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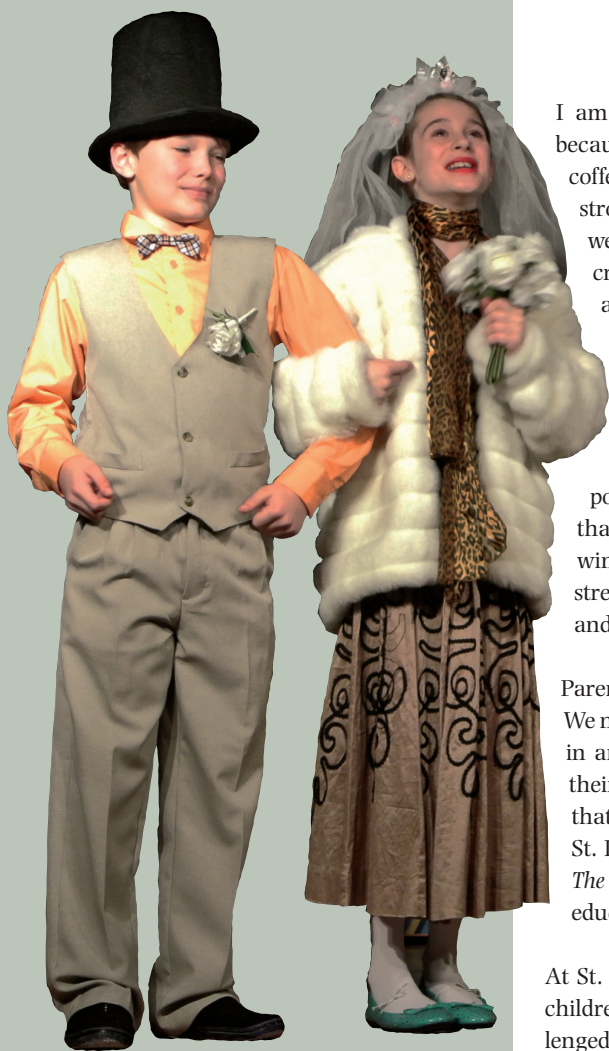
# The Wingèd Ox

Summer 2014

Tales from St. Luke's School

## Educating the Whole Child

Bart Baldwin, Head of School



Grade 5 performance of  
*Guys and Dolls* opens to acclaim

I am no naturalist. I love walking through Central Park because I can be amidst nature and close to a really excellent coffee shop simultaneously. So it is ironic that one of my strongest early images comes from nature. Several of us were playing in the woods behind my house. One of the crew was an older boy who was fascinated by nature and all things scientific. We came upon a moth, but not a moth in flight. Rather, the moth, newly metamorphosed, awkwardly waddled along a stone, its wings furled and pleated and seemingly glued to its side. Even I, the youngest and least experienced with woodland life, knew that this moth would never reach its potential. It turns out, our nascent naturalist explained, that moths and butterflies must have room to spread their wings immediately after leaving the cocoon. If they can't stretch, the protein that helps build the wings will harden and fuse the wings into limited, useless, lifeless appendages.

Parents and educators know this is true with children as well. We need to give children space to stretch and strut and weave in and out of opportunities and ideas without obstacle so their bodies, and intellects, and spirits can grow the wings that will let them fly. This has always been the premise of a St. Luke's School education. As the articles in this issue of *The Wingèd Ox* will attest, St. Luke's School is dedicated to educating the whole child: mind, body, and spirit.

At St. Luke's School, we provide an environment that allows children to be healthy, safe, engaged, supported, and challenged. To accomplish this, we offer an integrated curriculum

with academic learning, arts, health and wellness education, civic engagement, and social awareness. Recently, we have expanded and coordinated our Social-Emotional Learning (SEL) curriculum across all grades. Research has demonstrated that students with explicit instruction in SEL have improved grades and increased scores on both standardized and individualized assessments.

Of course, successful education at St. Luke's involves more measures than successful test scores, for while academic excellence is important, academics alone are insufficient for lifelong success. As Walker Percy wrote in *The Second Coming*, "You can get all A's and still flunk life." We intentionally ask our students to interact with the world beyond our gates, our city, our state, our country. A deep understanding of, and appreciation for, differences solidifies pride in our personal history and prepares us to be global citizens. Our students become facile communicators. At various times, they may choose to prepare a video, a Powerpoint, an art piece, a dramatic reading, or a handwritten paper to demonstrate understanding. Effective communicators need to be comfortable with all media as they maintain proficiency with the written and spoken word. We want to embrace the new without forgoing the known, which has become the driving principle as we have designed our Grade 2 iPad initiative and our technology program.

Service learning – which is about understanding, empathizing, and implementing, more than about collecting and donating

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— is core to the School and perhaps the purest expression of our Episcopal identity. Many of our graduates continue to volunteer and participate in advocacy long after their “service hours” have been fulfilled. This is one of the great legacies of our School. Alumni will talk of the passion they unearthed as children at St. Luke’s School and how they have nurtured and kindled it into careers as adults.

“My mission in life,” wrote the late Maya Angelou, “is not merely to survive, but to thrive; and to do so with some passion, some compassion, some humor, and some style.” May it be so for all who enter our gates, whether child, faculty, or parent.



Bart Baldwin, Head of School

## Mind, Body, and Spirit

Mary Ann Hoffman, *Lower School Head*



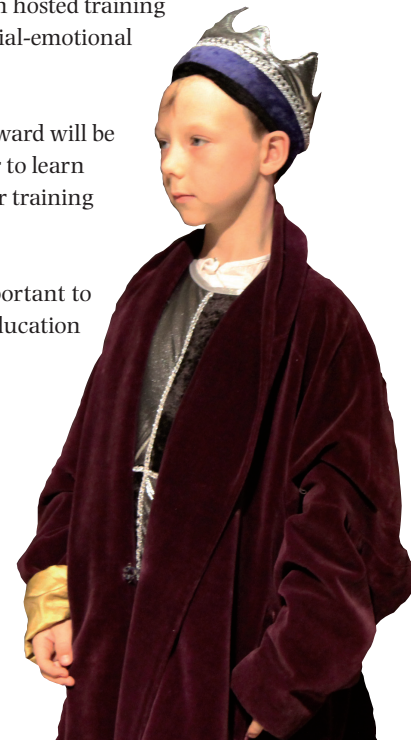
Educating the mind, body, and spirit is central to an Episcopal education. The classroom teachers educate the mind, and the PE teachers and coaches build the body, but exactly how does one educate the spirit?

