



ST. LUKE'S SCHOOL
 487 Hudson Street
 New York, NY 10014
 212.924.5960 • stlukeschool.org

The Winged Ox

SUMMER 2019

TALES FROM ST. LUKE'S SCHOOL

VALUE OF Play



The guru of play, and yes, there is such a person, is child psychologist Bruno Bettelheim. He observed one child entering an unfamiliar play situation by asking, "Is this a fun game, or a winning game?" It was clear, Bettelheim observed, that the child's attitude toward the game depended upon the answer. Play in its purest form, according to Bettelheim, is free from all but a child's self-imposed rules, which can be changed at will.

When children are playing, they are the makers of their own world. I love that concept, for don't we want all of our children, ultimately, to see themselves as the makers of their own world? Don't we want a young child to be able to say, "In my world, we all have a turn," an adolescent to say, "In my world, we don't call each other names like that," a teenager to say, "In my world, we don't use drugs," and an adult to say, "In my world, ethics and values matter"?

Play lets our children see themselves as makers and doers, as agents of their creation. Unfortunately, Erika Andersen, the author of *Leading So People Will Follow*, notes that play is too soon replaced by competition, extensive practice, memorization, and recitation, otherwise known as "sports" and "school."¹ The reality is there is a balance to be found between play and work. Without rules and organization, we often flounder; without practice and repetition, we rarely advance; and without competition, we may choose to back away from a difficulty. I believe the trick is to teach children and remind adults that play has its place and, in fact, is a strategy to be deployed when solving a problem much as one might clarify the situation, generate contingencies, or prioritize goals.

So, when we started thinking about our new playground, we asked, "How can we give children opportunities to imagine wildly, cooperate organically, and apply rules logically?" The answer was to provide spaces that fostered each activity. There will be a playhouse, more a suggestion than a walled structure. There will be areas around trees where children can create faerie lands with mulch and twigs. There will be open spaces for energetic skipping and leisurely daydreaming. The largest piece of equipment will offer both solitary climbing and peaks where summits might be held. It will encourage strategizing on how to access and use the nets and bars. There will be a path for skipping, but also painted areas where children can choose to play hopscotch, four square, or one of several other rule-driven games. And, of course, there will be space for basketball so that children can both practice skills and create teams.

The same flexibility is seen in our classrooms as we encourage learners to master facts but imagine applications. Science teachers Lauren Thomas and Daniel Deepak both believe that once children grasp scientific knowledge, they must apply it. So labs and field trips often present real problems and ask our young scientists to address them. Grade 6 spent several weeks studying the issue of rainwater run-off in New York City and on school grounds. They researched options and asked that we explore the use of rain gardens, semi-permeable pavers, and French drains as we plan our next renovation.

Play and Development on the Playground

continued from cover

Dean of Curricular Innovation Nora Krulwich and our Upper School teachers created a day of play for their students to help them see that the walls of the classroom do not dictate the subject taught and the degrees of our teachers do not define their passions. The students worked in teams to solve maddening math problems, to use improvisation and theater techniques to reflect on issues, and to use design thinking to address thorny issues.

Even when learning about issues of great import and tragic consequence, or perhaps most especially when learning about issues of great import and tragic consequence, there is a need for play. Our Upper School humanities team of Caroline Muro, Aurea Hernandez-Webster, and Eden Stewart-Eisman asked students to design and create memorials to victims of genocide. The students had no rule other than respect and no aspiration other than restoring dignity to a vanquished population. For them, play became restorative.

So, yes, we are excited beyond measure about the playground rising from the jack-hammered asphalt, but that is only one aspect of the play we want to accomplish. At St. Luke's School, we will build upon play so that our children will become students will become innovators will become leaders — will become makers of a better and more hopeful world.

That, my dear friends, is what we are building at St. Luke's School. That is the true grounds for our future.



BART BALDWIN
Head of School

¹ Andersen, Erika. *Leading So People Will Follow*. Jossey-Bass, 2012.

ON PLAY AND POSSIBILITIES

Karina Otoya-Knapp, *Head of Lower School*

Play is the bridge to imagination, creativity, and friendship. It is second nature for children and adults alike. As a child, I remember those weekend nights when my family would sit around the table to play Parcheesi. A simple board game would evolve into strategizing and colluding that stirred friendly banter and evoked roars of laughter. As the years have gone by, play continues to be central to my family. When our daughter Eliza was still in her crib, she would call out, "Play, play, play!" Furniture was soon stacked in the corner to make room for blocks, train tracks, stuffed toys, and puzzles. Our living room was transformed into a playroom.

Most children crave and need unstructured free time to explore, navigate, and make sense of the world. Recent brain research shows that experiences with free play change the connections of the neurons in the prefrontal cortex. This area of the brain plays a crucial role in the ability to regulate emotions, make plans, and solve problems, thus preparing children for "life, love and even schoolwork."² As they build with blocks, dolls, and train tracks, children develop physical competence and spatial reasoning. They also develop oral language skills, which are foundational to literacy development as they learn to express their needs and wants, give commands, form relationships, define themselves, and communicate information with intention.³

In addition to free play, playing organized sports can also help children develop an exercise routine while at the same time contribute to a healthy self-esteem and strengthen time management and leadership skills. Sports also encourage teamwork, perseverance, and respect. Especially when children play a sport for fun, rather than in hypercompetitive environments, studies have shown that as their hippocampal volumes increase, their risk of depression decreases, and their spatial

abilities and memory improve.⁴ As children's cognitive demands increase, it is especially important for them to experience activities that help them relate to others and build their capacity to focus and persevere in school and life.

Many early childhood educators have carefully considered the idea of guided play. In guided play, adults create an environment in which children have the autonomy to explore. For example, the Museum of Art and Design had a fabulous exhibit entitled "Studio PSK: Polyphonic Playground" full of interactive play equipment that responded to touch with sound. Around the exhibit, the curators placed strategic and open-ended questions to further provoke thought and wonder. Children and adults climbed on slides, swayed on swings, and hung on monkey bars, all the while creating polyphonic music that reverberated throughout the hall. This exhibit encouraged joyful exploration through play.

The educational and emotional benefits of play develop knowledge, skills, and dispositions that will serve kids for their lifetimes. I am grateful that at St. Luke's School, play is central to learning and building community. Our students already have access to myriad play options to expand their minds and souls. With the new play spaces under construction, I am excited by the opportunities and possibilities that will continue to spread the joy of play to the community.

² Hamilton, Jon. "Scientists Say Child's Play Helps Build A Better Brain." *NPR*. 06 Aug. 2014. *NPR*.

³ Skolnick Weisburg, Deena, Jennifer M. Zosh, Kathy Hirsh-Pasek, and Roberta Michnick Golnikoff. "Talking It Up: Play, Language Development, and the Role of Adult Support." *American Journal of Play* (2013).

⁴ Gorham, Lisa, Terry Jernigan, Jim Hudziak, and Deanna M. Barch. "Involvement in Sports, Hippocampal Volume, and Depressive Symptoms in Children." *Biological Psychiatry: Cognitive Neuroscience and Neuroimaging* (2019).

THE ROLE OF PLAY

Joe Wood, Annie Huang, Stephanie Tocko, *Athletics Department*

There is no doubt that the role of play is vital to a child's development. Throughout the day, the physical education staff is responsible for monitoring recess. We have a unique opportunity to see children outside of the academic classroom. Many types of skills are developed while the students play freely with each other. They learn how to properly resolve conflict, cultivate social skills, and cooperate during group games.

We are so excited about the plans for the new playground. We believe this new project will not only help the children foster skills they are already developing, but will also give them an opportunity to encourage creativity and imagination. According to the American Academy of Pediatrics, "recess represents an essential, planned respite from rigorous cognitive tasks. This activity affords a time to rest, play, imagine, think, move, and socialize. In addition, recess helps young children to develop social skills that are otherwise not acquired in the more structured classroom environment."⁵

In addition to the emotional and cognitive benefits of play, students also increase their muscular strength and endurance, improve cardiovascular fitness, and hone their balance skills through play. The new playground is designed to incorporate multiple styles of climbing structures, a form of play that has been proven to enhance problem solving skills as well as core stability. The athletic department is eager to see this new playground produce better students and better athletes. This project will help us all to facilitate a brighter, better, and stronger future for St. Luke's School.

⁵ May Recreation Content Team. "Recess: It's Not Just For Fun." *May Recreation*, 31 Oct. 2018.



THE IMPACT OF PLAY ON DEVELOPMENT

Jill Cacciola, *Kindergarten Associate Teacher*

Research shows what educators have observed and know to be true: significant learning happens during play. Play is not a meaningless pastime, but a critical part of the school day and educational program that is supported by St. Luke's School. These skills are lifelong, and set children up for future academic and social-emotional success, as well as success in the workplace, where increasing value is placed on collaboration, creative thinking, and innovation.

Play supports social-emotional skills such as resilience, self-advocacy, negotiation, and problem-solving. These skills are called upon during group decision-making as children decide what to play together. Once play has been decided, children use academic skills such as spatial awareness, sequencing, verbal reasoning, and hypothesis testing when assigning roles, discussing and compromising on the terms of play, and making guesses about what might happen as a result of their actions.

As children collaboratively develop and follow an agreed-upon set of rules in play, they also develop critical executive functioning skills such as self-control, flexible thinking, and working memory. Access to quality play structures and manipulatives supports children's gross and fine motor skills, and in this respect the children are fortunate to have access to the new playground design in the upcoming school year.

Play develops these skills simultaneously in a unique way that complements classroom instruction. It has been proven that children's learning is deeper and more impactful when connected with positive memories, and the fun of play with cherished friends is the magic of childhood that enables this learning. The caring and fun-loving educators and facilities at St.

Luke's School, and the innovative facilities available to students, enable children to create these lasting memories and build a lifelong love of learning in all ways.



Play in the Classroom



ENGINEERING CHALLENGES AND DAYS OF INNOVATION

Nora Krulwich, *Dean of Curriculum Innovation*

During the Upper School's Days of Innovation, teachers and students were both asked to play, work hard, and try something new. I asked a question that might sound simple enough: "Can you have an original thought, or are we all just standing on the shoulders of giants?" Teachers rose to the challenge with gusto and played with the idea in ways that I had not even considered. Students cycled through lessons on memes, sampling in rap music, forgery in art, patent law, feuds between scientists, and even a case of the great Beyoncé stealing choreography. Then they were challenged to answer the question: "When should it count as stealing?" Schools should be places where we model the joy of exploring new ideas. There may be no correct answer — and, like any good class, students left with more questions than when they came — but I wanted students to feel the delight of playing with abstract ideas.

