



ST. LUKE'S SCHOOL

487 Hudson Street

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CITIZENSHIP



The Wingèd Ox

SUMMER 2017

TALES FROM ST. LUKE'S SCHOOL

I was raised in a politically active family. I spent my childhood stuffing envelopes in various storefront offices, traipsing behind my mother as she knocked on doors, and shifting impatiently from foot to foot as she worked polls on election day.

I vividly remember my mother mourning the death of Adlai Stevenson in 1965. "We have lost one of our great statesmen," she said. "He was more than a politician. He was a citizen!"

Recently, I decided to revisit my mother's fascination with Adlai Stevenson and began reading some of his speeches. Comfort and inspiration were to be found. "As citizens of this democracy," Stevenson said, "you are the rulers and the ruled, the law-givers and the law-abiders, the beginning and the end."

Stevenson was identifying one path to lead children towards an understanding of civil discourse and civic opportunity that transcend periods of dissent and discord. The St. Luke's School Mission Statement offers another, calling upon us to be "... responsible, caring members of one global, human community."

Our focus for much of this year has been to embrace the skills, attitudes, and behaviors of engaged, values-driven citizenship. We taught children skills of self-advocacy so they could learn the difference between arguing for and disparaging against.

We asked children to engage deeply with perspectives other than their own so they could see difference as an opportunity and not a threat. We encouraged them to take intellectual risks as they explored new ideas.

This edition of *The Wingèd Ox* celebrates a year of growth and challenge and honors the hard work and dedication of our faculty and staff, the intellectual and moral courage of our students, and the compassion and conviction of our parents.



The apex of this effort, perhaps, was the Grade 8 citizenship project. Working in groups, students were asked to research and propose solutions for issues they had never experienced, and possibly never would. They worked with each other and mentors in the community to delve deeply into the unknown, confident that they could offer understanding and support. The event culminated in a written paper, an oral presentation, and questions and answers.

As members of the St. Luke's School community, we ask students to both honor and challenge rules, to abide by and generate laws, and to serve a greater good. In short, we aim for our students, and for each of us, to be the beginning and the end of the world to which we aspire.

All in all, not a bad way to spend a school year.

BART BALDWIN

Head of School

NEWS & THE ANNUAL REPORT

Building Engaged Citizens



ENGAGING COMPASSIONATE CITIZENSHIP IN GRADE 8

Upper School English, Social Studies, Technology, Library, and Diversity Departments

In their final trimester at St. Luke's, Grade 8 students complete a project that spans their English, social studies, and technology courses. The Grade 8 Citizenship Project aims to develop a social awareness that drives students to be active, engaged citizens who analyze and reflect on society's values. Ultimately, we hope to inspire our graduates to work for a just society that embodies the standards of St. Luke's School.

The project requires students to do an in-depth study of a demographic that is different than theirs. Demographics may include Muslims, public school students, unionized workers, homeless people, or farmers. Students are put into groups and assigned their demographics. As a team, they conduct extensive research. They work with both primary and secondary sources, conduct interviews, listen to guest speakers, and go on field visits. Faculty support students' research processes and accompany them on interviews and field visits. Additionally, School Librarian, Ms. Eisman, and a representative from the New York Public Library assist students in learning library skills, including the use of online databases. Ms. Stewart, Manager of Diversity and Inclusion, supports the project by providing curricular input that encourages the students' cultural awareness and understanding and by doing outreach that develops our list of contacts for given demographics.

Based on the group findings, each student writes an MLA formatted research essay. Then, using design thinking methodologies, Director of Technology, Ms. Zelechow, helps each group create technology that models innovative solutions to improve the quality of life for the demographic groups they have studied. Finally, the groups present their projects to the St. Luke's community.

STUDENT REFLECTIONS

"Our project is about Islamophobia in New York City. In order to fix this problem we must get a message out into the world that Muslims are humans too. Their only difference is their prayer; they still eat, drink, sleep, and enjoy life like us."

"My research has been mainly focused on solutions to help stop homelessness. I was surprised that most homelessness in NYC is a result of high rents, which is why NYC has such a large population of homeless people. I also learned that most solutions for homelessness revolve around trying to house a family rather than one person."

"I was assigned the topic of unionized workers. We had our first phone interview last week, and it went extremely well. Over the past couple of days I have learned a lot about collective bargaining, and the pros and cons of being a part of a union. These pros and cons may be different depending on people's situations and points of view."