By living our Community Standards and embracing “The St. Luke’s Way,” our students learn to live in harmony together and be better people. The spirit is educated with children participating in religious education classes and attending chapel. Seeing the beauty of the St. Luke’s garden, singing songs in music class, and letting creativity run wild in art classes also nurtures the spirit. Our biggest challenge as a school is coordinating our programs to ensure continuity through the grades with spirit.

To this end, St. Luke’s adopted a Social-Emotional Learning Program last year to grow values and standardize vocabulary through the grades. Bart Baldwin and I traveled to Sonoma, CA for a week of training to help guide the faculty as they developed curriculum for social-emotional learning. As a result of lessons learned, the School then hosted training in February for the entire faculty to align our work with spirit. The acquisition of new social-emotional skills fit perfectly into our School’s belief system.

This summer, Vanessa Rosado, Jessica Welt, Bobby Gomez, Stuart Brown, and Alicia Howard will be going to Washington, DC for a week-long training in Social-Emotional Learning in order to learn additional ways to embed it into the everyday curriculum. They will return to share their training with the faculty. We will be growing spirit.

It is so very important to St. Luke’s that we educate the mind well, but it is equally important to educate the spirit and develop good hearts. We are giving our students an Episcopal education that will remain with them for a lifetime.



Grade 2 presents Shakespeare’s *As You Like It*



## Inspiring Curiosity through Technology

Sujean Park, Grade 2 Associate Teacher

Grade 2 will embark on a 1-1 iPad program this coming year, which will provide each student with his or her own iPad for the entire academic year. iPads empower young learners to integrate different forms of media with their learning across all subjects.

Early education is largely investigative. Young learners ask significant questions, make observations, gather evidence, and reach conclusions that deepen how they experience their environment. The use of iPads enriches learning by empowering these young learners to document this process and to express their unique understandings and perspectives.

Students can record, photograph, and film first-hand experiences. They can conduct additional research by using the internet. All of these skills are then used to create movies, iBooks, artwork, and podcasts as culminating projects. iPads enable our students to learn and use these skills with a single device. More so, our new 1-1 iPad program individualizes learning through all of the choices that our students can make in their work.



Exploring the grocery store with the iPad

## Broadening Perspectives through Language Study

Linda Fiorentino, Lower School French Teacher

When people learn that I teach Lower School French, they often ask me about fluency. Will children taught at such a young age speak fluent French when they finally graduate from St. Luke's? While being conversant in French is an obvious goal, there's so much more value in foreign language instruction than simply fluency.

Every day I am witness to incredible observations from my youngest students about the similarities and differences between the American and French cultures. A catalyst for conversation this year was an inspiring book I shared with my JK through Grade 5 classes called *Paris vs. New York: A Tally of Two Cities* by Vahram Muratyan. The children delighted in comparing the Paris baguette to the New York bagel, the French macaron to the American cupcake, and the Eiffel Tower to the Statue of Liberty. The children continued to reflect on what is typically American or French long after we finished the book.

As new vocabulary was introduced, and the children were allowed to hear the rhythms of spoken French, equal importance was placed on fostering a genuine curiosity and understanding of French culture and customs. The children were astonished to learn it took over 200 years to build the cathedral of Notre Dame, and some even remarked that there are similar gargoyles on buildings in New York and scoured their neighborhoods for the intimidating creatures. Of course, our discussions often focused on French foods, and the children were excited to share their "French" experiences, even if it meant simply ordering a *croque-monsieur* at a local restaurant or inquiring about the availability of a *galette des rois* (king's cake) at their favorite bakery.

Some of my youngest students have an incredible ear for French, and I know they will thrive in whatever foreign language they pursue and perhaps one day be "fluent." All of the children, however, have the ability to reflect on and appreciate the different aspects of learning French and how it relates to their own lives. Sometimes they stop and



smell the lovely *muguet des bois* (lily of the valley) growing in our St. Luke's garden and know it represents a May Day gift to a French king. Sometimes they say they would prefer having a French crêpe to a pancake. I believe they have taken away something of great value in French class and hope they continue to share their observations with you this summer.

"I believe they have taken away something of great value in French class..."

## Around St. Luke's



Grade 1 students impressed their audience with the mambo, waltz, bachata, and lindy hop

## Exploring the Mindset of Colonial Times

Elon Rosenberg, *Grade 4 Teacher*

Learning about the Colonial experience is a large part of the Grade 4 Social Studies curriculum. It is also a large part of Grade 4 to become a more independent student in preparation for the Upper School. For the last five years, Grade 4 students have been going on the annual overnight field trip to visit Plimoth Plantation, which has allowed them to work on both goals.



At Plimoth Plantation the students actually get to meet the Pilgrims (as portrayed by role-players) who answer questions as they go about their daily lives. The students also visit a traditional Wampanoag Village, where Native Americans from the area talk about their ancestors and what life might have been like for them.

In the evening, the students enjoy an assortment of activities including visiting the village at night, playing Colonial games, eating a Colonial meal, and using a quill and ink. For many students, this is also one of their first overnight experiences. This year the students had a great time and really impressed us with their engagement in the activities and the questions they asked. As one of the kids said, "It is like we actually went back in time."



