



ST. LUKE'S SCHOOL

487 Hudson Street

New York, NY 10014

212.924.5960 • stlukeschool.org

TRAILBLAZING



The Wingèd Ox

SUMMER 2018

TALES FROM ST. LUKE'S SCHOOL

"I feel afraid to make mistake because my English is not good," an anonymous immigrant poet wrote. "But then my friend told me, if you are always afraid to speak, then you never know you are good or not."

I have always been inspired by those willing to risk a first step into uncharted territory. Treading unpaved paths is the only way we will grow as a country, as a community, as individuals. Although we are a country that has had the courage to explore and chart the uncharted, we are becoming a society that fears mistakes and sees a false start as a deficit rather than an opening.

I love being part of a community that counters this trend by intentionally, albeit carefully, stepping into innovation, change, and growth. This edition of *The Wingèd Ox* celebrates St. Luke's School trailblazers who have helped us forge new paths and chart new territory.

Now more than ever, we need an inclusive understanding of leadership that recognizes and celebrates leaders who stand in front, stand beside, and work diligently behind the scenes. Each style of leadership must be valued if we are to create confident citizens who are never afraid to speak. The designer Coco Chanel wrote, "The most courageous act is still to think for yourself. Aloud." Our Grade 8 students modeled this as they stood in front of an audience and discussed a social issue about which they were both passionate and informed. While each had prepared a paper explaining and justifying their stance on this issue, the presentation was not to convince. It was to inspire dialogue. So each student researcher was asked to lay out both sides of the argument and identify points of divergence, points of convergence, and opportunities to launch respectful conversation.

Much of the work we have done this year is to create a community where thoughtful, if uncomfortable, conversations can occur. Student leadership initiatives, family game nights, and student and parent affinity and alliance groups help us live as a community where we can learn, explore, occasionally misstep, but also step forward together.



So many of our teachers and students inspire us as they step forward into different styles of teaching and new understandings of learning. As a result, we are creating a community that celebrates passion and students who connect with ideas, each other, and common goals. Student voices have motivated us to expand instruction around coding both this year and next. They have inspired us to join as a community and with neighboring schools to take a stand. They have caused us to rethink how we can celebrate and harness student enthusiasm so that passion becomes product and energy leads to accomplishment. Maya Angelou states that it is important to ask for what you want, but that it is even more important to be prepared to get it. Let us create student trailblazers who can do both.

Perhaps we can be more like our anonymous immigrant poet trailblazer who acknowledges both the fear and strength of taking a first, uncertain step that can lead to blunders and success. "Life is also like that," the poet concludes, "We should try first no matter if wrong. But with good intention, Lord will help us find the truth."

Let us blaze trails together that lead us toward the truth.

BART BALDWIN

Head of School

NEWS & THE ANNUAL REPORT

Taking the First Steps



NEW INITIATIVES ALLOW STUDENTS TO TAKE THE LEAD

Lauren Mazzari, Upper School Head

One of our goals in the Upper School for the 2017-2018 academic year included identifying what was in place for a leadership program that spanned all grade levels, and determining how we could expand and develop upon that program. Recognizing leadership styles vary and do not take one form, students and faculty worked to develop programming and experiences that help hone all types of leadership. As Upper School Head, I focused on Grades 5 through 8 and created more opportunities that required students to take charge in small but meaningful ways.

To achieve this goal meant that we, the educators, had to relinquish some control. As administrators and teachers, giving up control does not come intuitively, and often causes a great deal of discomfort. We ceded our usual roles as coordinators, organizers and even tutors, to the students. They embraced the challenge, and the results astounded us.

Hoops for Hope served as one of the earliest examples where six Grade 8 students identified a need, worked together to find a time and place to hold the event, and then engaged the entire Upper School in a fun fundraiser with little help from adults. Joe Wood watched from the sidelines, like the good coach that he is. He let students argue, make mistakes, and eventually figure logistics out. He stood at the ready if needed, but never took control of the process, thereby building a confidence and willingness in our students to do it again.

And *do it again*, they did. Students led Halloween candy collections, created a Christmas Fair committee and organized decorations and games for the event. They created the first peer tutoring club, in which older students helped younger students with their school work during lunch. They initiated an effort to give students a voice for event planning, such as deciding the menu and activity options at Camp Mason. Susan Yao created an elective period for Student Representatives and invited another school with a well-established student government to speak to our students. Students led convocations on subjects ranging from Martin Luther King presentations to Town Halls. Others took ownership of decorating the chalk boards and posting birthday and sports announcements. Perhaps the most impressive demonstration of leadership was the Walkout Against Gun Violence, which students planned and executed with confidence and grace, literally bringing tears to the eyes of many of those adults witnessing their protest. They encouraged other students to participate in whatever way that they were comfortable and gave options to those who might not want to participate in the march so they could still feel included and valued.

What students and faculty accomplished this year laid the groundwork for a bigger and more intentional leadership program, which will look to provide a leadership learning experience from JK to Grade 8. Despite different personalities and styles, every student has the potential to be the quiet public servant, the charismatic protester, and/or the fierce social justice warrior. Whether a child decides to lead by example, speak out publicly against injustice, or take charge of the details needed for success, each becomes a leader and exemplifies the community standards in an active way.



Top to bottom: Upper School students protest against gun violence; Student stands before the St. Luke's Community Standards; Grade 8 student gives instructions at Hoops for Hope; Grade 4 students explain their projects to their partners

DIVERSITY WORK AT THE FACULTY LEVEL

Susan Yao, *Grade 7 and 8 Social Studies Teacher*

The St. Luke's School mission states that "St. Luke's is coeducational and heterogeneous. Its students and faculty come from a variety of backgrounds – racial, ethnic, economic, religious. We value and actively encourage this mutually enriching diversity." In addition, the school "fosters a feeling of family."

This year, we made two important steps towards fulfilling these two pieces of the mission at the faculty level: faculty-wide diversity discussions and faculty affinity groups.

We spent three afternoons in small discussion groups facilitated by several faculty members. We asked each other: What identities do we bring to St. Luke's? Are all of these identities equally welcome here? How can we create that "feeling of family" for every single child, staff, and family member? We brainstormed concrete ways to respond to several scenarios of bias both in and out of the classroom.

It was clear that we needed this space to speak to each other honestly and critically on a regular basis. Unfortunately, bias is not something we overcome the way we grow out of a pair of shoes. As educators, we must constantly be on the lookout for our own biases in order to fully see and embrace each member of the community. In the words of Verna Myers, "Identifying bias is a superpower!" And, like all skills, it requires practice and feedback.

After seven years, I leave St. Luke's knowing that this momentum will be carried forward by a diverse group of faculty. It is my sincere belief that St. Luke's can feel like home for everyone. As Maya Angelou says, "The ache for home lives in all of us, the safe place where we can go as we are and not be questioned."

NEW TRADITIONS: FAMILY BOARD GAME NIGHT

David Recht, *Grade 2 Lead Teacher* and Eden Stewart-Eisman, *Library Director*

This year saw the first Family Board Game Night at St. Luke's School, an event which we gather from public response is likely to become a new tradition. It was a fun-filled experience for all of the 110 or so people that braved a nor'easter one Friday evening in March to enjoy the company of family, friends, and faculty.

The event was the brainchild of Eden Stewart-Eisman and David Recht, both avid gamers and preachers of the educational benefits of playing face-to-face tabletop games. Eden has been creating a large collection of games for the library and school, and we wanted a venue to show the games to the community. Families were introduced to cooperative games like *Engineering Ants*, *Harry Potter: Hogwarts Battle*, *Mole Rats in Space*, *Cauldron Quest*, and *Pandemic*. There were also more competitive games like *King of Tokyo*, *Ticket to Ride*, *Catan*, and *Evolution*.

Many families were unfamiliar with this new trove of modern board games, so faculty and student facilitators were on hand to teach and play the games. As the evening progressed, parents and students rotated through tables and jumped in to instruct a newly-learned game to new groups of players. Thanks to the library's stellar game collection, children as young as four years old were enthralled by age-appropriate games that tested their skills of strategic planning, adaptive thinking, and of course, good sportsmanship.

After three hours, we had all had our fill of fun, friendly competition, good company, and pizza. In the great spirit of comradery, everyone helped clean up the games and make sure that all of the pieces found their way back into their proper homes. Adults rallied and folded up tables, setting a new record-breaking clean up time at a school event: 15 minutes!

All agreed that there was indeed something that made this a special night and set it apart from others. As players eased naturally into game play, our pace slowed down, our focus sharpened, and conversation rolled easily. A casual collective moment was shared between children and adults mutually building community on a dark and stormy night that created a need to meet again soon at our next Family Game Night!



Top: Grade 2 students learn board game strategies
Bottom: Mr. Baldwin plays a friendly game with Lower School families



Introducing New Approaches



CRACKING THE CODE TO INTEGRATIVE SCIENCE

Daniel Deepak, *Grade 6-8 Science Teacher*

I have been on a long journey to discover the different ways technology can be used to teach in middle school. I have been teaching middle school science for the last 18 years, and my journey began at St. Luke's many years ago. First, I observed students' enthusiasm for and sophistication with technology. That observation led to me to encourage students to use the internet in doing their research projects. Through observing students, I was driven to improve my own technological knowledge base. I focused on making content available to students digitally and creating motion graphics that would help them better grasp concepts such as learning how cell membranes work. This led me to take a year-long certificate program in motion graphics at the New School in order to create digital content accessible to students using only HTML tags without CSS – that was the internet in those days.

As I got deeper into motion graphics, and started to figure out how to do more ambitious projects, I found that a lot of coding was involved. I was reluctant to learn coding at that point in my life, five years ago, but I saw how necessary it was for what I wanted to achieve. At first I tried to learn it on my own via courses on the web, and when I found that this was not sufficient, I joined an 18-week coding bootcamp. It was intimidating because I was with very young students, in their late teens and early twenties, who had grown up in this digital world. It was a big challenge to adapt and learn in a situation when students were ahead of me in everything – from typing speed to tech culture. I had not foreseen that as a barrier when I started. When I completed the bootcamp, I realized that what I wanted to do was to bring coding to middle school education. I continue to integrate technology in science education, and this year I taught Basics of Programming in the After School Program. This fall, I am teaching a computer programming class, which will be offered as a major next year. My eventual goal is to develop a middle school coding program which can be offered as a subject.