COMMUNICATION IS THE KEY TO SELF-ADVOCACY

Jessica Kristan, Grade 3 Teacher

Communication is the key to self-advocacy. This is a phrase the Grade 3 students are coming to live by. In our social emotional learning (SEL) lessons, we've been talking about the difference between passive, aggressive, and assertive communication. All communication can be less stressful and more successful if we understand the nuanced differences between these three styles of speaking. When we speak in an aggressive way, we elicit aggressive and defensive behavior in return. When we behave in a passive way, our voices are not heard and our needs are not met. So instead, we must be assertive when we speak to each other. We show assertive body language by grounding our feet, keeping our heads up and our shoulders straight, and maintaining eye contact. We are clear, direct, polite, and firm in our language. We also are thinking, "I have the power and courage to ask for this. I am strong and fair." This is a difficult skill to learn, and many adults still struggle with this idea.

We practiced speaking in an assertive voice while role playing certain situations in which we might find ourselves. For example: *A classmate keeps joking with you by trying to trip you as you walk up the stairs. It might have been funny at first to both of you, but now it's definitely not funny to you anymore. However, your classmate keeps doing it. We learned how to self advocate and stop this type of behavior by being direct, clear, and honest. Equipped with this kind of language, we can stick up for ourselves and others when the need arises – whether that is in our immediate community or in a larger social context. We are gaining the confidence to ask for what we need and what we think is just. This year, we will continue to practice conflict resolution and problem solving in our SEL lessons.*

READ TO FEED

Elon Rosenberg, Grade 4 Teacher

Grade 4 has been working on a community service project called "Read to Feed." It is intended to help them understand how their efforts can benefit not only themselves but also those in need. Grade 3 and Grade 4 worked with The Father's Hearts Ministries to prepare and donate "meal bags" for families in need in our city. This is an organization that provides a soup kitchen and food pantry in the East Village. We first heard about this wonderful group from Grade 3 teacher, Ms. Chiu, who has been a frequent volunteer there. The students read articles and looked at websites to see how poverty affects our city. We hope that they also develop the idea that poverty does not always mean being homeless on the streets, but it can also mean having difficulty paying for food, rent/housing, health supplies, medicine, clothing, and other items they might take for granted. We hope to have volunteers from The Father's Hearts Ministries speak to the students during class time. The Father's Heart Ministries models how being engaged in one's religion is also about the actions you take to help the world and the community around you. In Judaism, for instance, this is called *Tikkun Olam* which means "repairing the world."

For this project, the Grade 4 students collected pledges for the amount of chapter books they read from the beginning of February to the beginning of spring break. With the money collected from the pledges, the students went on a grocery shopping field trip to gather healthy goods to donate. They then organized this food into "meals" for families in need. These meal packages also included encouraging pictures drawn by the children. Our goal at St. Luke's is to help our students to become caring and proactive citizens who realize that they can make a difference.



Grade 3 students practice assertive communication

Living Our Standards



PARENTS AS PARTNERS IN SOCIAL JUSTICE WORK

Susan Yao, Upper School Humanities Teacher

Parents and teachers traditionally educate children in completely separate spheres: life lessons are learned at home; academic lessons in the classroom. Occasionally, we update each other on how things are going in our respective spheres. Yet we share the common vision of a compassionate and capable generation who will work towards creating a more just society. So let us work in unison instead of in parallel.

In November, Grade 7 students, parents, and teachers came together to discuss racism. Students had been studying the use of social media in the Black Lives Matter movement in social studies, and parents had been informed of the main topics of the unit. In small discussion groups, we read a passage from *Between the World and Me* by Ta-Nehisi Coates. In it, he reflects on how to talk to his son about police shootings of unarmed black men. He writes,

"I did not tell you that it would be okay, because I have never believed it would be okay. What I told you is what your grandparents tried to tell me: that this is your country, that this is your world, that this is your body, and that you must find some way to live within the all of it."

Each student, parent, and teacher chose a sentence from the passage to reflect on.

With guidance from our new Manager of Diversity and Inclusion, Lauren Stewart, we shared personal stories, reactions to current events, and called on each other to do more to combat racism in the United States. At the end of the discussion, we committed to:

- ✓ Be allies and use our privilege to help others
- ✓ Protect what we believe in
- ✓ Fact check
- ✓ Look at the world from the point of view of marginalized groups
- ✓ Share our stories and the stories of the world
- ✓ Speak about tough situations even though it's uncomfortable

It was great to see parents and educators discussing social justice together with the students, who later described the workshop as powerful and inspirational. I am so grateful to be doing this work together.



We share the common vision of a compassionate and capable generation who will work towards creating a more just society. So let us work in unison instead of in parallel.