Grade 4 students ventured to Plimoth Plantation and created their own Colonial characters back at St. Luke's



## Athletics in Education

Joe Wood, *Athletic Director*

Participation in athletics and physical education is an integral part of the student's life at St. Luke's. The core values of respect, honesty, compassion, excellence, and dignity are carefully woven throughout our athletic teams and physical education classes.

During each athletic season, students grow stronger and more confident while developing deeper bonds of friendship with their fellow classmates. Many studies have shown that students engaged in after-school athletics learn organizational strategies while strengthening their bodies. Our physical education program fully supports our students in their athletic endeavors through class activities specifically centered on teamwork. A new addition to our program has been dance, offered to Grades 1-4. This program has helped students connect their artistry and agility through physical movement.

In May, students in Grade 3-8 participate in the 34th annual Jogathon. This event raises money for a specific charity which is chosen by the students. Students begin training in physical education class to run during the event. This event highlights St. Luke's belief that a healthy body is directly connected to a healthy mind and spirit.

A hallmark of the interscholastic and physical education programs is that it is inclusive and supportive of all students. The program allows students to pursue their interest in sports while developing skills of leadership and teamwork and promoting physical fitness.



Left: Our jv girls played with drive throughout their season  
Right: This jv player proved that playing hard can be fun





# Sports Update



## Varsity Boys Basketball Recap

**Record: 8-6**

The varsity boys basketball team finished their season placing third in the annual DISC basketball tournament. The team demonstrated improvement all season and won four of their last five games. The team was led by a strong group of Grade 8 athletes and a promising core of Grade 7 students. The team posted impressive wins over Dalton, Berkeley Carroll, and VCS (twice).



## Varsity Girls Basketball

**Record: 8-5**

The varsity girls basketball team had an impressive 2013-2014 season. The season was highlighted by strong defense and a balanced attack. All season the team worked hard to improve. Their hard work was rewarded by finishing the year on a three-game winning streak and winning the DISC Invitational. Congratulations on winning the tournament and a great year of basketball!



## Junior Varsity Boys Basketball Recap

**Record: 6-0**

The jv boys basketball team completed its first undefeated season, going 6-0 and posting impressive wins over VCS, City and Country, and St. Hilda/Hughes. The team displayed excellent offense and defense. Many fans were impressed by their unselfish play. The roster was composed of 20 Grade 5 and 6 students. The future looks bright for St. Luke's basketball.

## Varsity Softball Club Recap

**Record: 2-6**

The softball team completed a rebuilding season this spring. The team was comprised of ten Grade 6, two Grade 7, and five Grade 8 students. Throughout the season, the team gained valuable experience and demonstrated improvement. The team was able to post victories over VCS and Churchill. As with all St. Luke's teams, students displayed excellent sportsmanship and were encouraging to each other.



## Junior Varsity Girls Basketball

**Record: 3-3**

The jv girls basketball 2013-2014 season was highlighted by hard work, determination, and leadership. Many girls enjoyed putting in the extra effort by coming to early morning practices. Their work ethic and joy for basketball was visible on the court. The team finished the season on a three-game winning streak with a final second shot to take the lead in the final game of the season. Congratulations on a successful season!



## Learning through Play

Vanessa Rosado – Junior Kindergarten Teacher

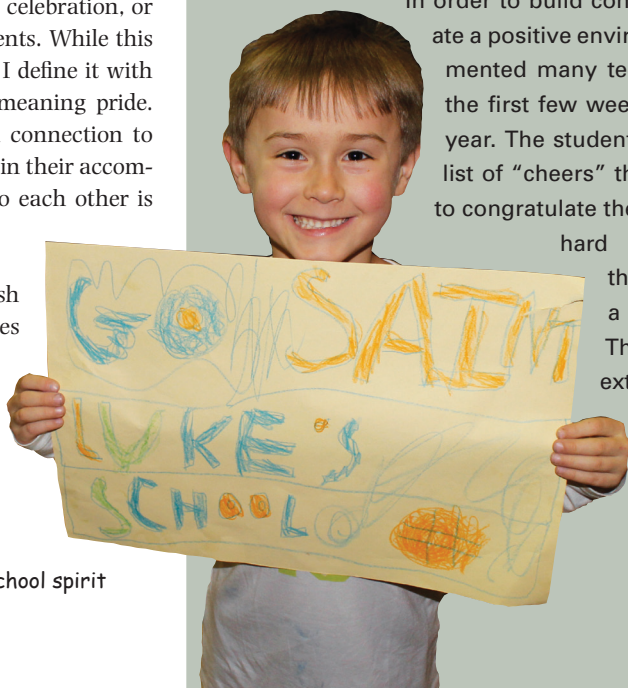
I remember once being told that the entirety of what I do is “play with kids all day long.” My reaction to this statement was to have this friend come observe my class, and she consequently left the day exhausted. Perhaps this is the element of the body, in that play is, at first, a physical endeavor. But what my friend learned that day, and what I continue to witness each day, is that play is a synthesis of the body, the mind, and the spirit. When children engage their world, it is often through imagination, social relationships, and at its base, an emotion that is constantly growing with them.

While we might think of a teacher as an architect or an engineer who sets the parameters of the day with activities or creates a foundation with the classroom environment, the building is a collective experience. The group helps each child grow, and the teacher facilitates that growth. A former student once said, “You help us be a better person.” This is in part the mind, as it forms and deepens.

In my life here at St. Luke's, I am lucky enough to be part of a JK through Grade 8 journey which ties specifically to the concept of spirit for me. It is a running joke among my colleagues and students that I will cry at each milestone, celebration, or performance of my students and former students. While this is easily mistaken for being a “sap,” in truth, I define it with a word from my native Spanish: “orgullo,” meaning pride. With each event I attend, my tears reflect a connection to each student which is never severed. My pride in their accomplishments and the spiritual connectedness to each other is palpable.

In short, I do play with children all day. I cherish the moments of struggle as much as the smiles that radiate in their continuing formation. I enjoy reminiscing about the memories of students past and eagerly await the new memories that are to be made.

