“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
NEW INITIATIVES ALLOW STUDENTS TO TAKE THE LEAD

Lauren Muzzari, 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.
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 Engineer 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
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 restored all 600 cubes to their original completed Rubik’s cube position.

The real victory, of course, is the shared enthusiasm amongst teachers, librarians, 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.
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 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? 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.
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.

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.
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 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.

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.

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.

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.

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.
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.
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, Sixth 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 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

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 High 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)
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?
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.

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!
**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 wildlife 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.
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.
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)
A fter 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, wowing 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 their 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.”
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  
Sadie 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

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

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

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!

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!

ONLINE!
“LIKE US” ON FACEBOOK
Become a member of the “St. Luke’s School – NYC” community today.
**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.
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%  
Faculty and Staff 2%  
Alumni Parents 5%  
Grandparents and Friends 4%  
Matching Gifts 3%  
Parents 81%  
Alumni Parents 5%

The financial data presented above represents Development Office unaudited results for the annual period ending June 30, 2018.
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 Krywoun, 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 Hussar, Grade 8
- Rymn Massand, Grade 8
DONORS BY GIVING CIRCLE

WINGED OX CIRCLE
$25,000 and above
Melanie and Josh Clark
Bianca and James Jeffbias
Holly Fogle and Jeff Lieberman
Lenore and Sean Mahoney
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 Paul Smith
Sudie Anning and Kevin Raidy
Rebecca and Tyler Morse

LEADERSHIP CIRCLE $2,500 - $4,999
Anonymous (4)
Michelle and Alex Bea
Ellen Hagopian and Armand Cacciarelli
Maysa Morgan and Jonathan Cary
Heide Lange and John Chafee
Amanda Charlton and Jason Cilo
Sarah and Simon Dickinson
Maria Jelecso and Daniel Dreyfus
Jacqui and Eli Hunt
Selina Tay and John Hwang
Lea Rose and Brandon Jones
Elizabeth and Kevin Keating
Stacey Averbuch and Anthony Munoz
Sandie Main and Patrick Ramsey
Lucy Sykes Rellie and Euan Rellie
Nathasha Richiedei and Carlo Rubini
Evangeline and Andrew Sia
Robert A.M. Stern
Jennifer and Derek Van Zandt
Hollis and Hendrick Vandamme
Elizabeth Kuhlenkamp and Roy Yan

BENEFACTOR $1,000,000 - $2,499
Jennifer and Anton Anikst
Sydney and Bob Anning
Nida Bokhari and Faisal Ashraf
Veronica and Bob Baillie
Mary Ann and Brian Bleviue
Cathy and Jim Benedict
Bita Javadizadeh and Henrik Brun
Lauren and Pat Burks
Peggy and Leo Chen
Vytte and Abel Clark
Meghan and Daniel Connolly
Aiko and Daniel Decelles
Joanna and Emanuelle Della Valle
Myanne and Jeff Doherty
Catherine and Marc Ellis
Marcella C. Fava
Alina Fisch
Jennifer and Andrew Fleiss
Birgitta Hanan
Emily and Charles Hart
Susan Holmes, Nathaniel Heller ’08
and Matthew Heller
Gloria Henn
Suzi and Scott Herbst
Jelena and David Kaplan
Lena Kaplan
Martha Gallo and Charles Kerner
Jessica and Mark Kleinnecht
Tiffany and Jon Knie
Elena and Jesse Krzywon
Rebecca and John Larkin
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 Mevergnes

Katerina Bouzalis and
Nikolaos Panagiotopoulos
Nyla and Alan Reed
Brooke and William Rhind
Kelly Carmichael and
Stephen Rotkiewicz
Wes Powell and Michael Rourke
Gill and Graham Sands
Frederick C. Schroeder ’73
Georgia and Stan Segal
Kim and Matt Shaw
Sasha and Ole Storer
Esther and David Sobol
Annette Poblete and Robert Sporn
Sara Stone
Susan and Sam Stone
Kathryn Sweeney
Miyoshi Vital
Florence and Jeffrey Wurgler
Marina and Elia Zois

PARTNER $500 - $999
Anonymous (4)
Jessie-Lea Abbott
Nazli and Eoin Beirne
Julia and Marc Boffe dewyn
Amee Shah and Andy Carrigan
Rachel Roberge and Skip Connors
Sandra and Adam Davis
Christopher DiMarco ’99
Valerie Valz 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 Levache and Marc Levy
Zachary Magill ’09
Laura Benson and Kirk Marce
Dionicia Hernandez and Stuart O’Sullivan
Janice D. Schoellkopf
Nefertiti and Sanville Vernon
Rokhee Kim and Anders Wahlstedt