KINDNESS IN THE CLASSROOM

Sujean Park, *Grade 2 Teacher*

Grade 2 students support each other in and out of classroom



Respect, compassion, dignity, honesty, and excellence – our school's community standards – guide us throughout our busy days. We regularly discuss and reflect on what these lofty words mean in the context of the events of each day. One way we do this in Grade 2 is through weekly shout outs. At the end of each week, students think about a classmate who embodied one of the standards and share that example with the class. A student may recognize another for showing compassion by including people in a game of tag. Students may be highlighted for showing honesty when they honored the score of a football game at recess. A student can be noticed for displaying excellence by showing good sportsmanship regardless of whether she was on the winning or losing team. A student could show

dignity by using an I-message during a disagreement with a friend. Another student may be recognized for showing respect by listening attentively to his peers during a class discussion. As we have these conversations throughout the year, students become keen observers of their peers, and they have more and more compliments that they want to share. In addition, these standards become more concrete in how they look and feel; everyone embodies these standards in their own ways. Most importantly, as our students are recognized for their actions, they understand how their actions impact others in the classroom and beyond – in their families and communities. They understand that they can show leadership even in the smallest, fleeting moments.



Embracing Team Work

SPORTS REPORTS 2016-2017

Joe Wood, Athletic Director



Varsity Volleyball, 10-1

The volleyball team narrowly missed an undefeated season. The team was very strong and was led by several Grade 8 students. The highlight of the season was winning the DISC tournament over LREI in a home match at St. Luke's. This team has several players returning and will be pushing hard to win some matches in our new gym — and hopefully come away with a banner.

Varsity Softball, 2-4

The softball team improved dramatically as the season progressed. The team defeated Churchill twice and lost a close game against LREI in the DISC tournament. This team was comprised of several first year players and is hoping the return of several Grade 8 players will improve their record in 2018.

Varsity Soccer, 1-7-1

This was a rebuilding year for the soccer team. The team was young and inexperienced. As the season progressed, so did their skills. The team ended up winning one of its final games against City and Country and tying their final match against Churchill. The team hopes to build on their late season success heading into 2017.

JV Soccer, 2-4

The JV soccer team had several exciting matches and was competitive all season. The team demonstrated great improvement and worked hard each and every match. Enthusiasm and determination were the team's main qualities.

Varsity Boys Basketball, 13-0

The Varsity boys basketball team finished undefeated for the first time in 20 years. A strong group of Grade 8 students led the team; players in Grade 7 also made great contributions. The team won in overtime at Brooklyn Heights Montessori School and traveled to Packer to earn another win. The highlight of the season was finishing first in the DISC tournament. The team will be returning with several strong players and is excited about playing in the new gym.

JV Boys Basketball, 5-5

The JV boys steadily improved as the season progressed, posting wins against Browning and Rodeph Shalom. The team was a dedicated group showing up every Tuesday morning to improve their skills. The team is very excited about playing on Fridays in the new gym.



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



Varsity Girls Basketball, 9-3

The Varsity girls team finished off another successful season. The team was led by several Grade 8 girls and was bolstered by the improvement of the Grade 7 players. The season was highlighted by wins over VCS and Packer. The team played extremely well in our gym and hopes to continue their home court advantage in the new gym.

JV Girls Basketball, 0-7

The record does not indicate the growth this team demonstrated throughout the season. Often referred to as the "hardest working team" at school, this team improved each and every game; they would not allow themselves to get discouraged. Their passing, defense, and shooting skills will make them ready for next season.



Running Club

Running Club had 49 students participate in weekly group runs this spring. The club has grown from three members in their first year to the current 49 this year. Several teachers help to supervise, and we even convinced one caregiver to come and participate! This program is open to students in Grades 5-8.

Friday Sports Club

Friday Sports Club is a new athletic offering this year. This program is for students in Grades 4 and 5. The program focuses on introducing young students to the St. Luke's athletic program and instilling our core values of teamwork and sportsmanship. With over 30 students participating this year, this program will be a staple of the St. Luke's athletic program.

JOG-A-THON

On one of the hottest days of the year, St. Luke's students in Grades 3-8 participated in the 37th annual Jog-a-thon. The students raised over \$5,000 dollars for three charities (The Sarcoma Foundation of America, Cycle for Survival, and Habitat for Humanity). This tradition has raised many thousands of dollars for charity over the years, and we are looking forward to number 38 in the spring of 2018.



Finding Our Voice

GRADE 5 PRODUCTION: PETER PAN

Kacie Brown, *Drama Teacher*

As we embarked on our Grade 5 musical production of *Peter Pan*, we stressed to our students that they were actors now. That meant there were many expectations of them when it came to developing a work ethic on their own time. They had to memorize their lines and blocking (movements), and after not working on a particular scene for some time, they had to recall both at a moment's notice.

When they were on the ball and totally prepared, it was a thing of beauty. We could sail through rehearsal. They had time to develop their instincts and show their ideas; sometimes they had expanded on the ideas I had shared with them. It was a symbiotic creative process.

