



ST. LUKE'S SCHOOL

487 Hudson Street

New York, NY 10014

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BUILDING A LEARNING COMMUNITY

The Wingèd Ox

SUMMER 2016

TALES FROM ST. LUKE'S SCHOOL

It has been said, "It is not the beauty of the building you should look at; it's the construction of the foundation that will stand the test of time."

This quote resonates with St. Luke's School on many levels. Last summer, in preparation for our expansion, the school dug 92 feet below ground to bedrock, constructing the holes in which 30-ton steel columns supporting our addition would be placed. Early in June, a massive crane hoisted these columns high into the air and slid them carefully through each opening in every floor until they rested upon the foundation – the bedrock that stabilizes our school addition and assures our place in the neighborhood well into the future.

In addition, we at St. Luke's School create the academic foundation upon which future learning is built and, working in concert with parents, lay the moral foundation upon which future choices are made. There is no more important work to be done.

St. Luke's delivers a rigorous curriculum designed to create enthusiastic learners, confident leaders, and ethical citizens at a developmentally appropriate pace. We honor childhood even as we encourage the drive toward greater social, emotional, and academic growth in our society. We balance an appreciation of the end product's beauty with the importance of structuring a strong, carefully laid foundation. This edition of *The Wingèd Ox* highlights many of the programs that help us achieve that goal. Certainly, our children build upon this foundation while here, but they also develop the skills of collaboration, research, communication, and organization which they will use well into their high school and college years and beyond.

Kindergarten is not just a building year; this year it was also a year to build. Working with parents Jeff McMillan and Jeannine Kiely, the students erected a scale model of St. Luke's School after its expansion. The students were responsible for measuring accurately, identifying shapes by their proper names, relating the 2D plan to the 3D model, and working in teams to assemble the final product. The project embodied much of how St. Luke's School approaches education. The partnership between school and home strengthens both. Children thrive when they are given

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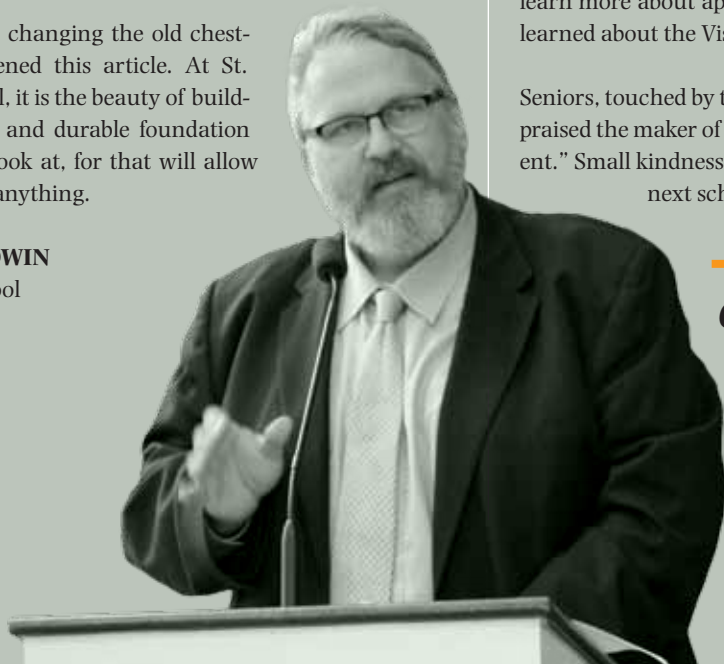
challenging work that they feel they can master. Complicated work can be accomplished when it is parceled in a way that respects the unique learning stages of each child.

We also spent time this year looking at inquiry-based learning. Lower School science teacher Lauren Thomas begins many of her lessons by having students ask questions so that the lesson becomes about the investigation as much as instruction. This transitions to independent research based on a personal interest as the children get older. Upper School science teacher Cindy Sweetser launched a culminating independent research project for Grade 8 students connecting them to their passions and the professionals who have pursued them as a career.

Our social-emotional learning (SEL) program unites all of these efforts to build independent, confident, and effective learners. It is an intentional, clearly articulated curriculum that supports our children from 4 – 14 and helps them learn to advocate for themselves, respect others, expand empathy, and embrace collaboration.

So, I propose changing the old chestnut that opened this article. At St. Luke's School, it is the beauty of building a strong and durable foundation you should look at, for that will allow you to build anything.

BART BALDWIN
Head of School



OFFERING GIFTS OF SERVICE

Jocelyn Bowman, *Director of Advancement*

Students at St. Luke's School are nurtured to develop their gifts, including talent, creativity, and compassion. This year, young children and adolescents offered their many talents to the elderly in the West Village. Our community standards came to life in a new way with this service learning program.

Each grade was challenged to serve others in meaningful and developmentally appropriate ways. Our youngest students made personalized birthday or Valentine's Day cards. Grade 2 students painted terra cotta pots and transplanted bulbs for Visiting Neighbors.

Others raised funds through Read to Feed, supporting City Meals on Wheels; yet others in Grade 3 learned about Native American tribes through the Adopt an Elder program.

Our older students brought their many talents to the elderly. Grade 6 sang for SAGE (Services and Advocacy for Gay, Lesbian, Bisexual and Transgender Adults), and engaged with them in conversation. Karaoke ensued! Grade 7 visited the Older Persons Technology Center, during which they helped seniors learn more about apps and familiarized them with technology. Grade 8 students delivered goody bags to their new friends and learned about the Visiting Neighbors program directly from Steve Gould, the program's health advocate.

Seniors, touched by the efforts, expressed encouragement to our students in their thank you notes. Herb from Visiting Neighbors praised the maker of his Valentine's Day card, saying, "Happy Valentine's Day to you. Keep doing art. You seem to have a real talent." Small kindnesses warmed the hearts of all, and we look forward to deepening our students' compassion for the elderly into next school year. Many thanks to Marilyn Schiller, the faculty, and the students who made this program a success.

Grade 7 students serve at Senior Planet



Our community standards came to life in a new way with this service learning program.

Building Character

BUILDING BLOCKS OF KINDERGARTEN

Bobby Gomez, Kindergarten Teacher

I have been asked, “How do you begin to build a classroom community?” I love to jokingly say, “I use bribery and CANDY!” This will elicit one of three responses: agreement, shock, or confusion. Some people show all three emotions. I love these people because it is as if they are thinking, “How did I not think of that?”

The truth is, a strong Kindergarten community cannot be built on bribery or candy. Rather, a good community is built on friendships, cooperation, and empathy. We build friendships with handshakes, high-fives, and hugs; we build cooperation through games where we work together; we build empathy by recognizing emotions and discussing strategies on how we can best help our friends and solve social issues.

With time and effort, it is possible to create a community where students cannot wait to come to school. What results is the “St. Luke's Way!” Nothing is better than a Kindergarten community where you see students eager to start their day, excited to see their friends, and glowing with news of loose teeth or exciting dinners.

As I reflect on my Kindergarten classes over the years, I cannot help but appreciate the uniqueness of each group of students. However, there is one thing they have all had in common: in Kindergarten, we love each other, we work together, and we help each other when in need. These are the building blocks for a strong Kindergarten community.

REFLECTING ON A YEAR OF SEL

Teresa Hamm, School Psychologist

Your child has received social-emotional learning instruction since September, and the end of the school year should not signal the end to their learning. There are many things that you can do over the course of the summer, as a parent, to continue to reinforce the skills that your child has learned. Lower School students focused on friendship and what qualities are important in a friend. Ask your children what they think they bring to a friendship. If you have a little one, read books about friendship. Use *Hunter's Best Friend at School*, by Laura Malone Elliott, *The Story of Fish and Snail*, by Deborah Freedman, or *Friends*, by Helme Heine as great starting points for discussions about friendship.

Older children may be better able to engage in discussions that incorporate what they have learned throughout the year. Ask your child to speak to you about examples of times over the course of this year when someone was a good friend and what that felt like. Ask your son or daughter about a time when he or she behaved like a good friend. Reflect together on what your children value most in a friend.