SUSTAINER $250 - $499
Anonymous (4)
Carol and Thomas Adams
Meriem Soliman and Serge Becker
Jocelyn Bowman
Ronald and Suzan Brancaccio
Marcia and Charles Brinson
Erin and Jeff Clift
Andrea and Jimmy Cooper
Katie and Colman Currie
Elizabeth Dickey ’80
Elizabeth Keller and James DiMarco
William Doll ’58
Noah Doyle ’81
Joëlle and James Duffy
The Rev. Ruth Eller ’57
Alison Ferreira
Douglas Carter Beane and Lewis Flinn
Glynis and Adam Ford
Mary Voce and Stephen Gardner
John Gleason
Rosemary Blackmon Grove ’65
Mary Ann Hoffman
Denise and Nikolay Hotze
Paulette Bogan-Johnston and
Charles Johnston
Sheila and Laurence Latimer
Jennie Leung
Diana and Theodore Mann
Abbey and Victor Mather
Lauren Mazzari
Jeaninne Kiely and Jeffrey McMillan
Douglas F. Munsell ’65
Nita and Paliak Patel
Freyda Rapp
Clint Rataczak
Alastair Rellie
Dorrie and Dale Roberts
Sall and Michael Shibilo
Susan Skerritt
D’Arcy Jensen and James Stathatos
SUPPORTER
up to $249
Kissy and Cameron Alexander
Colin Andersen
Linda and Larry Arditto
Nikisha Ferguson-Arnold and Damien Arnold
Mary Davidson and Andrew Bartle
Kristina Bassiacos
Barbara Belknap
Kazuco and James Benedict
Nicole Bernadette
Phillip Bettencourt
Ashley Billman '09
Nicholas Birns '79
Sarah Caguiat Borthwick '80
Hazel Branche-Bramble and Sarah Caguiat Borthwick '80
Nicholas Birns '79
Susan Taylor Martin '63
Kelsey Martin
Sam Marcus
Julie Mann
Nathaniel Heller '08
Renee C. Jackson '97
Nicholas Birns '79
Sarah Caguiat Borthwick '80
Jacob Burckhardt '63
Kelly and Brian Burns
Phyllis and Lorne Bullen
Jacob Burckhardt '63
Molly and Ed Burns
J.D. Butler '05
Jill Cacciola
Diana and Pedro Cardenas
Mutsuko Okuda and Andrew Ceraulo
Solange and Charles-Auguste Charlot
Ann Rivera and Ajay Chaudry
Elaine Chiu
Amy Coplan
Linda Corry
Evangelina and Danilo Coss
Ann and Donald Crews
Anne Cumberbatch
Ruby Cutolo '90
Katarina Dal Piaz
Daniel Deepak
Pamela Duffy
Cheryl-Ann Eccles
Eden Stewart-Eisman and Rick Eisman
Angela Ellis-Jones
Rebecca Esler
Carole Everett
Sharia Emery and Dale Findlay
Linda Fiorentino
Carmel Ciuraru and Sarah Fitzharing
Sherry Fronan
Jacqueline Goldsby
John Gove
Nancy Hance
Susan Harriott
Elizabeth Harris
Margaret Pacaud-Hartley and James Hartley
Tina Johnson-Hattan and Mark Hattan
Anna and Nicholas Hays '79
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
Jonathan Kern '94
Gretchin French and Sung Kim
Jessica Kristan
Nora Krulwich
Anita Lahey
Lara Laurence
Lauren Lazarin
Marianne and Francis Ledwidge
Charlotte Cho-Ian Lee '56
Joanne Levine
Karen and Michael Lieberman
Lewis Maldonado '65
Avantika Daing and Anish Malhotra
Leone and Trevor Mangaroo
Julie Mann
Sam Marcus
Kelsey Martin
Susan Taylor Martin '63
Susan and Victor Masullo
Robin and Lawrence Mead
Carol and Frederick Meyer
Sheil Milks
Bonnie Orshal Milner
Caroline Muro
Ron Nahass
Naomi Nocera
Jennifer and Paul Oppold
Sujean Park
Rachel Perry
Maureen Petrosky
Hope and Philip Provost
Henry Reath and Mary Sorensen Reath
Alicia Howard and David Recht
Drew Roberts '08
Vanessa and Pedro Rosado
Elon Rosenberg
Charles P. Roth '85
Courtney Runft
John C. Sabetta
Shaneek and Vernel Samuel
Joshua Sanchez
Marilyn Schiller
Robert D. Schumacher
Cynthia Chin and Corey Scurlock
Rachel Sherman
Halé Simelane
Bonnie Soha
The Rev. Caroline Stacey
Susan Seyfarth Streeter '60
Laura Reynolds Taylor
Lauren Thomas
Nancy Tompkins '74
John Travaglione
Diana Tully
Farhad F. Vahidi
Joseph R. Valinoti '54
Colleen and Scott Vasey
Sara Ventre
Algeste Marcellus-Williams and Cliffe Williams
Rosina Williams '03
Mark H. Wolff '61
Jamie Smida and Joe Wood
Jack Woodhull
Susan Yao
Mary Collins and Tony Yarborough
Rebecca Yeager '02
Rachel Zelechow
Rymn Massand and Kai Zimmermann
Linda Yowell and Richard Zuckerman
Loyda and Manuel Zumba
Susan Taylor Martin '63
Lewis Maldonado '65
Zachary Magill '09
Charlotte Cho-Ian Lee '56
Jonathan Kern '94
Nathanial Heller '08
Renee C. Jackson '97
Nicholas Hays '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
Charlette Cho-Ian 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
Katherine Cheng and Tim Baldenius
Algeste Marcellus-Williams
Sara Willersdorf and Hernan Farace
Mandy Siegfried and Brad Gold
Jacqui and Eli Hunt
Jessica and Mark Kleinrein
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
Hollis and Hendrick Vandamme
Junior Kindergarten
Class of 2027
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 Doss
Andrew D’Souza
Jennifer and Andrew Fleiss
85% Participation
María 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 Marcro
Sarah and Donald McCaslin
Stacey Averbury and Anthony Munoz
Hilary and Stan Neve de Meurings
Julia Otero and Marcello Pereira
Hope and Phillip Provost
Jennifer Arcese-Riviére and Tarik Riviére
Nathasha Richiedei and Carlo Rubini
Shaw and Vernel Samuel
Jessica and Daniel Soo
Shabnam and Randall Stanicky
Taryn and Mark Toomey
Stephanie Wheeler and Chris Walker
Algeste Marcellus-Williams and Cife Williams