Then, students in Grades 5 and 6 tackled engineering challenges. Grade 6 students spent 40 minutes trying to construct a container that would save an egg from breaking on its journey from the school's rooftop, given a limited set of supplies. Groups had dramatically different contraptions. Some focused on padding a container for the egg, while others tried to build parachutes and back up parachutes. Students counted down as I threw each egg off the roof of the school. Most had named their eggs. Every egg survived.

At the same time, students in Grade 5 were building chairs out of newspaper that would support their weight. As a math teacher, I was thrilled when they began to debate which three-dimensional figure is the strongest. I was also thrilled when their teacher had to call off the competition because a student had been sitting in their chair for eight minutes and it still had not collapsed.

Other students were building the tallest tower possible out of balloons, creating cars that could crash and keep their cargo safe, and calculating how many bricks were on the facade of the school building. Every single challenge that the students faced that day required creative thinking. They were given little support in how to solve them. They were forced to work as teams and learned how to work through challenges. For me, this is what I think learning should look like: a creative endeavor to solve a problem.



SCIENCE LABS AND FIELD TRIPS

Daniel Deepak, *Upper School Science Teacher*

In science, the value of play is incorporated through hands-on learning in labs and exploration beyond the classroom. In our weekly 90-minute labs, students have the opportunity to learn using all of their senses through lab investigations, in which they observe, manipulate, and collect data, and come to conclusions about the results they find. This type of applied learning brings science alive for students.

Thanks to the generous Class of 2019 gift, the Upper School science program will continue to grow by incorporating cutting-edge DNA technology to our growing curriculum. This technology copies targeted pieces of DNA and multiplies it at professional quality. Students are fascinated with DNA already. At present, students manipulate 3D models of DNA in the lab. This added resource will allow students to deepen their hands-on learning through a much more sophisticated approach — just as it is done by professionals.

This year, I received a grant from the Watershed Agricultural Council that enabled students to study NYC water supply. We took a field trip to Clearpool Watershed, and had a tour of the Cross River Reservoir and a state-of-the-art water treatment plant. Before the trip, students collected data on their own personal water usage over the course of a week. When we returned, they were asked to analyze their data and suggest ways that they could conserve their water usage based on their analysis.

In Language Arts, students watched videos on how water privatization affects two communities — San Bernardino, CA and Cascade Locks, OR. Students then wrote letters to elected representatives about their concerns regarding privatization and water conservation. The trip to the Clearpool Watershed gave students the opportunity to explore the real world implications of their curriculum, going beyond the classroom to play with the concept of water supply at home, in the city, and even in politics.



STUDENTS DISCOVER SUSTAINABLE DEVELOPMENT SOLUTIONS

Jack Woodhull, *Grade 3 Teacher*

One of the most exciting things about being at St. Luke's at this time is the opportunity we have to teach our students about how we can interact with our environment in a sustainable way. A curriculum unit on water runoff in urban environments saw St. Luke's students generating feasible solutions to an immediate environmental concern.

At their presentation of solutions to urban runoff, Grade 6 students spoke about the impact we have on the Hudson River. They have a growing awareness that water pollution doesn't just happen in Scholastic News articles, but affects our immediate ecosystem. More importantly, they learned that our community is complicit in this pollution. Empowering children to propose solutions leaves them with a sense of accomplishment rather than a sense of powerlessness.

Lauren Thomas and Rachel Zelechow did a wonderful job leading students in discovering these solutions. The students, in turn, did a wonderful job in showing us a way forward in how to live with nature. St. Luke's is eager to see how we can learn from our students as we make future decisions about the building and its grounds. Solutions such as rain gardens, native plantings, and permeable pavement could all be things the students proudly point to and say, "we did that."



Play and Arts Integration

MUSIC AND PLAY

Ron Nahass, *Music Teacher*

It is easy to imagine a musician playing an instrument. She sits, or stands, either with or without music, and skillfully manipulates the otherwise inanimate object in order to create an experience that connects people. She plays the instrument.

It is equally easy to imagine playing a recording of a favorite artist playing a favorite song. We hear the artist's previously recorded piece playing. It may have been the seventeenth time the artist played that piece in the recording studio that day, which came after dozens of times the artist played that piece elsewhere, so that we could then replay the piece on-demand. Play, replay, repeat.

Music is meant to be played. But the overlap between music and play goes well beyond the act of playing an instrument or playing a recording of an instrument. What about the way young singers rewrite their favorite song lyrics to suit their current activity, or the way children play the simplest of singing games, until "they all fall down" over and over again?

The intersection of music and play that strikes me most is that the play is meant to happen together, whether in music class or out in the world. Music brings people together to relate to each other in a way that takes the importance away from who I am as an individual and instead focuses on each individual's response to the music. It's not so much about how you play as it is about whether you are willing to play. I'm not so worried whether you sing well so much as I am glad when you decide to sing at all.



DRAMATIC PLAY

Deborah Irwin, *Drama Teacher*

It's another beautiful day on the school playground. The students dash out onto the asphalt; some play soccer or basketball, and others engage in dramatic play. Every recess in which I am involved, I watch creative and inventive dramatic scenarios acted out as the children create their own stories and use the resources on the playground to enhance their experiences. I've seen students plan a wedding, create magical brews from the plants on the playground, and put on a variety show that was rehearsed and performed in 30 minutes. Students were dancing, singing, and acting for an enthusiastic audience. It was a joy to watch.

Children naturally gravitate to dramatic play because it frees their imagination, allowing them to develop worlds they want to explore, worlds where they take on real-life issues and create unique relationships. In these complex role-playing scenarios, they learn how to resolve conflicts by considering alternative perspectives and developing social and emotional skills.⁶ Dramatic play also supports literacy and encourages expressive language, which enhances student communication skills through facial expression, gesture, and vocabulary.

Dramatic play is an essential part of student development and the foundation for the more structured performances seen in the Upper School. Students in Grade 5 perform in a musical, while Grade 6 students learn a variety of performance styles and present a curriculum-based production. The techniques the students have learned are built upon and utilized in the Grade 7 monologues and Grade 8 digital productions.

Where and how they play is vital. With the new playground's winding paths, secret corners, varied levels, and structures, the students will have the resources they need to create new and exciting stories and move on to sophisticated forms of drama.

⁶ Brooks, Ashley. "5 Reasons Dramatic Play Matters for Child Development." [Rasmussen College](#). 09 Nov. 2015.



Project Highlight

REFUGEE PROJECT

Caroline Muro, *Upper School English and Humanities Teacher*; Eden Stewart-Eisman, *Librarian*; Aurea Hernandez-Webster, *Upper School History and Humanities Teacher*

This year, Upper School students bridged English, library, and social studies as they learned about refugees. Students listened to these voices from history through books, speakers, and primary sources, and then paid tribute to them with final projects that included poetry, artifact installments, and memorials.

Caroline Muro, Eden Stewart-Eisman, and Aurea Hernandez Webster shared their process of collaborating to create a project that would immerse students in their study and allow them to build understanding and empathy for the voices of the past.

CAROLINE MURO: In addition to reading Alan Gratz's *Refugee* in my English course, Eden selected several different books related to refugee issues for book clubs in library class. All the while, in Aurea's class, students were learning about the actual refugee experience.

In English, students wrote a call-and-response poem and made posters of their poems. We had three styles they could do. They could create an illuminated manuscript, or a smash doodle, with art almost like a graphic novel. And then the last style was the blackout method. Eden provided materials that students could choose pages from, and then they had to pick words out to create the poem.

EDEN STEWART-EISMAN: Through the book club piece of the project, I wanted to give kids the chance to read about personal journeys through a variety of formats. I found books that were verse novels, and there was a book called *We Are Displaced* that was a collection of nonfiction short stories. We had boys represented, girls represented, different countries represented, different experiences about why they may have fled.

Students responded to the books they were interested in. During library, groups broke up their book into three reading assignments. They facilitated their own dialogues and they made connections. They referenced a speaker they heard in social studies, they referenced the book they read in English. That's one of the wonderful things about book clubs, students start to make connections between the book and themselves, the world, and other books. All of it becomes really alive in that moment.

AUREA HERNANDEZ-WEBSTER: In social studies, we've been doing genocide studies. We had case studies of the Armenian Genocide, the Holocaust, and the Rwandan Genocide. This is a chance for students to look at a population's experiences and find the patterns of what happens in these historical events. If you look at how people are displaced and why, and listen the voices of the people, it builds empathy and bridges understanding.

This project gave students the chance to think about other people's voices. There's a fine line between imitation and empathy, and through their projects, students showed that their hearts are big, and that they could hear these voices, even across time and across generations. They showed real depth and acceptance. The biggest problem is that a lot of people think younger people don't listen, and maybe sometimes we have to help them listen a little more closely. This project helped them do that.



DIVERSITY BUILDS OUR COMMUNITY AS OUR COMMUNITY CELEBRATES DIVERSITY

Bart Baldwin, *Head of School*

"You don't understand," the Upper School student said during a conversation about diversity. "We already talk about these issues with our friends. You just need to give us space and time to have these conversations with adults."

In a nutshell, this describes everything we hope to accomplish through our equity, justice, diversity, and inclusion initiatives: providing time and space for our community to engage talk about who we are, who we aspire to be, and how we interact with each other.

Bryan Stevenson's presentation about mercy and justice, co-sponsored with downtown schools, was a highlight of the year. "Somebody has to stand when other people are sitting," he said. "Somebody has to speak when other people are quiet." Our parents gathered in groups to talk about raising students of color, children with learning differences, and children in LGBTQ families. Teachers worked intentionally to explore how they could include explore issues of equity, justice, and racial awareness in the classroom. We worked as a community to celebrate and learn about the cultures in our community.

The Diversity and Community Building Committee is proud of this work and eager to build upon it. We invite each of you to join us in thinking about how we can live our

mission and embrace our standards as we continue to strengthen our community together.



Playing as a Team

2018-2019 SPORTS REPORT

Joe Wood, Athletic Director, Physical Education Teacher and Coach



JV Soccer



JV Volleyball



JV Boys Basketball



Varsity Soccer



Varsity Volleyball



Varsity Boys Basketball

JV Soccer, 5-2

The JV soccer team had an impressive season this year. This was our largest team, and they posted wins over Brooklyn Heights Montessori and VCS. The team will be sending several good players to the varsity team next year.