This Kindergarten student celebrates school spirit



## Building Self-Esteem

Kelsey Sparks, Grade 1 Teacher

**“People will forget what you said...but people will never forget how you made them feel.”**

- Maya Angelou

These words encompass my belief as an educator, and I have always applied them in my five years as a teacher. Positive reinforcement and self-esteem building are essential in order for teaching and learning to occur in the classroom. In Grade 1, our students learn and practice these skills from the moment they step foot in the door until dismissal time. They learn how to take intellectual risks while building their academic skills. Although many students naturally participate and engage in discussion regardless of the topic, others struggle to find the confidence to participate for fear of being wrong. This is an important issue to address at the start of the school year, so all of our students can feel comfortable and make valuable contributions to class discussions.

In order to build confidence and create a positive environment, I implemented many techniques during the first few weeks of the school year. The students were taught a list of “cheers” that they perform to congratulate their peers on their hard work or when they contribute to a class discussion. The list of cheers is extensive and is accompanied by hand motions.

Some of our favorites are:

- crazy hands
- cowboy/cowgirl
- drums
- totally cool
- fireworks
- round of applause



For the full effect, please ask any of our students and they will be happy to cheer for you! These cheers serve as a quick, interactive way for our children to celebrate even the smallest of successes while remaining engaged in the lesson.

This technique has grown beyond the actual cheer. About a month after school began, I noticed that the students were complimenting one another, and giving “cheers” in other ways without my direction. I am proud to add that the students also started creating their own “cheers” for one another. Our own Teddy J. created “crazy shine” which we added to our repertoire in November.

With these techniques present in the classroom, and with the addition of the social emotional curriculum, classroom learning was an engaging and positive experience for our community of learners. Many cheers to the Grade 1 students on their growth, both academically and emotionally, throughout our year together.

# Grandparents and Special Friends Day



Grade 4 students emcee Grandparents Day

## Navigating Emotional Growth

Colin Andersen, Grade 1 Associate Teacher

Emotions are at the foundation of human interactions. How children harness and handle different emotions can dictate what type of day, or week, a child may have. Picture the following scenario: two children are playing a board game together. On the surface this seems like a simple and enjoyable activity. However, after this game, there are a variety of outcomes that may affect how the child feels long after the event is over. There will be one “winner” and one “loser” of this game. The “winner” may experience joy, happiness, or excitement. The “loser” may experience sadness, anger, or jealousy. This doesn’t have to be the case if the children are equipped with the proper tools to deal with both the positive emotions associated with winning and the negative emotions associated with losing.

At St. Luke’s this year, Social-Emotional Learning (SEL) has been emphasized in the curriculum. Each teacher has made it a goal to implement a program that helps children build their abilities to cope with a variety of emotions. A goal in our Grade 1 classroom this year was to help the children understand and identify many different emotions and to navigate different emotional states. Social and Emotional Learning is a lifelong journey. When children are able to identify different emotions and begin to understand what causes them, they will build a strong foundation in SEL.



## Professional Growth through Collaboration

Deniz Beal, Grades 6 – 8 Science Teacher

Last year, when I was asked to join the collaborative efforts of Eden Eisman and Jon Pelegano during their life awareness book club, I couldn’t refuse. The book clubs are designed to support our Grade 8 students as they begin thinking about their transition from middle school into high school.



After spending many years together with their classmates, such a transition can naturally bring heightened anticipation and worry for students about making new friends, acclimating to an unfamiliar school, and identifying individualities. As much as I love being a science

teacher, having the opportunity to work with Eden and Jon on the social and emotional development of students helped me to grow even more within my profession. I think the experience helped me become a better teacher.

Over the past two years that we worked together, the collaborative nature of our lessons during book club has become very fulfilling for me, and I have realized the many benefits that we can experience as teachers within a collaborative process. My experience of collaborating with colleagues is mostly about the joy that comes from feeling connected to other people. Teaching academic content is rewarding especially when you love the subject matter, but sometimes it can be an exhausting experience! Sharing a laugh with fellow teachers about the challenges of our profession helps us through difficult times, and can provide a renewal of energy to push us on to the next day’s challenges. Teachers get another day to share their art, to continue building unique relationships, and to find those special connections with students that make authentic learning possible.



## Educating the Mind, Body, and Spirit: Meditation Mondays

Shelli Milks, *Foreign Language Teacher*

“The Way to do is to be.” – Lao Tzu

“If you want to conquer the anxiety of life, live in the moment, live in the breath.” –Amit Ray

“Meditation can help us embrace our worries, our fear, our anger; and that is very healing. We let our own natural capacity of healing do the work.” –Thich Nhat Hanh

It would not be difficult to find many more quotes about the benefits of meditation practice. The ritual has been around at least since the Vedic days in India (circa 1750-500 BCE), and it has been adopted and adapted by myriad world religions. It is only recently that modern scientists have been able to conduct experiments via fMRI technology (and some other measures) to both qualify and quantify its benefits. It has been shown that meditators “shift their brain activity to different areas of the cortex—brain waves in the stress-prone right frontal cortex move to the calmer left frontal cortex” (The Benefits of Meditation, *Psychology Today*, by Colin Allen, article 2716). Additionally, cortisol levels drop. Cortisol is a stress hormone that is known to increase blood pressure



and cholesterol, lower immune function, and interfere with memory and learning, just to name a few of its effects. Given that the middle school years are known to produce extra stress in the lives of adolescents, it's the perfect time for students to take on a practice that could alleviate some of the physical consequences of anxiety and help them to navigate tricky social situations.

For the past 6 years, students in Grades 5-8 and their teachers have met in the chapel for 15-20 minutes of meditation practice every Monday. Each session begins with a conversation of some sort. Sometimes a current event is discussed, a personal story or an old parable is shared, or students listen to a reading by a well-known meditation teacher. The chat is followed by a related meditation practice. There are many forms, and we engage in several different methods throughout the year. Among those we have practiced are: mindfulness, loving-kindness, tratak (gazing), mantra, sound, koans (paradoxical poems or riddles), using the breath, visualization, walking, and what has become the favorite of many, laughter yoga/meditation. While the endeavor of sitting still can be very challenging, students often miss the practice when there is no school on a Monday.