When someone forgot a line, cue, or blocking, the process came to a screeching, silent halt. I'd say, "whose cue is it?" hoping to help them learn rather than feeding them corrections. Sometimes, we'd wait, and wait, and wait... crickets.

From these moments, the cast learned that if one stumbles, we all stumble. One actor affects the whole ensemble. Over time these young actors came to discern and appreciate that, and nobody wanted to be the one to drop the hot potato. So they learned to keep it going, to fix things in the moment, to "Make it work!"

The results were brilliant. These kids were stellar. By presenting a play that combines comedy and familial longing, they learned that comedy is technically demanding and very challenging. And to make the drama work, there must be the right amount of realism and sweetness. These students hit all the right notes and made a beautiful show.



CONGRATULATIONS TO THE CLASS OF 2017!



Emily McCann Lesser and
Lauren Martino, recipients of
the Hillenbrand Award in 2007.



ST. LUKE'S RECOGNITION CHAPEL REMARKS

Emily McCann Lesser, *Class of 2007*

St. Luke's School Class of 2017,

My name is Emily McCann Lesser and I graduated from St. Luke's in 2007. I can't believe it's already been ten years! I know it's a cliché, but it's true... time really does fly by. Ten years ago feels like yesterday, and yet, it also feels like a very long time ago.

Today, we are gathered here to welcome you into the St. Luke's School Alumni Association! Congratulations to each and every one of you on reaching this milestone!

For those of you who have been at St. Luke's since Lower School, in the most literal sense you learned how to read and write and understand basic math skills, like two plus two equals four. But, your St. Luke's education is so much more than just English, science, math, and social studies. Your teachers helped to shape your ability to think critically, articulate your perspectives, and process all of the information around you, while staying open to others. Don't take for granted the real value of the education that you've gotten here. You will take all of these skills with you on to your next school and beyond.

While I'm sure you're now focused on what lies ahead, I invite you to take a moment to be present... here, now. As you sit in this familiar chapel, look at the people sitting next to you, sitting in front of you, and behind you: the teachers who have helped you grow and the friends who have grown up with you. Take a moment to reflect on how they have influenced your life — think back on the many songs you have sung together in these very pews. These cherished memories are a part of what makes you who you are today and who you will become. Know that you are incredibly fortunate to

have attended St. Luke's School. St. Luke's has set you up for success, and you can always come back to this supportive community. Personally, I come back for the Christmas Fair, for the Spring Benefit, and for All the World's a Stage.

As the chosen alum welcoming you into the Alumni Association, I feel I should give you some advice to take with you into the next chapter of your lives. My advice to you comes from a magnet my parents gave me as a birthday present a few years ago. It sums up my life philosophy clearly and concisely: "Proceed as if success is inevitable." For me, this means that I have no doubt that I will become a feature film producer. It's just a matter of when, and how that is unknown. So far, this approach has been working well for me. I hope it works for you too!

Congratulations on becoming the newest addition to the St. Luke's School Alumni Association! Now, go forth and pursue your dreams, take big risks, try new things, appreciate the now, and proceed as if success is inevitable. Know that you can always fall back on St. Luke's when you need to, or just visit because you want to say "hi!"



ABOUT EMILY McCANN LESSER

After graduating from St. Luke's School in 2007, Emily attended Marymount School of New York, where she was a member of the honors society, and The University of St. Andrews in Scotland to study International Relations, French, and Spanish. After one year of studies in Scotland, she started working in film production, her life passion, during the summer of 2012. She decided to pursue film production in New York City, and transferred to City College of New York in 2013.

Today, Emily works full time in film production. She was an Assistant Producer on the film *American Fable*, which premiered at the South By Southwest Film Festival in March 2016 and was distributed by IFC Midnight. Earlier this year, two films that Emily worked on premiered at the 2017 South By Southwest Film Festival. Emily was the Associate Producer and Production Manager of *Easy Living*, and Line Producer of *Dara Ju*.

Currently, Emily is finishing post-production on a film that she line-produced in fall 2016, *First We Take Brooklyn*, as well as associate producing an HBO Doc Series pilot, produced by Stacey Reiss (*The Eagle Huntress*), and executive produced by Lena Dunham and Jenni Konner (*Girls*). Later this year, Emily will become the Head of Production at Creative Chaos, a NYC-based documentary production company that focuses on films about social disruption.

GRADUATION REFLECTION

Judah Benjamin, *Class of 2017*

Leaving friends is a hard thing to do. Memories are made and bonds are created that will never be broken. But friends *will* come and go. Family is what will stay forever. From Grades 5-8, I have come to realize that the people in my class have become my family, and the fact that I have to leave my family seems surreal.