LEARNING THE LANGUAGE OF EDUCATIONAL TECHNOLOGY

Diana Tully, *Grade 2-3 French Teacher, Grade 5-8 French and Spanish Teacher*

There is a world of educational technology out there. This year, I wanted to explore ways to bring it into the foreign language classroom. There are several areas of foreign language instruction where technology could be useful. It could serve to improve the presentation of material, provide solutions for giving each child more “talking time,” give a teacher the ability to assess oral skills more effectively, introduce new ways to study at home, and provide immediate in-class assessment of language acquisition.

I experimented with a variety of resources over the year. Online games like Kahoot! and Quizlet Live were useful in testing retention during in-class games. However, at the end of the year, Gimkit came along and destroyed the competition. The basics of the game are the same (memorizing vocabulary or grammar) but the incentives (earning pretend money) are much more effective.

A big issue in teaching a foreign language is giving each student enough time to talk in the target language. I looked for apps that students could use to record themselves at home, so that I could then give them feedback on their accent and pronunciation one-on-one. Voicethread proved to be a useful tool; it allows all the members of a class to record themselves at home in an interactive discussion. For younger students, the Tellagami app allows them to create an avatar and then record a short monologue. The creation involves choosing hair, body type, and facial expressions, so students practice with all of that vocabulary.

For a Grade 8 French project, we plan to create a Google Map of their favorite things to do in NYC, imagining that they are writing for French teenagers who are visiting and want to do “cool” things here. Each student will add their written review of a place, complete with photos and ratings, in French, to one class map. There are apps and websites being created all the time, and I am looking forward to continuing this exploration and sharing the results with my colleagues.



PASSION FOR MATH COMES IN ALL DIFFERENT SHAPES

Eden Stewart-Eisman, *Library Director* and Nora Krulwich, *Grade 5 and 6 Math Teacher*

One morning, Nora Krulwich popped into the library, excited to share work that students in Grade 5 and 6 were interested in pursuing outside of math class. She recognized the library as the perfect place for enrichment beyond the classroom.

Nora wanted to create an opportunity for students to participate in a Rubik’s cube competition and invited me to help provide space and time dedicated to this pursuit. Students chose a photograph of a Welsh Corgi (sorry to Luke, our beloved school Labrador). They decided to participate at the 600-cube level.

Upon delivery of a dozen or so boxes of official Rubik’s cubes, I set up a station in the library for students to work. They flipped and twisted cube after cube, algorithm after algorithm, during library class, at recess and after school. Using templates of their chosen design, they cooperated as a group, organized color-by-number style, prepared cubes, assembled one after another, labeled with Post-Its, assigned one another tasks, and transported completed sections to the classroom. Library regulars watched in awe.

After weeks of hard work, collaboration, and fun, students gathered in the gym. It was the only space big enough to assemble their cubes all at once and provide the necessary aerial photograph for submission. With support from fans and a call to the SLS community to “Like” their piece on Facebook, the team won third place in the competition. But their work didn’t end there. The grand finale was the task of preparing the cubes for their return shipment. Students re-stored all 600 cubes to their original completed Rubik’s cube position.



The real victory, of course, is the shared enthusiasm amongst teacher, librarian and students to create passion, inspire commitment, and come together to celebrate learning and the shape it can take. In this case, a colorful cube.

Leaving a Path

PROJECT HIGHLIGHT: CITIZENSHIP PROJECT

Rebecca Swanberg, *Communications and After School Music Program Coordinator*

Faculty at St. Luke's present material from a variety of angles. Over the years, teachers have striven to make their projects more integrative, interactive, and engaging for every type of learner. The goal is to create a full-spectrum education and explore every possible path to comprehension.

In Grade 8 humanities, students complete a Citizenship Project. The goal is to initiate productive dialogue between people with opposing viewpoints and to discern how our students can better contribute to society. They write a research essay using primary and secondary sources. They then create a film, a 3D model of a space, or another creative project that could potentially help the group reach consensus.

I interviewed Caroline Muro, Grade 7 and 8 Language Arts Teacher, to learn more about the project, its educational value, and the ways in which it has encouraged Grade 8 students to think more critically and sensitively as they grow into leaders.

Can you tell me a little about the Citizenship Project?

This year, we decided to study opposing viewpoints on an issue. In small groups, they conducted interviews and went on field visits and ultimately created a physical maker project that brought the opposing viewpoints together. Even though they worked in a group, they completed their secondary research independently. They read articles, created an annotated bibliography, and each student wrote a research essay.

What was the impetus for the project?

This was our third year doing the Citizenship Project. The first year, Susan Yao and I assigned students a particular demographic of which they were not a part. This year, we decided to study opposing viewpoints with the hopes that the project

would help students learn how to talk to someone else about difference – difference of opinion, difference of ideas – without that social media-fueled, biting back and forth that sometimes has no factual support or empathy. One addition this year was an ethics portion of the essay. The students had to think about what their biases were, where they were coming from, and how they were approaching their interviews.

Do you think it was successful in helping students identify and think about their biases?

Yes, I think some kids really thought about it, and some kids really fought it. Some students were very uncomfortable. As a teacher, I have to think about why that might be such an uncomfortable conversation for a student.

It seems that you encourage the students to look at their own positioning within this topic as an avenue into exploring the topic more globally.

Yes, and I think we could strengthen that aspect next year. Susan did a lot of identity work and cultural competency work with them, but I think we could go even more in depth.

Do you think in the future you'll approach these topics from the beginning with a look into how they identify with the subject they're studying?

Yes, I think you have to start with the essential questions: What do you know? What do you think your biases might be? Start with reflection.

How do you think the project's cross-disciplinary nature is beneficial?

In the humanities periods, I'm always there with another teacher. We can bounce ideas off of one another and check

An Upper School student shows a piece of jewelry that she made in her elective class



in with kids individually, so they get a lot of input. The technology teacher works with them during their computer class period. She provides technological assistance on the maker project. And from a strictly logistic standpoint, since we split up the grading responsibilities, every student gets really in-depth, meaningful feedback. I love the collaboration for a lot of reasons. You're constantly checking in with your colleagues about how you can approach the project differently or make improvements.

Do you think having other disciplines as part of the study helps the students to look at the issues in a different light, or in a different way?

Yes, I think so. The idea of them building bridges between disciplines and seeing that it is really all connected is very important.

Have you done projects like this at other schools?

I've done integrated projects, but not specifically a citizenship project. The citizenship project is different. It's harder. More nuanced, more advanced. But I'm looking forward to seeing what other schools are doing as my professional goal for next year. I want to see what's happening on the Upper West Side, Brooklyn, and see how we can make our own program more sophisticated.



ELECTING TO LEARN

Rebecca Swanberg, *Communications and After School Music Program Coordinator*

Every Tuesday afternoon this year, a peek into an Upper School classroom might have resulted in a surprise. In a social studies classroom, you would have seen Jeff Howe juggling. In a math room, you would have seen students studying ethics, constructing arguments, and learning to debate. In John Travaglione's room, students were exploring severe weather phenomena.

This year was the first of our newly-initiated elective program. Students chose between a variety of options, from jewelry making to social justice, for an elective period that occurred once a week. The electives allowed children to explore an interest more comprehensively.

Overall, the program was a success. One student said that she loved electives because not only did she learn a new skill, but she found it fascinating and fun to learn what her teachers were interested in doing outside of their everyday curriculum. At each change of trimester, students could choose a new elective.

Expanding upon the elective program, a new major initiative has been designed to begin next year. While Grades 5 and 6 will continue taking electives and exploring different fields of interest, students in Grades 7 and 8 will commit to a major. The primary goal is to allow students to focus on one specific area within a subject matter rather than a generic field of study. For example, instead of general art class, students may take ceramics or graphic novel design. Rather than dance, students who are inclined toward movement arts can study dance composition. Computer class is further refined to graphic design and programming. They stay in the program for one semester and then they change to a different subject matter.

The major model, often reserved for more advanced levels of education, allows students to rise up to meet a higher standard. The students are trusted to explore a more sophisticated method of learning, thereby building confidence and maturity. Simultaneously, the programs introduce innovative approaches to education.

Students in Ms. Krulwich's elective in competitions entered the Google Logo Contest



INTRODUCING THE DEANS

Beginning next year, three members of the St. Luke's faculty will see their role in the school evolve as they take on a dean position. The deans will meet with other administrators to discuss, participate in, reflect upon, and further the school's mission, goals, strategic plan, and general administration. In addition, the deans will be in charge of a specific area and will coordinate and implement specific initiatives.

Alicia Howard: Dean of Leadership

Grade 5 and 6 Language Arts Teacher

I have been a teacher at St. Luke's for nearly 20 years, and I am excited to accept the Dean of Leadership position. My role will help to identify, outline, and explore the service work and standards-based curriculum already in place here. In addition, I will build upon those foundations to offer students additional outreach experiences as well as in-house leadership opportunities. As part of the St. Luke's mission, we strive to prepare students to "be good stewards of the world's resources – responsible, caring members of one global human community." Leadership in quiet modeling, in loud calls to action, and within a variety of contexts can help ready our students to see their place in the larger world and the role they play therein.

Joe Wood: Dean of Student Life

Athletic Director, Physical Education Teacher and Coach

I have been teaching for over 27 years and at St. Luke's School for the past seven. As Athletic Director, I have been tasked with running student activities for several years, and with more opportunity, I feel I can create more meaningful experiences for our students. I am passionate about the culture of St. Luke's. With enrollment expansion and a new building, I feel it is imperative we remember what makes our students special and why we have all chosen to be part of this community. I value this new opportunity to collaborate with the other deans to enrich the lives of our students.

Nora Krulwich: Dean of Curricular and Instructional Innovation

Grade 5 and 6 Math Teacher

I have been teaching at St. Luke's for five years. Next year, as Dean of Curricular and Instructional Innovation, I will be in all Lower School classrooms supporting the math curriculum, developing projects, and finding new ways to both challenge students and build numeracy across grades. I will focus on creating a culture of math throughout the school by sharing cutting-edge research, identifying enrichment programs appropriate for various grades, and helping teachers support a wide range of math students. I also want to develop more interdisciplinary projects. I will introduce more cross-discipline discussion by encouraging teachers to visit each other's classrooms and by acting as a sounding board for faculty looking to develop projects of their own.

