Eisman and my other fantastic teachers. One of my absolute favorite times of year was the annual

Book Fair when Ms. Eisman would highlight and pick books off the summer reading list just for me!

Most interestingly, though, I had no idea that when I set out to tackle a social studies and English assignment in the eighth grade, for which I wrote on General Robert E. Lee's role as a tragic hero during the Civil War, it would one day lead me to discover the college that bears his name. Washington and Lee University, my alma mater, has since become another close-knit school in my life with an incredible impact.

I could go on and on about the ways the teachers and staff at St. Luke's have shaped the person I am today. Five or ten years from now, you will reflect on your years at St. Luke's School and realize how all the memories have had such long-lasting effects on your life.

So as you sit here today, just days before graduating, about to embark on the next stage in your life, remember this: whether you began your St. Luke's School career in Junior Kindergarten or entered in the seventh grade, you leave this wonderful school with a solid foundation both academically and personally from which to grow and flourish, fully prepared for anything and everything that may come your way.

Thank you for having me today. Now, it's my pleasure to officially welcome each of you into the next chapter of your St. Luke's experience – the Alumni Association.



"The joy of the mind is the measure of its strength."

Ninon de Lenclos

Commencement Speech

By Sandy Vingoe, Class of 2010

It is a tradition at St. Luke's School that the commencement speech is delivered by a member of the graduating class. Any interested Grade 8 student is invited to submit an essay for consideration. The selected speech is given by its author. Sandy Vingoe will be attending Riverdale in the fall.

To truly understand the Class of 2010, one need look no further than the 8th grade homeroom. Amid the hustle and bustle, the last minute studying, and the fierce debates over the sovereignty of Tibet or the pros and cons of various fast food establishments, the true nature of this class emerges. It is from this maelstrom of activity that the diversity of character, ethnicity, and perspective is revealed. You won't find many classes where Buddhists and KFC aficionados can peacefully coexist, where fencers and fashionistas can banter at the lunch table, where angelic singing voices share the spotlight with hardcore foodies, or where chess masters and basketball prodigies can crack a joke with one another. It's these differences among us and the unique, individual qualities of the students that make our class special. But more importantly, it's the spirit of community and friendship that ties us together, that characterizes our class, and also St. Luke's School.

When I came to St Luke's in 4th grade, I had recently moved from Toronto, where I lived for most of my life. Bitter over my forced relocation, I was determined to loathe everything about New York and my new school. I wrote a list of all the things I detested about New York, I sang the Canadian National Anthem in the hallways, I even thought that Greenwich Village was filled with hillbillies, (You can see I knew nothing about New York.) However, maintaining my anger became quite difficult as my classmates and teachers reached out to me. Resisting my new environment became impossible, as I soon felt like I was part of that environment, that I belonged. That sense of belonging, the feeling of being a member of a large family is

what would ultimately define my St Luke's experience. This feeling of community and belonging permeates all aspects of the School. The way everyone holds the door for one another, the close relations with the teachers, even the physical environment exudes a kind of welcoming warmth.

Now, it's time to leave this family and go on to the next step in my life. I'll always remember my time here. I'll never forget how hard I worked to prepare for the Egypt Museum, the thrill of getting a Daily Double during Jeopardy in science class, and the fierce competition in Mr. Trav's home run contests.

For years, I've thought about this day, the emotions I would feel, the parting conversations with my friends, receiving the diploma. Every time I thought about it, I imagined it to be either terribly sad or incredibly joyful. But the truth is, now that I'm actually here it's a kind of bittersweet moment, a moment that brings you back to the very beginning and at the same time forces you to think about the future. I'll miss this class; I'll miss all the friends I've made, the teachers who taught me so much. Saying goodbye will be hard, but it's necessary. Nothing's ever accomplished standing still. You have to keep moving, keep growing, keep experiencing, and broadening your horizons. But I'll never forget my roots, and I think wherever we all end up, we will all remember this school, and the class that taught us the meaning of friendship.



High School Acceptances - Class of 2010

Our Grade 8 graduates were accepted to a variety of schools. The schools where they have enrolled are listed in bold.