*At the end of the day, I can end up just totally wacky, because I've made mountains out of molehills. With meditation, I can keep them as molehills.*

*– Ringo Starr*



Artwork by Kindergarten students

## Class of 2014 High School Acceptances

Bard High School Early College Manhattan

Bishop Ford Central Catholic High School

Bishop Loughlin Memorial High School

Brooklyn Friends School

The Brooklyn Latin School

### **The Browning School**

The Calhoun School

The Chapin School

Christ the King High School

### **Dwight School**

Eleanor Roosevelt High School

### **Elisabeth Irwin High School**

Friends Seminary

### **Grace Church School (4)**

### **The Kew-Forest School**

Léman Manhattan Preparatory School

NYC Museum School

Nazareth Regional High School

Notre Dame School

### **The Packer Collegiate Institute (3)**

### **Poly Prep Country Day School**

Riverdale Country School

The Spence School

### **Saint Ignatius Loyola School**

### **Saint Joseph High School**

### **Stuyvesant High School**

### **Trinity School**

Xavier High School

**Bold** indicates schools where our students enrolled

## GRADUATION SPEECH

Natalie Raver-Goldsby, *Class of 2014*

My first memory at St. Luke's was what led me to attend this school. During my visit, I was welcomed into what seemed at the time a large and colorful school in which I played with new children. St. Luke's wasn't flashy like all the other schools I had visited; it didn't have TV's on the walls boasting of its superiority; it didn't have gourmet food or shiny laptops instead of books. It was this small, quiet school with a strong sense of community and comfort. It didn't need to be flashy or create false promises. St. Luke's spoke for itself. The kids didn't mope through the halls with overbearing work, but they also didn't prance through them with no meaning or responsibility. It was the perfect concoction of comfort paired with valuable lessons.

The uniqueness of St. Luke's was defined by its students. Students who were willing to play with anyone, even me, the new kid. My classmates led me through the day with patience and welcomed me into all of their games and activities. I played and went to all my classes like every other school I visited, but after I left, I knew St. Luke's was different. When the time came for my mothers and me to decide which school to attend, I knew exactly which one.

The next year at St. Luke's was just as fantastic and special as the day I first visited. Transferring in the middle of the year was unorthodox and difficult, but St. Luke's made it easy and comfortable.

When I was first asked to reflect on my years at St. Luke's in writing, I immediately thought, "How would I ever be able to bundle my entire experience at St. Luke's into a few pages?"

So my classmates and I sat down in front of our computers and talked about all the amazing experiences we've had at this school. We talked about the times we came together as a class and worked to do the best we could. We are so, so grateful that we were able to collect the worthy and beautiful memories of being here.

Behind the big red brick walls that protected us, we learned and grew into the people we are today. The proof of St. Luke's success as a mentor, teacher and friend are the children that spring from this unique and comforting school. Some people say that the smallness of St. Luke's somehow makes it less of a school. But, the size of our community has brought us closer. Everyone knows everyone else; you can high

five a kid in the hallway and then two minutes later run into the friend you play Uno with during recess. This tight-knit community makes it so that there is always a shoulder to lean on. The quality of our friendships here are much more valuable than quantity.

These walls have always protected me, and I will never be able to forget the comforting scent of this Church; I will be sad to leave it. I know I have many other adventures and fantastic memories to be made ahead, but I will miss the daily adventures that we've shared. It is a bittersweet goodbye that all classes will have to make eventually. The idea that we will be leaving something so special, but will be able to experience something entirely new and exciting is a part of growing up. Sadly, it is time for another loving and adventurous class to leave, and we will all miss St. Luke's so, so much.





# GRADE 8





# GRADE 8 REFLECTIONS

I've always had such different interests than my schoolmates. However, that says something about the fact that I've bonded with so many people. I think that's due to the comforting environment we practically live in. It makes it easier to make friends, and maybe find some interests.

Lucas

When I came here, it was a bunch of 'firsts,' one after the other. I had never so far had a class with less than thirty students. I had never played a sport. I had never gone to school in Manhattan. I definitely had never woken up so early for school in my life. But it was so worth it.

Sarah

The two years here were filled with laughs, especially with my infamous ribosome dance in the study game for science. We still remember it to this day. I wish we did not remember it, but we do and that is pretty special to me.

Joseph

When I look back at my time spent at Saint Luke's, it amazes me how so much can happen in just two years. I will miss all of my friends and the teachers here. Even though I've only been here for two years, this community has made me feel at home.

Genesis

My first day here represents the community as a whole. One high school official explained it to me as a gem hidden in a concrete jungle. And it's true. You wouldn't expect a quaint, close knit community surrounded by beautiful gardens and courtyards to be located in the heart of downtown Manhattan.

Nicole

Stepping into the courtyard on that first day, I didn't know what to expect, and I was nervous. Everything at that time was so new to me. If I had known how much I would grow and feel a part of this place, I would have run into that courtyard.

Guy

We've all learned and developed into individuals, with unique personalities and strengths. We're doing the activities that we will continue to do in high school, and into adulthood. St. Luke's has given us the opportunity to be who we are, and do the activities that we love such as sports, art, and writing.

Mattie

I look around, and I know everyone in my entire school. That is a very special quality about St. Luke's School. You come to know everyone in every grade. Not because we are a small community, but because we are invested in everyone. It's the St. Luke's way.

Zoey

This year, our soccer team was one of the first teams in St. Luke's history ever to be undefeated in the post-tournament season. Our success on the field was due to our ability to work together, and to be able to exhibit kindness towards each other.