I try to imagine a day without walking through the beautiful garden, being greeted by Mr. Vargas, as well as Mother Mary, Ms. Spyropoulos, Mr. Baldwin, and then all my friends. I can't seem to see a life without St. Luke's being a big part of it. Sitting down at my desk in homeroom, I feel as if all my problems go away, if only for a moment, and that feeling is enough to get through any day. Walking through the halls to go to chapel, I always have a feeling of tranquillity. There is a certain feeling and smell of every room in this school that is able to put me into an entirely new experience. If I'm in a gloomy mood, even if it is about school, somehow at the beginning of the day when I approach the gate and the welcoming sign in big blue print that reads "St. Luke's School," I instantly feel better. School has always been like a second home to me.

Mr. Baldwin never fails to tell the students and teachers of St. Luke's what is so special about our school, and that is the fact that we are a community. Think about it: right down to the gate at the entrance of our school, St. Luke's is built to be a community. As the gate outside St. Luke's gives a faint but audible buzz, I always feel accepted in this community through thick and thin. This is a community that welcomes anyone who wishes to join, a community that educates while letting the students be creative and have a fun time, and a community that I have grown to love and appreciate as one that will always be in my heart.



Another thing that's so special about St. Luke's is that all the teachers, students, and principals care about you, not just your grades or if you got your homework done, but how you're feeling. They know if it's been a stressful week, and they are always there to coach you through your hardships. This never fails to touch my soul.

St. Luke's teaches us to follow the five community standards. These are the values that make a thoughtful student. These rules include respect, excellence, compassion, dignity, and honesty. There is no doubt in my mind that St. Luke's has made me appreciate and follow these rules to the fullest extent that I can.

This school shapes all students to thrive in their later lives, and to reach out and make a wide variety of friends of diverse backgrounds and cultures, to include all people, especially those who feel left out, and, most importantly, to respect and care for all those who make your life special. St. Luke's has taught me to reach out to people I never would have believed I would befriend, but now I can't think of leaving them.

St. Luke's has a special way of bringing classes together, and I always can feel the love our class shares with each other. My family at St. Luke's is like any other. Although sometimes messy and frustrating, the love that we share overcomes all other feelings we have for each other. That comfort zone will be hard to leave, but with the tools that St. Luke's gave me, I know I'm prepared for my social and academic life as I take a leap into my next journey.

There is no telling where the world will lead me, but I do know that St. Luke's has lead me in the right direction to be a kind, respectful, and diligent person as well as a successful student.

CLASS OF 2017 HIGH SCHOOL ACCEPTANCES

Archbishop Molloy High School
Berkeley Carroll School
Brooklyn Friends School
The Bronx High School of Science
The Calhoun School (2)
Columbia Grammar & Preparatory School
Eleanor Roosevelt High School
Elisabeth Irwin High School
Fiorello H. LaGuardia High School
Fordham Preparatory School
Grace Church School (2)
The Hewitt School
High School for Language and Diplomacy
The Hotchkiss School
Léman Manhattan Preparatory School
Liberal Arts Academy
Loyola School
Millbrook School
The Nightingale-Bamford School
NYC Lab School for Collaborative Studies
NYC Museum School
The Packer Collegiate Institute
Poly Prep Country Day School (2)
Riverdale Country School (2)
Sacred Heart School
Trinity-Pawling School
Xavier High School (2)

* **Bold** indicates students enrolled

CLASS OF 2013 COLLEGE CHOICES

Bard College
Binghamton University
Boston University
Carnegie Mellon University
Fordham University
George Washington University
Georgetown University
New York University
Northeastern University
Pomona College
Princeton University
St. John's University
Stony Brook University
University of Chicago
Wake Forest University
Washington University in St. Louis

AWARD RECIPIENTS (FROM LEFT TO RIGHT)

The Donnie Hillenbrand Award
Matthew Romeo

The Leadership Award
Tess Sutter

The Ledlie Laughlin Award
Olivia Bennett



Lyn Spyropoulos Retires After 28 Years

Alicia Howard, Shelli Milks, Eden Stewart-Eisman, and John Travaglione



It's hard to believe that Lyn exists until you meet her. We asked those who have had the honor and pleasure of working with Lyn to offer some words to create a "graduation tribute." Our hope in sharing them is to provide a sketch of the incredible mentor she has been to so many faculty members through the years.



This page and next: St. Luke's alum, parents, and faculty celebrated Lyn with a special evening



A bedrock to be counted on, Lyn is a positive thinker who is kind and generous. Always present, willing to help and work toward solving a problem, she is discreet, professional, and caring. Lyn is highly supportive of children, parents, and staff. Her fair, well-considered judgement is unparalleled and respected by all.