Bard High School Early College Manhattan

Bard High School Early College Queens

Berkeley Carroll School

Birch Wathen Lenox

Brooklyn Friends

Brooklyn Latin

Brooklyn Tech

Bronx Science

Browning

Claremont Preparatory School

Columbia Grammar and Prep

Dalton

Dominican Academy (2)

Dwight

Eleanor Roosevelt High School

Elisabeth Irwin

Fiorello LaGuardia

Friends Seminary

Hewitt

High School of American Studies Lehman College

High School of Art and Design

High School of Dual Language and Asian Studies

High School of Math and Science @ City College

High School of Telecommunication, Arts and Technology

Humanities Prep Academy

Lab School

Leon M. Goldstein High School for Science

Loyola

Marymount

Millennium High School

Museum School

Notre Dame School

Packer Collegiate (2)

Poly Prep

Riverdale Country School (4)

Saint Ann's

Stuyvesant (2)

Trevor Day School

Trinity

Xavier

York Preparatory School



Grade 4 artwork

Grade 8 Film Festival

By Carole J. Everett

One of the treasured traditions at St. Luke's School is the final presentation from Grade 8 students, and each class approaches it differently. The Class of 2010 is full of wonderfully imaginative individuals who are truly digital natives. They collaborated to create both live performances and digital films. They worked with drama teacher Karen Butler and technology teacher Rachel Zelechow to create an afternoon that proclaimed, "This is who I am! This is who I am proud to be!" At the beginning of the process, the students also met with film, stage, and television writer Nick Raposo, who helped them find inspiration and form for their ideas.

Two students chose to present live performances. India Rogers-Shepp performed a contemporary ballet to "Rebel Girl," by the band Bikini Kill. A traditional Greek song was sung by Paulina Hatzioanidis. All students prepared six videos, allowing each student to serve as a writer, a director, a leader, a collaborator, and an editor. Some students set lights, worked on sound, casting, costume, and publicity. The result was a wonderful expression of who they are and how they work. The final video presented was a documentary of the class members' experience here at St. Luke's School. Through video, pictures, and words, the students traced their own development, laughed at their own foibles, fondly remembered the many good times, and shared their sense of love and community with the deeply moved audience. These students were able to work in concert to celebrate individual strengths, communicate effectively across grade levels and generations, and stood in front of an auditorium full of people and shared their many talents in old and new forms.



Grade 8 Film Festival

Poetry in Syllables

By Mary Ann Hoffman, Lower School Head

Grade 2 students Harry Sankey and Milo Novitz, and Grade 3 students, Nora Mead and David Carzis, were finalist in the 2010 Student Haiku Contest sponsored by the United Nations International School and the Permanent Mission of Japan to the United Nations. At the awards assembly on June 5, 2010, winners were announced in the various divisions. Harry Sankey placed second in the English Elementary Division, and Milo Novitz received an honorable mention. Congratulations to all the students who participated in the competition and to their teachers, David Recht, Whitney Davis, Sage Leonard, and Ronda Sowa for their fine work with their students.



Cheryl Henson visits art classes and helps build puppets in Grade 2



Grade 1 dance recital

Frankie Konner as Annie and Roxy as Sandy in Grade 5 production of *Annie*

Summer Haiku:

The sun is so hot
Jumping off the pier is fun
Seeing friends again

Nora, Grade 3

Teaching Outside the Box: Creativity Instruction in Lower School

Thinking outside the box is a saying that we hear all the time. It means taking a risk to creatively explore new ways of thinking to solve problems. It stretches the imagination and cultivates new possibilities and opportunities for changing the world. This out of box thinking is now being taught at St. Luke's in a formal program designed by the Lower School Head, Mary Ann Hoffman.

Mary Ann has taught creativity and problem solving to children for the majority of her career. First working with gifted and talented programs and then later as a principal in another independent school, she developed programs for young children to help them be better thinkers. This year in Grades 2, 3, and 4, she worked with students using children's literature to enhance creativity, a variety of games and activities to strengthen divergent thinking, and Edward de Bono's **Six Thinking Hats** Program to strengthen decision making.