Communication has also been a highlight of the school year. Speak to your child about using “I-Messages” and practice using them together. Here is an example, “I feel **frustrated** when **you make me a promise, but do not keep it**. Next time, can you **check your schedule before you make a commitment?**” Your child should be able to explain why conflict resolution gets off to a better start when it begins with an “I-Message.” My hope is that your child will be excited and eager to have these discussions with you. Have a wonderful summer!



TOP: Kindergarten is a place to learn and build friendships;
BOTTOM: Grade 2 students work together to complete a project

Building Scientists



FROM TOP TO BOTTOM:
Creating marshmallows with a solar-powered oven; studying nuclear fusion at Columbia University; experimenting with bioluminescence in bacteria; reconstructing the wing of an osprey



TAPPING THE LEARNING COMMUNITY BEYOND THE WALLS

Cindy Sweetser, Grades 6-8 Science Teacher

By Grade 8, students have established academic skills necessary for the challenges of high school. They can read, write, calculate, comprehend with precision, and readily integrate new concepts. They can also design and deliver presentations with compelling graphics and eloquence. The Grade 8 Independent Science Project challenged them to go further. And, boy, did they go far! From trains in Switzerland to the Prospect Park zoo, to the NJ Science Center, to the Museum of Kaleidoscopes, to a skin spa in midtown and observing dolphins, ospreys and turtles in the wild – our students went out into the world and learned.

The options for the project included conducting an experiment, building a model, or becoming a deep subject expert. In all cases, students were encouraged to connect with resources beyond the walls of St. Luke's School to deepen their understanding. The key requirement was to choose a topic of personal interest. The project included in-class time and went over the school break, which made some field experiences possible. On April 21 & 22, the students presented to parents and Grade 7 students.

The honest and thoughtful reflections on the experience were compelling.

"I learned many things, and not all were from the topic I chose. I learned what it was like to have a true field experience, and talk to experts about my topic." – **Olivia**

"Because the topic was not something that is common knowledge, I had to find experts and resources by myself and that made my project much stronger." – **Luke**

"I definitely enjoyed navigating my way through the research process... I became a much more independent learner, as I gained more trust in myself than I usually do." – **Patrick**

"This project encouraged me to learn by myself and to go off on my own and advocate for what I wanted to learn." – **Hallie**

WHY AREN'T ROBINS COMING TO OUR BIRD FEEDER?

Lauren Thomas, *Grades 1-5 Science Teacher*

Often, scientific exploration starts out with a simple question. Here at St. Luke's, we are always asking questions in science. Sometimes these questions are answered through books, sometimes through videos, and sometimes through investigations that allow students to design and engineer their way to the solution. 2P observed that while sparrows were stopping by the feeder to get a snack, the robins were hanging back on the chapel not eating. This simple observation led their class to research what robins eat, what types of bird feeders exist, and what design features the best bird feeders had in common. This led them to design their own "perfect robin feeders."

This year in science, students have used the engineering design process to answer many questions. What materials should be used to build a soundproof room? How can we design a Mars lander so that the cargo lands safely? How can we decrease the density of a ship so it can hold the most weight? In each of these cases, as in many others from this year, students evaluated different materials, came up with initial prototype ideas, tested their ideas, and refined their designs. Besides being a great way to open up student thinking and to gain a deeper understanding of science content, kids just had plain ol' fun engaging in the engineering process. As the school grows, students will continue to have opportunities in science to dive deeper into the scientific process through engineering design.

JUST CLOUDIN' AROUND

Cindy Sweetser, *Grades 6-8 Science Teacher*

Sharing our learning makes us better learners and deepens understanding. In early May, Grade 3 students joined Grade 6 students to learn about clouds. The big kids met one on one or in groups of two to share their projects. Several siblings got to work together. The reviews of the experience from the Grade 6 perspective were insightful: "It was challenging to change some of the words to explain, but I used the pictures, and he got it." "It was fun to be the teacher." Students were invited to add a twist of personal creativity to their learning in the form of a poem drawing or photograph.

Ava Yang's acrostic poem was inspired by this study:

CLOUDS

Calmness

Lets a person see the bigger picture

One can be at ease from regular duties

Uplifting; a cure for a broken soul

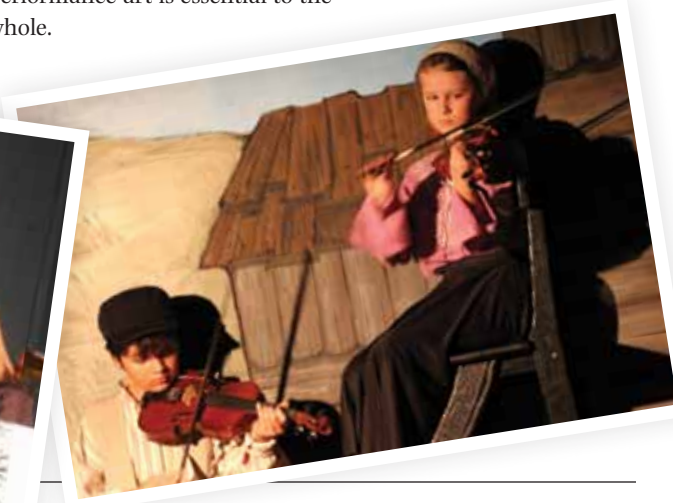
Daydreams flutter across the skies

Serenity: Nature's divine presence.

Grade 6 students share their findings with younger students



FROM LEFT TO RIGHT – 1, 2 & 4:
Fiddler on the Roof comes to life for
Grade 5 students; 3: The Little Shop of
Horrors celebrates Karen Butler in 2015;
BACKGROUND: Grade 7 student,
performing her monologue



Building Artists

LEARNING THROUGH DRAMA

Kacie Brown, *Drama Teacher beginning 2016-2017*

Dressed in oversized men's clothing and asking for, "Risky Riscerdo," a woman enters a nightclub and proceeds to perform a song on the xylophone, calling it, "xylosaxapiper phonovitch!" Just as frustrated nightclub managers are about to forcibly remove the woman, an emergency arises: the curtain is about to open on a two-seal musical show...but one seal is missing! The woman volunteers to be the second seal, and with perfect comedic timing and complete focus, performs in tandem with the seal, bringing down the house.

Sixty years later, there is much to learn from Lucille Ball. Every intentional line and every moment of her physical prowess tickles my fancy and makes me laugh. Her life story of being a woman in Hollywood touches me profoundly. Theater, drama, and comedy have incredible power in our lives.

Performance art is not only powerful, the teaching of it is also a great responsibility. Any form of performance or storytelling is essential to humans' individual and societal emotional, psychological, and physical health. When sad, we can be immersed in comedy to forget troubles. When happy, we can feel a complete connection through an uplifting story. When lost in loneliness and despair, one can find a character with whom to empathize. When involved in a story about an important moment in time, one learns not to make the same mistakes. We crave escape and/or relatability, and theater fulfills those desires, allowing us to find a voice and teaching us communication skills. Performance art is essential to the well-being of our society as a whole.

Many thanks to Karen Butler for building a drama program that brings out the best in our students. She will be greatly missed, and we wish her well in her well-deserved retirement.

Building Leaders

GRADUATION REFLECTION

Anna Simmons, *Class of 2016*



It's a clear sunny day in 2006. The door to the playground explodes as 14 children run onto the playground shouting "Boys vs girls!" We all begin to chase each other around the gigantic asphalt. Now I stand in the middle of this small concrete field that has

given me so many memories. I have seen people continuously slip, fall, cry, get up, and continue playing. There were those few times where the crying part lasted longer than the others, but isn't that part of life? Everything that happened on that playground symbolizes our time at St. Luke's. We have all made mistakes, picked ourselves up, and continued through our journey. We have helped each other and have given our friends a shoulder to lean on.

In Kindergarten, we played kickball like it was our life. This is when the school first discovered that we are a very competitive group. We all had to sit down with our teacher and go over the rules for 45 minutes. In the end, we agreed upon a set of rules that might have been bent one or two times on the playground, but, for the most part, we successfully followed them. We learned how to be patient, and we learned the difference between hearing others and listening to others. These lessons came to be very important as we progressed into middle school. This is one of the first lessons I remember being taught at St. Luke's, besides learning how to tie my shoes or zip up my coat.