Spencer

St. Luke's was always like a second home to me, and I will never forget my experience here, but I know like every other person in this world, I have to move on to another chapter in my life. However, I leave St. Luke's knowing that in a world of chaos there is one place of refuge.

Luca

Now that the time has come for us to move on, we begin to realize that school is not only about studying the classic novels... It is also about learning to create bonds and healthy friendships that will come in handy when we go to our first club meetings in high school or meet our college roommates for the first time.

Kate

I could write a paper on every room in the school if I wanted to and still have more to write about. Because St. Luke's is more than just an essay topic, it's a wonderful place where people grow and friendships are made.

Eleanor

Throughout my time at St. Luke's, I learned how to remember the scared girl that passed through the St. Luke's gate for the first time, yet accept the more mature person I, and the rest of my class, have become.

Emily

While here you feel safe; you are protected by the gates, the beauty and the community. Everyone here is a protector; everyone here wants to help to make your experience here as pleasant as can be.

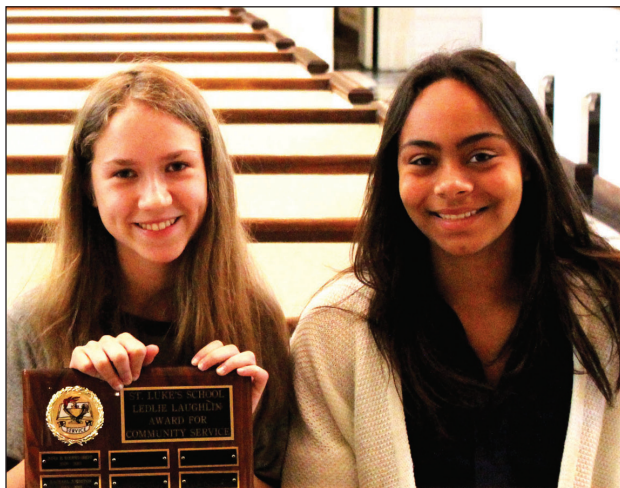
Keyonie

Behind the big red brick walls that protected us, we learned and grew into the people we are today. The proof of St. Luke's success as a mentor, teacher, and friend are the children that spring from this unique and comforting school.

Natalie



## Grade 8 Awards



THE LEDLIE LAUGHLIN AWARD  
Emily Boddewyn and Natalie Raver-Goldsby



THE DONNIE HILLENBRAND AWARD  
Guy Milling and Mattie Newlin

## Welcome to the Alumni Association

J.D. Butler, Class of 2014

*Each year at Recognition Chapel, St. Luke's School alumni welcome our Grade 8 class into the alumni association. This year, J.D. Butler, Class of 2005, shared his thoughts:*

My name is J.D. Butler, and I am an alumnus of the St. Luke's Class of 2005. Giving the alumni association speech this year in particular has special meaning to me. As some of you may know, when you were finishing up Junior Kindergarten, I was sitting in the very same seats as you, listening to an alumni speaker and anxiously waiting to graduate. I remember being simultaneously excited, nervous, happy, and nostalgic. I felt like I was about to combust, and I imagine many of you feel the same way right now.

While it's exciting to finally get the diploma you have been working so hard for, it's definitely daunting to realize that this caring, tight-knit community that you've come to love and that's come to love you will no longer be a part of your everyday life. And while this may seem like cause for sadness, I ask you to remember one very important thing: wherever you go, and whatever you do, you will always be a part of St. Luke's School and St. Luke's will always be a part of you.

Moving forward into high school, you must always remember that St. Luke's has given you an incredible and well-balanced foundation that will help you throughout your life. Because of all that you have accomplished here, I can say with absolute certainty that you will be ready for every curveball that life throws your way. So don't be afraid to take risks or to make mistakes, because you are all capable of amazing things. Each and every one of you embodies all that St. Luke's stands for, and it is now your responsibility to bring those values out into the world. Having seen you grow up from little JKers on the structure to leaders of the community fills me with immense pride. I am truly honored to welcome the Class of 2014 to the Alumni Association as permanent members of the St. Luke's School family.

## Class of 2010 Colleges

Baruch College  
Brown University  
Bucknell University  
Colgate University  
Columbia University  
Howard University  
Johns Hopkins University  
Marymount Manhattan College  
Muhlenberg College  
New York University - Stern School of Business  
New York University - Tisch School of the Arts  
Princeton University (2)  
Providence College  
Reed College  
Skidmore College  
Susquehanna University  
University of Rochester  
Vassar College (2)  
Washington University in St. Louis





Online!

#### **"Like Us" on Facebook**

Do you want to feel the love of St. Luke's throughout your day? Become a member of the "St. Luke's School – NYC" community today to receive photographs of special events, hear about anecdotes relating to students and their teachers, and to learn about upcoming school events. Let us bring a smile to your face every day. It's only fair, since your children keep us smiling! Please contact Jocelyn Bowman, Director of Capital Giving and Communications ([jbowman@stlukeschool.org](mailto:jbowman@stlukeschool.org)) for additional information.

Alumni, we also have a Facebook page just for you! Search for "St. Luke's School Alumni" and look for our Wingéd Ox logo. This page is a great way for alumni to reconnect and post updates on their lives. Please contact the school either through Facebook, the alumni page of our website, or by emailing Rob Snyder, Coordinator of Alumni Relations ([rsnyder@stlukeschool.org](mailto:rsnyder@stlukeschool.org)).



## Alumni Corner

### **Journey of Mind, Body, and Spirit – Life after St. Luke's School**

*Rob Snyder, Coordinator of Alumni Relations*

We learned of the theme of this issue at about the same time we became aware that Ruah Basker Bhay ('93) was living in Boerum Hill, Brooklyn and teaching yoga. It seemed only right that we should reconnect with her and talk about the path that has led her to her to this point in her life. That Ruah had a yoga practice came as no surprise as she was first introduced to yoga when she was growing up, doing sun salutes and meditation with her mother, Dr. Jacqueline Taylor Basker. She was also guided by her aunt and uncle who were TM practitioners, teachers, and devotees of Maharishi Mahesh Yogi.