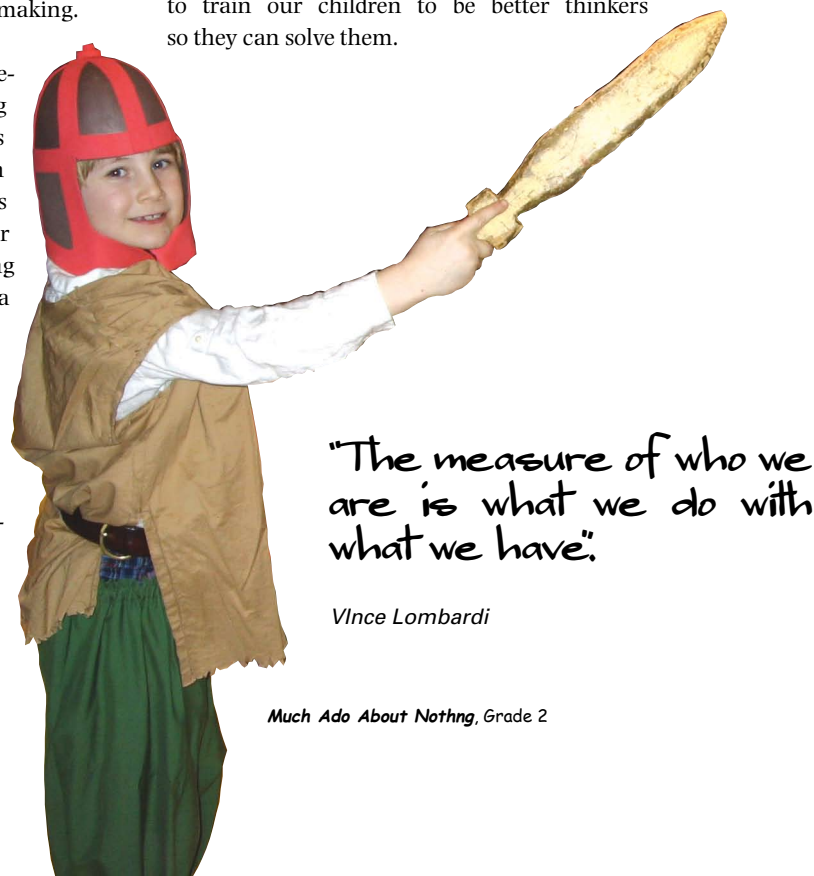
Edward de Bono is a British neurosurgeon who became interested in how people think. Authoring sixty plus books, he developed several programs that include Six Thinking Hats. This program looks at problems from six different perspectives that de Bono calls hats (in England you put on your thinking hat; in the states we put on our thinking caps). Each hat is a different color representing a different perspective: red for feelings, yellow for benefits, white for facts, black for cautions, green for ideas, and blue for the plan. By looking at a problem from different perspectives, you will make a better decision.

The Lower School children learned the Six Thinking Hats process and studied each hat individually. At the end of the year, the hats were combined together and real-life problems were discussed. The Six Thinking Hats process is taught to adults all over the world, and the children in the Lower

School now have a jump start on knowing how to think out of the box!

This past year Mary Ann wrote an article entitled "Leadership in Creativity" for the Association of Supervision and Curriculum Development (ASCD) for their on-line magazine, **Express**. It was later picked up by the National Association of Independent Schools (NAIS) which linked it to their website. Pat Basset, President of NAIS, has encouraged Mary Ann to present her strategies at their NAIS national conference in Baltimore.

Mary Ann believes it is vital, especially during this period of educational accountability, to keep teaching creative problem solving to our children in addition to the basics. We need solutions in a world full of difficult challenges. We need to train our children to be better thinkers so they can solve them.



"The measure of who we are is what we do with what we have."

Vince Lombardi

Much Ado About Nothing, Grade 2

Carole crosses the River. Susan Joins St. Luke's School

After serving St. Luke's School for five years as Director of Admissions, Financial Aid, Publications, Diversity, and After School, Carole Everett is leaving to become the Executive Director of the New Jersey Association of Independent Schools. During her time at St. Luke's School, Mrs. Everett created new publications and initiated Saturday admissions interviews for both children and parents. Working with the Admissions Committee, there was an incredible increase in the number of applications to St. Luke's School. The number of students of color has increased to 34% during her tenure, and the After School Program has created many new offerings for enrichment. The parents, faculty, and administration all honored Carole Everett for her service to St. Luke's School. Head of School Bart Baldwin remarked, "I can't help but be proud of the fact that you, a St. Luke's School administrative alumna, will play such an important role in independent education."

An international search was launched to find Carole's successor. After meeting many candidates, the search committee unanimously voted to offer Susan Harriot the position of Director of Admissions, Financial Aid, Publications, Diversity, and After School. Susan Harriot has most recently been the Associate Director of Admissions at Trinity School, and knows St. Luke's School well through the strong applicants that Trinity regularly receives from St. Luke's. Prior to her time at Trinity, Susan was the Director of Admissions and Financial Aid at the Dwight School. Susan began her career as a first grade teacher and has experience in art education, developing curriculum and has served on school accreditation teams. In addition to her warm personality and welcoming nature, those who worked with Susan noted that she was able to foster a sense of collaboration and unity. Susan lives in Chelsea with her husband and two sons.