As I have gone through the grades, my view on this enchanted playground has changed. I used to look at it as an endless field where anything was possible. The space beneath the annex stairs could turn into horse stables, the slide could be a house, and the trees were just as easily fairy houses. I now walk out-

side and see a concrete floor, buildings, a structure, but most importantly, my childhood. The monkey bars are no longer an Olympic event, but I look at them and see myself and my friends racing across them like our lives depended on it.

I like to think that we all still have this imagination within us, but, as we grow older, we leave it behind on the playground. Although our imagination is quickly fleeing us, it is being replaced with maturity, creativity, and knowledge. These qualities are very difficult to acquire. We have received them piece by piece through our mistakes, triumphs, and each other. Every time we write an essay, we are given a slice of knowledge; when we fail a test, we are given maturity; and, creativity is given to us anytime we have freedom. We are building our own playgrounds with these building blocks. A playground full of attributes that we need in high school, college, and the life that awaits us on the other side.

Some see the school day as an everyday chore, and they can't wait for the day to be over. But, if that's true, then why is it so hard for me to leave now?

I guess I could attribute that to one day in 2006 where young children flew onto the playground full of dreams, games, and memories we had yet to encounter. Now that we have all gone through our years here, we have played our games and we have our memories. It is hard to imagine that the playground has nothing left to give us. While it has given my classmates and me the time of our lives, now it is time to pass that torch on to the class of 2017 and beyond.

And, to the children who have not yet seen what the playground offers, don't worry, your time will come.

CLASS OF 2016 HIGH SCHOOL ACCEPTANCES

Bard High School
Early College Manhattan
Berkeley Carroll School (3)
The Brearley School
Brooklyn Friends School
The Bronx High School of Science
The Calhoun School
Columbia Grammar & Preparatory School
Dublin School
Elisabeth Irwin High School
Fiorello LaGuardia High School
Friends Seminary
Grace Church School (2)
Intensive Academic Humanities at Townsend Harris High School
Loyola High School
Millennium (Manhattan)
Millennium (Brooklyn)
NYC Museum School
Packer Collegiate Institute (3)
Poly Prep Country Day School (3)
Riverdale Country School
The Spence School
St. Vincent Ferrer High School
Stuyvesant High School
Trinity School (3)
UNIS
Xavier High School

* **Bold** indicates students enrolled

CLASS OF 2012 COLLEGE ACCEPTANCES

Amherst College
Baruch College
Bucknell University
The Cooper Union for the Advancement of Science and Art
Dartmouth College
Gettysburg College
Hamilton College
Harvard University
Johns Hopkins University
New York University – Stern School of Business
Northeastern University (2)
Oberlin College
Princeton University (2)
Swarthmore College (2)
Tufts University
Union College
University of Pennsylvania
University of Redlands
University of Rochester
University of Virginia
Vassar College
Wellesley College

AWARD RECIPIENTS

The Ledlie Laughlin Award
Hallie Hayne and
Meredith Wallace

The Donnie Hillenbrand Award
Luke Eisman and Aidan Silitch





ST. LUKE'S RECOGNITION CHAPEL REMARKS

Renee M. Chung, *Class of 1997*

Good morning, everyone! It is wonderful – and a great honor – to be here with you today. My name is Renée Chung, and next year will mark 20 years since I graduated from St. Luke's as a member of the Class of 1997. To the graduating class, congratulations on this momentous occasion, I welcome you with open arms to the St. Luke's Alumni Association.

As I prepared my remarks for today, I had to remind myself that I only spent two years as a student here. It certainly does not feel that way. My two younger siblings are also St. Luke's alums, and between the three of us, we have spent almost two decades here.

This school and this community have been like a second family for me. When I entered the seventh grade here, coming from a public middle school in Flatbush, Brooklyn, I had no idea what to expect. What an incredible relief it was to discover that I could be myself and make friends within the first few days. I can still remember the calm and welcoming presence of Mrs. Bramble. And it is so comforting for me, even now, to see her face when I cross the threshold just past the statue of Mary. And, as I hope is the case for you, my relationship with this place just keeps growing. In fact, when I start my new job on the admissions team at Spence in July, I will be working with my religion teacher from my time here at St. Luke's.

As a student here, I explored countless subjects, some with teachers I'm so glad to see here today – I learned French with Ms. Milks, Ms. Tompkins was my art teacher, and I have so many fond memories of music with Mr. Hunter and spending time in the library with Ms. Eisman. And, just like it is today, St. Luke's was an inclusive and welcoming community where I could be – and become – myself. St. Luke's encouraged self-

exploration and confidence, all while showing me that it was okay to take risks and try new things inside and outside of the classroom. It was here that I first played volleyball, basketball, and four square, building reserves of boldness and courage that I continue to draw on, in everything I do. Class of 2016, I urge you to take the confidence and skills you have honed here as you join your new school communities in the fall. Continue to try new things – start to learn a new language, audition for the school play, join a new sports team. Don't be complacent with maintaining the status quo in your lives, no matter how much good work you've already done. Your education is not just about getting great grades – although I'm sure your parents would want me to remind you to keep that up – or even about achieving a sense of safety. On some level, it should always feel like an adventure or a pursuit – a journey into the unknown.

Of course, that means learning to live with some measure of discomfort, and even fear. That's where St. Luke's community standards of respect, honesty, excellence, compassion, and dignity come in. The funny thing about ideals like those is that they're relatively easy to stick to when things are easy, or when everybody's watching. The hard thing – the necessary thing – is to remember them when you're challenged, or feeling like you've bitten off more than you can chew. Luckily, you'll always have this community to call on. The faces around you right now – those of your friends, your teachers, your families – will be a constant source of strength and comfort, especially when your personal integrity comes to the test.

We're all in this together: For some of you, St. Luke's is the only school you've ever known, and some of you, like me, joined the community later in your education. But what unites us are the shared values and experiences we've had within these walls.

So please, knowing that all of us are cheering you on and backing you up, do us a favor: seek joy in what you do – inside and outside of the classroom. In this age of anxious over-scheduling and relentless commitments, it's easy to get lost in our constant to-do lists. Among the endless tasks and extracurricular and academic responsibilities, learn to recognize what gives you joy – and pursue it. Find something enjoyable and enlightening in every single day. Bring the truest and fullest and most passionate version of yourself to everything that you do.

I know – all of us know – that you'll turn out just fine.

I will end with a poem.

"SALUTE"

by A. R. Ammons

*May happiness pursue you,
catch you
often, and,
should it
lose you,
be waiting
ahead, making
a clearing
for you*

Class of 2016, I salute you.

CONGRATULATIONS TO THE CLASS OF 2016!



Building Community

Educational consultant, Derrick Gay

PARENTS ASSOCIATION SPEAKER SERIES RECAP

Jennifer Anikst, PA Co-Chair

This year, the St. Luke's School Parents Association was proud to roll out a stellar speaker series. We were thrilled to welcome guest speakers covering topics from anxiety in our kids to giving us pointers on cultivating cultural competency – for our children and for parents! Thank you all for showing up, role-playing, asking pointed questions and strengthening our parental support network. Below is a snapshot of the talented speakers who joined us:

Why the Easy Stuff is Hard To Do: Executive Functioning Skills Examined with Sharon Thomas of MAIA Education Resource Center

Executive Function (EF) is a term used to describe a person's ability to plan, organize and follow through on tasks in a timely manner. It's essentially the "doing" part of life that includes everyday common sense tasks. By learning how to help our students develop stronger executive function skills, we help them succeed in school and life. Sharon Thomas of the MAIA Education Resource Center led a thoughtful and insightful conversation on how to support executive function skills at home and at school.

Will Your Child Be Ready For The 21st Century? How To Provide The Skills Our Children Need To Excel in the Current Global Landscape with Educational Consultant on issues of Diversity and Inclusion, Derrick Gay

In schools, the word "diversity" often ironically undermines inclusive initiatives. First, diversity is often ill-defined, which creates confusion among groups regarding who is included and who benefits. Secondly, diversity often represents an identity – something that one is – instead of a set of goals that unifies people from all backgrounds. In short, it's all very confusing!