Varsity Soccer, 3-3

The varsity soccer team played several close matches and had wins against Churchill and City and Country. The team was led by a highly effective offensive attack.

JV Volleyball, 3-2

The JV volleyball team improved steadily as the season progressed. The team had wins against Packer and LREI.

Varsity Volleyball, 5-5

The volleyball team finished third in the DISC volleyball tournament. This team was led by our Grade 8 students and demonstrated improved skills.

JV Boys Basketball, 6-2

This team was admirable all season. The team had a perfect mix of Grade 5 and 6 students. Both Grade 5 and 6 players had wins against St. Bernard's and Léman.

Varsity Boys Basketball, 8-7

The boys varsity basketball team finished second in the DISC basketball tournament. The team had big wins against Windward Prep and LREI. The team had several key contributions from our Grade 8 students. We wish our Grade 8 students the best of luck as they move onto their high school teams.



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



JV Girls Basketball: Grade 6



JV Girls Basketball: Grade 5



Running Club: Grades 5-6



Varsity Girls Basketball



Varsity Softball



Running Club: Grades 7-8

JV Girls Basketball, 3-3

This team demonstrated great improvement as the year progressed. This team gained valuable experience and worked hard all season.

Varsity Softball, 5-2

The softball team finished second in the DISC tournament. The team was led by superior pitching and defense.

Varsity Girls Basketball, 0-8

Although this team did not post a win, they demonstrated great resilience as they bonded together as a team. Their spirit was top notch and we appreciate their efforts.

Running Club, Flag Football, 3rd Grade Sports Club, 4th Grade Sports Club

Our clubs continue to have a robust enrollment, and we continue to look at adding new clubs for next year.



Flag Football

Our St. Luke's Family

ST. LUKE'S RECOGNITION CHAPEL REMARKS

Nathaniel Heller, *Class of 2008*

Good morning to my former teachers, current students, faculty, and the Class of 2019. It is an honor to be invited by the St. Luke's community to speak at today's Recognition Chapel, and a special thank you to Mr. Rataczak for reaching out and allowing me to offer a few words.

It's hard to believe that it's been ten years since I graduated from St. Luke's. It seems like just yesterday I was walking back from soccer practice at Pier 40, playing four square on the playground, and taking over the back of Rivoli Pizza four nights a week with my friends. It's pretty hard to believe that students born the year I graduated are now in Grade 3 or 4, and it's probably even harder for my teachers to believe that the little boy they once knew can now grow patchy facial hair.

Since my days at St. Luke's School, I've lived in Massachusetts, Chicago, and Los Angeles, and let me tell you this: there's nothing like growing up in New York City. When I showed up to boarding school in Grade 9, many of my classmates were perplexed that real, human kids actually grew up in New York. To them, it was a fairytale land that was comprised of big buildings and celebrities. To me, it was home, a place filled with every cuisine imaginable and people from all over the world. Many of my friends from high school and college grew up in suburban areas, relying on their parents to get around until they could get their driving permits at 15 or 16. In Grades 7 and 8, my friends and I were walking home and taking the train — these were the first tastes of independence that we got as we made our way into our teenage years.

St. Luke's is a second family to me. As an only child, I found brothers in my best friends, Drew Roberts and Nick D'orazio. To this day, I see Nick almost every week, and as for Drew, he recently got engaged and asked me to be his best man — with Nick also serving as a groomsman.

When I was living in LA and my classmate Camellia had a show there, we caught up and reminisced about competing in Bizz Buzz and winning Mr. Trav's number-related trivia. Although it's been over a decade since we were all at a DISC dance or dunking on those oddly satisfying mini basketball hoops in the gym, the bond we have as classmates is forever.

Recently, a great man, brother, son, and a beloved member of this community left us far too soon. J.D. Butler, brother of my classmate Henry Butler, had the pleasure of giving his own alumni chapel speech to the class of 2014. I thought it only right to share a quote he delivered back then: "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."

At the memorial service for J.D., I saw classmates, current teachers, retired teachers, partners, parents, and students from every graduating class imaginable — all coming together as the St. Luke's family to pay their respects. J.D.'s words were just as true in that instance as they were back in 2014. He will forever be a part of St. Luke's, and St. Luke's will forever be a part of him.



Thank you to this year's Acolytes

No matter where you are off to next, you *are* part of the St. Luke's family. Cherish these friendships, these memories, and these relationships. This is a special place. A close-knit community with traditions that span decades and friendships that last lifetimes. Come back. Say hi to a teacher that made an impact on you. Take a stroll in the garden. Enjoy your time here and use what you've learned to take charge of your future.

Congratulations to the Class of 2019! Exciting days lie ahead of you, and I am thrilled for you all to start the next part of your journey.

CONGRATULATIONS TO THE CLASS OF 2019!





GRADUATION REFLECTION

JJ Davies, *Class of 2019*

I have been here for a long time. This has been a long road full of emotions. Over the past ten years, I have learned, laughed, and smiled a lot. There are so many memories that I have made at St. Luke's School. My friends and teachers — with whom I made powerful connections — have shaped me into who I am now. Over the last few months, I have thought a lot about how this is the end of our time at St. Luke's together. I have reflected on the time spent with my classmates and pondered about how this adventure all started.

I remember coming in Junior Kindergarten and seeing my class for the first time. I was super excited, but don't get me wrong — I was also terrified. My teacher gave me a big hug and made me feel so special. When I see her in the hallways now, I remember making pancakes, just like the pig in Laura Numeroff's *If You Give a Pig a Pancake*. I remember putting on a dramatic version of Jan Brett's *The Mitten*. I remember sitting in the loft space with fellow JK-ers, pretending we were one big family.

In Kindergarten, new friends joined us; we played and had new adventures, and, of course, we enjoyed playing mailman and delivering letters. My teachers showed me compassion, love, and they gave me new opportunities every day. Whenever I was upset, my friends made me feel like the happiest person in the world.

First, second, and third grades: three years that were a whirlwind of joy. Field trips to all different kinds of museums, pumpkin patches, and parks. Teachers who made sure I knew the five community standards. Friends who would not let go of my side until the very last second of the day. During these important years, I got to learn what friendship meant and how respect was always shown.

Fourth grade: the grade in which I thought it was the last year to have fun (it was not). I gained more responsibility and was expected to do more. My teachers made learning real topics both amusing and fascinating. The Colonial Fair project combined learning with acting, and I loved it. I really loved Lower School, but that was before I met Upper School.

Fifth grade: this was the hardest year for me, but my teachers helped me and supported me every second of every day. I learned time management skills, and how to balance my academic and social lives. My teachers told me not to give up and never to say never. Fifth grade was a big reality check for me because it showed me that doing well takes hard work and dedication. What I love about St. Luke's School is its ability to make sure that every single child gets the support they need.

The fifth grade play is one thing that will never, ever be forgotten. All the embarrassing moments then are what we think of as very humorous now. Like when we were auditioning for our parts, and everyone was very nervous before we got our roles. When we got the pamphlet with our roles listed — let's just say it was an emotional rollercoaster. Also, I had only one line in the entire production of *Fiddler on the Roof*, and I forgot it. I'll recite it for you now. "Chava, Chava! Motel and Tzeitel are getting married!" That play brought our class so much closer, and we still talk about our not-so-wonderful acting skills today.

Sixth grade: this year, friendships flourished and for many of us, it was a new start. My teachers helped me through hard topics, and my friends and I really hung out a lot.

Seventh grade: this year was super fun. I learned a lot, and I became even closer with my class. Camp Mason: two words that will always bring fantastic memories. Like our stomachs dropping as we swung in the giant swing, and going to the cabins at night and hearing the juiciest gossip. Camp Mason was a place where everyone who went found something they loved to do. For some, this meant tipping over in a canoe on purpose.

Eighth grade. This year has been one of the best I have had at St. Luke's School. My class. My class brought me joy. I came in every day excited to see them. I have never felt closer to my class, and I loved spending time with them. They got me through every hard moment and always made me laugh. From dancing in the hallways when we were not supposed to, to the bus trip to D.C., they made me so happy. There are no words to explain it. My teachers supported me from the very beginning. They made sure I was always challenging myself, and they were always there to give a helping hand.

For some, a class with only 23 kids for ten years would be torture. For me, though, it was a way to create the tightest relationships I think I will ever have. Our entire class is super close, and we have created long lasting friendships. The relationships that I have created at St. Luke's School are irreplaceable.

As I go to high school, there are three things that I will never forget. First, how comfortable and welcoming St. Luke's School is. St. Luke's has shown me that being myself is the best me. I feel like I fit in when I am here, and I never feel judged. Everyone is him or herself when we are at school. I am telling you we embrace it; ask anyone in my class! Secondly, the five community standards. The standards will always be stuck in my head. Respect. Honesty. Dignity. Compassion. Excellence.



Congratulations to this year's Choristers

These are five words that I will live by throughout my life. Each word has a special meaning in every eighth grader's heart.

Lastly, the St. Luke's School traditions. The traditions that we have are so special to me. The joy of the Christmas Fair and singing in the karaoke room until every person wanted to leave. Smelling the sweet gingerbread cookies and getting your hair done beautifully at the Elf Spa. The Halloween Dance, dressing up and busting out every dance move we knew. Running outside to feel the crisp cold air. Eating cookies until we felt sick. Geocaching at Camp Mason and trying other activities I never thought I would do.

St. Luke's school means so much to me. This is a second home for me and that will never change.