After School Program: Growing and Changing

By Jessica Soo with contributions from Reuben Goldman and Tim Byrnes

One of my favorite aspects of the After School Program is the opportunity to see students grow and develop their creativity, imagination, and sense of self. They develop a new level of confidence in their abilities to create art, act a part, participate in a variety of sports, and try new things. This year we witnessed beginning cautious skateboarders develop into confident risk-takers, a caring friend switch classes so that her friend would have more fun in soccer, and students of various ages and genders find an interest in sewing. It is always exciting to see our students grow, whether in a new or a long-established class.

Reuben Goldman developed and has lead "All the World's a Stage" for many years. Students in this program write, produce, and act in a play of their creation. Reuben is passionate about the program and thrilled to note the progress and growth participating students exhibit. In "All the World's a Stage," success is not just about memorizing lines. By the time of the performance at the end of the semester, you can see how much each child's confidence has grown. You can measure how much they can relate to each other on stage, as well as how much more comfortable they are in front of a group of people. Also, since students write their own play, their growth in maturity and competence is reflected in the quality of the play and the depth and range of its plot. Many students sign up for the program repeatedly, and with each successive class Mr. Goldman is able to award bigger parts and assign more responsibility.

"Jam Session" is an instrumental class for students with a variety of experience and expertise. The class helps students hone skills as they are introduced to the art of ensemble play and improvisation. Many students enter in Grade 3, when their ability to conceive rhythm and ensemble is limited. Most of the early songs consist of unison parts, or a simple melody. The biggest challenge is to get them to play together.



The wonder of the class, according to instructor Tim Byrnes, is watching the children gain confidence and skill over time. By the time the students enter their second cycle of the class, rhythm is much more developed. They also learn how several parts (e.g. drums, bass, and keyboards) can be different yet interplay well with each other, much like the individuals in the class.

These second-semester students can carry on a groove (with changes) for several minutes while keeping intensity. This class not only encourages students to become great musicians, but a great ensemble with a sense of rhythm, collaboration, and an appreciation for making music with their friends.

Whether it is simply adding new classes or the visible growth seen after years of taking the same class, the After School Program is place where taking measure means personal growth, encouraging new interests, and building friendships.



Sports Results

Winter and Spring

Boys Junior Varsity Basketball
4 wins 2 losses

Girls Junior Varsity Basketball
1 win 5 losses

Boys Varsity Basketball
8 wins 3 losses

Girls Varsity Basketball
3 wins 7 losses

Coed Softball
1 win 1 tie 4 losses 2 rain outs

*"The measure of life
is not its duration,
but its donation."*

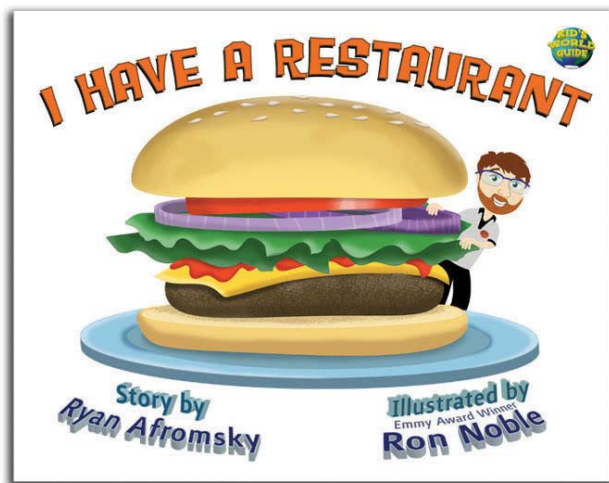
Peter Marshall



JV Boys Basketball



Softball Team



Alumni News

Ryan Afromsky '94 wrote and published the children's book *I Have a Restaurant* about a day in a busy restaurant. Visit www.kidsworldguide.com for more information.

Ashley Billman '00 will attend the University of Virginia this fall to pursue a master's degree in English.

With their Trinity College friendship as a foundation, **Pia Bunton** '95 and **Daniel Kroch** fell into step as confused twenty-somethings on the streets of New York City in 2004. Through their love of good food, good wine and good company, they discovered their ability to dance together around the kitchen, cooking meals to share with family and friends. On the afternoon of May 30th, 2010, Pia and Dan embarked on the next chapter of their life, joined together by the legal and spiritual connection of marriage. Their family and friends, including fellow St. Lukers Kirstin Bunton '98, Elka Bunton '04, Clotilde Houzé '95 and Sophia Hartman '12, danced late into the night in the backyard of Ingrid and Gary's home in Allentown, New Jersey.