Working as a Team

2017-2018 SPORTS REPORT

Joe Wood, Athletic Director, Physical Education Teacher and Coach



JV Volleyball, 2-2

JV Volleyball completed their first season with 2-2 record. They had victories against Packer and LREI.

Varsity Volleyball, 7-3

The team was led by the strong play of Grade 8 students. The team finished in third place in the DISC tournament.



JV Soccer, 6-0

The JV soccer team finished undefeated for the first time ever. The team played well all season and had roster of 24 students. The future looks bright for our new soccer teams.

Varsity Soccer, 3-4-1

Varsity Soccer played with spirit all season. The team lost a close match to VCS in the DISC tournament to finish in third place.



JV Girls Basketball, 1-7

The JV Girls Basketball team improved over the year. The spirit and effort was on full display all season. The future looks bright for our girls moving on to Varsity.



JV Boys Basketball, 3-5

JV Boys Basketball had some early victories over City and Country and Brooklyn Waldorf. Each game was close and we look forward to our Grade 6 players moving to Varsity.



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



Varsity Girls Basketball, 5-5

The Varsity Girls Basketball team had key wins over LREI and VCS. The team was led by the outstanding play of our Grade 8 students.



Varsity Softball, 3-0-2

Varsity Softball finished undefeated for the first time since 1994. The team beat VCS 6-1 to clinch the undefeated season.



Flag Football

Flag Football was added to the list of spring offerings this year. It was open to students in Grades 5 - 8. Twelve students, both boys and girls, participated each Monday in our new gym.



Varsity Boys Basketball, 13-2

Varsity Boys Basketball finished 13-2. The team lost in the DISC final 78-75. They were led by Donald Hylton's 51 points in the final game. All season, the team was supported by the outstanding play of Grade 8 students.



Running Club

St. Luke's Running Club had over 45 students participate in Grades 5 - 8. The interest in running has created the formation of the St. Luke's Cross Country team, which will begin competing in the fall of 2018.



Grade 3 and 4 Sports Club

Grades 3 and 4 each had a sports clubs this spring. Our Lower School sports clubs enrich our physical education classes and pave the way for future athletic success.

New Horizons

ST. LUKE'S RECOGNITION CHAPEL REMARKS

Meaghan Turner, *Class of 2008*



My name is Meaghan Turner, and I graduated from St. Luke's in 2008. I spent 10 years of my life at St. Luke's, and now, 10 years since I graduated, I've found myself back here, right where I was 10 years ago. Except today, you're the ones sitting through an alumni speech. It's your accomplishments that we're here to celebrate. And it is with great pride that I am here to welcome you into the St. Luke's School Alumni Association.

I know that as you sit here today, you are all excited and eager for this next part of your lives – as you should be – but no matter how excited you are to move on, no matter how great the next four years of your life are bound to be, and no matter how cliché it may sound, St. Luke's will be there with you. St. Luke's will always be a part of you.

And that goes far beyond the education that St. Luke's has given you. Whether you've been here for two years or 10, St. Luke's is where all of you grew up. In your years at St. Luke's, you learned, you grew, and let's face it, you went through some really awkward years of your lives together – but you never had to worry, because you always knew you would be supported through every bump in the road. St. Luke's was always there for you, and it is because of this amazing community that you were able to grow into the people you are today. People that are as smart as they are empathetic, as talented as they are open-minded and understanding – because as much as St. Luke's taught you how to be a good student, this school instilled in you what it is to be a good person.

As exciting as it is to embark on this new chapter of your lives, it is also undeniably daunting. But I'm here to assure you that St. Luke's has prepared you for whatever lies ahead, that this community will continue to be with you, in one way or another, through all your years to come, and it will always welcome you back. I have to say how remarkable it is that, despite all of the growth and transformation that St. Luke's – and myself – have gone through in the decade since my time here, walking through the front gates still feels like being welcomed home.

So congratulations on becoming the newest addition to the St. Luke's School Alumni Association, and I wish you all the best of luck going forth. Take risks, pursue your dreams, and don't be afraid to fail, because no matter what your future has in store, you can always rest assured St. Luke's will be there.

CONGRATULATIONS TO THE CLASS OF 2018!





Class of 2018 after their
Grade 3 Pow Wow



GRADUATION REFLECTION

Anna Petzel, *Class of 2018*

After all my years at St. Luke's, I'm standing here. I've been a member of this community for more than 10 years – since before I can remember. Certainly, since before I was even a student here. I recall coming to school in a stroller, bumping up and down on the cracks of the uneven sidewalk, waving goodbye to my older sister as she went for her first day of JK.

St. Luke's is my *normal*. My *normal* is to walk into school just barely on time, passing through classrooms as I run up the stairs. My *normal* is to sneak into the library to say good morning to my beloved teachers. My *normal* is to have a small bit of dread weighing me down as I wonder whether or not I'll pass all my final exams. No matter what – even when I'm feeling reluctant or anxious – I'm content because I know that this community will be here for me.

As the end of this year drew closer, I found myself asking, "When will it be the last time?"

I had imagined the last day of school proceeding like this:

Like usual, my first class is hard, and I get bored easily. While I'm thinking this, I'm asked to answer a question, and I instantly regret not paying attention. I realize the class is over when I see everyone promptly stuffing their bags, packed to the brim with materials that they've forced into the side pockets. As we are dismissed, I pick up my three-inch binder and remember that there is going to be a pop quiz next period (I murmur a few colorful words under my breath, as I think about how unfair it is that this would be happening on the last of school).

The next class comes and goes, and I am out of it. My brain has that buzzing feeling that makes me feel a little accomplished. Like I just was told to memorize 100 digits of pi – and I did it!

Next period is on the opposite side of the school. I walk past the cafeteria and look through the windows in the gym doors... oh, wait, now it's the theater... right. I reminisce, as I recollect the physical changes that have happened since a came here. There was a time when St. Luke's had a total of only 200 students – and a *much* larger playground. Even though there has been a lot of alteration, St. Luke's is still my normal. Through the window, I see fifth graders singing along with a teacher playing piano. I remember *our* musical, *Little Shop of Horrors*, and the fun we had. It's been years, but I'm still horrified by the ending – even though my character, Audrey II – won in the end. I played the evil plant that takes over the world. Maybe the role was fitting?

I check the time, and I hurry to class.

The rest of the day goes on in a similar fashion, and memories resurface as I pass through classrooms and hallways:

First Grade: the dance

Second Grade: *Romeo and Juliet*

Third Grade: The Pow Wow

Fourth Grade: Poetry Café and the Colonial Fair

Also, Fifth Grade, Six Grade, Seventh Grade, and now, as this year finishes, Eighth Grade, too.

By the end of the day, I am exhausted. I chase down all of my things, and I sling my backpack over my shoulders. Running down the stairs, I pass the third floor, then the second, and then I fly down the last stretch, making a break for the new glass doors.

I slow down to pass Mother Mary with a smile on my face, and I replay all of the memories in my head. A thought comes to me, as the smile on my face turns into a grimace, filled with regret.

"When will it be the last time?"

"Will there be a last time?"

My answer to that question is "No." St. Luke's isn't about having "last times." St. Luke's is a community. There might be changes, but there are no *lasts*. *Lasts* are forever, but changes aren't. I know pieces of me will stay here. Like my picture on the wall of the math classroom, or my initials on the softball team's undefeated banner in the gym, or my name scribbled in the inside cover of a French textbook.

I know that when come back here, I will be welcomed with open arms. And that's all I can ask for.

CLASS OF 2018

HIGH SCHOOL ACCEPTANCES

Academic Professions at
A. Philip Randolph Campus H.S.
Archbishop Molloy High School
Avenues
Baruch College Campus High School
The Brearley School (1)
The Berkeley Carroll School
Brooklyn Friends School
Brooklyn Technical High School (1)
The Browning School
The Calhoun School
Cathedral High School
The Chapin School
Columbia Grammar and Preparatory School
Convent of the Sacred Heart (2)
The Dalton School (1)
Doctors Charter School of Miami Shores (1)
Dominican Academy
Dwight School
Eleanor Roosevelt High School
Fiorella H. LaGuardia High School
Friends Seminary
Grace Church School (6)
Holy Cross High School
H.S. of Math, Science and
Engineering at City College
La Salle Academy
Léman Manhattan Preparatory School (2)
Loyola School

***Bold** indicates students enrolled

LREI (Little Red Elizabeth Irwin) (1)
Manhattan Village Academy
Marymount School of New York
The Masters School
Millbrook School (1)
Milton Academy
Miss Porter's School
New Explorations into Science,
Technology and Math H.S.
The Nightingale-Bamford School (2)
Notre Dame School
NYC Lab School for Collaborative Studies
The Packer Collegiate Institute (2)
Poly Prep Country Day School
Riverdale Country School
The Spence School (1)
St. Edmund Preparatory High School
St. Joseph High School
St. Saviour High School
St. Vincent Ferrer High School
Studio Theater Program at
Edward R. Murrow H.S.
Stuyvesant High School (1)
Trevor Day School
Trinity School
United Nations International School
Westminster School
Xaverian High School
Xavier College Preparatory (2)

CLASS OF 2014

COLLEGE CHOICES

Bates College
Columbia University
Dickinson College
Franklin & Marshall College
Gettysburg College
Haverford College
New York University (2)
Northwestern University
Pomona College
Savannah College of Art and Design
Skidmore College
Southern Methodist University
Spelman College
SUNY – Oswego
Tulane University
Union College
University of California – Los Angeles
University of Virginia
Wesleyan University
Yale University

AWARD RECIPIENTS

(FROM TOP TO BOTTOM)

The Leadership Award
Carly Adams and Bettina Yan

The Ledlie Laughlin Award
Jayson Archer and Jackson Husser

The Donnie Hillenbrand Award
Felicia Fogarty and Luca Hotze



Travel Grant: Thinking Globally

JUGGLING FUN AND EDUCATION

Nicole Bernadette, *Physical Education Teacher and Coach*

Many thanks to the Parents Association for allowing me to further develop my hand-eye coordination units for both Kindergarten and Grade 1. This is the foundation of sport lead-up skills. With early development and early successes, students will be able to transfer the modality and objects used as their bodies mature.