After graduating from college, Ruah, who was already fluent in French, wanted to live abroad, to learn other languages, to experience other cultures. It was during the next three years that she spent in Senegal, as a teacher of high school English, history, and geography that she deepened her yoga practice that had begun to be a regular part of her life when she was an undergraduate.

While living abroad and working at various jobs here in the United States, Ruah learned different yoga styles (Ashtanga, Kundalini, Anusara, and Vinyasa), completing the 500 hour yoga certification at Yogaworks along the way. Her years in Senegal showed her that she had the discipline, compassion, communication skills, and organization to be a good teacher. Now she had the credentials to teach her own yoga classes. At first, she taught part time, but then in 2008, she took a leap of faith and quit her day job to pursue teaching yoga full time.

Looking back on her years at St. Luke's, Ruah said that she felt all of her teachers were positive influences on her, and she was grateful for the special attention they focused on each student. This was the foundation of her academic learning, and she felt well-prepared for high school.

When talking about the spiritual aspects of St. Luke's, Ruah became most animated. "I loved Chapel," she said. "As someone who teaches mindfulness today, I start every day meditating. Chapel in the morning allowed each of us to be in a neutral place." To Ruah, the spirit of family was pervasive. Parents were generous and welcoming; classmates were often more like cousins. Some of her best friends then are her best friends now. Classmate Brian Healy is the godfather of her son, Parsley Steinwise and Lila Barre are still close to her, and she keeps in touch with a dozen more former students from the class of '93. She praised the School for the partners program that allowed for connections among students of different ages. She also liked the fact that many of her own classmates had brothers and sisters in other grades, as Ruah did. Her older brother Isaac graduated in 1990. She is especially proud of Isaac. He holds two master's degrees and is doing important social work with young people who are at risk.

Although Ruah holds a BA in Political Science, and an MA in Sustainable Development, she has found her true passion and life's goal teaching yoga – the union of mind, body, and spirit.



**Ruah Basker Bhay ('93)**





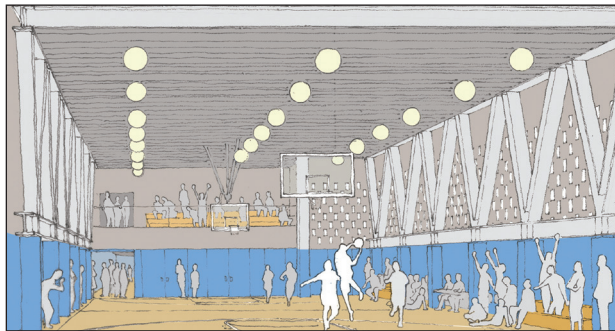
## Campaign and Expansion Update

Jocelyn Bowman, *Director of Capital Giving and Communications*

St. Luke's School continues to celebrate progress toward the School's expansion thanks to the generous support of our community members. As of late June, the School has raised \$8.45 million of our \$9 million goal with 65% of families currently enrolled in St. Luke's participating in the capital campaign!

In early May, both the Church and the School building projects were approved by the Landmarks Preservation Commission, which is great news for both the School and the Church as we navigate our future together on this block.

Our administration and faculty have been working together to design spaces that are best suited for our students and our School for generations to come. Based on progress made thus far, as well as anticipated progress in the coming months, we are currently on schedule to break ground on construction in the summer of 2015.



## Around St. Luke's



Top: Grade 6 performance of *The Summoning of Everyone*

Middle: Students jog to raise money for charity

Bottom: Grade 2 student performs a duet with her teacher in the After School Program

# Faculty News



**Nora Krulwich** will join us as a Grades 5 and 6 Teacher of Social Studies, Religious Education, and Math. A graduate of Riverdale Country School, Nora attended Bowdoin College, and then taught Grades 6 and 7 at the Montessori Middle School in Connecticut. Most recently, Nora taught at the School for Ethics and Global Leadership in Washington, DC. She primarily taught Math, including Algebra and Calculus, and also led Ethics and Leadership courses.



**Sujean Park**, who has served as the Grade 2 Associate Teacher with David Recht, will become the second Lead Teacher in that grade. Prior to joining St. Luke's, Sujean was a Grade 3 Lead Teacher for the Academic Leadership charter school. In addition, she has taught bicycle safety, English as a second language, and writing and thinking skills to adults. Sujean attended Barnard as an undergraduate and received her graduate degree from the Bank Street College of Education.



**Jacqueline Henry** will work with Bonnie Soha as her Kindergarten Associate Teacher. A graduate of the University of St. Andrews in Scotland and having received her master's from Columbia University, Jacqueline spent last year as a Kindergarten Lead Teacher at Leadership Elementary, part of the Harlem Village Academy charter schools. Prior to that, she was a Kindergarten and Grade 1 Associate at Marymount School, has taught in Zimbabwe, and worked at an HIV/Aids outreach organization.



**Jessica Welt**, who has been one of our JK Co-Lead Teachers with Vanessa Rosado, will become the Grade 3 Lead Teacher. Jessica began her career at St. Luke's working as the Grade 3 Associate Teacher after completing her master's at NYU. Her excellence in the classroom led us to offer her the position of JK Lead Teacher with Vanessa Rosado. Jessica's true love, though, remained working with elementary-aged children, and she is excited to return to Grade 3.



**Teresa Hamm** will join us as our School Psychologist. Teresa is a licensed psychologist who has been in private practice for seven years. She received her undergraduate degree from James Madison University and her master's and doctorate from Hofstra University. Teresa has also worked with the 92nd Street Y Pre-school, Avenues, and the Educational Records Bureau (ERB). She is friendly, outgoing, and incredibly warm, and we look forward to her joining us three days a week.