Nick Waggoner '00 and Sweetgrass Productions won the Best Cinematography award at the 2010 Powder Video Awards for *Signatures*, their newest ski film shot in Japan. View the trailer for the film at www.sweetgrass-productions.com.

Before joining the Access to Justice Initiative, **Melanca Clark** was Counsel in the Justice Program at the Brennan Center for Justice at NYU School of Law where she directed the Community Oriented Defender Network, and worked on other criminal justice initiatives dedicated to strengthening defender services and addressing racial disparities in the criminal justice system. Melanca also worked on legislative and policy reform to increase access to legal representation for low-income individuals in high-stakes civil cases, including in foreclosure proceedings.

She recently joined the Access to Justice Initiative as Senior Counsel. The Access to Justice Initiative, led by Harvard Constitutional Law Professor Laurence Tribe, is the first initiative of its kind to be formed at the U.S. Department of Justice, and was formed to strengthen both civil and criminal legal services for the poor and middle class.

Melanca received her J.D. from Harvard Law School, and her B.A. from Brown University...and went to St. Luke's ('88)!!

Downtown School Fair hosted by St. Luke's



St. Luke's School Sponsors Alumni Facebook Page

St. Luke's School is now hosting a Facebook page for its alumni. Once you sign onto Facebook. Search for St. Luke's School Alumni and look for our winged ox logo. The page is a great

Visit me on Facebook!

way for alumni to reconnect and post updates on their lives. In addition, it contains pictures of our graduating classes since 1949. We would love to hear from our alumni. Please contact the school either through Facebook, the alumni portal of our website, or by emailing Clint Rataczak, our Director of Development (crataczak@stlukeschool.org).



In Memoriam

We record with sorrow the death of the following members of the St. Luke's community and extend our sympathy to friends and family.

Chuck Harris, father of Spike '06 - July 16, 2010

Jessica R. Lillicropp Ross Tate, Kindergarten teacher from 1972-1987 – June 5, 2010

2009 - 2010

Annual Report

ST. LUKE'S SCHOOL BOARD

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William J. Kealy

The Rev. Ledlie Laughlin, Jr.

Katharine M. Taylor

How do we measure our fundraising success? The most obvious measure is by dollar amount. This year we met and exceeded our financial goal. While we strive to raise as much money as possible each year, at St. Luke's School we use another measure to determine our success: how many people participated in supporting the School? Your participation takes many forms through gifts of financial support, time, expertise, and willing hands.

Over 70% of current parents and 75% of faculty and staff made a gift to this year's Annual Fund. Each year we ask alumni, current and alumni parents, present and former faculty, grandparents, and friends to support the Annual Fund. This annual campaign is central to a St. Luke's education and has a direct impact on every aspect of our program – academic, athletic, artistic, technological, and most importantly, the lives of our faculty and students.

We depend on the abundance of talent and commitment in our volunteers and once again this year we were rewarded with an inspiring amount of involvement. We are grateful to all who tirelessly volunteered their time and efforts to help support the School.

Community, service, and values form the core of St. Luke's School. Therefore, the measure of our fundraising success is based as much on intangible gifts as physical donations. Your participation makes the intangibles a reality as we turn them into substantial building blocks in the life of each student. On behalf of everyone at St. Luke's School, we wish to extend our sincere thanks and appreciation to the many donors and volunteers listed on the following pages.





Annual Fund Donors

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* Head's Circle

*Donor has given to the
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 consecutive years.*

** Decade Circle

*Donor has given to the
 Annual Fund for ten or more
 consecutive years.*



Gift of the Class of 2010

It has been a tradition at St. Luke's for the parents of the graduating class to give a special gift that honors their children and the School. The Class of 2010 gift will be used to purchase new risers for the auditorium stage.

Paulette Bogan-Johnston
 and Charles Johnston
 Kirkpatrick and Sophia Cohall
 Wenquan Feng and Xiaowang Liu
 Mark Geistfeld and Janette Sadik-Khan
 Gillian Goodluck
 Anastasios and Georgia Hatzioanidis
 Sambhavi Lakshminarayanan
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Louis Grandelli

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Charles Hunter

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Elizabeth Kuhlenskamp and Roy Yan

The Rev. Ledlie and Roxana Laughlin, Jr.

Peter Marren and Margaret Newman**

Kelly and Mary McGowan*

Nicholas and Regina Silitch**

Ann and Curtin Winsor, Jr.