I must admit I was very excited to go to San Francisco to train and learn more about circus arts. There were many places to study. After hours of one-on-one training and research, I knew I would be able to enhance the curriculum here at St. Luke's.

Upon my return, I started developing my lesson plans for the student body in preparation for the first few weeks of school. After assessing my students, I found ways to sharpen the ability to teach throwing and catching with a variety of equipment.

During the summer, I concentrated on breaking down simple catch and throw techniques with scarves. Scarves are very forgiving, simply because of their lightness. Students can track the motion of the scarf moving through the air because they float. Once the students are able to follow the motion, catching and throwing is introduced.

I utilized a bit of humor and fun cues to make everyone involved laugh. For example, we discuss how cats say "meow." They learned the meow catch, and I had the students all performing the meow catch, both out loud and with their hands. Being silly was amusing, and this created a safe environment where we felt safe to take chances.

After each lesson, the students felt more and more confident. I scaffolded the skills from the basic skill of one-hand throw and one-hand catch on both the dominant and nondominant hands to learning the start of juggling.

The students were so excited about what they learned. I was proud of how much they had accomplished in a short time, and I wanted to share their successes with our community. In mid-October, the students talked about and performed many of the movements from the unit during Mentions.

What better assessment do you have when you see your students utilizing what they were taught in class, talking about what they learned, and showing it to others?

Grade 1 students show off their scarf skills at Mentions



A NEW GENERATION OF INVENTORS

Colin Anderson, *Grade 4 Lead Teacher*

Visionary, genius, inventor, anatomist, architect, engineer, and master artist are some of the titles that can be used to describe Leonardo da Vinci's brilliance as a true Renaissance man. He was someone who inspired people when he lived over 500 years ago and is someone who continues to inspire the Grade 4 students at St. Luke's School today. Last summer, I had the privilege to be awarded the summer grant to travel to Italy and learn about this icon of the Renaissance period who embodies many of the characteristics being taught today in schools as part of their S.T.E.M. programs.

While traveling to Rome, Florence, and Venice, I went to several museums and exhibits dedicated to da Vinci and his accomplishments. I was blown away to learn about his notebooks containing over 20,000 pages of notes on topics from art to zoology and everything in between, holding many ideas that were hundreds of years ahead of their time. Coming back inspired, intrigued, and astonished, I knew that the students would be engaged and excited to learn about this man as well.

This past spring, we studied da Vinci as part of the Grade 4 technology curriculum. We read the "Who Was" book on da Vinci, examined samples from his notebooks, attempted to write with invisible ink with our Kindergarten partners, used design thinking practices, and even built some of his inventions. The students enjoyed and learned from these fun experiences. I can't thank the PA enough for this wonderful opportunity to expand the curriculum at St. Luke's.

Colin Anderson finds
da Vinci in Italy



CLIMBING UP TO NEW HEIGHTS

Annie Huang, *Physical Education Teacher and Coach*

Thanks to the generosity of the St. Luke's School Parents Association, I was able to spend the summer of 2017 traveling across America conducting research on various youth climbing programs. The athletic program at St. Luke's has grown tremendously over the last five years, in number as well as in skill level. In order to provide more offerings to students of all ability levels and interests, I decided to explore the sport of climbing as a possible new alternative.

With the addition of the new gymnasium came new opportunities to expand our Physical Education curriculum. Rock climbing is a sport that can teach our students problem solving and leadership skills, as well as how to improve their overall upper body, lower body, and core strength. Students will also be taught other useful life skills such as knot tying and team-building while learning how to belay their fellow classmates during top roping climbing activities. Combined with our already robust team sports program, rock climbing will help our students to become more well-rounded learners and participants in multiple types of physical activities.

By spending time observing and testing out different indoor climbing facilities in New York, Boston, Austin, Chicago, and Los Angeles, I was able to gather a significant amount of information. From appropriate class sizes, to training activities for strength and technique building, this Faculty Travel Grant allowed me the opportunity to study as much as I could about youth climbing. In addition, I also examined various styles of bouldering walls so that I might bring back these ideas to St. Luke's School. I am incredibly grateful to the Parents Association for this grant. I cannot wait to implement a climbing program at St. Luke's School!

Annie Huang checks out PE
from a different angle in LA



New Year, New Faces



TREVOR ALLEN will join Bonnie Soha as a co-lead Kindergarten teacher. Trevor has been a lead Pre-K and Kindergarten teacher at Mandell Preschool. He also served as a lead Kindergarten teacher in a public school. He has been an assistant teacher at Corlears and a wild-life educator for the Central Park Zoo. He has an undergraduate degree from Baldwin-Wallace College and an M.Ed. from Hunter College.



SAM DAVISON will join Sherry Froman as her Grade 1 associate teacher. Most recently, Sam has been working in the After School Program at Berkeley Carroll School, and prior to that, he served at St. Hilda's and St. Hugh's School. Sam is a recent graduate of the Master's program at the Bank Street School of Education and received his undergraduate degree from Emerson College.



MARIKAH GOIN will join St. Luke's School as a co-lead teacher in Junior Kindergarten. Marikah is currently a Grade 1 lead teacher at a charter school in Brooklyn. She has a BA in psychology from SUNY Old Westbury and is completing her Master's from Relay School of Education. She is dynamic and enthusiastic and has expertise in language instruction.



JESSICA GREIF will join the foreign language department as our JK through Grade 1 French teacher. Jessica earned her MA in French with a specialization in Pedagogy from Middlebury College, holds an additional MA in Educational Theatre from NYU, and a BA in Spanish. Most recently, she has served as a French teacher at Packer Collegiate Institute. Jessica has extensive experience teaching both French and Spanish across all ages.



AUREA HERNANDEZ-WEBSTER is joining us as our Upper School social studies teacher. With an undergraduate from Brown University and a MA from Columbia, Aurea is currently an English teacher at Rumson Country Day School in New Jersey. She has also been a humanities and social studies teacher and was the Director of Studies at Friends Seminary years ago.



DEBORAH IRWIN will join us as Drama Instructor. Deb has over 20 years of experience teaching drama, public speaking, and movement. With both undergraduate and graduate degrees in theater education, she has designed and implemented two K - Grade 8 integrated drama curricula at other schools – Lacordaire Academy and St. Catherine's Elementary School in New Jersey.



SARAH ROBOTHAM is familiar to many of us through her work in our After School Program and as a frequent substitute these past three years. She is a graduate of Bennington College and currently in a Master's of Education program at Fordham University. She will work with Kelsey Martin as her Grade 1 associate teacher.



TRACY THAI will join Kristina Bassiacos as a co-lead teacher in Kindergarten. Tracy has an undergraduate degree from Barnard and a Master's of Education from Columbia. Most recently she was at The School at Columbia, who identified her as one of their most gifted teachers.

Alumni

St. Luke's alumni come back several times during the year to visit friends, teachers, and their old stomping grounds. This year, we had visitors from everywhere between the Class of 1960 to the Class of 2017. We are grateful that our alumni always come back to share what they love about St. Luke's and what they're doing today. "Every day at St. Luke's was full of adventures, a rich tapestry of ideas and always great heart. A caring, rich community with good values." – Richard Cox Zuckerman, '62.



ANNUAL REPORT

2017 – 2018

This report gratefully acknowledges gifts received between July 1, 2017 and June 30, 2018. 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

In the sage advice of poet Robert Frost, “Do not follow where the path may lead. Go instead where there is no path and leave a trail.” In our work to expand the hearts and minds of our students, St. Luke’s School makes the world kinder and smarter with a little trailblazing of our own every passing day.

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 bring it into the world. It’s exciting to see our school and community continue to challenge the status quo and shape a new vision for learning, an evolutionary process requiring continuous reflection, conversation, passion, action, and re-evaluation. We’re fortunate to have an educational team that’s energized to push their craft to new heights and pioneer through innovation, collaborating on and contributing to these visionary learning strategies. And they accomplish this while providing opportunities for our kids to question, to learn, to think about, to ponder what they want to do next as an individual – what is important to them, what their priorities are. The values we hold dear are planted firmly in our students, and as they look toward their next schools and life beyond, what they learned from St. Luke’s will guide them.

Those things don’t happen by accident. They happen because people are present – they are in the moment and they are 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, the inspiration behind giving, and whether you follow a path or blaze a new one in order to give that gift, we truly appreciate and value each and every one! Our dedicated faculty, administrators and staff engage our students daily and help them develop a lifelong love of learning as responsible global citizens. The sound and thoughtful stewardship of our School Board further ensures we can sustainably support an environment for encouraging that growth in mind and spirit. Involved parents make the difference between a school that’s getting by and a school that’s healthy, growing and moving forward. Our alumni, alumni parents, grandparents, and friends inspire us with their own continued engagement, and keeping the St. Luke’s Way alive and well far beyond our garden gates.

This publication is a testament to and recognition of our community’s enduring generosity of spirit, and enthusiasm in the pursuit of learning. I humbly recognize the many people whose contributions have had an impact on the school this year. I hope you share my pride at all we have dreamed and accomplished together. The strength of your support is immeasurable. We simply cannot succeed without it. Please accept my heartfelt thanks for all you do for St. Luke’s, and for allowing our children to take us to paths yet unknown!

NISHA G. McGREEVY

Chair, St. Luke’s School Board

Parent, Jack (’12), Kate (’14), Will (’19)

Trailblazing New Territory

Opposite:
St. Luke's School's finished addition
Photos courtesy of J Carter Rinaldi

THE FIRST YEAR OF OUR NEW ADDITION AND WHAT COMES NEXT

Jocelyn Bowman, *Director of Advancement*

After many years of thoughtful consideration and careful planning, we are living in our new space – which felt like a dream just a few short years ago.

In September 2017, St. Luke's School unveiled the opening of our brightly colored **20,000-square-foot addition**, wow-ing our 305 students who explored the two new floors of their school. In the 17-18 school year, we welcomed students up to Grade 5 in our two class-per-grade model, allowing the Upper School to experience the expansion of our student body for the first time, as well as the many benefits which accompany this growth.

Thanks to the generosity within our community over the past six years, the school raised **\$13,000,000** during **Building Our Future: The Campaign for St. Luke's School**. The

campaign supported our dreams to construct expanded facilities, but more importantly, it also allowed us to build on the strengths of our program and community.