CLASS OF 2019 HIGH SCHOOL ACCEPTANCES

Archbishop Molloy High School
 The Hewitt School
 Avenues: The World School
 Kent School
 The Berkeley Carroll School
 The Kew-Forest School
 Bishop Loughlin Memorial High School
 Landmark School
 The Brearley School
 Léman Manhattan Preparatory School
 Brooklyn Friends School
 Loyola School
 Brooklyn Technical High School
 LREI
 The Bronx High School of Science
 Marymount School of New York
 The Calhoun School
 Medgar Evers College Preparatory School
 Cathedral High School
 Murray Hill Academy
 Collegiate School
 The Nightingale-Bamford School

The Chapin School
 Notre Dame School
 Convent of the Sacred Heart
 NYC Museum School
 The Dalton School
 The Packer Collegiate Institute
 EBC High School for Public Service
 Poly Prep Country Day School
 Eleanor Roosevelt High School
 Riverdale Country School
 Ethical Culture Fieldston School
 St. Paul's School
 Fiorella H. LaGuardia High School
 Saint Vincent Ferrer High School
 Fordham Preparatory School
 The Spence School
 Friends Seminary
 Trinity School
 Grace Church School
 Xavarian High School
 Harvest Collegiate High School
 Xavier Preparatory High School

CLASS OF 2015 COLLEGE CHOICES

Binghamton University
 Boston College
 Colby College
 Colgate University
 Connecticut College
 Georgetown University
 High Point University
 Lafayette College
 Savannah College of Art and Design
 Smith College
 George Washington University
 George Washington University - Elliott
 School of International Affairs
 New York University
 New York University - Stern School of Business
 Rollins College
 Trinity College
 University of Chicago
 University of Colorado Boulder
 Yale University



AWARD RECIPIENTS (FROM LEFT TO RIGHT)

Jack Davis, The Leadership Award
 JJ Davies, The Ledlie Laughlin Award
 Annie Vasey, The Donnie Hillenbrand Award
 Henry Spencer, The Donnie Hillenbrand Award
 Erland Slorer, The Ledlie Laughlin Award

Travel Grant

GEN CON GAMING CONVENTION

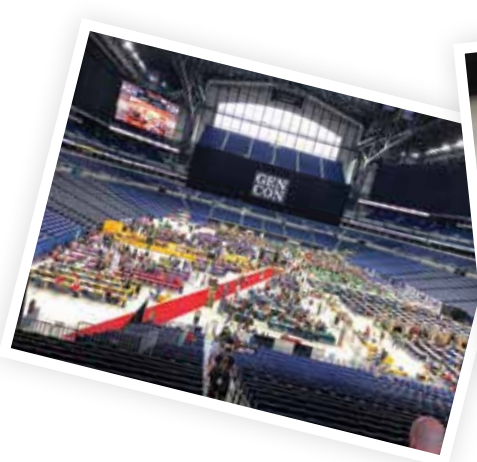
David Recht, *Grade 2 Teacher*

I have a reputation as a board game fanatic (which I am), so it was with great excitement that I attended Gen Con in Indianapolis last August. “The five best days in gaming,” as the organizers like to say!

Gen Con is so huge that it takes up not only all of the convention centers and hotels in the middle of Indianapolis, but also the Lucas Oil Football Stadium. The convention caters to educators as well as gamers of all types, including board, card, video, role-playing, and LARPing. The first day is a trade day, where educators, designers, and publishers get together to discuss how games can be used in schools and education. I attended many talks and roundtables where educators talked about the gamification of classrooms.

My biggest takeaway was that many educators are trying to incorporate games in their classrooms. For years, there have been educational games, where the emphasis was on education and not on the game. In short, they weren't a lot of fun. Designers and educators are trying to turn that around.

I was inspired to bring more games into my own classroom through math, library, and choice time, and also into other grades. Using games with mechanics beyond just rolling a die to move, Rachel Zelechow and I incorporated a board game project design unit in Grade 7. Games are about fun, and with the help of Ms. Eisman and the Grace Sawyer Library, we are bringing fun to St. Luke's School.



GEOGRAPHY AND HISTORY OF SOUTH AMERICA

Elon Rosenberg, *Grade 4 Teacher*

My recent trip to Rio de Janeiro, Buenos Aires, and the Iguazú Falls was an inspirational journey that I look forward to sharing with my students. Rio has roots in African and Portuguese heritage, found in the Samba dance and Bossa music I enjoyed so much. It was most exciting to walk through the favelas, which were both beautiful and disheveled, yet packed with life and surrounded by stunning national parks and beaches.

Buenos Aires could not be more different from Rio. Though the people of Argentina speak Spanish, the city has a great deal of Italian, Jewish, German, and French influence. My experiences ranged from going to a Bar Mitzvah at the Templo Libertad, to eating Argentinian deep dish pizza, to watching and learning the Tango.

Though I enjoyed my time in these cities, the highlight of my trip was visiting the Iguazú Falls. The Iguazú Falls is split into 275 distinct falls that lie between Brazil, Argentina, and Paraguay. The highest point of these falls is about three times as high as Niagara Falls. The falls impressed me with their beauty, abundance, and the spiritual power I felt while standing right over them on what felt like a safe bridge.

In Puerto Iguazú in Argentina, I stopped to spend a wonderful morning with the Grade 5 students at the local school. The students joyfully took me around the school, showing off their work about conserving water and hydroelectric energy. By the end of my time with the students, they loosened up, and just like my own students, started “flossing” and joking around. I hope to use this trip and these connections to inspire my students to seek adventure in their own lives.



BRINGING IRISH TRADITIONS TO THE CLASSROOM

Sherry Froman, *Grade 1 Teacher*

I went on my trip to Ireland hoping to find a way to research leprechauns and fairies. There was no need to go searching — leprechauns and fairies are as alive as ever in the land of green!

I visited a forest that housed fairy dolls in trees and notes left by humans. My tour guide told us that leprechauns cause mischief for adults, but they love children. Perfect! My students will love hearing that. I then visited a “fairy tree,” where people leave notes of wishes. If their note is gone when they return, their wish will come true.

This inspired a fairy tree in my classroom, which we set up just after St. Patrick’s Day. Everyone left one wish note each Friday. Before the first Friday of wishes had even ended, some students noticed that their wish notes were gone after returning from recess! In addition, this year I added some lovely Irish folktales to our repertoire to go along with our studies of cultures around the world.



JAPANESE FIBER ARTS

Sujean Park, *Grade 2 Teacher*

I have always sought out ways to integrate art into the classroom, and learning about saori weaving reaffirmed my belief in the importance of exposing young learners to different modes of self-expression. Saori weaving immediately intrigued me. Upon entering a studio for the first time, I was introduced to the philosophy of saori even before I was taught about the traditional materials and techniques.

Through its practice, one uncovers the process of creativity and can break away from conventional ways of thinking. Rather than perfection or flawlessness, the goal is communication and self-expression.

The way to introduce saori to my class became clear with *One Plastic Bag* by Miranda Paul, which recounts the story of a group of women who began a movement of recycling plastic bags by weaving with them into new things. This unconventional approach to reducing pollution also tied in perfectly with our sustainability unit.

Inspired by this story, my students created a class tapestry with used plastic bags. Each student worked on their own loom and experimented with colors, textures, and irregularities before their pieces were connected together. Through this project, I hope that my students gained a sense of the importance of making something with their hands. More importantly, this project emphasized self-expression and individuality. After seeing all of their creations joined together in one culminating piece, each student could recognize their unique role in the whole.



Faculty Honors

This year, three St. Luke's School teachers were recognized by the Academy for Teachers. Invitation to participate in an Academy masterclass is, as Academy president Sam Swope puts it, "a well-deserved honor for both the teacher and the school."



CAROLINE MURO

Upper School English teacher Caroline Muro was invited to participate in "The Art of the Essay: Study and Practice," led by Princeton University professor of English, Jeff Nunokawa.



JACK WOODHULL

Jack Woodhull, our Grade 3 teacher, participated in the "Hudson River Valley: Art, History, Ecology," led by New-York Historical Society Director Emerita Linda Ferber, University of Connecticut professor Christopher Clark, and Bard College professor Eli Dueker.



NORA KRULWICH

Our math teacher and Dean of Curricular Innovation Nora Krulwich was selected to participate in "Basic Biology: The Body's Barrier Cells," led by Yale professor Michael Caplan.

INCOMING FACULTY AND STAFF



WOODY GRANGER will join us as our new Grade 5 and 8 social studies teacher. Woody has an undergraduate degree from the University of Virginia with a double major in history and music.

He has a master's degree from Vanderbilt University with an emphasis in learning and curriculum design. He spent a year teaching in Africa and then four years teaching at Gunston Preparatory School in Maryland.



LUCY LOBBAN-BEAN will join us as our new Grade 2 teacher. Lucy will be familiar to many of you, since she was a beloved Grade 2 associate teacher at St. Luke's School. She has also worked at VCS, LREI, and the Gateway School, and has experience from Kindergarten through Grade 5. Lucy has an undergraduate degree from Barnard College and a master's from Hunter College with an emphasis in Childhood General and Special Education.



LAURIE MAHER will join us as our incoming Director of Learning Services. Laurie has been the Lower School Learning Specialist at Poly Prep Country Day School for the last nine years. Prior

to that, she was a learning specialist for middle school students at Berkeley Carroll School for four years, elementary students at Ethical Culture/Fieldston School for three years and taught Grade 5 at Trinity for five years. She has an undergraduate degree from Boston College and a masters in education from Lesley College and a masters in learning disabilities from Hunter College.



LAUREN MINER will join us as the incoming Grade 1 Associate. She has an undergraduate degree from the University of Richmond and a masters from Fordham University. She has worked as a preschool teacher at Reade Street Prep. Prior to that, she was an assistant or student teacher at various preschools and independent schools.



KARINA OTOYA-KNAPP will join us as our incoming Head of Lower School. Currently the Assistant Head of Lower School and Director of Curriculum Coordination and Professional Learning at the Spence School in New York City, Karina has a lifetime of experience with children and adults in the areas of teaching and learning, instruction, and advancing issues of equity, justice, and inclusion. Karina earned her undergraduate and master's degrees from the University of Chicago and a doctorate in philosophy from the University of California, Los Angeles.



ISABEL WALTON will join David Recht as an associate teacher in Grade 2. Isabel graduated from Tulane University with a major in psychology and early childhood education. She has worked as a teaching assistant at preschools in New Orleans and is a graduate of the Pingry School in New Jersey.



BREFFNI WARD will join Jack Woodhull in Grade 3 as the associate teacher. She has an undergraduate degree from Hunter College and is currently enrolled in a masters program at Hunter. Breffni has been an associate teacher for third grade at PS 6. She also has experience as a student teacher and extensive experience as a drama instructor.

RETIREMENT REFLECTIONS

Bart Baldwin, *Head of School*

SHERRY FROMAN

Although Sherry, who has taught Grade 1 at St. Luke's for 39 years, is small in stature, she is big in dreams and personality! Who among us hasn't marveled at her ability to produce Broadway-caliber shows? Whether staging a play she wrote with Bob Colgan, a story that resonated with her children, or dances representing cultures around the world and in her classroom, the shows would be well-costumed, well-choreographed, and well-coiffed.