Lyn is tenacious, diligent, and tireless (really, she never takes a sick day). There isn't a school standard that she hasn't taught us through example. Her compassion, patience, humility, wisdom, and leadership know no bounds; she truly is the embodiment of the St. Luke's Way.

A creature of habit, Lyn is easily identified at the Christmas Fair by a green apron and a weighty roll of tickets. At a Canteen, she can be found dressing and tossing the salad or overseeing games in the gym. At Camp Mason, Lyn's calm extends from the Gaga pit to the ER. For years, Lyn has lead Convocation Friday mornings, wrapping up the school week, only to return Saturdays and summers in her commitment to the GO Project.

A master scheduler, whose name has 367 different pronunciations, Lyn has an amazing knowledge of the calendar every year, remembers dates and their weekdays, and never forgets a birthday — all of this without a wayward glance at her bulging Filofax! She is the queen of punctuation, our high school placement expert extraordinaire, and Florence Nightingale.

But don't let her unassuming, reserved demeanor fool you. Behind those glasses and cardigan is our own Minerva McGonagall, the knowledgeable and all-knowing, stealthy and clairvoyant mind-reader: "Spy...Ropoulos!!"

Lyn can stand in front of the entire school and, without a word, command complete silence. She even has magic fairy dust she sprinkles on little children which renders them immediately quiet and amazed. Her silent footsteps never

give her away — the only telltale sign of her, a creak of the red swinging doors, or a whisper of breeze. In all, her intuition and her ability to be in so many places — seemingly at once — border on the super-natural. How can she be at her second high school placement meeting? Wasn't she just in the front office a minute ago?

Not only does Lyn love to tell a story, she can also be the source of many a prank. Don't let that elfish giggle fool you. Her wicked sense of humor and playful energy make for a lethal combination of good fun. In fact, there is likely a rotten banana or head-shot of Harold lurking about these very grounds.

Friend of No-Fret and the queen of diplomacy, Lyn leads with grace and guides with love. She is the wisest and funniest of confidantes, a nurturer often called our school-mom; she is the human "Giving Tree."

Whether through a gentle touch on the shoulder, a kiss on the forehead, or just one word, "Dear...", Lyn inspires our best selves by example, holds children to the highest standards, and with the most profound and unconditional love, forms the deepest bonds of trust with all whom she touches.

With an abundance of good will and our hearts brimming with gratitude, we are confident that Lyn will continue to make a one-of-a-kind impact on those around her, as she moves on to explore her next steps in Italy, Australia, and Greenwich Village.



of Service & Inspiration

ON THE OCCASION OF THE RETIREMENT OF LYN SPYROPOULOS

Ann Mellow, Former Head of School, 1995-2007 | May 18, 2017 - St. Luke's School

Tonight we honor the incredible Ms. Spyropoulos. There is so much I could say, so I thought I would share four "Lyn-isms" that I hope will offer a glimpse into Lyn's incredible gifts and contributions.

THE PLANNER.

I'm sure you've seen it because she carries it wherever she goes. Perhaps you are a sixth grader, missing some assignments; perhaps a faculty member, missing some report cards; perhaps a school head, missing some faculty meeting agendas! You know how it starts: she harmlessly sidles up, suggests getting together, and then it happens—she opens The Planner. No, Ms. Spyropoulos, that time doesn't work. And so she suggests another, and another, and finally, nowhere to hide, the hapless victim gets penciled in. And every day, she will cheerfully say: "I'm really looking forward to our meeting on Thursday." Or "See you tomorrow!" How many of us have been saved, redeemed, strengthened, by Lyn?

But there's another side to that date book. It's the way Lyn somehow squeezes you in when you need her—that same sixth grader who has left a frantic note on Lyn's famous whiteboard. Or the teacher who is having a bad day. Or the parent who is angry or confused or hurting (or all three!). Then she is our pastor and comforter.

"EVERY DAY IN EVERY WAY."

I must have heard Lyn say this a thousand times. Like a Zen master or a 15th century abbess, Lyn knows that we mostly grow through consistent effort and small steps that, together, shape us into stronger and better human beings and a stronger and better school.

The Latin *ad minister*, from which "administrator" is derived, means to serve, and the Episcopal Church often talks about becoming a "servant leader." Lyn is that person who, without ego or bluster, shows the way. Lyn made this school and this world better "every day in every way" and asked the same of each of us. And what were we going to do? Say "no" to Ms. Spyropoulos??

"ANN, I THINK I'VE REALLY DONE IT THIS TIME."