During this interactive workshop, Derrick employed a variety of strategies, including discussions and individual reflection to continue to foster our proudly-inclusive school community, as well as helping to prepare our children for success in the current global reality.

We also had Derrick come in and lead the Upper School students through a workshop on language and cultural sensitivity. The kids were engaged and excited – and even surprised our presenter with their vast knowledge!

The Opposite of Spoiled: Raising Kids Who are Grounded, Generous and Smart About Money with New York Times columnist and best-selling author, Ron Lieber

We were thrilled to welcome Ron Lieber, author of *"The Opposite of Spoiled"* who spoke to us about how, when, and why to talk to kids about money, whether they are three years old or teenagers. The topic was presented in a warm, accessible voice, and grounded in real-world experience with stories from families with a range of incomes. The morning provided both a practical guide and a values-based philosophy.

We were given a solid blueprint for the best ways to handle the basics: the tooth fairy, allowance, chores, charity, saving, birthdays, holidays, cell phones, checking accounts, clothing, cars, part-time jobs, and college tuition. It was an illuminating experience for all of the parents, reinforcing the idea that honest conversations about money with their curious children can help them become more patient and prudent.

Identifying and Managing Childhood and Adolescent Anxiety with medical staff from the Union Square Practice

This winter, we welcomed Dr. Laura Paret, child psychologist, and Dr. Jessica Stack, child psychiatrist, of the **Union Square Practice** to learn more about stress and anxiety in

children. The talk covered the definition of 'anxiety' and how it develops, how to differentiate 'normal' vs. 'clinical' anxiety in children, how to help your child better manage stress and how to parent an anxious or stressed child, as well as reviewing the various treatment options available.

How To Talk So Your Kids Will Listen & Listen So Your Kids Will Talk with the Reverend Susan Nason

We all like to think we are being heard by our children, but are we speaking to them in the most effective way, and do we, in turn, know how best to listen to them? Following the tried and true principles outlined in the groundbreaking book, *How To Talk So Kids Will Listen & Listen So Kids Will Talk*, parent educator Susan Nason offered intriguing and practical strategies to enhance family relationships through greater connection and communication.

Nason presented proven techniques to encourage autonomy and cooperation, boost self-esteem and solve problems that arise between parent and child. During this interactive presentation, participants asked questions about their own struggles and challenges with their children and explored specific skills developed to cultivate healthy parent/child relationships.

Thanks to these speakers, we had spirited and lively discussions and learned a great deal about one another – and ourselves! The Parents Association has already lined up some exciting lectures for the 2016-17 school year, including hosting Julie Lythcott-Haim, author of *How to Raise an Adult: Break Free of the Over-Parenting Trap and Prepare Your Kid For Success* in October. Please stay tuned for more exciting announcements. We look forward to seeing you all in the fall!

EMBRACING OUR COMMUNITY

Abbey Mather, Co-Chair of the Diversity and Community Building Committee

St. Luke's describes itself as small 'by intent and design.' One concern parents have had is how we would maintain our identity as the school grows. Amidst the complexities of construction ramping up, a Diversity Steering Committee was formed to make sure our identity remains one of intent and design.

A key point raised in the discussions of the Diversity Steering Committee was that despite St. Luke's small size, diversity was already not a goal but a given. Therefore, the critical goal of the Diversity Committee was to strengthen our community by fostering greater appreciation of our differences within our community groups.

We also recognized that for children, difference can sometimes be felt as an isolating burden. Our community's responsibility is to provide structures to help us become each other's allies as our children navigate these challenges. It seemed critical to emphasize that the focus of the committee is as much on building a community that is responsive and sensitive as it is on celebrating diversity. It is for this reason that the leaders in our group created a new name for the committee, the Diversity and Community Building Committee.

This summer, Lauren Stewart, St. Luke's first Communications and Diversity Manager, will share her expertise regarding diversity and community building with our school. After parents heard a compelling speaker on this topic, we heard them say, "Now that we know these issues, what do we do?" We as a committee will continue to brainstorm ways in which we can grow as individuals as we learn about important issues of diversity and inclusion.

It would be hard to overstate the care and dedication parents and staff put into considering how we can better meet the needs of all our students. Particular thanks go to the outgoing chairs of the Diversity Committee, Sali Shibilo, Sheila Latimer, and Joann Riggio for putting together an amazing year of speakers and events. Thanks also to this year's Parents Association co-chairs, Jennifer Anikst and Christine Smith for listening and helping those ideas move forward with the steering committee. And finally to Bart Baldwin, for listening, and believing that building our community is as important as building classrooms.



Thanks to our 2015-2016 Acolytes for their service this year

Our community's responsibility is to provide structures to help us become each other's allies as our children navigate these challenges.

Building Athletes

ATHLETICS 2015-2016

Joe Wood, Athletic Director



VARSITY SOCCER CLUB

The varsity soccer club finished its third undefeated regular season with a 7-0-1 record. They also finished second in the annual DISC soccer tournament losing to LREI in an overtime shootout. The team posted four shutouts and demonstrated excellent passing and play-making. The team hopes to bring home the elusive DISC tournament title next season.



JV SOCCER*

Everyone wants to be on a winning team or to be undefeated. The JV soccer team worked hard at developing our skills of dribbling, passing, and shooting. Being undefeated wasn't in the cards for us this year, but no one gave up. We learned to work with one another and to have fun on and off of the pitch. We displayed excellent sportsmanship, and all of us cheered each other on after a good play. Our coaches are excited to see what we can accomplish next year.



VARSITY VOLLEYBALL CLUB*

Our greatest highlight of the season was at our DISC tournament where we placed third and finally defeated our rival, VCS, for the first time this season! It was a very exciting game filled with excellent serving, bumping, setting, and even spiking. Not only did we win, but it was also a last-minute victory from behind after we were down six points. Throughout the season, we got better at calling the balls and getting the balls over for point. From the first game to the last, we constantly aspired to show strong sportsmanship and saw each other through to an impressive final game!



VARSITY BOYS BASKETBALL

The varsity boys basketball team had its best record in over four years, finishing with an impressive 11-2 record and placing second in the DISC tournament. The team had some impressive individual performances and posted key wins over Packer, Friends, and Leman. The team had a nice mix of Grade 7 and Grade 8 players and looks to follow up the 2015–2016 season with a more impressive 2016–2017.

* In their own words...



For full team reports, please visit our athletic pages at www.stlukeschool.org/teams.



JV BOYS BASKETBALL

The JV boys basketball team finished its third consecutive undefeated season this year. The team was impressive throughout the season sweeping double headers against Browning and Rodeph Sholom. The team received outstanding contributions from its Grade 5 and Grade 6 players. The future looks bright as our Grade 6 players move to the varsity next year.



VARSITY GIRLS BASKETBALL

The girls varsity basketball team finished an impressive 8-3 season. They completed their season with a stunning victory in the finals of the DISC basketball tournament. After losing a key player, the team fought to even the score and eventually won the game in overtime. This was the third consecutive DISC finals win for the team. Several Grade 7 players will return next season, so the team looks forward to an impressive year ahead. Great work this season.



JV GIRLS BASKETBALL*

When you win, you're on top of the world. We may have had more losses than wins this year, but that did not overshadow our accomplishments. We focused on the fundamentals and learned how to dribble the ball at various speeds, how to do a cross-over, how to give and go, and how to move into open spaces. We learned a motions offense and how to play a 2-3 zone defense. We are competitive in nature. We attacked the ball on defense which forced many turnovers. Our coaches were proud of our accomplishments, and we were proud of how much we improved our skills and learned about sportsmanship as we continued to band together as a team.