Our cheerful school entrance now welcomes all who enter and remind them of the community standards and mission of our school home. **Nine new classrooms** and corresponding **breakout spaces** enable our children to engage in learning both in large and small groups. Squeals of excitement continuously stream from our gym, **the second-largest middle school gym** in the city. **The black box theater** has allowed our students of all ages to escape into magical worlds as they perform for captivated audiences. **The dance studio**, equipped with mirrors and tap shoes, allows our youngest dancers to learn how to move with confidence to many types of music. **Our music and art rooms** give our students ample room to explore their creative talents. Upper School and Lower School students have their own **dedicated science labs** in

which they conduct hands-on experiments and learn about the world around them. We thank all those who made this new phase of St. Luke's School history possible.

WHAT IS NEXT FOR ST. LUKE'S SCHOOL?

We have selected a landscape architect, MNLA led by Signe Nielsen and Martha Desbiens, to help us envision a master plan for the gracious outdoor spaces here at St. Luke's, including a vision for a rooftop play space. In the last few weeks of school, our Upper School students, faculty, and parents met with MNLA and brainstormed about their hopes and dreams for these spaces, including our current playground, the shared church/school amphitheater, and the rooftop play space.

We will continue these brainstorming sessions into the fall as we plan the use of these new – or re-envisioned – spaces. We thank everyone for their support and ideas as we work toward creating our own **"Campus in the City."**



2017-2018 St. Luke's School Board



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 post

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!



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*
Sheila Davidson, *Vice-Chair*
Holly Fogle, *Vice-Chair*
Paul Smith, *Secretary*
Richard D'Albert, *Treasurer*

Jennifer Anikst
Sudie Anning
Bart Baldwin, Jr.
Catherine Corry
Claude Davies
Ella Georgiades

Mark Husser
Tina Johnson-Hattan
Valerie Pels
Ericka Pitters
Elon Rosenberg
Christine Smith

The Reverend Caroline Stacey
Courtney Stern
Savannah Stevenson
Alison Vasios Flannery
Sanville Vernon

Recap of 2017-2018 Events

- * Family Picnic
- * Halloween Dance
- * Christmas Fair
- * Poetry Slam
- * Family Board Game Night
- * Family Dance celebrating Cuban culture
- * Spring Benefit & Auction
- * Bake Sale

Save the Dates! 2018-2019 Events

- * September 15, 2018
Family Picnic
- * October 26, 2018
Halloween Dance
- * December 1, 2018
Christmas Fair
- * March 8, 2019
Family Dance

SPRING BENEFIT AND AUCTION

We offer many thanks to Michelle Bea, Kelly Burns, Bianca Jebbia, Anita Lahey, and Ericka Pitters for their leadership during this year's Spring Benefit, which was held at The Bowery Hotel on April 18, 2018. Surrounded by a floral fantasy full of surprises at every turn, guests previewed live auction packages and bid on silent auction items and experiences. Our guest auctioneer, Lydia Fenet, 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 \$157,000 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, Aiko Decelles, and Bethany Turnure for leading this extraordinary effort and to Sheila Latimer and Christy Searl 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 2018

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 grow center for the science lab that will allow students to study plant growth and development by varying environmental factors.

Carol and Thomas Adams
Mary Ann and Brian Belliveau
Meriem Soliman and Serge Becker
Marilia Bezerra
Daniela and Patrick Brady
Diana and Pedro Cardenas
Yvette and Abel Clark

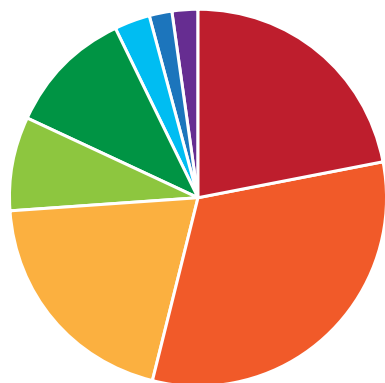
Eden Stewart-Eisman and Rick Eisman
Cheryl Henson and Ed Finn
Una and Chris Fogarty
Margaret Pacaud-Hartley
and James Hartley
Denise and Nikolay Hotze
Christine and Mark Husser

Jodie and Hal Lawton
Julie Mann
Robin and Lawrence Mead
Elizabeth Kuhlenkamp and Roy Yan
Rymn Massand and Kai Zimmermann

PHILOSOPHY OF PHILANTHROPY

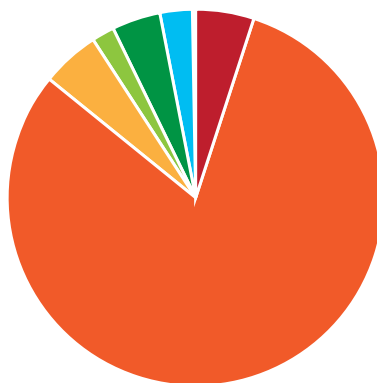
As current members of the St. Luke's community, we treasure the school's excellence and culture. We share the responsibility to preserve and improve St. Luke's School so that we can pass it along to the next generation of students, parents and faculty in a better state than we found it. As a small school, 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.

ANNUAL FUND BY GIVING CIRCLE



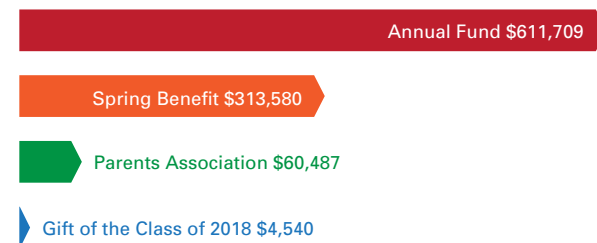
● Winged Ox Circle 22%
● Saints Circle 32%
● Challenge Circle 20%
● Leadership Circle 8%
● Benefactor 11%
● Partner 3%
● Sustainer 2%
● Supporter 2%

ANNUAL FUND BY CONSTITUENCY



● Alumni & Students 5%
● Parents 81%
● Alumni Parents 5%
● Faculty and Staff 2%
● Grandparents and Friends 4%
● Matching Gifts 3%

CONTRIBUTIONS



The financial data presented above represents Development Office unaudited results for the annual period ending June 30, 2018.

Gifts of Time & Talent

St. Luke's School wishes to thank all those who gave so generously of their time and talent throughout the year. We especially want to recognize those who accepted leadership positions for various events.

PARENTS ASSOCIATION

Catherine Corry, *Co-Chair*
Bita Javadizadeh Brun, *Co-Chair*
Abbey Mather, *Secretary*
Elizabeth Taylor, *Treasurer*

Michelle Bea, *Halloween Dance*
Kelly Burns, *Halloween Dance*
Kelly Carmichael, *Halloween Dance*
Elizabeth Dal Piaz, *Christmas Fair*
Aiko Decelles, *Christmas Fair*
Glynis Ford, *Outreach Committee*
Abbey Mather, *Library Committee*
Joann Riggio, *Library Committee*
Bethany Turnure, *Christmas Fair*
Jennifer Van Zandt, *Outreach Committee*

DIVERSITY & COMMUNITY BUILDING CO-CHAIRS

Hazel Branche-Bramble
Silvana Roberson

SPRING BENEFIT CO-CHAIRS

Michelle Bea
Kelly Burns
Bianca Jebbia
Anita Lahey
Ericka Pitters

PARENTS ASSOCIATION CLASS REPRESENTATIVES

Elena Krzywon, *Junior Kindergarten*
Nita Patel, *Junior Kindergarten*
Lauren Burke, *Kindergarten*
Melanie Clark, *Kindergarten*
Julia Otero, *Kindergarten*
Shabnam Stanicky, *Kindergarten*
Martha Foster, *Grade 1*
Jessica Kleinknecht, *Grade 1*
Ellen Roh, *Grade 1*
Sarah Willersdorf, *Grade 1*
Irene Anschlowar, *Grade 2*
Laura Bonner, *Grade 2*
Sharla Emery, *Grade 2*
Brooke Rhind, *Grade 2*
Jamyn Edis, *Grade 3*
Frances Impellizzeri, *Grade 3*
Sheila Latimer, *Grade 3*
Tamecca Tillard, *Grade 3*
Jasie Britton, *Grade 4*
Nyla Reed, *Grade 4*
Miyoshi Vital, *Grade 4*
Todd West, *Grade 4*
Andrea Cooper, *Grade 5*
Nakiso Maodza, *Grade 5*
Deresia Williams, *Grade 5*
Joann Riggio, *Grade 6*
Gill Sands, *Grade 6*
Sasha Slorer, *Grade 7*
Tracy Toon Spencer, *Grade 7*
Christine Husser, *Grade 8*
Rymn Massand, *Grade 8*

Annual Fund Donors

DONORS BY GIVING CIRCLE

WINGED OX CIRCLE

\$25,000 and above

Melanie and Josh Clark ♥
Bianca and James Jebbia ♥
Holly Fogle and Jeff Lieberman ♥ 5
Lenore and Sean Mahoney ♥ 10
Hannah and Richard Ramsden

SAINTS CIRCLE

\$10,000 - \$24,999

Anonymous (2)
Courtney Costello '83 and Ned Benkert
David McNally and Paul Bowden ♥
Yelin Song and Bert Chan
Christine and Cromwell Coulson ♥ 5
Sheila and Tony Davidson 10
Kristen Dickey and James Dooley ♥
Cheryl Henson and Ed Finn 10
Ella and William Georgiades 5
Stephanie and Rohin Hattiangadi ♥
Jodie and Hal Lawton ♥
Courtney and Paul Levinsohn ♥
Anna Markus
Nisha and John McGreevy ♥ 15
Catherine Corry and Derek McNulty ♥
Rebecca and Tyler Morse
Prince Charitable Trusts, on behalf of
Daisy Prince and Hugh Chisholm
Sudie Anning and Kevin Raidy ♥ 5
Joann and Jim Riggio ♥ 5
Christine and Paul Smith ♥ 5

CHALLENGE CIRCLE

\$5,000 - \$9,999

Nina Dhawer and Drew Ackert
Irene and Jeffrey Anschlowar ♥ 5
Bart Baldwin ♥ 10
Tabitha and Anastasios Belesis
Jasanna and John Britton ♥
Daniela and Patrick Brady 5