For years, Sherry's students studied the architecture of this neighborhood and then created models with detailed architectural features of buildings throughout the city and spanning history. Part of the legend of Sherry Froman is her ability to generate passion among children and engagement among parents. The ability to both remain true to yourself and reinvent yourself, to change with the times and hold fast to tradition, is what makes Sherry Froman the real thing.

MARY ANN HOFFMAN

Mary Ann brought a plush Benjamin Bunny puppet to St. Luke's School ten years ago when she joined us as Head of Lower School, and he has been a regular visitor to classes ever since. Over time, the children have come to see Benjamin as a manifestation of love, compassion, and joy. So much so that one child recently asked Mary Ann if she might leave Benjamin Bunny behind when she retired. "No," Mary Ann responded immediately. "The bunny is coming with me!"

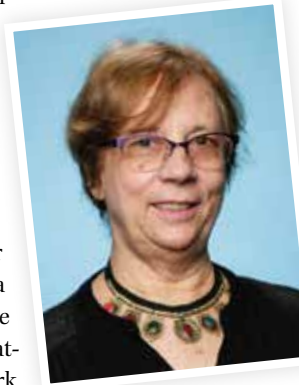


At one of our last Mentions (another tradition Ms. Hoffman brought to our community), Mary Ann was honored by students. Following a Kindergarten sharing, the students starting walking up to Mary Ann, each with a gift from their class. After receiving her gifts, Mary Ann asked everyone to make a heart with their hands. Then she asked them to open their hands a bit, thus opening their hearts. She then said she wanted each child to remember that they will carry a piece of her wherever they go. As she made a heart with her own hands, she said, "And I will carry each of you in my heart always."

So as she retires at the end of this year, Mary Ann and Benjamin will remember all the students they have helped jump higher than ever they thought they could. And the students — the children Mary Ann has loved — will continue to jump ever higher. And perhaps from time to time, as they cross the peak of their arc, they will remember the woman who helped launch them. Mary Ann will, indeed, take Benjamin Bunny with her, but, oh, she will leave so much more behind.

MAUREEN PETROSKY

Throughout her time at St. Luke's as the Lower School Learning Specialist, over the last 23 years, Maureen Petrosky has taught and encouraged many readers through her skill, her dedication, and her passion. After a book about baking, she might share some cookies; after a book about statues, she might have children work with clay; after a book about celebrations, she would throw a reading party. These were more than rewards — they were rites of passage as struggling readers became more confident or advanced readers felt more challenged.



Maureen challenged herself to constantly grow as well. She went to conferences, attended seminars, took classes, and — of course — read voraciously. All of this was a result of her dedication, an example of her determination to do her best, and an expression of her love for the students she served. We all deeply thank her for her career at St. Luke's School and



know she will take her dedication, her determination, and her love of children as she begins her private practice and consultancy.

NISHA MCGREEVY

Nisha has served on the Board of Trustees for 12 years and has been its Chair for nine years. Throughout her time serving the school, she has embodied the school standards with the dedication she brought to her role in our community.

Twelve years ago, when we started envisioning how St. Luke's School might build, adapt, and thrive, a parent commented, "I want us to be the best school for the right reasons!" I am truly excited by what we have built under Nisha's leadership thanks to her masterful negotiating skills, powers of persuasion, and ambitious vision. The joy of dedicating our building's addition was not just a celebration of what has been erected, but also an aspiration of what we as a school will continue to build together.

And so, let us truly and justly celebrate this amazing success — Nisha's legacy — and all that it represents, but then let us continue to build upon the momentum that she created. Nisha is a woman of vision, a leader of courage, and a collaborator of great generosity. Her stamp is forever in the fabric of the St. Luke's School community.

In Memoriam



J.D. BUTLER

Lyn Spyropoulos, Alicia Howard, Vanessa Rosado, Eden Stewart-Eisman, Elon Rosenberg

It is with heartbreak that we share the news of the unexpected passing of J.D. Butler. Many of you knew J.D. as a beloved teacher here at St. Luke's, but his legacy spans decades. Many faculty had the pleasure of teaching J.D. as a student (St. Luke's Class of 2005), and we were proud to see him put his talents toward being an educator himself. While at St. Luke's, he served in several capacities as an associate in multiple Kindergarten and Grade 1 classrooms. Others of you knew him as a skilled and positive coach as well as an enthusiastic music instructor. As of this fall, he joined the staff of Village Community School and was immediately a perfect fit as a head teacher in their K/Grade 1 class and was embraced by their community.

J.D. was generous, loving, and nurturing. With his students, he made it a point to connect on a deep, personal level; he always sought to know who they were. Whether leaning down to explain an idea or share a love of Star Wars, J.D. was devoted to "his kids." With his colleagues, J.D. was helpful, encouraging, and hilarious. No matter the circumstances, J.D. brought joy into the room.

Lyn Spyropoulos, former head of Upper School, shared that he was a child and young man of integrity. He worked tirelessly to maximize his talents, fearlessly in support of principles, and selflessly in partnership with friends. As a student he was a mainstay in our Amnesty International Club, a frequent volunteer in the GO tutoring program, and a lover of all genres of music. He was passionate about the Mets and the Rangers and quite a baseball player himself. In fact, on one occasion he hit the ball out of the park, only to be chided by the coach, "J.D., we simply don't have the budget to keep losing all those balls!"

In lieu of flowers, the family is asking that donations be made to Artworks for Youth through the J.D. Butler Fund. J.D. first worked for this organization on a trip to South Africa while a student at Packer Collegiate and continued to volunteer through college. It inspired him to become a teacher himself. This fund will go toward the final phase of a three-phase building project in Joe Slovo Township, South Africa.

We hold the Butler family — his parents Ron and Karen, and brothers Henry (Class of '08) and Tom (Class of '13) close to our hearts at this inconsolable time.

— St. Luke's Community

AIDAN CAMERON SILITCH

Nicholas C. Silitch

It is an impossible task to distill a life with so much promise into words.

Aidan came into the world as a beautiful boy and an instant light at the center of our family... the youngest by 5 years... aptly named as Aidan... the hearth of the home... he drew us all in with an abundance of charm... a sense of humor... that could turn devilish at times... and a deep understanding of people and issues that came from prolonged periods of observation and analysis.

Aidan's compassion and kindness for all... was always visible to each and everyone of us... every day... from looking out for the younger ones on the beach... to genuinely caring for everyone in a way that was not judgmental... or conditional... he just cared... and deeply wanted everyone to be happy... and quietly went about doing things that would make that happen.

He was able to grasp all sides of an issue... and while firmly committed to his own ideals... sought to understand the views of those opposed... and to understand that those perspectives were also valuable... as collectively we seek to define a path forward... articles he wrote... as the opinion and humor editor of his school paper... should be read by all seeking to find a balanced perspective... remarkable that rational wisdom and words should come from one so young.

Through time... he transformed from one who was comfortable primarily on the outskirts of social constructs... to one who became at ease standing squarely in the center... he not only fit in... he stood out... as he grew more and more comfortable with himself... and indeed by the time of his 17th birthday he had become extraordinarily comfortable in his own skin... a rare attribute for a teenager. This was driven by an intellectual confidence... a deep understanding of others... and the remarkable work ethic and drive that he brought to bare on issues in his way... whether a homework assignment or a v10 bouldering problem... he did not accidentally become a great student... although the intellect was always there... he had to work at organizing his efforts... and devote many hours to his studies... he did not accidentally become an exquisite rock climber... again the remarkable flexibility and innate physical talent were always there... but it was the hours upon hours of hard work in the gym... trying and failing... again and again... all the while eventually finding the keys and moving forward... to become the one in the gym that everyone was always watching... the grace, strength and precision of his climbing was no accident... it



was the byproduct of insane commitment to a list of objectives laid out when he first started climbing at age 12½... first to make the Local climbing team... if that failed climb every other day... and work out every day... until tryouts a year later... then make the team... by the age of 15 make it to his first nationals competition... then by the age of 17 finish in the top ten at nationals... sadly they are this summer... all laid out with a thorough understanding of what had to be done to get there and how it worked... before even really starting to climb... he had laid this path out for himself by researching the sport incessantly... and he had done everything on it so far... throwing in a bonus and making his first finals... in a Pro event. All while keeping these accomplishments notably under the radar... So none of us is doubting that the remaining parts of his list would have been met... from a climbing perspective... winning the nationals at age 19... from a humanitarian perspective finding ways to use his passion for science and language... to achieve a sustainable planet.

While we have no doubt that he was going to succeed spectacularly in all of these pursuits... watching him bring his passion to the execution would have been a pleasure... and the world will miss his commitment... as he was fierce, formidable and immensely capable when pursuing his passions... and our planet needs more like him.

ANNUAL REPORT

2018 – 2019



This report gratefully acknowledges gifts received between July 1, 2018 and June 30, 2019. 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.

From the Chair

As I sat down to ponder this last of my letters to the community, I reflected on the theme of this year's publication, "the value of play." Doesn't it seem obvious, and don't we as adults either long for more of it in our lives or feel the frivolity relative to everything else we have going on? Webster's dictionary defines it as "recreational activity, especially the spontaneous activity of children, the absence of serious intent." We hear about the benefits of play for children often, that it allows them to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength, that it is important to healthy brain development, and that through play, children at a very early age engage and interact with the world around them. Over the last 17 years, I have witnessed how play manifests itself in our programming and student lives. At St. Luke's School, play nurtures relationships with oneself and others, relieves stress and increases happiness, builds feelings of empathy, creativity and collaboration, and supports the growth of grit and a path through which kids can become whole adults.

Plato is attributed with saying, "You can discover more about a person in an hour of play than in a year of conversation." Well, we know how much we adults like our conversations here at St. Luke's, but we certainly enjoy our time playing here as well! I think we figured out all those benefits early on. What's also known about play is that children's play time can be enhanced by the presence of a caring adult. Each of our children has a unique gift, something to give others, and it's our role either as parents or educators to draw that out effectively and help the child to bring it into the world. We're fortunate to have an educational and administrative team that's energized not only to push their craft to new heights and pioneer through innovation by collaborating on and contributing to visionary learning strategies, but to also engage with our kids in the ways they play, reinforce the values we hold dear, and help them develop a lifelong love of learning as responsible global citizens.