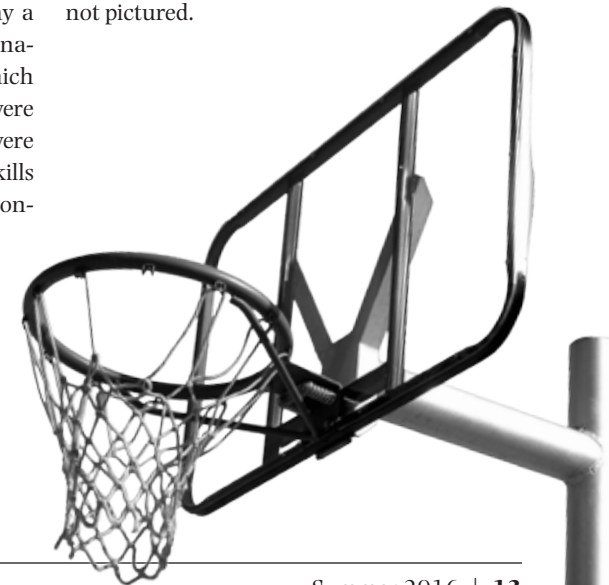


VARSITY SOFTBALL

The softball team demonstrated great improvement all season posting two wins against a tough Churchill squad. The team was composed of several Grade 6 players, was competitive in each game, and excelled in the field. The team was led by their Grade 7 pitcher and Grade 8 outfield. Entire softball team not pictured.

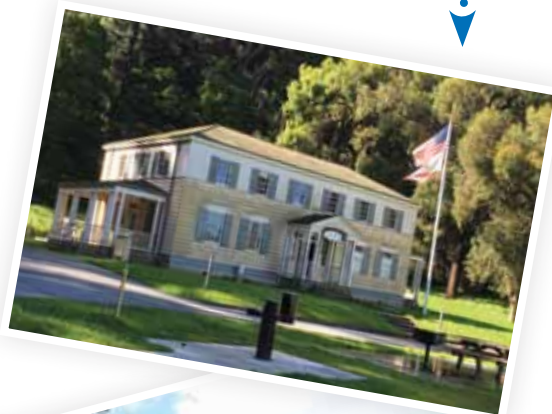


Running Club *New in 2015-2016*



Building World Awareness

PARENTS ASSOCIATION TRAVEL GRANTS



Jessica Kristan, *Grade 3 Teacher*



IN THE WORLD: New York is an incredible melting pot. Walking down the street, we are exposed to people of so many different races, religions, cultures, and backgrounds. What a perfect place to study immigration! For years, Grade 3 has incorporated the wonderful richness of New York into our social studies unit on immigration. We've gone to Ellis Island, the Tenement Museum, and the Irish Hunger Memorial to get a feel for the immigrant experience. However, not all immigrants entered America through Ellis Island. At the same time, immigrants were coming from many Asian countries through Angel Island in California as well and their experience was quite different. I felt the stories of these Asian immigrants were just as important as their European counterparts and the best way to gather those stories was to visit San Francisco: specifically Angel Island, the Chinese Historical Society of America, and Chinatown.



IN THE CLASSROOM: San Francisco opened my eyes to the similarities and differences of the immigrant experience from coast to coast. Like in New York, immigrants settled in small ethnic communities like Chinatown and Little Japan. However, Angel Island was more of a detention center and less of an inspection center like Ellis Island. In the classroom, I included a whole series of lessons devoted to Chinese immigrants. We talked about their reasons for leaving China, their difficulties entering America due to the Chinese Exclusion Act of 1882, and their invaluable work in building the transcontinental railroad. I feel that this trip was able to give both my students and me a richer and fuller understanding of the trials and tribulations of all immigrants during this time period. Their contributions to our society have helped to make America the glorious country it is today!

Sujean Park, *Grade 2 Teacher*



IN THE WORLD: I went to southern Spain to visit gems of Moorish architecture. These sites are exemplary in the application of geometry and art in architecture. It was particularly important to me to visit sites that were heavily influenced by Islam, a religion other than my own. The integration of mathematics, art, and religion in architecture offers a wealth of ideas when it comes to integrating and enriching curricula at St. Luke's School.



IN THE CLASSROOM: I wanted to enrich my Grade 2 geometry unit by introducing and exploring tessellations. A tessellation is a pattern created by repeating geometric shapes. The shapes do not overlap, nor are there gaps. After studying different shapes and their attributes and using the language of geometry, students will create their own tessellations to decorate the classroom. The examples of Moorish architecture used to inspire student work will also serve as a comparison to our school's chapel. In the beginning of the year, the students made three-dimensional models of our chapel during our study of community. By looking at the sites in Spain, students will be able to compare different places of worship and different faiths.





Sherry Froman, Grade 1 Teacher

IN THE WORLD: Three years ago, I was fortunate enough to journey to Greece with the help of a PA grant to attend The International Learner Conference. I knew after that wonderful experience of collaborating with educators from around the world that I would want to attend another of

The Learner conferences if I could. And so, I was again fortunate to attend the Twenty-second International Conference on Learning with its title, What Counts as Learning? Big Data, Little Data, Evidence and Assessment at the Universidad San Pablo CEU in Madrid, Spain.

IN THE CLASSROOM: I am highly aware of educators moving higher levels of curriculum down to younger children. At the conference I attended, I came to better understand the need to be careful not to keep pushing that level up to a place where children are not able to learn. I was made aware of the danger of expecting three and four year olds to read when their brains are not ready to do that. Children have to be taught on the level at which they are ready to learn. If we push too fast, there can be consequences. I was reminded that all children learn at different rates.



Maureen Petrosky, Learning Specialist

IN THE WORLD: India was a kaleidoscope of beauty and perplexity. Never before have I been so aware of the interplay of history, geography, religion, infrastructure, and change. India has a population of 1.8 billion people in a vast geographical area. Although my travel was limited to the north (Delhi, Agra, Jaipur), I was overwhelmed each day by new, sometimes contradictory, images.

I took part in the Hindu celebration of Holi, making new friends in an explosion of colored powders. Next, there was a visit to the Sikh Golden Temple where volunteers prepare basic, healthy meals for those in need. Throughout India, the Sikh community provides 150,000 to 200,000 meals a day – an unbelievable statistic.

Our Hindu guide, A. Sighn, explained the Indian educational system and his own school experiences. Although education is mandated by the government, the availability of schooling is severely limited in many areas. Because education is of such great importance in the culture, a family often works together to send one of its members to a private grammar school, high school, and college.

IN THE CLASSROOM: India was a fascinating journey of discovery and introspection for me. The purpose of this trip was for me to gain a perspective on Indian culture, traditions, and education in hopes that this exposure would provide me with a valuable counterpoint to a Euro-centric viewpoint that I could use to enrich the classroom.



John Travaglione, Grade 7 - 8 Math Teacher

IN THE WORLD: Through the generosity of the Parents Association travel grant, I was able to realize my dream of observing severe weather in person. It was a warm summer evening around 6:00 p.m. We were in the vicinity of Ardmore, South Dakota listening to the distant blare of the local tornado sirens. The winds began to pick up as the cold front approached from the west, and in the distance, it looked as though one of the clouds began to drop towards the ground. It was our first day of tornado chasing with Tempest Tours, and what a day it turned out to be. We witnessed our tornado on day one. Although we observed a great deal of severe weather over the course of the tour, and we had our adrenaline rates rise with the wailing of more tornado sirens as supercell thunderstorms spun overhead, it requires the confluence of many specific weather conditions in order for a thunderstorm to evolve into a tornado. I quickly learned that the odds of this happening are minimal at best.

IN THE CLASSROOM: My Grade 7 students complete a project applying their statistical skills for myriad topics ranging from the Super Bowl to the Academy Awards. This year, as a result of what I was able to learn from my observations in the field, one of the areas of emphasis was tornado formation.





Ron Nahass, *Music Teacher*

IN THE WORLD: During spring break, I travelled to Cuba using funds granted by the Parents Association. Why Cuba? Why now?

I knew it was a place of musical importance, for in this island country is the fusion of African and European cultures, as well as the American jazz scene. I went to bring content back for various grade level curricula (stay tuned for a presentation in September). Hispanic Heritage month happens each year, from September 15 until October 15. I have already used this as a theme for our first unit in music at St. Luke's. After last year, I started to wonder about deepening my curriculum by taking a trip.