I always knew Lyn had just come from a really difficult conversation because these were the first words out of her mouth when she came into my office. It meant that she'd just taken a tough stand—said no, held a line, delivered a hard message. But I quickly came to learn that, in fact, she had said or done exactly what needed to be said or done. Because Lyn has clear and centered convictions about what's healthiest for kids, how we need to treat one another, and the fundamental criteria for membership in this remarkable community. Her moral compass and her moral courage always held us to True North.

"I AM SO PROUD OF YOU."

If you've ever been to a St. Luke's commencement, maybe you've spied Lyn standing right there, under the arch, as the graduates take their places for the processional. And just before she gives the signal that it's time for the next student to begin walking, she takes his or her face in both her hands, looks into the graduate's eyes and says, "I am so proud of you." I have seen Lyn take the faces of so many to say, "I am so proud of you." In that moment, all is well. In that moment, somehow we are whole.

Tonight, Lyn, it's our turn to take your face in our hands. To look you in the eye and say thank you and well done - mad scheduler, ever present prompter and pastor, servant leader, and good friend. You have made us so much better every day in every way. We are so proud of you, our Ms. Spyropoulos.



Travel Grant: Global Perspectives



Nora Krulwich, *Grade 5 Teacher*

This past summer, thanks to a Parents Association travel grant, I walked 500 miles across Spain completing the Camino de Santiago, a pilgrimage dating back to the Middle Ages. I stayed in monasteries and hostels, often having communal dinners cooked by nuns. I explored 1000-year-old churches, swam in countless rivers, and drank from a fountain of wine (in parts of Spain, wine is cheaper than water).

But mostly, I walked. I woke up at 5:00 and started before sunrise to beat the heat. I walked with British pilgrims on the fourth of July. I walked with a Korean man; we had no shared language, but we still developed inside jokes. I walked with families, with a woman carrying her father's ashes, and with a sixteen-year-old who had never before been away from home. I practiced my French and learned some Spanish. I walked with people from six continents, but mostly, I walked alone. I walked through cities, tiny towns with less than 100 residents, on trails through mountains, and through fields of wheat where an unforgiving sun beat down on me. The Camino is marked with seashells. They are embedded in the cobblestones on city streets and in signage along country roads. I lost the way rarely.

People complete the pilgrimage for many reasons. Some are devout Catholics looking to reconnect with God. Others are trying to find their way after losing a job or ending a marriage. Some are drawn to the Camino as a physical challenge or a cheap way to travel. For me, the walk cleared my head. I spent a month with one change of clothes and no cellphone. I learned to trust in myself and in the kindness of strangers.



Mouse travels to Versailles.

Kelsey Martin, *Grade 1 Teacher*

In Grade 1, the students spend a considerable amount of time learning about cultures from all around the world in an engaging and developmentally appropriate way. Through stories and discussions about protagonists from different cultures and backgrounds, the students begin to develop a global perspective at a young age. This allows the students to understand and celebrate people and cultures and, just as importantly, appreciate the unique cultural differences within our own classroom. During these lessons we study language, food, clothing, animals, and traditions from around the world. This early exposure allows the students to become more open and accepting of others and teaches them the value of embracing traditions that may be different than their own.

My students' love and appreciation of learning about different cultures inspired me to grow my own personal knowledge of French culture. This past summer, through a Parents Association grant, I traveled to the Loire Valley, Paris, and Versailles to discover new ways to enhance our curriculum through my first-hand experiences in one of the most culturally rich parts of the world. To engage the students, I traveled everywhere with a stuffed mouse and took pictures of "le souris" posing in front of the Mona Lisa, on top of the Eiffel Tower, in chateau gardens and next to the golden gates of Versailles...just to name a few! The students learned about these historical sights through the mouse's perspective and asked thoughtful questions about his exciting French journey. Madame Tully further enriched the lessons by infusing new French vocabulary and songs into their classes. It was such an incredible opportunity to travel to France, and my experience will always be embedded in my Grade 1 curriculum.



Lauren Lazarin, Kindergarten Teacher

This summer, thanks to a Parents Association travel grant, I embarked on a journey through Acadia National Park in the beautiful state of Maine, and further, on to the breathtaking scenery of Canada's east coast and the Cape Breton Islands of Nova Scotia. My goal was to explore the natural forests, in particular focusing on evergreen trees.

Kindergarten students are immersed in experiences that connect nature with learning at St. Luke's. For the past few years, we have been visiting the New York Botanical Gardens in the Bronx where we participate in their "Evergreen Adventure" during the cold winter months. One of the highlights is the train exhibit constructed completely of natural materials, evergreens being the most abundant. To add to their knowledge and experience with evergreen trees, we learned about how to use their unique characteristics to identify them, uses of their wood and needles, and where they can be found in North America. We also learned about their role in our environment and how to determine their age and help support their longevity.