Those things don't happen by accident. They happen because people are present – in the moment, and engaged in the community and with the people around them. Lives are transformed when we give together. Thanks to your generosity, our kids will continue to develop into tomorrow's thought leaders and achievers. Your gifts of volunteerism, leadership, collaboration, sponsorship, and financial support are making a difference in many lives, not only for the children, but for the adults of our community as well. Whatever your gift may be or the inspiration behind giving, we truly appreciate and value each and every one! Involved parents make the difference between a school that's

getting by and one that's healthy, growing and moving forward. The sound and thoughtful stewardship of our School Board further ensures we can sustainably support an environment for encouraging growth in mind and spirit. Our alumni, alumni parents, grandparents, and friends inspire us with their own continued engagement, keeping the St. Luke's Way alive and well far beyond our gates.

This publication is a testament to and recognition of our community's enduring generosity of spirit, and enthusiasm in the pursuit of learning. I humbly recognize the many people whose contributions have had an impact on the school this year. As I have completed my final year as Board Chair, watching my third child graduate from this special place, I'm amazed by everything that we have truly 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 continuing to help us accomplish our dreams. Now let's hit that new playground!

NISHA G. MCGREEVY

*Outgoing Chair, St. Luke's School Board 2008-2019
Parent, Jack ('12), Kate ('14), Will ('19)*

Grounds for Our Future

PROJECT UPDATE

Jocelyn Bowman, *Director of Advancement*

St. Luke's School has continued to dream big thanks to the vision of our school leadership and the generosity of our community. This year we launched *Grounds for Our Future*, a fundraising effort which will allow us to plan for our future and redesign our outdoor spaces, led by Co-Chairs Catherine Corry and Sudie Anning. We have reached our June 2019 target of \$2,500,000 in gifts and pledges, half of our total goal of \$5,000,000. We have received gifts from 35 families, 11 of whom pledged at the Founding Families level of \$100,000 or more. We will continue raising funds next year to bring this full project to life.

The school has worked closely with our landscape architect MNLA, faculty, parents, and students to design a modernized ground-level playground with engaging multi-sensory play equipment and play spaces for all ages. Through small group meetings with all of our constituencies, we have learned about the intricacies of play as we envisioned our new playground, and we will celebrate its opening at our **PA Welcome Reception on Thursday, September 5**. We look forward to celebrating the new playground with you.

Details will be emailed to our current families later this summer.



WHAT HAPPENS NEXT?

We are moving full steam ahead with the planning and fundraising for Phases 2 and 3 of *Grounds for Our Future*. The amphitheater and courtyard entry are unique gems which are currently under-utilized. Our teachers and partners at the Church eagerly anticipate the day when we can use the amphitheater as an outdoor classroom, chapel, or performance space. Our rising Grade 7 students are especially excited to envision rain gardens and ways in which we can create environmentally friendly spaces which promote learning and celebrate the beauty of nature in our midst. We need social seating on our grounds, but we wish to maintain the lush environment which we love, so we will design spaces that welcome quiet, introspective moments and joyful interactions between friends. The hope is to deliver this phase in September 2020 if funds can be raised by January 2020.

The rooftop playfield, Phase 3 of *Grounds for Our Future*, is an essential part of the school's strategic vision moving forward. Maximizing the generous space above our new gym, the caged playfield will allow our Athletics program to thrive, expanding club and team sports, as well as offerings for the After School Program. On the north side of the building, we will create an additional learning area with seating nooks and places for our Upper School students to spend time together. Taking full advantage of the New York City landscape, there will be extraordinary views of the Hudson and areas to study the surrounding architecture of the village. Last, but not least, teachers will have access to planters which they can use throughout the year to reinforce their lessons in the classrooms.



HOW IS THIS MADE POSSIBLE?

To make Phases 2 and 3 possible, with the delivery of the state-of-the-art rooftop in September 2021, St. Luke's School must raise an additional \$2,500,000 in the 2019-2020 school year. Together we can do this! Please contact Co-Chairs Catherine Corry or Sudie Anning, or Director of Advancement Jocelyn Bowman at 212.924.5960 or groundsforourfuture@stluke-school.org to participate in *Grounds for Our Future*. We look forward to realizing these dreams together!

To me, the Grounds for Our Future project is about opportunities to build confidence. Giving our students the space and freedom to explore, to use their imaginations, and to encounter one another – this time and space alone is enormously beneficial to their ability to navigate the world and become confident participants in it.

– Kelsey Martin, *Grade 1 Teacher*

2018-2019 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, *Chair*
Jennifer Anikst, *Vice-Chair*
Holly Fogle, *Vice-Chair*
Paul Smith, *Secretary*
Richard D'Albert, *Treasurer*

Sudie Anning
Bart Baldwin, Jr.
Alewa Cooper
Catherine Corry
Claude Davies
Ella Georgiades

Tina Johnson Hattan
Mark Husser
Bita Javadizadeh
Algeste Marcellus-Williams
Ericka Pitters
David Recht

The Reverend Caroline Stacey
Courtney Stern
Savannah Stevenson
Sanville Vernon



ONLINE!

"LIKE US" ON FACEBOOK

Become a member of the "St. Luke's School – NYC" community today.

Alumni, we also have a

Facebook page just for you!

Search for "St. Luke's School Alumni" and look for our school sign. Reconnect with friends and posts updates on your lives. Join today!

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!



Recap of 2018-2019 Events

- * Family Picnic
- * Halloween Dance
- * Christmas Fair
- * Wingèd Ox Poetry Café
- * Family Board Game Night
- * Family Dance celebrating Caribbean culture
- * Spring Benefit & Auction
- * Bake Sale

Save the Dates! 2019-2020 Events

- * September 14, 2019
Family Picnic
- * October 25, 2019
Halloween Dance
- * December 7, 2019
Christmas Fair
- * March 6, 2020
Family Dance

SPRING BENEFIT AND AUCTION

We offer many thanks to Co-Chairs Paul Bowden, Jessica Kleinknecht, Daisy Prince, and Yelin Song for their leadership of this year's Spring Benefit, as well as Rebecca and Tyler Morse who hosted us at The High Line Hotel on May 2. Michelle Bea, Bianca Jebbia, and Brooke Rhind created a beautiful and extravagant evening for all to enjoy as guests previewed live auction packages and bid on silent auction items and experiences. Our auctioneer, Rahul Kadakia, 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 \$120,000 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, the elf spa, and fantastic holiday shopping. Many thanks to Co-Chairs Elizabeth Dal Piaz, Sheila Latimer, and Brooke Rhind for leading this extraordinary effort and to Stacey Duffy and Rosi Werwaiss for transforming the school into a winter 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 event 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 2019

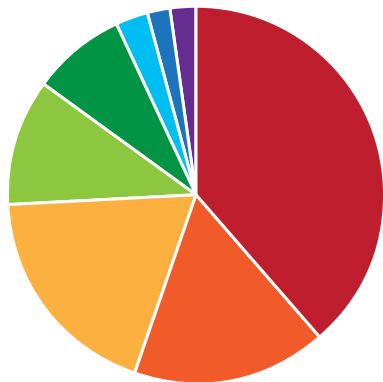
It has been a tradition at St. Luke's for the parents of the graduating class to give a special gift that honors their children and the school. This year's gift will provide a set of equipment that will open the world of DNA science to students by bringing cutting-edge biotechnology to our science curriculum. The system will facilitate students' learning of essential hands-on biotech skills and will enable students to set up, visualize, and document DNA experiments.

Kissy and Cameron Alexander
 Marcia and Charles Brinson
 Ellen Hagopian and Armand Cacciarelli
 Catherine Greenman and Richard d'Albert
 Claude and Michael Davies
 Sandra and Adam Davis
 Myanne and Jeff Doherty
 Joëlle and James Duffy

Elizabeth Ehrlich
 Douglas Carter Beane and Lewis Flinn
 Katharine and Don Harding
 Tina Johnson-Hattan and Mark Hattan
 Claudine Henderson
 Mary Jones
 Lori and Bill Lamoreaux
 Nisha and John McGreevy

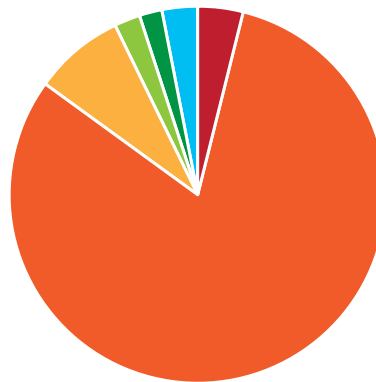
Lisa Baroni and James McGuire
 Leslie Mason '75 and Thad Meyerriecks
 Sasha and Ole Slorer
 Tracy Toon Spencer and Theo Spencer
 Colleen and Scott Vasey
 Nefertiti and Sanville Vernon
 Elizabeth Kuhlenkamp and Roy Yan

ANNUAL FUND BY GIVING CIRCLE



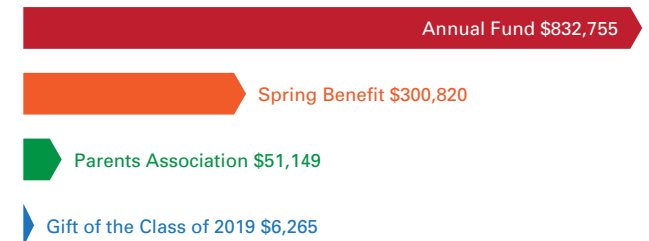
- Winged Ox Circle 38%
- Benefactor 8%
- Saints Circle 17%
- Partner 3%
- Challenge Circle 19%
- Sustainer 2%
- Leadership Circle 11%
- Supporter 2%

ANNUAL FUND BY CONSTITUENCY



- Alumni 4%
- Faculty and Staff 2%
- Parents 81%
- Grandparents and Friends 2%
- Alumni Parents 8%
- Matching Gifts 3%

CONTRIBUTIONS



The financial data presented above represents Development Office unaudited results for the annual period ending June 30, 2019.

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.

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.