IN THE CLASSROOM: To bring the music of Cuba into the classroom, I plan to look at the universal truths about music (steady beat, subdivision, rhythm, polyrhythm, percussion, chord changes, improvisation, form, solo vs. chorus, etc.) and use Cuban music as the content to demonstrate these truths. This will include a rhythm project for most grade levels. For JK, it could be as simple as playing various rhythms along with a recording. As the students get older, they can create a percussion ensemble using typical rhythmic figures and instruments, perhaps decorating the groove with a bongo solo. Listening and moving activities will be a treat for sure! Students can also expect to explore the chord progressions underlying so much of the melodic material. They can play their own accompaniments and take chances soloing on various curricular instruments. I imagine we will sing a few songs in Spanish, perhaps borrowing from other countries in the Hispanic Heritage umbrella.



Elon Rosenberg, *Grade 4 Teacher*

IN THE WORLD: I was first introduced to Machu Picchu in seventh grade Spanish class. Few places have demonstrated as symbiotic a connection between beauty and history as this one has. On the cusp of both the Sacred Valley and the Amazon, Machu Picchu is a religious and royal estate built by the Inca ruler Pachacuti in the 15th century.

Next stop – Cusco. Cusco was the capital of the Inca empire between the 1300's and the mid-1500's when it fell to the Spanish who took advantage of a civil war that was in place. On many city buildings they fly the indigenous people's rainbow pride flag (a slightly different order of colors from the ones that we have in Greenwich Village).

Lastly, the Nasca lines are a mysterious set of massive geoglyphs that have been "drawn" into the desert. Created by the Nasca people between the years 500 BCE and 500 CE, historians debate whether these glyphs could be a calendar — or maybe they are a request to their gods to summon water to an area that had not always been a desert. The best way to see these images was from a plane, so I took to the sky in a five-seater plane for a bird's eye view.

IN THE CLASSROOM: Not only was I excited to go on this adventure, but I also wanted to find ways to integrate South America into the St. Luke's social studies curriculum. In Grade 4, we have added the Inca into our Pre-Columbian cultures unit. My hope is that our students will understand that great and powerful cultures lived in the western hemisphere before the Europeans came to this part of the world. I also hope to model for our students a love of travel, so they can gain a great understanding of the world around them.



New Faculty & Staff

Spring is a season of transitions for the professional staff. We look forward to welcoming those who will join our community in the coming months.



ST. LUKE'S SCHOOL – THERE'S AN APP FOR THAT!

If you have an iPhone, iPad, or iPod touch, download the "St. Luke's School" app from the App Store today! With this iOS app, you will have quick access to the school's calendars, faculty and staff directory, lunch menus, and more! Please contact jbowman@stlukeschool.org with questions.



KACIE BROWN will join us as our new drama instructor. For the past two years, she has been Theater Director and Drama Teacher at Kew Forrest School. Prior to that, she was the Arts and Acting Director for the YMCA in Winston-Salem, NC, and

the Performing Arts Instructor-In-Residence for the Placentia-Yorba Linda School District in California. She passionately believes that drama can allow students to find their voice and confidence and should be intricately tied to the curriculum. She is in a perfect position to build on the dynamic program built by Karen Butler.



BIRGITTA HANAN joined us in July as our new Chief Financial Officer and Chief Operations Officer. Most recently, she was the Treasurer of Trinity Wall Street and managed their investment portfolio, banking relationships, compliance, risk management, endowed funds, and all affiliated financial activities. Prior to that, Birgitta spent over 20 years in banking and finance at Deutsche Bank, Bank of New York, Citicorp, and Chase Bank, among others. She received her B.A. from the University of Virginia and her M.B.A. from Northwestern University.



LAUREN STEWART will join us as our Manager of Communications and Diversity. She will assist Jocelyn Bowman in meeting the growing communications needs within our community. In addition, she will work to expand our diversity program and help each of us recognize and celebrate the diversity within our community. Lauren is a graduate of a K-8 independent school and later the University of Illinois. She began her career writing for CNN and also served as a member of its Executive Diversity Council. She spent the last six years working with the National Association of Independent Schools as part of their faculty on diversity.



JILL CACCIOLA, a recent graduate of NYU's Steinhardt School of Education, will join Vanessa Rosado as the JK Associate Teacher. Jill received her undergraduate degree from Vanderbilt University and a master's from the NYU School of

Education. She has experience with pre-Kindergarten, Kindergarten and Grade 2 students. In addition, she spent several years working in the Princeton Day School Summer Program, which is her alma mater.



JACK WOODHULL will join us as the Kindergarten Associate Teacher in Lauren Lazarin's class. A graduate of the University of Chicago and Bank Street School of Education, Jack was most recently a stay-at-home dad, which is how he recognized his calling to be a teacher. A man of many interests and talents, he has been in a band, a curatorial assistant in museums, and initiated and led a birding club for children. We are excited for him to bring all of these interests into the classroom.



HALE SIMELANE will be the Associate Teacher in Grade 2 with Sujean Park. Hale received her undergraduate degree from Skidmore and her master's degree in education from Teachers College at Columbia University. She has experience working in pre-school through Grade 2 and has acted as an exhibit interpreter at the New York Hall of Science. She is particularly interested in issues of diversity and inclusion.

ANNUAL REPORT

2015 – 2016

This report gratefully acknowledges gifts received between July 1, 2015 and June 30, 2016. Care was taken to ensure the accuracy and completeness of this information; however, should you find any discrepancies, please accept our apologies and notify Clint Rataczak at 212.924.5960 or crataczak@stlukeschool.org.





Junior Kindergarten artists create masterpieces

From the Chair

Each one of us is empowered here at St. Luke's School with the extraordinary mission to build a learning community, one that goes beyond teaching our children.

Year after year, we come together as a community to learn from one another: how to be more effective parents, teachers, and administrators through collaboration; how to think creatively and strategically about what our school could be and should be rather than accepting it as is; how to effectively communicate with one another as we process change; how to manage construction around curriculum and vice versa; how to challenge ourselves to see from the perspectives of others; how to give of ourselves through time, talent, and treasure, each in our own way. Phew, that's a lot of "C"s for a school ... Community, Collaboration, Children, Creativity, Communication, Change, Construction, Curriculum, Challenge. Children learn what they live, and I give us an "A" for effort, for coming together to build this community in which they not only live, but thrive.

Engaged parents make the difference between a school that's getting by and a school that's healthy, growing and moving forward. As a JK - Grade 8 school, the school work and life lessons our children take away daily form and support the teens and adults they eventually become. When schools, families and communities support each other, students of all backgrounds and abilities achieve at their highest levels. Your gifts of volunteerism, leadership, collaboration, sponsorship, and financial support are making a difference in many lives, one at a time, not only for the children but for the adults of our community as well! Our dedicated and loving faculty, administrators, and staff have both the burden and joy of delivering the St. Luke's mission to our children each and every day, teaching the rest of us along the way as well. The responsible and thoughtful stewardship of our school board further ensures that we can deliver on our promises to the community. Our alumni, alumni parents, grandparents, and friends keep the "St. Luke's Way" alive and well far beyond our garden gates.

This publication is a testament to and recognition of our community's enduring generosity of spirit and unfailing joy in the pursuit of learning. I humbly recognize the many people who have made a positive, and in many cases, transformational, impact on the school this year. I hope you share my pride at all we have dreamed and accomplished together. The strength of your support is immeasurable. We simply cannot succeed without it. Please accept my heartfelt thanks for all you do for St. Luke's – and for allowing our children to learn and live!

NISHA G. MCGREEVY
Chair, St. Luke's School Board

***Your gifts of
volunteerism,
leadership,
collaboration,
sponsorship, and
financial support
are making a
difference in
many lives,
one at a time,
not only for the
children but for
the adults of our
community
as well!***



Building Our Future

THE CAMPAIGN FOR ST. LUKE'S SCHOOL

This is a preliminary, alphabetical listing of donors to our capital campaign as of June 27, 2016.