**Natalie DiPalma** received a double major in Education and English Literature from Salem University in Massachusetts. Most recently, she was an Associate Teacher at Beacon Hill Nursery School, which is where Bonnie Soha began her teaching career. Prior to that, Natalie worked as an educational aide in a Grade 1 classroom. She has a particular interest, and training, in early childhood literacy, so she will be a wonderful complement to Sherry Froman as the Associate Teacher.



**Allison Shupak** will join Maureen Petrosky and Lara Laurence as a Part-Time Learning Specialist. Allison has over eighteen years' experience, most recently at Gateway, Winston-Prep, and Birch Wathen Lenox. A graduate of the University of Maryland and with a master's from Hofstra University, Allison is adept at both Reading and Math instruction. She will work primarily with our early-elementary children.



**Colin Andersen**, who was the Grade 1 Associate with Sherry Froman this year, will join Sujean as the Grade 2 Associate Teacher. Colin, who was a career switcher and has worked in the finance industry, has brought his love of Technology and Math to the class, as well as a gentle, calm nature. He will be able to build on the relationships he has already created with some of the students, as well as forge new ones.



# & Updates



**Annie Huang** has worked in our After School Program and as a coach and substitute and will join Kelsey Sparks' classroom as a Grade 1 Associate Teacher. She is known for her enthusiasm, winning way with children, and gentle spirit. Annie began her career in physical education and received her degree from City University of New York, Queens College. She spent several years at the Geneva School as their Physical Education Teacher and Athletic Director.



**Lucy Lobban-Bean** will join David Recht in Grade 2 as his Associate Teacher. Lucy grew up in our neighborhood and attended VCS and Trinity School before attending Barnard College. She began her career in publishing, and has experience working for a publishing house and a variety of media.

Most recently, Lucy spent two years as a Grade 1 and 2 Associate at VCS. She has also volunteered to work with children learning to read in Brazil and for a variety of agencies in New York City.



**Bobby Gomez**, who has worked with Bonnie Soha as the Kindergarten Associate Teacher, will become Co-Lead teacher in JK and join Vanessa Rosado. Anyone who has observed Bobby knows he has a magical way with children and a kind, compassionate manner with all. A graduate

of Kansas State University and having earned a master's from Hunter College, Bobby was a Kindergarten Co-Teacher in a New York Charter School before joining St. Luke's.



**Hubert Chen**, who has been a music instructor in our After School Program for several years, will assist Ron Nahass in the music department, specifically with Grades 1 and 5. A gifted violinist and a graduate of the State University of New York at Genes, he has also studied at Juilliard and internationally. He teaches early childhood music at the Diller-Quaile School of Music and has taught at the Kinhaven Music School, East Village Community School, and other institutions.



**Rachel Perry** will work with Jessica Welt as the Associate Teacher in Grade 3. Rachel earned her undergraduate degree at the University of Delaware and is completing her master's at Fordham University. For the past two years, she was the Grade 3 Lead Teacher at an elementary school in Silver Spring, Maryland. Her undergraduate emphasis in special education and graduate focus on literacy will make her a wonderful asset to all children.

## Around St. Luke's



Top: Choristers provide music all year with David Shuler  
Bottom: The Acolytes smile with Chaplain Mother Mary



## 2013-2014 ST. LUKE'S SCHOOL BOARD

Recognizing our board members

St. Luke's School honors its board members and their commitment. The board is composed of persons who are highly qualified to help govern St. Luke's School by virtue of their religious, legal, financial, professional, or educational expertise, or such other abilities and qualities as the board determines. The primary function of the board is to articulate a vision for the school and move the school toward it, while remaining mission-consistent.

Nisha McGreevy ('16), Chair  
Marc Boddewyn ('15), Vice-Chair  
Lindy Judge ('16), Vice-Chair  
Paul Smith ('15), Vice-Chair  
Sheila Davidson ('15), Treasurer  
Elena Addomine ('14)  
Bart Baldwin, Jr.  
Brian Belliveau ('15)  
Evan Carzis ('14)  
Richard D'Albert ('16)  
Joëlle Duffy ('14)  
Doug Ellis ('15)  
Pilar Esperon ('16)  
John Hwang ('15)  
Barry Rice ('16)  
William Robertson ('15)  
Sean Scheller ('15)  
Rob Snyder ('16)  
The Reverend Caroline M. Stacey  
Jennifer Tonkel ('14)  
Joseph Wood ('14)  
Honorary School Board Members  
Kathleen G. Johnson  
William J. Kealy  
Katharine Taylor



## Spring Benefit Auction

*Clint Rataczak – Director of Development*

We offer many thanks to Jennifer Anikst, Sudie Anning and Christi Wood for their leadership of this year's Spring Benefit Auction which was held on May 1, 2014 at The Players Club. Donning Gatsby-era attire, guests previewed live auction packages and bid on silent auction items and experiences. Our guest auctioneer, joining us from Christie's Auction House, led a spirited live auction that included unique experiences, class projects and visits to fantastic vacation homes.

Net proceeds from the evening totaled over \$180,000 with \$62,000 raised by the scholarship appeal made during the live auction. Thank you all for your support of St. Luke's School!

Spring Benefit Co-Chairs Sudie Anning, Christi Wood, and Jennifer Anikst







Our Upper School students explore Camp Mason together, bond with fellow classmates, and experience the richness of the great outdoors. This tradition provides our students with memories to last a lifetime, while educating the mind, body, and spirit in a transformational way.



## Contributing Writers



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Lower School Head



**Joe Wood**  
Physical Education Teacher



**Sujean Park**  
Grade 2 Associate Teacher



**Kelsey Sparks**  
Grade 1 Teacher



**Linda Fiorentino**  
Lower School French Teacher



**Elon Rosenberg**  
Grade 4 Teacher



**Deniz Beal**  
Grades 6-8 Science Teacher



**Vanessa Rosado**  
Junior Kindergarten Teacher



**Shelli Milks**  
Foreign Language Teacher



**Colin Andersen**  
Grade 1 Associate Teacher



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# The Wingèd Ox

Excellence • Ethics • Education

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