Gifts of Time & Talent

St. Luke's School wishes to thank all those who gave so generously of their time and talent throughout the year.

We especially want to recognize those who accepted leadership positions for various events.

Parents Association

Katy Kapetan, *Co-Chair*

Sara Laughren, *Co-Chair*

Barrie Schwartz, *Secretary*

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Marian Baldwin, *Christmas Fair*

Gillian Calderley, *Library Committee*

Joëlle Duffy, *Diversity Committee*

Ulrika Ekman, *Outreach Committee*

Pilar Esperon, *Outreach Committee*

Kristina Fox, *Welcome Reception*

Alexandra Kimball, *School Store*

Cindy Nelson, *Christmas Fair*

Lana Ogilvie, *Halloween Dance*

Susan Petrie-Badertscher, *Halloween Dance*

Diane Podrasky, *School Store*

Lauren Ryan, *Diversity Committee*

Deborah Sankey, *School Store*

Dorothy Wholihan, *Book Fair*

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Sasha Slorer, *Junior Kindergarten*

Bibb Bailey, *Kindergarten*

Lana Ogilvie, *Kindergarten and Grade 7*

Peter Seidman, *Grade 1*

Jennifer Tonkel, *Grade 1*

Carol Faber-Adams, *Grade 2*

Catherine Greenman, *Grade 2*

Kristina Fox, *Grade 3*

Pilar Esperon, *Grade 4*

Kate Newlin, *Grade 4*

JoAnn Giam, *Grade 5*

Michael Lin, *Grade 5*

James Spencer, *Grade 5*

Marian Baldwin, *Grade 6*

Kate Oldham, *Grade 7*

Susan Hopper Hewitt, *Grade 8*

Marianne Ledwidge, *Grade 8*

Valerie Pels, *Grade 8*

Spring Benefit Chairs

Carol Faber-Adams

Anh Steininger

Lucy Sykes-Rellie

Lower Left: Newcomers High School at AIDS Walk

Lower Right: Parent Volunteers at Bake Sale

Below: Mother Mary Foulke at Lower School Rogation



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 Nicholas Hays '79
 Jason Isaly '87
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 Frederick Moran '55
 Cynthia Palmer '67
 Frederick C. Schroeder '73
 Matthew Sosa '08
 Joseph R. Valinoti '54
 Emma Price Vizzini '64
 Mark H. Wolff '61

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 Claude and Michael Davies
 Adam Davis
 Elizabeth and Michael Ehrlich
 Carlos Fierro and Jennifer Tonkel
 E.G. Fisher and Stacey Spencer
 Elizabeth Kuhlenskamp and Roy Yan
 John and Nisha McGreevy
 Cassey Morales
 Lisa and Peter Seccia
 Ole and Sasha Slorer

The Tempest, Grade 7

Kindergarten

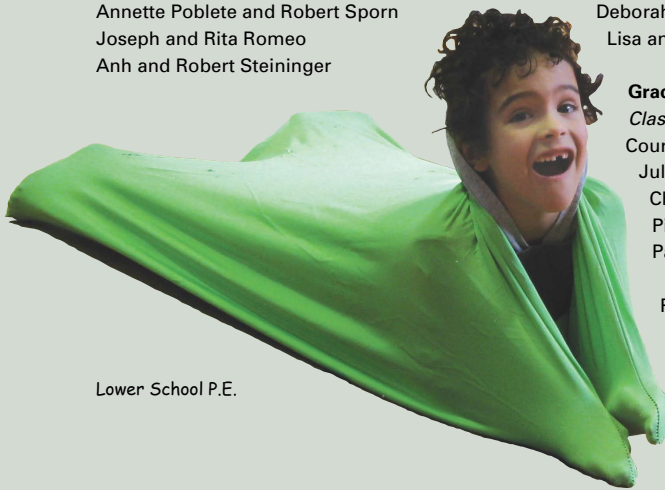
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Thomas Adams and Carol Faber-Adams
Bibb Bailey and Shawn Coyne
Cory Carlesimo and Carrie Shumway
Paul and Sara Costello
Frederick Eisman and Eden Stewart-Eisman
Edwin Finn and Cheryl Henson
Christopher and Una Fogarty
Kristina and Paul Fox
Grant Hailey and Lana Ogilvie
Kristina Hou and Daniel Yang
Christine and Mark Husser
Elizabeth Kuhlenskamp and Roy Yan
Lenore and Sean Mahoney
Lawrence and Robin Mead
Anika and Eliot Pratt
Euan Rellie and Lucy Sykes-Rellie
Colin Teichholtz and Stella Um