INDIVIDUALS

Anonymous (34)

Thomas and Carol Adams
Clyde and Summer Anderson Foundation
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Bob and Veronica Bailin
Bart Baldwin
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Jeanann Williams
Nick and Christi Wood
Florescia and Jeffrey Wurgler
Kai Zimmermann and Rymn Massand

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Cordelia Corporation
The Dawn Hill Fund
Deutsche Bank Americas Foundation
Goldman Sachs & Co.
JP Morgan
The Moody's Foundation
Nomura America Foundation
The Donald A. Pels Charitable Trust
The Spencer Foundation

St. Luke's School has kicked off our construction thanks to the generosity of our community members who have contributed \$11,000,000 to date!

On June 18 the contractors celebrated one of many milestones in this construction project – installing the first six columns into the holes dug last summer. These holes were as deep as 92 feet down – all the way below ground until the contractors hit bedrock. Each of the columns installed weighed 730 pounds per square foot, so we were thrilled when this was completed successfully.

This summer we will continue our construction, installing remaining beams and pouring the concrete for the third and fourth floors. We look forward to opening the new school building to our students in the fall of 2017.



2015-2016 St. Luke's School Board



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 view 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 our students keep us smiling! Please contact communications@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 school sign. 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 alumni@stlukeschool.org.

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, *Chair*
Marc Boddewyn, *Vice-Chair*
Sheila Davidson, *Vice-Chair*
Paul Smith, *Secretary*
Richard d'Albert, *Treasurer*
Elena Addomine
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Sudie Anning
Bart Baldwin, Jr.
Evan Carzis
Claude Davies
Doug Ellis
Holly Fogle

Ella Georgiades
Tina Johnson Hattan
Anita Lahey
Robert McGraw
Valerie Pels
Barry Rice
Rob Snyder
The Reverend Caroline M. Stacey
Joseph Wood

Honorary School Board Members

Kathleen G. Johnson
William J. Kealy



Recap of 2015-2016 Events

- * Halloween Dance
- * Christmas Fair
- * Family Dance celebrating West Africa
- * Spring Benefit & Auction
- * Bake Sale

Save the Dates! 2016-2017 Events

10/28/2016
Halloween Dance

12/03/2016
Christmas Fair

SPRING BENEFIT AND AUCTION

We offer many thanks to Catherine Corry, Courtney Stern and Annabel White for their leadership of this year's Spring Benefit which was held at The Bowery Hotel on April 21, 2016. Channeling the glamour of Old Hollywood, guests previewed live auction packages and bid on silent auction items and experiences. Our guest auctioneer Charles Antin led a spirited live auction that included unique experiences and visits to fantastic vacation homes.

Net proceeds from the evening totaled over \$300,000, and \$80,000 was raised by the scholarship appeal made during the live auction. Thank you all for your support of St. Luke's School!



CHRISTMAS FAIR

This year's Christmas Fair ushered in the holiday season with a fun-filled day that included gingerbread cookie decorating, a carnival, bouncy houses, pony rides, the elf spa, fantastic holiday shopping, and performances by Mario the Magician. Many thanks to Co-Chairs Jasie Britton, Ella Georgiades, and Bitá Javadizadeh for leading this extraordinary effort and to Rebecca Indri, Ericka Pitters, and Christine Smith for transforming the school into an Old World Nordic holiday wonderland.

Serving as the St. Luke's School Parents Association's primary fundraiser, each year the Christmas Fair raises thousands of dollars that are donated to the school's scholarship fund and to enrich our academic program. As important as fundraising is to the day's success, the fair is also the one event on the school's calendar that brings together our entire community – students and alumni, current and former parents, faculty, parishioners, and neighborhood friends. The Christmas Fair remains a favorite annual tradition here at St. Luke's around the holiday season.



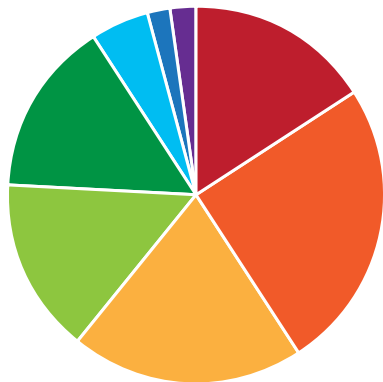
Gift of the Class of 2016

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. This year's gift will fund the creation of a dedicated reading nook in the Grade 8 homeroom.

Carol and Thomas Adams
Catherine Greenman and Richard d'Albert
Sheila and Tony Davidson
Eden Stewart-Eisman and Rick Eisman
Cheryl Henson and Ed Finn
Marian Baldwin and Roland Fuerst
Barrie Schwartz and Patrick Hayne
Grace Hou and Andy Hsu
Lela Rose and Brandon Jones
Suzanne Karkus

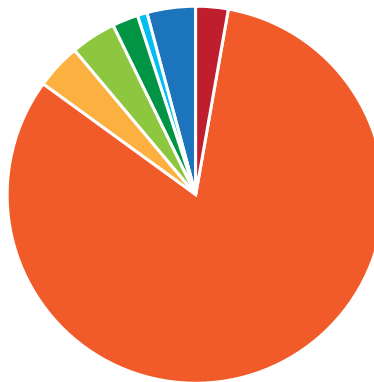
Cynthia Curtis Nelson and Michael Nelson
Jane Lacher and Mark Novitz
Friedrich Petzel
Regina and Nicholas Silitch
Nina and Rudd Simmons
Sasha and Ole Slorer
Stella Um and Colin Teichholtz
Alycea and Robert Ungaro
Marcia Wallace

ANNUAL FUND BY GIVING CIRCLE



Wingèd Ox Circle 16%
Saints Circle 25%
Challenge Circle 20%
Leadership Circle 15%
Benefactor 15%
Partner 5%
Sustainer 2%
Supporter 2%

ANNUAL FUND BY CONSTITUENCY

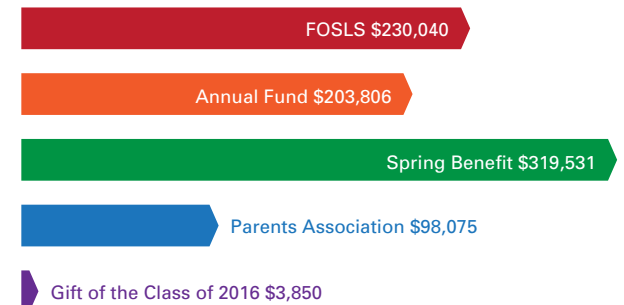


Alumni 3%
Parents 82%
Alumni Parents 4%
Grandparents 4%
Faculty and Staff 2%
Former Faculty and Friends 1%
Matching Gifts 4%

PHILOSOPHY OF PHILANTHROPY

As current members of the St. Luke's community, we treasure the school's excellence and culture. We share the responsibility to preserve and improve St. Luke's School so that we can pass it along to the next generation of students, parents and faculty in a better state than we found it. As a small school, we count and depend on each family to take an active role in exercising this responsibility in a manner consistent with the principles of the St. Luke's Way. In order to maintain our standards of excellence without raising tuition to a level that would undermine our competitive position and the rich diversity of our student body, it is imperative that tuition and fee income be supplemented in a consistent and robust manner. All of us must play our part, small or large, privately or publicly, in giving to the annual fund, building our endowment and participating in capital campaigns. We must accept this responsibility in the knowledge that developing a culture of giving at St. Luke's will only enhance and secure everything we treasure about the school.

CONTRIBUTIONS



The financial data presented above represents Development Office unaudited results for the annual period ending June 30, 2016.