Catherine Greenman and

Richard d'Albert 5
Claude and Michael Davies 5
Andrew D'Souza
Maria Prata and Paul Evseroff
Kate and Michael Flynn 5
Una and Chris Fogarty ♥ 10
Mandy Siegfried and Brad Gold
Lili Hart and Toffer Grant ♥
Alexandra and Russell Horwitz
Michele Stocknoff and Scott Levy ♥
Leslie Sutton and Mark McGauley
Ericka and Caleb Pitters 5
Jessica and Daniel Soo 10
Tracy Toon Spencer and Theo Spencer 5
Shabnam and Randall Stanicky ♥
Courtney and Nicholas Stern
Savannah and Jon Stevenson ♥
Stephanie Wheeler and Chris Walker
Rosi and John Werwaiss 5
Stacey Duffy and Jay Yarbrough

LEADERSHIP CIRCLE

\$2,500 - \$4,999

Anonymous (4)
Michelle and Alex Bea ♥
Ellen Hagopian and Armand Cacciarelli
Betsy Morgan and Jonathan Cary 5
Heide Lange and John Chaffee 20
Amanda Charlton and Jason Cilo
Sarah and Simon Dickinson
Maria Jelescu and Daniel Dreyfus
Jacqui and Eli Hunt
Selina Tay and John Hwang 5
Lela Rose and Brandon Jones 10
Elizabeth and Kevin Keating ♥
Stacey Averbuch and Anthony Munoz ♥
Sandra Main and Patrick Ramsey 5
Lucy Sykes Rellie and Euan Rellie 5
Nathashja Richiedi and Carlo Rubini
Evangeline and Andrew Sia
Robert A.M. Stern
Jennifer and Derek Van Zandt ♥ 5
Hollis and Hendrick Vandamme 5
Elizabeth Kuhlenskamp and Roy Yan ♥ 5

BENEFACTOR

\$1,000 - \$2,499

Anonymous (3)
Jennifer and Anton Anikst 5
Sydney and Bob Anning 5
Nida Bokhari and Faisal Ashraf
Veronica and Bob Bailin 20
Mary Ann and Brian Belliveau
Cathy and Jim Benedict 5
Bita Javadizadeh and Henrik Brun ♥
Lauren and Pat Burke ♥
Peggy and Leo Chen 5
Yvette and Abel Clark 5
Megan and Daniel Connolly ♥
Aiko and Daniel Decelles
Joanna and Emanuele Della Valle 5
Myanne and Jeff Doherty
Claire Pedersen and Derek Dostal
Marie Evans
Marcella C. Fava
Alina Fisch
Jennifer and Andrew Fleiss
Martha and Matthew Foster
Birgitta Hanan
Emily and Charles Hart
Susan Holmes, Nathaniel Heller '08
and Matthew Heller 5
Gloria Henn 20
Suzi and Scott Herbst
Jelena and David Kaplan
Lena Kaplan
Martha Gallo and Charles Kerner
Jessica and Mark Kleinknecht ♥
Tiffany and Jon Knipe
Elena and Jesse Krzywon
Rebecca and John Larkin ♥ 5
Nancy May
Sarah and Donald McCaslin ♥
Lisa Baroni and James McGuire
Leslie Mason '75 and Thad Meyerriecks
Carolina Buzzetti and Nicholas Michael
Cara and King Milling
W. Keith Munsell '60
Hilary and Stan Neve de Mevergnies

Katerina Bouzalis and

Nikolaos Panagiotopoulos
Nyla and Alan Reed 5
Brooke and William Rhind ♥
Kelly Carmichael and
Stephen Rotkiewicz 5
Wes Powell and Michael Rourke 5
Gill and Graham Sands 5
Frederick C. Schroeder '73 10
Georgia and Stan Segal
Kim and Matt Shaw 5
Sasha and Ole Slorer 15
Esther and David Sobol
Annette Poblete and Robert Sporn 10
Sara Stone 10
Susan and Sam Stone
Kathryn Sweeney
Miyoshi Vital 5
Floencia and Jeffrey Wurgler 5
Mariana and Elia Zois

PARTNER

\$500 - \$999

Anonymous (4)
Jessie-Lea Abbott
Nazli and Eoin Beirne 5
Julia and Marc Boddewyn
Amea Shah and Andy Carrigan 5
Rachel Roberge and Skip Connors 5
Sandra and Adam Davis
Christopher DiMarco '99
Valerie Valtz and Jamyn Edis
Angela and Adrian Fairweather
Christy Searl and John Haegele
Ann Mellow and Peter Helling
Christine and Mark Husser
Nicole and Derek Kellogg
Lori and Bill Lamoreaux
Pauline Leveque and Marc Levy
Zachary Magill '09
Laura Benson and Kirk Marcoe 5
Dionicia Hernandez and Stuart O'Sullivan
Janice D. Schoellkopf
Nefertiti and Sanville Vernon 5
Rokhee Kim and Anders Wahlstedt 5

Christine and Todd West 5
Kristina Hou and Daniel Yang 5

SUSTAINER

\$250 - \$499

Anonymous (4)
Carol and Thomas Adams 10
Meriem Soliman and Serge Becker
Jocelyn Bowman 5
Ronald and Suzen Brancaccio
Marcia and Charles Brinson
Erin and Jeff Clift
Andrea and Jim Cooper
Katie and Colman Currie ♥
Elizabeth Dickey '80
Elizabeth Keller and James DiMarco 5
William Doll '58 5
Noah Doyle '81
Joëlle and James Duffy 5
The Rev. Ruth Eller '57
Alison Ferreira
Douglas Carter Beane and Lewis Flinn
Glynis and Adam Ford
Mary Voce and Stephen Gardner 20
John Gleason
Rosemary Blackmon Grove '65 20
Mary Ann Hoffman 10
Denise and Nikolay Hotze
Paulette Bogan-Johnston and
Charles Johnston
Sheila and Laurence Latimer
Jennie Leung
Diana and Theodore Mann 5
Abbey and Victor Mather 5
Lauren Mazzari
Jeannine Kiely and Jeffrey McMillan 5
Douglas P. Munsell '65
Nita and Palak Patel
Freyda Rapp 20
Clint Rataczak 15
Alastair Rellie 5
Dorrie and Dale Roberts 5
Sali and Michael Shibilo
Susan Skerritt
D'Arcy Jensen and James Stathatos

SUPPORTER

up to \$249

Anonymous (5)
Kissy and Cameron Alexander
Colin Andersen 5
Linda and Larry Ardito
Nikisha Ferguson-Arnold
and Damien Arnold
Mary Davidson and Andrew Bartle 5
Kristina Bassiacos
Barbara Belknap
Kazuko and James Benedict 10
Nicole Bernadette 5
Phillip Bettencourt
Ashley Billman '00
Nicholas Birns '79 15
Sarah Caguiat Borthwick '80
Hazel Branche-Bramble and
Eugene Bramble 5
Kacie Brown
Suzette Bryan-Dudley
Phyllis and Lorne Bullen 5
Jacob Burckhardt '63
Kelly and Brian Burns 5
Molly and Ed Burns
J.D. Butler '05
Jill Cacciola
Diana and Pedro Cardenas
Mutsuko Okuda and Andrew Ceraulo
Solange and Charles-Auguste Charlot 5
Ann Rivera and Ajay Chaudry
Elaine Chiu
Amy Coplan 5
Linda Corry
Evangelina and Danilo Coss 5
Ann and Donald Crews
Anne Cumberbatch
Ruby Cutolo '90
Katarina Dal Piaz
Daniel Deepak
Pamela Duffy ♥
Cheryl-Ann Eccles 5
Eden Stewart-Eisman and Rick Eisman 20
Angela Ellis-Jones
Rebecca Esler 10

Carole Everett
Sharla Emery and Dale Findlay
Linda Fiorentino 5
Carmela Ciuraru and
Sarah Fitzharding 5
Sherry Froman 20
Jacqueline Goldsby
John Gove
Nancy Hance
Susan Harriot 5
Elizabeth Harris 10
Margaret Pacaud-Hartley
and James Hartley
Tina Johnson-Hattan and Mark Hattan 5
Anna and Nicholas Hays '79 15
Jeff Howe
Jeanette Hoyt
Grace Hou and Andy Hsu
Annie Huang
Renee C. Jackson '97
Victoria Jacobi
Kathleen G. Johnson
William Jones
Katy Kapetan
Pamela Kimball Kenney '68
Virginia Harrow Kenney 20
Jonathan Kern '94
Gretchen French and Sung Kim
Jessica Kristan
Nora Krulwich
Anita Lahey 5
Lara Laurence 5
Lauren Lazarin 5
Marianne and Francis Ledwidge 5
Charlotte Cho-lan Lee '56
Joanne Levine
Karen and Michael Lieberman 5
Lewis Maldonado '65 5
Avantika Daing and Anish Malhotra
Leonie and Trevor Mangaroo 5
Julie Mann 5
Sam Marcus
Kelsey Martin 5
Susan Taylor Martin '63
Susan and Victor Masullo 20

Robin and Lawrence Mead 10
Carol and Frederick Meyer 20
Shelli Milks 20
Bonnie Orshal Milner 20
Caroline Muro
Ron Nahass 5
Naomi Nocera
Jennifer and Paul Oppold
Sujean Park
Rachel Perry
Maureen Petrosky 20
Hope and Phillip Provost
Henry Reath and Mary Sorensen Reath
Alicia Howard and David Recht 15
Drew Roberts '08
Vanessa and Pedro Rosado 5
Elon Rosenberg 15
Charles P. Roth '65 5
Courtney Runft
John C. Sabetta
Shaneek and Vernel Samuel
Joshua Sanchez
Marilyn Schiller
Robert D. Schumacher 10
Cynthia Chin and Corey Scurlock
Rachel Sherman
Halé Simelane
Bonnie Soha 15
The Rev. Caroline Stacey
Susan Seyfarth Streeter '60
Laura Reynolds Taylor
Lauren Thomas
Nancy Tompkins '74
John Travaglione 15
Diana Tully
Farhad F. Vahidi
Joseph R. Valinoti '54 15
Colleen and Scott Vasey
Sara Ventre
Algeste Marcellus-Williams
and Clife Williams
Rosina Williams '03
Mark H. Wolff '61
Jamie Smida and Joe Wood 20
Jack Woodhull