Grade 1

Class of 2025
92% Participation

Nina Dhuvar and Drew Ackert
Nikisha Ferguson-Arnold and Damien Arnold
Michelle and Alex Bea
Bita Javadizadeh and Henrik Brun
Yelin Song and Bert Chan
daïs Prince and Hugh Chisholm
Amanda Charlton and Jason Cilo
Claude and Michael Davies
Valerie Valtz and Jamyn Edis
Ellen Hagopian and Armand Cacciarelli
Julia and Daniel Decelles
Joanna and Emanuele Della Valle
Mariana and Elia Zois
Sharon Mccollum and Cife Williams

Grade 2

Class of 2024
90% Participation

Irene and Jeffrey Anchouwan
Nida Bokhari and Faisal Ashraf
Nazi and Eoin Beirne
Courtney Costello ‘83 and Ned Benkert
Laura and Matthew Bonn
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
Shari Emery and Dale Findlay
Glynis and Adam Ford
Tiffany and Jon Knipe
Rebecca and John Larkin
Jodie and Hal Lawton
Pauline Lequeux and Marc Levy
Michele Stocknoff and Scott Levy
Winnie Beattie and Rob Magnotta
Hilary and Stan Neve de Meurings
Dioncia 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

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
Blanca and James Jebsa
Gretchen French and Sung Kim
Anita Lahaye
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-Riviére and Tarik Riviére
Wes Powell and Michael Rourke
Courtney and Nicholas Stern
Tamcek and Conrad Tillard
Bethany and Richard Turnure
Rosie and John Werraus
Loya and Manuel Zumba

Grade 4

Class of 2022
91% Participation

Kazu and James Benedict
Jasamma and John Britton
Suzette Bryan-Dudley
Phyllis and Lorne Bullen
Kelly and Brian Burns
Ameen Shah and Andy Carrigan
Ann Rivera and Ajay Chaudry
Amy Coplan
Ruby Cuto, ’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
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
Blanca and James Jebsa
Gretchen French and Sung Kim
Anita Lahaye
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-Riviére and Tarik Riviére
Wes Powell and Michael Rourke
Courtney and Nicholas Stern
Tamcek and Conrad Tillard
Bethany and Richard Turnure
Rosie and John Werraus
Loya and Manuel Zumba

Grade 5

Class of 2021
86% Participation

Jennifer and Anton Anikst
Nazi 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
Courtney and Nicholas Stern
Tamcek and Conrad Tillard
Bethany and Richard Turnure
Rosie and John Werraus
Loya and Manuel Zumba

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
Markia 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
ALUMNI PARENTS

Myanne and Jeff Doherty
Joëlle and James Duffy
Douglas Carter Beane and Lewis Finn
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 Kuhlenkamp and Roy Yan

88% Participation

Class of 2018

Grade 8

ALUMNI PARENTS

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
Lore and Sean Mahoney
Julie Mann
Robin and Lawrence Mead
Lucy Sykes Rellie and Euan Rellie
Elizabeth Kuhlenkamp and Roy Yan
Kristina Hou and Daniel Yang
Rynn Massand and Kai Zimmermann

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 Ester
Sherry Froman
John Gove
Birgitta Hanan
Susan Harriot
Mary Ann Hoffman
Alicia Howard
Jeff Howe
Annie Huang
Victoria Jacobi
Jessica Kristan
Nora Kruwitz
Lara Laurence
Lauren Lazarin
Jennie Leung
Sam Marcus
Kelsey Martin
Lauren Mazzari
Shelli Mills
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

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 Sorenson Reath
Jamie Smida

GRANDPARENTS AND FRIENDS

Sydney and Bob Anning
Linda and Larry Arditto
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

MATCHING GIFTS

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

Western Union
Wells Fargo
TIAA
New York Life Insurance
Morgan Stanley
Moon Capital Management
The Moody’s Foundation
Guggenheim Partners
Deutsche Bank Americas Foundation
Goldman, Sachs & Co.
Google
conEdison
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.
El Toro Blanco
Gotham Bar and Grill
Hudson River Park Friends
Blanca 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
Nathasha Richiedei and Carlo Rubini
Sefe 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