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

Jennifer Anikst, *Co-Chair*
Christine Smith, *Co-Chair*
Abbey Mather, *Secretary*
Stephen Murphy, *Treasurer*
Jasanna Britton, *Christmas Fair*
Kelly Burns, *Halloween Dance*
Misa Butkiewicz, *Library Committee*
Kelly Carmichael, *Halloween Dance*
Holly Fogle, *School Beautification Committee*
Ella Georgiades, *Christmas Fair*
Bita Javadizadeh, *Christmas Fair*
D'Arcy Jensen, *School Beautification Committee*
Sheila Latimer, *Diversity & Community Building Committee*
Betsy Morgan, *School Beautification Committee*
Joann Riggio, *Diversity & Community Building Committee*
Sali Shibilo, *Diversity & Community Building Committee*
Stacey Spencer, *Outreach Committee*
Jennifer Van Zandt, *Outreach Committee*
Christi Wood, *Halloween Dance*

SPRING BENEFIT CO-CHAIRS

Catherine Corry
Courtney Stern
Annabel White

PARENTS ASSOCIATION CLASS REPRESENTATIVES

Ella Georgiades, *Junior Kindergarten*
Bethany Turnure, *Junior Kindergarten*
Sudie Anning, *Kindergarten*
Kelly Burns, *Kindergarten*
Aiko Decelles, *Kindergarten*
Courtney Stern, *Kindergarten*
Bita Javadizadeh, *Grade 1*
Sarah McCaslin, *Grade 1*
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Couture Collective
Cowgirl Seahorse
Alyssa Crouse
Max Currier
Claire Cushman
Avantika Daing
Gregory Dal Piaz
dell'amima
Fiona Devaney
The Dogpound
Doodle Doo's
ducdudc
East Hampton Dental Group
East Hampton Point Hotel
The Edition Hotel
Eleni's NY
Emily Thompson Flowers
Equinox Farm
Exhale
The Fat Radish
Fayre
Feast
Jennifer Fisher
Una and Chris Fogarty
Glynis and Adam Ford
Daniela and Mike Forde
Fortitude Strength Club
Freemans
Oz Garcia
GK Framing
Gourmet Garage
Lili Hart and Toffer Grant
The Greenwich Hotel
Greenwich Village Society for

Historic Preservation
Megan and Saagar Gupta
Flora Hanitijo
Harrys of London
Hediger Habit Meals
Cheryl Henson
Hickey Freeman
Mary Ann Hoffman
Hudson & Charles
Christine Husser
Imagine Swimming
Karen Berlin Ishii
JGalle Landscape Artistry
JJ Eyelashes
Jo Malone London
Joe Coffee Company
Joe's Pub at the Public
John Allan's
Joie
Karma Kids
Kidding Around
The Lash Loft
Sheila Latimer
The Laundress
Le Bernardin
The Leadbelly
Leshem Loft
Pauline Leveque
Liberty Science Center
Lice Clinics of America
Jessica Lichtenstein
Li-Lac Chocolates
Liliane Hart Design
Adam Lippes
Little Big Apple Photography
Lunessa Designer Jewelry
Sandra Main
Manley's Wines & Spirits
Marc Jacobs International
Marea
Marie Robinson Salon
Marie-Lou & D
Tracie Martyn
Mallory May
Sarah and Donny McCaslin

MCF Rare Wine
The McKittrick Hotel
McNally Jackson Books
The Meatball Shop
Jill Meenaghan
Melissa Bamber Home
Tamara Mellon
Midtown Tennis Club
Mile High Run Club
Miss Lily's
Mission Escape Game
Moby's
Jimmy Moffat
Myers of Keswick
New York City Football Club
Thuyen Nguyen
Nish Nush
Nobu 57
Nourish Kitchen & Table
NYC Elite Gymnastics
Operation ResCUTE
Orange Theory Fitness
Ovando
Paddle Diva
Monique Péan
Perry Street Reflexology
Pettit Art Partners
Phoenix Roze
Pinnacle Prep
Pixel Academy
Provenance Meals
Pure Barre West Village
Ramy Brook
Adam Lippes
Raoul's Restaurant
Refine Method
Rent the Runway
Ringly
Lulu Roper-Caldbeck
Lela Rose
The Rug Company
Sant Ambroeus
Sara Gilbane Interiors
Savor Spa
Serge Normant at John Frieda
Sharon Package Store

Shelly Shenoy
Silk Day Spa
Silkstone
Sasha Slorer
Soho House & Co
Stacey Spencer
Tracy Toon Spencer
Spring Natural Restaurant
The St. Regis Bahia Beach Resort
The Standard
D'Arcy Jensen and
James Stathatos
Courtney Stern
Savannah and Jon Stevenson
Surf MBX Camp
Sweet Corner Bakery
Teich
Karl Templer
Tiffany
Tod's
Faye Toogood
Bethany and Richard Turnure
Liv Tyler
Upright Citizens Brigade Theatre
UrbanSitter
Van Leeuwen Ice Cream
Hollis and Hendrick Vandamme
Diane von Furstenberg
W by Worth
Ben Watts
Danielle Waugh
Waverly Inn
Georgina Chapman and
Harvey Weinstein
Weitz & Luxenberg
Rosi and John Werwaiss
Westcott
Westville Restaurant
Annabel and Jos White
Emma Woollard
Yoya
Zimmermann
Zuma NYC

Alumni

BUILDING ON A FIRM FOUNDATION

Rob Snyder, *Coordinator of Alumni Relations*

Thirty-five years ago, a nervous, yet confident Grade 8 student, Noah Doyle, moved toward the podium to begin his graduation address. The graduates, their families, and fellow students were not gathered in the church, however. Only three months earlier, a devastating fire had destroyed all but three standing walls of the building. Chapel, gatherings and church services were now taking place in the school gymnasium. Echoing the determined words of Rector Ledlie Laughlin, Noah began, "We will rebuild. But as we build, school must go on."

I am reminded of Noah's words as I look to graduation 2016, knowing that only a few days after the commencement exercises, work will begin in earnest on our school, nearly doubling the size of the building.

Noah went on to point out another way in which that particular graduation was out of the ordinary. "It is special to Mrs. Taylor because this is the last eighth grade graduation ceremony that Katharine Taylor will take part in after 35 years of service to St. Luke's School, and we can attribute the excellence of our education to those years of service."

Mrs. Taylor had joined the fledgling school in 1946, and she was named principal five years later. Soon after that, in 1955, she was there to help lay the cornerstone on the "new" building, carefully checking the contents of the time capsule (metal box) that would be sealed in the stone.

Appreciating that the school is more than just bricks and mortar, Noah went on, "At St. Luke's, we have been taught how to study, how to attack a problem, and how to consider things with an open mind, that is, from a neutral point of view. Basically, our education has been a process of learning how to learn." How perceptive of this eighth grader to understand this key concept.

"A good education will benefit us in the future. It will help us choose our way of life and be successful in it." I wonder what Noah's classmates were thinking when he said this. Did Melissa Chmelar imagine herself studying at London's Le Cordon Bleu and running her own restaurant in Chelsea? Did Tai Ming Moy imagine that one day he would oversee his own design studio? Was Pam Winfield setting a goal of becoming an author and professor of Eastern religions? Clearly, they, and their classmates, were looking towards high school and beyond, secure in the foundation formed by their years at St. Luke's.

Five years ago, when I retired from 38 years of classroom teaching at St. Luke's, Bart asked me if I would head up the Alumni Association. What teacher could turn down such an opportunity – a chance to reconnect with years and years of former students and their families!

As we began to reach out to alumni, Clint Rataczak and Susan Holmes proved to be invaluable in their help to me. Lyn Spyropoulos and the faculty were another great and generous resource. We were able to track down even more graduates with the help of two of our own grads, Zach Magill and Efrain Morales, both from the Class of 2009. Since 2011, we have instituted an ever-growing Alumni Canteen at the Christmas Fair, class reunions for young and long-time grads, "reminder"

gifts for college freshmen and college graduates, The Winged Ox articles, alumni newsletters, and a continuing Facebook presence. The foundation has been laid, and now I can retire (again). Although I will pass the alumni baton on, know that I still hope to attend canteens and reunions to hear how you are doing, to meet your new partners, greet your children, visit, and reminisce.

Much has changed at St. Luke's since Noah and his classmates graduated in 1981, yet much remains the same. The core values, the retreat-like setting, the excellence in instruction – all continue, even as the appearance of the building changes. These are exciting times at St. Luke's.

The Class of 2012 reunites at the Alumni Canteen





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Excellence • Ethics • Education

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