Susan Yao
Mary Collins and Tony Yarborough 15
Rebecca Yeager '02
Rachel Zelechow
Rymn Massand and Kai Zimmermann 5
Linda Yowell and Richard Zuckerman 5
Loyda and Manuel Zumba

♥ Additional gift to Spring
Benefit scholarship appeal
5 Indicates years of consecutive giving

DONORS BY CONSTITUENCY

ALUMNI

Ashley Billman '00
Nicholas Birns '79
Sarah Caguiat Borthwick '80
Jacob Burckhardt '63
J.D. Butler '05
Courtney Costello '83
Ruby Cutolo '90
Elizabeth Dickey '80
Christopher DiMarco '99
William Doll '58
Noah Doyle '81
The Rev. Ruth Eller '57
Rosemary Blackmon Grove '65
Nicholas Hays '79
Nathaniel Heller '08
Renee C. Jackson '97
Pamela Kimball Kenney '68
Jonathan Kern '94
Charlotte Cho-lan Lee '56
Zachary Magill '09
Lewis Maldonado '65
Susan Taylor Martin '63
Leslie Mason '75
Douglas P. Munsell '65
W. Keith Munsell '60
Drew Roberts '08

Charles P. Roth '65
Frederick C. Schroeder '73
Susan Seyfarth Streeter '60
Nancy Tompkins '74
Joseph R. Valinoti '54
Rosina Williams '03
Mark H. Wolff '61
Rebecca Yeager '02

PARENTS

Junior Kindergarten Class of 2027

100% Participation

Katherine Cheng and Tim Baldenius
Aiko and Daniel Decelles
Myanne and Jeff Doherty
Maria Jelescu and Daniel Dreyfus
Sarah Willersdorf and Hernan Farace
Mandy Siegfried and Brad Gold
Jacqui and Eli Hunt
Jessica and Mark Kleinknecht
Elena and Jesse Krzywon
Jennifer and Paul Oppold
Nita and Palak Patel
Alicia Howard and David Recht
Brooke and William Rhind
Kelly Carmichael and
Stephen Rotkiewicz
Esther and David Sobol
Bethany and Richard Turnure
Hollis and Hendrick Vandamme

Kindergarten Class of 2026

85% Participation

Tabitha and Anastasios Belesis
Hazel Branche-Bramble and
Eugene Bramble
Lauren and Pat Burke
Melanie and Josh Clark
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
 Jelena and David Kaplan
 Elizabeth and Kevin Keating
 Courtney and Paul Levinsohn
 Laura Benson and Kirk Marcoe
 Sarah and Donald McCaslin
 Stacey Averbuch and Anthony Munoz
 Hilary and Stan Neve de Mevergnies
 Julia Otero and Marcello Pereira
 Hope and Phillip Provost
 Jennifer Arcese-Rivière and Tarik Rivière
 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 1
Class of 2025
92% Participation

Nina Dhawer and Drew Ackert
 Nikisha Ferguson-Arnold
 and Damien Arnold
 Michelle and Alex Bea
 Bita Javadizadeh and Henrik Brun
 Yelin Song and Bert Chan
 Daisy Prince and Hugh Chisholm
 Amanda Charlton and Jason Cilo
 Claude and Michael Davies
 Valerie Valtz and Jamyn Edis
 Angela Ellis-Jones
 Angela and Adrian Fairweather
 Sarah Willersdorf and Hernan Farace
 Sharla Emery and Dale Findlay
 Alina Fisch
 Martha and Matthew Foster
 Ella and William Georgiades
 William Jones
 Jessica and Mark Kleinknecht
 Tiffany and Jon Knipe
 Elena and Jesse Krzywon
 Leslie Sutton and Mark McGauley
 Rebecca and Tyler Morse

Jennifer and Paul 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
 Florencia and Jeffrey Wurgler
 Stacey Duffy and Jay Yarbrough

Grade 2
Class of 2024
90% Participation

Irene and Jeffrey Anschlowar
 Nida Bokhari and Faisal Ashraf
 Nazli and Eoin Beirne
 Courtney Costello '83 and Ned Benkert
 Laura and Matt Bonner
 David McNally and Paul Bowden
 Kelly and Brian Burns
 Melanie and Josh Clark
 Elizabeth and Christopher Dal Piaz
 Catherine Greenman and
 Richard d'Albert
 Aiko and Daniel Decelles
 Joanna and Emanuele Della Valle
 Myanne and Jeff Doherty
 Sharla Emery and Dale Findlay
 Glynis and Adam Ford
 Tiffany and Jon Knipe
 Rebecca and John Larkin
 Jodie and Hal Lawton
 Pauline Leveque and Marc Levy
 Michele Stocknoff and Scott Levy
 Winnie Beattie and Rob Magnotta
 Hilary and Stan Neve de Mevergnies
 Dionicia Hernandez and
 Stuart O'Sullivan
 Nita and Palak Patel
 Julia Otero and Marcello Pereira
 Brooke and William Rhind
 Kelly Carmichael and
 Stephen Rotkiewicz
 Gill and Graham Sands
 Cynthia Chin and Corey Scurlock
 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 3
Class of 2023
97% Participation

Jennifer and Anton Anikst
 Michelle and Alex Bea
 Hazel Branche-Bramble and
 Eugene Bramble
 Bita Javadizadeh and Henrik Brun
 Ellen Hagopian and Armand Cacciarelli
 Whitney and Raja Chatterjee
 Peggy and Leo Chen
 Rachel Roberge and Skip Connors
 Valerie Valtz and Jamyn Edis
 Alison Ferreira
 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 Donald McCaslin
 Catherine Corry and Derek McNulty
 Andrea Costa and Derek Morris
 Ericka and Caleb Pitters
 Jennifer Arcese-Rivière and Tarik Rivière
 Wes Powell and Michael Rourke
 Courtney and Nicholas Stern
 Tamecca and Conrad Tillard
 Bethany and Richard Turnure
 Rosi and John Werwaiss
 Loyda and Manuel Zumba

Grade 4
Class of 2022
91% Participation

Kazuko and James Benedict
 Jasanna and John Britton
 Suzette Bryan-Dudley
 Phyllis and Lorne Bullen

Kelly and Brian Burns
 Ameer Shah and Andy Carrigan
 Ann Rivera and Ajay Chaudry
 Amy Coplan
 Ruby Cutolo '90
 Catherine Greenman and
 Richard d'Albert
 Myanne and Jeff Doherty
 Angela and Adrian Fairweather
 Glynis and Adam Ford
 Sharon Corbin-Johnson
 and Dave Johnson
 Nicole and Derek Kellogg
 Holly Fogle and Jeff Lieberman
 Avantika Daing and Anish Malhotra
 Jeannine Kiely and Jeffrey McMillan
 Dionicia Hernandez and
 Stuart O'Sullivan
 Sandra Main and Patrick Ramsey
 Alicia Howard and David Recht
 Nyla and Alan Reed
 Sali and Michael Shibilo
 Anna Gaskell and Scott Silver
 Christine and Paul Smith
 Jessica and Daniel Soo
 Jennifer and Derek Van Zandt
 Hollis and Hendrick Vandamme
 Miyoshi Vital
 Christine and Todd West
 Florencia and Jeffrey Wurgler

Grade 5
Class of 2021
86% Participation

Jennifer and Anton Anikst
 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
 Rachel Roberge and Skip Connors
 Andrea and Jim Cooper
 Christine and Cromwell Coulson
 Joanna and Emanuele Della Valle
 Alison Ferreira
 Douglas Carter Beane and Lewis Flinn
 Ella and William Georgiades

Margaret Pacaud-Hartley
 and James Hartley
 Denise and Nikolay Hotze
 Selina Tay and John Hwang
 Bianca and James Jebbia
 Lela Rose and Brandon Jones
 Anita Lahey
 Rebecca and John Larkin
 Laura Benson and Kirk Marcoe
 Abbey and Victor Mather
 Sudie Anning and Kevin Raidy
 Lucy Sykes Rellie and Euan Rellie
 Kim and Matt Shaw
 Sali and Michael Shibilo
 Christine and Paul Smith
 D'Arcy Jensen and James Stathatos
 Elizabeth Kuhlenkamp and Roy Yan

Grade 6
Class of 2020
85% Participation

Erin and Jeff Clift
 Claude and Michael Davies
 Maria Prata and Paul Evseroff
 Kate and Michael Flynn
 Chloe Landman and Joe Herencia
 Christine and Mark Husser
 Jodie and Hal Lawton
 Holly Fogle and Jeff Lieberman
 Carolina Buzzetti and Nicholas Michael
 Sandra Main and Patrick Ramsey
 Joann and Jim Riggio
 Vanessa and Pedro Rosado
 Gill and Graham Sands
 Annette Poblete and Robert Sporn
 Valentina Velkovska
 Rokhee Kim and Anders Wahlstedt
 Kristina Hou and Daniel Yang

Grade 7
Class of 2019
88% Participation
 Kissy and Cameron Alexander
 Marcia and Charles Brinson
 Ellen Hagopian and Armand Cacciarelli
 Betsy Morgan and Jonathan Cary
 Catherine Greenman and
 Richard d'Albert
 Claude and Michael Davies
 Sandra and Adam Davis

Myanne and Jeff Doherty
 Joëlle and James Duffy
 Douglas Carter Beane and Lewis Flinn
 Tina Johnson-Hattan and Mark Hattan
 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 Kuhlenskamp and Roy Yan

Grade 8

Class of 2018

88% Participation

Carol and Thomas Adams
 Meriem Soliman and Serge Becker
 Mary Ann and Brian Belliveau
 Marilia Bezerra
 Daniela and Patrick Brady
 Diana and Pedro Cardenas
 Yvette and Abel Clark
 Eden Stewart-Eisman and Rick Eisman
 Cheryl Henson and Ed Finn
 Una and Chris Fogarty
 Margaret Pacaud-Hartley
 and James Hartley
 Denise and Nikolay Hotze
 Christine and Mark Husser
 Jodie and Hal Lawton
 Lenore and Sean Mahoney
 Julie Mann
 Robin and Lawrence Mead
 Lucy Sykes Rellie and Euan Rellie
 Elizabeth Kuhlenskamp and Roy Yan
 Kristina Hou and Daniel Yang
 Rymn Massand and Kai Zimmermann