Grade 1

Class of 2017

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Laurence Bennett and Dorothy Crenshaw
Silas Byrne and Lauren Ryan
Adam Davis
Elizabeth and Michael Ehrlich
Pilar Esperon and Edgar Greene '73
Carlos Fierro and Jennifer Tonkel
E.G. Fisher and Stacey Spencer
Martha Gallo and Charles Kerner
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Alexandra and Tim McAuliffe
Cassey Morales
Francesca and Hugh Nickola
Annette Poblete and Robert Sporn
Joseph and Rita Romeo
Anh and Robert Steininger



Lower School P.E.

Grade 2

Class of 2016

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Marian Baldwin and Roland Fuerst
Anthony and Sheila Davidson
Frederick Eisman and Eden Stewart-Eisman
Edwin Finn and Cheryl Henson
Christopher and Una Fogarty
Louis Grandelli
Brandon Jones and Lela Rose
Jane Lacher and Mark Novitz
Cindy and Michael Nelson
Deborah and Paul Sankey
Nicholas and Regina Silitch
Nina and Rudd Simmons
Ole and Sasha Slorer
Colin Teichholtz and Stella Um
Alycea and Robert Ungaro

Grade 3

Class of 2015

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Brigitte and Evan Carzis
Paul and Sara Costello
Christopher and Phyllis Dealy
Peter Douglas and Ulrika Ekman
Kristina and Paul Fox
Merrie Harris
Katy Kapetan
Brandon and Sara Laughren
Elza Macedo
Lenore and Sean Mahoney
Lawrence and Robin Mead
Bridget Nisivoccia
Elsa Perez
Deborah and Paul Sankey
Lisa and Peter Seccia

Grade 4

Class of 2014

Courtney Barr
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and Edwin Garrubbo
Patrick Gaynes
Gary Kaplan and Diane Podrasky
Darcy McCulloch and Barry Rice
John and Nisha McGreevy
Dean and Helen Micklewhite

Cindy and Michael Nelson
Kate Newlin
Francesca and Hugh Nickola
Carolina Nitsch-von Graffenried
Cybele Raver
Anh and Robert Steininger

Grade 5

Class of 2013

Elena Addomine and Robert Lampietti
Annella Barranco and Karen Lupuloff
Lisa Barry and Todd Steinberg
Tanya Bonakdar
Sarah Edwards '78 and Paul Manning
Louis Grandelli
Anastasios and Georgia Hatzioanidis
Andrea Holm and Stuart McRae
Carolina Nitsch-von Graffenried
Joseph and Rita Romeo
Lisa Roulston
Ole and Sasha Slorer
James Spencer
Alycea and Robert Ungaro



After School Program
Grade 6 production of 12



Endowed and Restricted Funds

The Allen Fund

Provides scholarship support.

Bridge to the Future

Provides unrestricted funds to enhance the academic program, meet the faculty's changing needs, and support new initiatives and opportunities as they emerge.

The Easton Library Fund

Supports research materials for the Grace Sawyer Library.

The Roger Ferlo Fund for Faculty Enrichment

Supports the Grade 8 Retreat and professional enrichment experiences for teachers.

The Dana C. and Drew Hanfield Memorial Fund

Provides scholarship support.

The Christopher Kanelba '70 Fund

Provides award-winning children's books to the Grace Sawyer Library.

The Library Enhancement Fund

Supports the purchase of books, technology, and other resources that enhance the Grace Sawyer Library's programs, above and beyond the library's annual budget.

The Florence Masek Reading Award

Each English/language arts class from Junior Kindergarten to Grade 8 selects two books during the Book Fair to be placed in classroom libraries for the incoming classes.

The Grace Sawyer Educational Fund

Provides funds for faculty development.

The Katharine Taylor Fund

Provides scholarship support for children of alumni.