PARENTS ASSOCIATION

Bitu Javadizadeh Brun, *Co-Chair*
Aiko Decelles, *Co-Chair*
Jamyn Edis, *Secretary*
Elizabeth Taylor, *Treasurer*
Elizabeth Kuhlenkamp, *Upper School Representative*

Tabitha Belesis, *Halloween Dance*
Jasanna Britton, *The Green Ox*
Melanie Clark, *Halloween Dance*
Elizabeth Dal Piaz, *Christmas Fair*
Myanne Doherty, *The Humble Ox*
Jamyn Edis, *Technology Aware Parents*
Alina Fisch, *The Humble Ox*
Sheila Latimer, *Christmas Fair*
Jodie Lawton, *The Humble Ox*
Abbey Mather, *Library Committee*
Hilary Neve de Mevergnies, *Technology Aware Parents*
Brooke Rhind, *Christmas Fair*
Joann Riggio, *Library Committee*
Savannah Stevenson, *The Humble Ox*
Bethany Turnure, *The Green Ox*
Florenca Wurgler, *Technology Aware Parents*

DIVERSITY & COMMUNITY BUILDING CO-CHAIRS

Hazel Branche-Bramble
Silvana Roberson

SPRING BENEFIT CO-CHAIRS

Paul Bowden
Jessica Kleinknecht
Daisy Prince
Yelin Song

PARENTS ASSOCIATION CLASS REPRESENTATIVES

Elisabeth Heslop, *Junior Kindergarten*
Yelin Song, *Junior Kindergarten*
Allison Chadda, *Kindergarten*
Nina Dhawer, *Kindergarten*
Nita Patel, *Kindergarten*
Hollis Vandamme, *Kindergarten*
Lauren Burke, *Grade 1*
Stephanie Hattiangadi, *Grade 1*
Adriana Merida, *Grade 1*
Claire Pedersen, *Grade 1*
Jamyn Edis, *Grade 2*
Nikisha Ferguson-Arnold, *Grade 2*
Alina Fisch, *Grade 2*
Jennifer Oppold, *Grade 2*
Melanie Clark, *Grade 3*
Joanna Della Valle, *Grade 3*
Tracy Toon Spencer, *Grade 3*
Mariana Zois, *Grade 3*
Jennifer Anikst, *Grade 4*
Frances Impellizzeri, *Grade 4*
Michael Rourke, *Grade 4*
Bethany Turnure, *Grade 4*
Glynis Ford, *Grade 5*
Hollis Vandamme, *Grade 5*
Jennifer Anikst, *Grade 6*
Joanna Della Valle, *Grade 6*
Joann Riggio, *Grade 7*
Chipu Sachirarwe, *Grade 7*
Sasha Slorer, *Grade 8*
Tracy Toon Spencer, *Grade 8*

Annual Fund Donors

DONORS BY GIVING CIRCLE

WINGED OX CIRCLE \$25,000 and above

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Yelin Song and Bertrand Chan
Melanie and Josh Clark ♥
Julia and Declan Kelly
Holly Fogle and Jeff Lieberman ♥ 5

SAINTS CIRCLE \$10,000 - \$24,999

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Gina Ma and Chris Blum
Kristen Dickey and James Dooley
Bianca and James Jebbia ♥ 5
Courtney and Paul Levinsohn
Leslie Sutton and Mark McGauley ♥
Nisha and John McGreevy 15
Rebecca and Tyler Morse ♥
Prince Charitable Trusts, on behalf of Daisy Prince and Hugh Chisholm ♥
Hannah and Richard Ramsden
Joann and Jim Riggio ♥ 5
Christine and Paul Smith ♥ 5

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Nina Dhawer and Drew Ackert
Bart Baldwin ♥ 10
Tabitha and Anastasios Belesis
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Daniela and Patrick Brady 5
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Jasanna and John Britton ♥
Whitney and Raja Chatterjee 5
Christine and Cromwell Coulson 5
Katie and Colman Currie
Catherine Greenman and Richard d'Albert ♥ 10
Claude and Michael Davies 10

Sarah and Simon Dickinson
Maria Prata and Paul Evseroff
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Alexandra and Russell Horwitz
Jacqui and Eli Hunt
Selina Tay and John Hwang 5
Elena and Jesse Krzywon
Alexandra and Barclay Macon ♥
Catherine Corry and Derek McNulty 5
Katerina Bouzalis and Nikolaos Panagiotopoulos

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Sandra Main and Patrick Ramsey 5
Janice D. Schoellkopf
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Courtney and Nicholas Stern 5
Stephanie Wheeler and Chris Walker
Rosi and John Werwaiss 5
Stacey Duffy and Jay Yarbrough

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Georgina Chapman
Amanda Charlton and Jason Cilo
Sheila and Tony Davidson 10
Joanna and Emanuele Della Valle 5
Maria Jelescu and Daniel Dreyfus
Marie and John Evans 5
Sarah Willersdorf and Hernan Farace
Lili Hart and Toffer Grant ♥ 5
Stephanie and Rohin Hattiangadi
Rosaling Dodd and Colin Heffron ♥
Adriana Merida and John Jedlicka
Lela Rose and Brandon Jones 10
Lori and Bill Lamoreaux
Elle and Brad Langston
Jodie and Hal Lawton
Wendy and Tom McCarthy

Ericka and Caleb Pitters ♥ 5
Meriwether and Tanner Powell
Anita Balaji and David Priego
Andrea Vidars and Andrew Seiz ♥
Evangeline and Andrew Sia
Shabnam and Randall Stanicky ♥
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Savannah and Jon Stevenson ♥
Jennifer and Derek Van Zandt 5
Hollis and Hendrick Vandamme 5
Nichole and Matthew Verbit ♥

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Peggy and Leo Chen ♥ 5
Yvette and Abel Clark 5
Erin and Jeff Clift 5
Rachel Roberge and Skip Connors 5
Trisha and Marc DeBevoise
Aiko and Dan Decelles 5
Myanne and Jeff Doherty
Andrew D'Souza
Angela and Adrian Fairweather
Marcella C. Fava
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Jennifer and Andrew Fleiss
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Birgitta Hanan
Emily and Charles Hart
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Gloria Henn 20
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Christine and Mark Husser 5
Ashley and Rahul Kadakia ♥
Jelena and David Kaplan

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Deedie Rose
Kelly Carmichael and Stephen Rotkiewicz 5
Wes Powell and Michael Rourke ♥ 5
Nathashja Richiedi and Carlo Rubini
Gill and Graham Sands 5
Frederick C. Schroeder '73 10
Georgia and Stan Segal 5
Sasha and Ole Slorer 15
Esther and David Sobol
Natalie and John Spencer
Sara Stone 10
Susan and Sam Stone
Kathryn Sweeney
Nefertiti and Sanville Vernon 5
Miyoshi Vital 5
Elyce and David Walthall
Florenca and Jeffrey Wurgler 5
Tara and Joshua Zamir

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Vicki and Bobby Freeman
Marian Baldwin and Roland Fuerst
Rosemary Blackmon Grove '65 20

Christy Searl and John Haegele ♥ 5
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Dorothy Thomas and Michael Hertz
Marianne and Mark Keating
Gretchen French and Sung Kim 5
Jessica and Mark Kleinknecht ♥
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Winnie Beattie and Rob Magnotta
Frances Impellizzeri and David Marks 5
Lauren Mazzari
Lisa Baroni and James McGuire ♥
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Leslie Mason '75 and Thad Meyerriecks
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Hilary and Stan Neve de Mevergnies
Dionicia Hernandez and Stuart O'Sullivan
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Joanna McClure and Horacio Salinas
D'Arcy Jensen and James Stathatos 5
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Victoria Vodolazschi
Katy and Mark Webb
Christine and Todd West 5
Lydia Andre and Campbell Wilson
Elizabeth Kuhlenkamp and Roy Yan 5
Kristina Hou and Daniel Yang 10
Mariana and Elia Zois

SUSTAINER \$250 - \$499

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Kazuko and James Benedict 10
Jocelyn Bowman ♥ 5
Phyllis and Lorne Bullen 5
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Alewa Cooper
Andrea and Jim Cooper
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Glynis and Adam Ford 5
Mary Voce and Stephen Gardner 20

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Roxana and The Rev. Ledlie Laughlin, Jr. 20
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Freyda Rapp 20
Clint Rataczak 15
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Cynthia Chin and Corey Scurlock
Sali and Michael Shibilu 5
Susan Skerritt
Lyn Spyropoulos 20
Colleen and Scott Vasey
Mary Collins and Tony Yarborough 15

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up to \$249

Anonymous (11)
Annie Abruzzo '12
Jan Abruzzo
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Trevor Allen
Colin Andersen 5
Richard Arkell '63
Bridget and Lindon Baker
Kismet Barksdale
Mary Davidson and Andrew Bartle 5
Kristina Bassiacos
Nazli and Eoin Beirne 5
Barbara Belknap
Nicholas Birns '79 15
Sarah Caguiat Borthwick '80
Jason Bowers
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Anne Cumberbatch 5
Katarina Dal Piaz
Sam Davison
Daniel Deepak
Lisa Dove
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Cheryl-Ann Eccles 5
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Becca Esler 10
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Linda Fiorentino 5
Janelle and Dave Forestine ♥
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Jacqueline Goldsby
Nancy Hance 5
Susan Harriot 5
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Margaret Pacaud-Hartley and James Hartley ♥
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Jeanette Hoyt
Grace Hou and Andy Hsu
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Maya Joseph
Deborah Julien
Katy Kapetan
Virginia Harrow Kenney 20
Jessica Kristan
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Marianne and Francis Ledwidge 5
Joanne Levine 5
Karen and Michael Lieberman 5
Lewis Maldonado '65 5
Julianne Malvezzi '98
Sam Marcus
Kelsey Martin
Melissa and Philip Masquelette

Susan and Victor Masullo 20
Abbey and Victor Mather 5
Alice and John May
Robin and Larry Mead 10
Nora Mead '15
Thomas Mead '18
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Shelli Milks 20
Bonnie Orshal Milner 20
Caroline Muro
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Sujean Park
Rachel Perry
Maureen Petrosky 20
Debra and Jean-Claude Pritchard
Hope and Phillip Provost
Alec Raggio '01
Alicia Howard and David Recht 15
Silvana Roberson
Drew Roberts '08 5
Vanessa and Pedro Rosado 10
Elon Rosenberg 15
Charles P. Roth '65 5
Courtney Runft 5
John C. Sabetta
Marilyn Schiller 5
Robert D. Schumacher 10
Rachel Sherman
Bonnie Soha 15
The Rev. Caroline Stacey 5
Janice and Tom Stevens
Laura Reynolds Taylor
Karen Fausch and Salvatore Terillo
Tracy Thai
Stephanie Tocko
Nancy Tompkins '74
John Travaglione 15
Diana Tully
Farhad F. Vahidi
Joseph R. Valinoti '54 15
Algeste Marcellus-Williams and Clife Williams
Mark H. Wolff '61
Jamie Smida and Joe Wood 20
Lorna Woodham
Jack Woodhull
Rachel Zelechow
Linda Yowell and Richard Zuckerman 5
Loyda and Manuel Zumba ♥