ALUMNI PARENTS

Carol and Thomas Adams
 Veronica and Bob Bailin
 Mary Davidson and Andrew Bartle
 Kazuko and James Benedict
 Marilia Bezerra
 Julia and Marc Boddewyn
 Ronald and Suzen Brancaccio
 Phyllis and Lorne Bullen

Amee Shah and Andy Carrigan
 Mutsuko Okuda and Andrew Ceraulo
 Heide Lange and John Chaffee
 Erin and Jeff Clift
 Ann and Donald Crews
 Anne Cumberbatch
 Catherine Greenman and
 Richard d'Albert
 Sheila and Tony Davidson
 Sandra and Adam Davis
 Elizabeth Keller and James DiMarco
 Joëlle and James Duffy
 Eden Stewart-Eisman and Rick Eisman
 Marie Evans
 Marcella C. Fava
 Cheryl Henson and Ed Finn
 Mary Voce and Stephen Gardner
 John Gleason
 Jacqueline Goldsby
 Elizabeth Harris
 Susan Holmes and Matthew Heller
 Grace Hou and Andy Hsu
 Paulette Bogan-Johnston and
 Charles Johnston
 Lela Rose and Brandon Jones
 Katy Kapetan
 Martha Gallo and Charles Kerner
 Marianne and Francis Ledwidge
 Charlotte Cho-Ian Lee '56
 Leonie and Trevor Mangaroo
 Susan and Victor Masullo
 Nisha and John McGreevy
 Robin and Lawrence Mead
 Carol and Frederick Meyer
 Cara and King Milling
 Bonnie Orshal Milner
 Valerie Pels and Richard Pasquarelli
 Henry Reath and Mary Sorensen Reath
 Dorrie and Dale Roberts
 John C. Sabetta
 Robert D. Schumacher
 Susan Skerritt
 Sasha and Ole Slorer
 Annette Poblete and Robert Sporn
 Sara Stone
 Farhad F. Vahidi
 Mary Collins and Tony Yarborough
 Linda Yowell and Richard Zuckerman

FACULTY AND STAFF

Colin Andersen
 Bart Baldwin
 Kristina Bassiacos
 Nicole Bernadette
 Jocelyn Bowman
 Brenda Bramble
 Kacie Brown
 J.D. Butler '05
 Jill Cacciola
 Peggy Chen
 Elaine Chiu
 Daniel Deepak
 Pamela Duffy
 Cheryl-Ann Eccles
 Rebecca Esler
 Sherry Froman
 John Gove
 Birgitta Hanan
 Susan Harriot
 Mary Ann Hoffman
 Alicia Howard
 Jeff Howe
 Annie Huang
 Victoria Jacobi
 Jessica Kristan
 Nora Krulwich
 Lara Laurence
 Lauren Lazarin
 Jennie Leung
 Sam Marcus
 Kelsey Martin
 Lauren Mazzari
 Shelli Milks
 Caroline Muro
 Ron Nahass
 Naomi Nocera
 Sujean Park
 Rachel Perry
 Maureen Petrosky
 Clint Rataczak
 David Recht
 Vanessa Rosado
 Elon Rosenberg
 Courtney Runft
 Joshua Sanchez
 Marilyn Schiller
 Rachel Sherman
 Halé Simelane
 Bonnie Soha

Jessica Soo
 The Rev. Caroline Stacey
 Eden Stewart-Eisman
 Lauren Thomas
 Nancy Tompkins '74
 John Travaglione
 Diana Tully
 Sara Ventre
 Rosina Williams '03
 Joe Wood
 Jack Woodhull
 Susan Yao
 Rachel Zelechow

FORMER FACULTY

Jessie-Lea Abbott
 Barbara Belknap
 Phillip Bettencourt
 Carole Everett
 Linda Fiorentino
 Nancy Hance
 Jeanette Hoyt
 Kathleen G. Johnson
 Virginia Harrow Kenney
 Joanne Levine
 Ann Mellow
 Freyda Rapp
 Mary Sorensen Reath
 Jamie Smida

GRANDPARENTS AND FRIENDS

Sydney and Bob Anning
 Linda and Larry Ardito
 Cathy and Jim Benedict
 Brenda Bramble
 Molly and Ed Burns
 Solange and Charles-Auguste Charlot
 Linda Corry
 Evangelina and Danilo Coss
 Katarina Dal Piaz
 Emily and Charles Hart
 Gloria Henn
 Lena Kaplan
 Pier Landman
 Karen and Michael Lieberman
 Diana and Theodore Mann
 Anna Markus
 Nancy May
 Alastair Rellie
 Janice D. Schoellkopf

Georgia and Stan Segal
 Robert A.M. Stern
 Susan and Sam Stone
 Laura Reynolds Taylor

MATCHING GIFTS

conEdison
 Deutsche Bank Americas Foundation
 Goldman, Sachs & Co.
 Google
 Guggenheim Partners
 JPMorgan Chase Foundation
 Macy's
 The Moody's Foundation
 Moon Capital Management
 Morgan Stanley
 New York Life Insurance
 TIAA
 Wells Fargo
 Western Union

Spring Benefit



BENEFACTORS

David McNally and Paul Bowden
Ellen Hagopian and Armand Cacciarelli
Yelin Song and Bert Chan
Christine and Cromwell Coulson
Andrew D'Souza
Elisabeth and Ryan Heslop
Courtney and Paul Levinsohn
Winnie Beattie and Rob Magnotta
Lenore and Sean Mahoney
Sudie Anning and Kevin Raidy
Joann and Jim Riggio
Sonya Dougal and David Spencer

SPONSORS

Jasanna and John Britton
Stacey Spencer and EG Fisher
Maria McManus and Mark Gibson
Christy Searl and John Haegele
Jacqui and Eli Hunt
Elena and Jesse Krzywon
Holly Fogle and Jeff Lieberman
Catherine Corry and Derek McNulty
Wes Powell and Michael Rourke
Tracy Toon Spencer and Theo Spencer
Mariana and Elia Zois

UNDERWRITERS

Anonymous
Nida Bokhari and Faisal Ashraf
Katherine Cheng and Tim Baldenius
Courtney Costello '83 and Ned Benkert
Vanessa Romann and David Bressler
Jasanna and John Britton
Rachel Roberge and Skip Connors
Andrea and Jim Cooper
Christine and Cromwell Coulson
Katie and Colman Currie
Aiko and Daniel Decelles
Joanna and Emanuele Della Valle
The Dickey-Dooley Family
Claire Pedersen and Derek Dostal
Mandy Siegfried and Brad Gold
Lili Hart and Toffer Grant
Christy Searl and John Haegele
Stephanie and Andrew Haley
Rohin and Stephanie Hattiangadi
Gretchen French and Sung Kim
Elena and Jesse Krzywon
Lori and Bill Lamoreaux
Holly Fogle and Jeff Lieberman
Cassey and Angel Morales
Rebecca and Tyler Morse
Sudie Anning and Kevin Raidy

Brooke and William Rhind
Joann and Jim Riggio
Kim and Matt Shaw
Courtney and Nicholas Stern
Elizabeth and Ryan Taylor
Hollis and Hendrick Vandamme
Stephanie Wheeler and Chris Walker

DONORS OF GOODS AND SERVICES

Generous donations of time, talent, and in-kind gifts were provided by the following supporters.
St. Luke's School gratefully acknowledges their contributions.
Anonymous
ASH + AMES
Michelle and Alex Bea
Daniela and Patrick Brady
John Britton
Kelly Burns
Buvette
Caudalie
Amanda Charlton
Clark's Botanicals
Colin Cowie Lifestyle
Rachel Roberge and Skip Connors
Christine Coulson

ST. LUKE'S GOES GREEN

The Parents Association

The first St. Luke's School environmental awareness group is coming this fall! We proudly introduce our efforts to collect and sort all food, recycling, and waste in our cafeteria and on our school campus. Food collection will be taken to the Hudson Valley and converted into compost at McEnroe Farms.

We call all green-minded parent volunteers to assist, train and monitor our students through the green initiative of food sorting. Monitoring begins September 6. Please email the Parents Association at pa@stlukeschool.org to stay tuned for upcoming exciting programs and announcements for this fall.

Carol Simon Dorsky
The Dutch
El Toro Blanco
Alison Ferreira
F.O.O.D. Inc.
Ella and William Georgiades
Gotham Bar and Grill
Hudson River Park Friends
Bianca and James Jebbia
Just Ageless NYC
Jelena and David Kaplan
Jessica and Mark Kleinknecht
Anita Lahey
Jodie and Hal Lawton
Locanda Verde
Luna Dermatology
Major Food Group
Market Table
Mallory May
Rebecca and Tyler Morse
Murray's Cheese
Ericka Pitters

Sandra Main and Patrick Ramsey
Nathashja Richiedi and Carlo Rubini
Sefta Living
Sharon Package Store
Mandy Siegfried
Social Life Magazine
Soignez-Vous
Savannah and Jon Stevenson
Taryn Toomey
Annabel and Jos White
White Tea Med Spa
Mariana and Elia Zois





ST. LUKE'S SCHOOL

487 Hudson Street, New York, NY 10014

212.924.5960 • stlukeschool.org

The Wingèd Ox

Excellence • Ethics • Education

The Wingèd Ox is published by St. Luke's School.
Copyright 2018 by St. Luke's School.

Bart Baldwin, Head of School
Jocelyn Bowman, Director of Advancement
Clint Rataczak, Director of Development
Rebecca Swanberg, Manager of Communications
and Afterschool Music Program

Contributors:

Colin Anderson	Nisha McGreevy
Bart Baldwin	Anna Petzel, Class of '18
Nicole Bernadette	Clint Rataczak
Jocelyn Bowman	David Recht
Daniel Deepak	Eden Stewart-Eisman
Alicia Howard	Rebecca Swanberg
Annie Huang	Diana Tully
Nora Krulwich	Meaghan Turner, Class of '08
Elizabeth Kuhlenkamp	Joe Wood
Lauren Mazzari	Susan Yao

Photo Credits:

Jocelyn Bowman, J Carter Rinaldi, Nora Krulwich, Eden
Stewart-Eisman, Rebecca Swanberg, Sanville Vernon

Graphic Design: Sound5.nyc

Copy Editor: Rebecca Swanberg

Production: Direct Printing Impressions