Grade 6

Class of 2012

Toni Allocca and Nicholas Hartman
Marian Baldwin and Roland Fuerst
Julia and Marc Boddewyn
Paulette Bogan-Johnston and Charles Johnston
Brigitte and Evan Carzis
Xiao Juan Chen
Anthony and Sheila Davidson
Martha Gallo and Charles Kerner
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Grade 7

Class of 2011

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Lisa Barry and Todd Steinberg
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Brigitte and Evan Carzis
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Lindy Judge
Kelly and Mary McGowan
Dean and Helen Micklewhite
Ronald Monge and Paula Orejuela
Nicholas and Regina Silitch
Jane and Richard Stewart
Deepa and Nishesh Teckchandani

Grade 8

Class of 2010

Paulette Bogan-Johnston and Charles Johnston
Kirkpatrick and Sophia Cohall
Eric Emmanuel and Lystra Meloney
Wenquan Feng and Xiaowang Liu
Mark Geistfeld and Janette Sadik-Khan
Anastasios and Georgia Hatzioanidis
Sambhavi Lakshminarayanan
and Raghav Madhavan
Francis and Marianne Ledwidge
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Paul Martin and Sharon McGarvey
Nancy Matsumoto and D. Grant Vingoe
Richard Pasquarelli and Valerie Pels
Alva Rogers
Courtney Smith

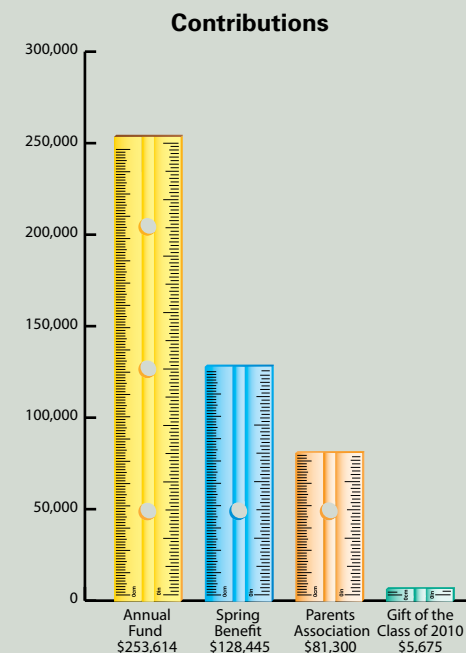
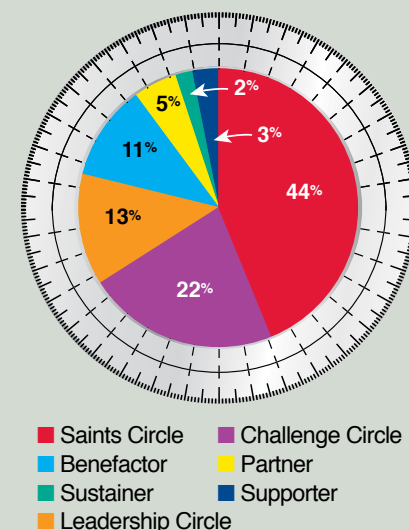
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Annual Fund by Giving Circle



The financial data presented above represents development office unaudited results for the annual period ending June 30, 2010.

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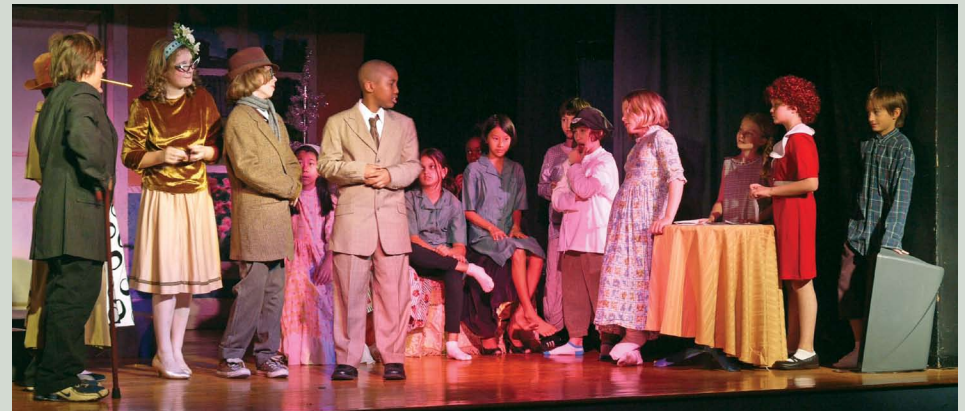
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Grade 4 Trip to Plymouth Plantation
 Grade 5 Production of **Annie**

Save the Date!



Spring Benefit

Thursday,
May 5,
2011

DVF Studio

Spring Benefit

Alumni, parents, faculty, and friends gathered on April 22, 2010 for the annual Spring Benefit at DVF Studio. Almost \$130,000 was raised for St. Luke's School with portions of the proceeds supporting our financial aid program.

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Lisa Barry and Todd Steinberg
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The Winged Ox

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Susan Harriot, Editor

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