DONORS BY CONSTITUENCY

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Annie Abruzzo '12
Richard Arkell '63
Nicholas Birns '79
Sarah Caguiat Borthwick '80
Courtney Costello '83
Christopher DiMarco '99
William Doll '58
The Rev. Ruth Eller '57
Rosemary Blackmon Grove '65
Nicholas Hays '79
Nathaniel Heller '08
Renee C. Jackson '97
Lewis Maldonado '65
Julianne Malvezzi '98
Leslie Mason '75
Nora Mead '15
Thomas Mead '18
Timothy Mellin '67
Douglas P. Munsell '65
Alec Raggio '01
Drew Roberts '08
Charles P. Roth '65
Katherine Schoonover '67
Frederick C. Schroeder '73
Nancy Tompkins '74
Joseph R. Valinoti '54
Mark H. Wolff '61
Rebecca Yeager '02

PARENTS

Junior Kindergarten

Class of 2028

100% Participation

Laura and Matt Bonner
Yelin Song and Bertrand Chan
Katie and Colman Currie
Joanna and Emanuele Della Valle
Claire Pedersen and Derek Dostal
Maria Jelescu and Daniel Dreyfus

Sarah and Gary Godshaw
Stephanie and Andrew Haley
Suzi and Scott Herbst
Elisabeth and Ryan Heslop
Maria and Jordan Jacobs
Jelena and David Kaplan
Dionicia Hernandez and Stuart O'Sullivan
Meriwether and Tanner Powell
Shabnam and Randall Stanicky
Katy and Mark Webb
Mariana and Elia Zois

Kindergarten

Class of 2027

100% Participation

Nina Dhawer and Drew Ackert
Takiyah and David Ariyibi
Katherine Cheng and Tim Baldenius
Vanessa Romann and David Bressler
Kim Tabet and Christopher Brown
Allison and Sanjay Chadda
Georgina Chapman
Peggy and Leo Chen
Aiko and Dan Decelles
Myanne and Jeff Doherty
Maria Jelescu and Daniel Dreyfus
Angela Ellis
Sarah Willersdorf and Hernan Farace
Vicki and Bobby Freeman
Maria McManus and Mark Gibson
Mandy Siegfried and Brad Gold
Janelle and Dave Forestine
Rosalind Dodd and Colin Heffron
Jacqui and Eli Hunt
William Jones
Ashley and Rahul Kadakia
Jessica and Mark Kleinknecht
Elena and Jesse Krzywon
Elle and Brad Langston
Alexandra and Barclay Macon
Winnie Beattie and Rob Magnotta
Wendy and Tom McCarthy
Colleen and Rob Moynihan
Jennifer and Paul Oppold
Nita and Palak Patel
Anita Balaji and David Priego
Grace and Keith Ramsdell
Hannah and Richard Ramsden
Alicia Howard and David Recht

Brooke and William Rhind
Kelly Carmichael and
Stephen Rotkiewicz
Esther and David Sobol
Sonya Dougal and David Spencer
Bethany and Richard Turnure
Hollis and Hendrick Vandamme
Nichole and Matthew Verbit
Victoria Vodolazschi
Florenca and Jeffrey Wurgler
Tara and Joshua Zamir

Grade 1
Class of 2026
97% Participation

Tabitha and Anastasios Belesis
Hazel Branche-Bramble and
Eugene Bramble
Lauren and Pat Burke
Melanie and Josh Clark
Trisha and Marc DeBevoise
Sarah and Simon Dickinson
Kristen Dickey and James Dooley
Claire Pedersen and Derek Dostal
Andrew D'Souza
Jennifer and Andrew Fleiss
Maria McManus and Mark Gibson
Lili Hart and Toffer Grant
Stephanie and Rohin Hattiangadi
Suzi and Scott Herbst
Alexandra and Russell Horwitz
Adriana Merida and John Jedlicka
Jelena and David Kaplan
Elizabeth and Kevin Keating
Courtney and Paul Levinsohn
Laura Benson and Kirk Marcoe
Sarah and Donny McCaslin
Stacey Averbuch and Anthony Munoz
Hilary and Stan Neve de Mevergnies
Hope and Phillip Provost
Mallory May and Curtis Ravenel
Nathashja Richiedei and Carlo Rubini
Shaneek and Vernel Samuel
Jessica and Daniel Soo
Shabnam and Randall Stanicky
Taryn and Mark Toomey
Stephanie Wheeler and Chris Walker
Algeste Marcellus-Williams
and Clife Williams

Grade 2
Class of 2025
90% Participation
Nina Dhawer and Drew Ackert
Nikisha Ferguson-Arnold
and Damien Arnold
Michelle and Alex Bea
Kim Tabet and Christopher Brown
Bita Javadizadeh and Henrik Brun
Yelin Song and Bertrand Chan
Georgina Chapman
Daisy Prince and Hugh Chisholm
Amanda Charlton and Jason Cilo
Meg and Daniel Connolly
Claude and Michael Davies
Valerie Valtz and Jamyn Edis
Angela Ellis
Angela and Adrian Fairweather
Sarah Willersdorf and Hernan Farace
Sharla Emery and Dale Findlay
Alina Fisch
Martha and Matthew Foster
Ella and William Georgiades
Sharon Sherrard and Ian Jackson
William Jones
Julia and Declan Kelly
Jessica and Mark Kleinknecht
Elena and Jesse Krzywon
Leslie Sutton and Mark McGauley
Rebecca and Tyler Morse
Jennifer and Russell Oppold
Katerina Bouzalis and
Nikolaos Panagiotopoulos
Hannah and Richard Ramsden
Kim and Matt Shaw
Evangeline and Andrew Sia
Esther and David Sobol
Savannah and Jon Stevenson
Kathryn Sweeney
Bethany and Richard Turnure
Rosi and John Werwaiss
Florenca and Jeffrey Wurgler
Stacey Duffy and Jay Yarbrough

Grade 3
Class of 2024
95% Participation
Irene and Jeffrey Anschlowar
Nida Bokhari and Faisal Ashraf
Nazli and Eoin Beirne

Courtney Costello '83 and Ned Benkert
Laura and Matt Bonner
Ryan McNally and Paul Bowden
Kelly and Brian Burns
Melanie and Josh Clark
Elizabeth and Christopher Dal Piaz
Catherine Greenman and
Richard d'Albert
Trisha and Marc DeBevoise
Aiko and Dan Decelles
Joanna and Emanuele Della Valle
Myanne and Jeff Doherty
Sharla Emery and Dale Findlay
Rebecca and John Larkin
Jodie and Hal Lawton
Pauline Leveque and Marc Levy
Michele Stocknoff and Scott Levy
Winnie Beattie and Rob Magnotta
Jennifer and Christopher Moniz
Hilary and Stan Neve de Mevergnies
Dionicia Hernandez and
Stuart O'Sullivan
Nita and Palak Patel
Brooke and William Rhind
Joanna McClure and Horacio Salinas
Gill and Graham Sands
Cynthia Chin and Corey Scurlock
Andrea Vidars and Andrew Seiz
Tracy Toon Spencer and Theo Spencer
Courtney and Nicholas Stern
Taryn and Mark Toomey
Algeste Marcellus-Williams
and Clife Williams
Mariana and Elia Zois

Grade 4
Class of 2023
97% Participation
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Michelle and Alex Bea
Hazel Branche-Bramble and
Eugene Bramble
Bita Javadizadeh and Henrik Brun
Whitney and Raja Chatterjee
Peggy and Leo Chen
Rachel Roberge and Skip Connors
Valerie Valtz and Jamyn Edis
Carmela Ciuraru and Sarah Fitzharding
Kate and Michael Flynn
Martha and Matthew Foster

Ella and William Georgiades
Lili Hart and Toffer Grant
Christy Searl and John Haegele
Bianca and James Jebbia
Gretchen French and Sung Kim
Anita Lahey
Sheila and Laurence Latimer
Frances Impellizzeri and David Marks
Sarah and Donny McCaslin
Catherine Corry and Derek McNulty
Andrea Costa and Derek Morris
Ericka and Caleb Pitters
Mallory May and Curtis Ravenel
Wes Powell and Michael Rourke
Alison Smith
Courtney and Nicholas Stern
Bethany and Richard Turnure
Rosi and John Werwaiss
Loyda and Manuel Zumba

Grade 5
Class of 2022
91% Participation

Kazuko and James Benedict
Gina Ma and Chris Blum
Jasanna and John Britton
Suzette Bryan-Dudley
Phyllis and Lorne Bullen
Kelly and Brian Burns
Amee Shah and Andy Carrigan
Ann Rivera and Ajay Chaudry
Amy Coplan
Catherine Greenman and
Richard d'Albert
Myanne and Jeff Doherty
Angela and Adrian Fairweather
Glynis and Adam Ford
Sharon Sherrard and Ian Jackson
Sharon Corbin-Johnson
and Dave Johnson
Julia and Declan Kelly
Holly Fogle and Jeff Lieberman
Dionicia Hernandez and
Stuart O'Sullivan
Sandra Main and Patrick Ramsey
Alicia Howard and David Recht
Nyla and Alan Reed
Silvana Roberson
Sali and Michael Shibile
Christine and Paul Smith

Jessica and Daniel Soo
Jennifer and Derek Van Zandt
Hollis and Hendrick Vandamme
Miyoshi Vital
Christine and Todd West
Florenca and Jeffrey Wurgler

Grade 6
Class of 2021
91% Participation

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Nazli and Eoin Beirne
Mary Ann and Brian Belliveau
Daniela and Patrick Brady
Hazel Branche-Bramble and
Eugene Bramble
Whitney and Raja Chatterjee
Yvette and Abel Clark
Andrea and Jim Cooper
Christine and Cromwell Coulson
Joanna and Emanuele Della Valle
Ella and William Georgiades
Margaret Pacaud-Hartley
and James Hartley
Selina Tay and John Hwang
Deresia Williams and Donald Hylton
Bianca and James Jebbia
Lela Rose and Brandon Jones
Maya Joseph
Anita Lahey
Winnie Beattie and Rob Magnotta
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Bart Baldwin, Head of School
Jocelyn Bowman, Director of Advancement
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Auriane Desombre, Communications Coordinator

Contributors:

Bart Baldwin	Nora Krulwich
Jocelyn Bowman	Caroline Muro
JJ Davies, Class of 2019	Ron Nahaas
Daniel Deepak	Karina Otoyá-Knapp
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