Kelsey Martin & Mouse explore Chateau Chambord.



Bonnie Soha and her family explored the Capitol Building and the Postal Museum



Bonnie Soha, Kindergarten Teacher

Due to the gracious funding of the Parents Association travel grant, I was able to enjoy a four-day stay in Washington, D.C. For many years, the Kindergarten classes have completed a unit of study on the post office. During this unit, the class learns to write letters, they learn how the mail is sorted, look closely at stamps, and talk briefly about the history of mail. My grant proposal included a trip to the National Postal Museum. This free museum was one of the highlights of the trip. It is a very hands-on, kid-friendly museum. During my visit there, I was able to look at an exhibit of stamps. I saw a variety of mailboxes from around the world and even one salvaged from one of the sites of the 9/11 attacks. I was able to climb in various mail vehicles, including a train car for mail sorting. I learned about the mail dog, Owney. I didn't leave without purchasing my own stuffed Owney for the class and a bag or two of stamps. The United States Postal Museum is right across the street from Union Station. This made it easy to see many other sights around D.C. I am grateful for the PA grant that provided me this opportunity to explore the U.S. capital and learn more about the postal system.



New Year, New Faces

In a small community like ours where personal relationships are highly valued, each person's departure is felt deeply, but we are excited by the quality of the teachers who will be joining our program and the vitality change can bring. We are indeed fortunate to be able to honor the legacy of those who leave us and build on the strength of our current faculty by welcoming these gifted educators to our school.



We are excited to welcome **LAUREN MAZZARI** to St. Luke's School as our incoming Upper School Head. Lauren was previously the Assistant Head of Lacordaire Academy, a Pre-K through Grade 12 independent Catholic school in Upper Montclair, New Jersey. Lauren

had been the Assistant Head of School at Lacordaire since 2011. Prior to that, she was Head of their Lower and Middle Schools. In fact, she has held a host of administrative positions since 2000 and been a member of the Lacordaire community for over 20 years. She began her career as an English teacher at Dwight School.



DANIEL DEEPAK will join us as our Grades 6, 7, and 8 science teacher. Daniel is well known to the school, having taught science at St. Luke's from 1997-2005. He left us to move to Austin, Texas, where he taught Grades 6, 7, and 8 science at Paragon Preparatory School. In addition, he has experience at Academy of St. Joseph and at the Spence School. Daniel attended undergraduate school in agricultural science in Bangalore, India. His MA is in microbiology from Long Island University. In addition, he has extensive training in programming, and he incorporates technology in his classroom and his instruction. In fact, he has developed his own online textbook for his curriculum.

In addition, he has experience at Academy of St. Joseph and at the Spence School. Daniel attended undergraduate school in agricultural science in Bangalore, India. His MA is in microbiology from Long Island University. In addition, he has extensive training in programming, and he incorporates technology in his classroom and his instruction. In fact, he has developed his own online textbook for his curriculum.



LISA DOVE will join Ron Nahass as our part-time music teacher, pedagogically embracing music as a springboard for individual exploration. Currently at Dwight-Englewood School, Lisa's educational gifts and experience in composition will continue to strengthen

the arts integration program. She earned a diploma from the Juilliard School Drama Division and studied at the University of Evansville in Indiana.



JOHN GOVE will join Rachel Perry as the Grade 3 associate teacher. John has been a kindergarten and Grade 2 Associate teacher at Ethical Culture School. John received a Master of Science in Special Education from Western Governors University and is passionate about helping every child find joy in learning. We look forward to welcoming John and his many gifts to St. Luke's School.

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JEFF HOWE will be our additional Grade 5 homeroom teacher and Grades 5 and 6 social studies and religious education teacher. Jeff is currently a middle school history teacher at The Country School in Madison, Connecticut. He has also taught Grade 5 math. He began his teaching career as a kindergarten associate at Greenwich Country Day School. In addition, Jeff has significant experience in outdoor education with middle school students as well as experience as a soccer and lacrosse coach. He is a graduate of Eastern Connecticut State University.

He is a graduate of Eastern Connecticut State University. He has also taught Grade 5 math. He began his teaching career as a kindergarten associate at Greenwich Country Day School. In addition, Jeff has significant experience in outdoor education with middle school students as well as experience as a soccer and lacrosse coach. He is a graduate of Eastern Connecticut State University.



JONATHAN MÜLLER joins the foreign language department as our JK through Grade 1 French teacher. A native French speaker, Jonathan received his MA in English and Spanish from the University of Marseille. Jonathan has taught French to Grades 1 and 2

at the French Institute Alliance Francaise and to middle school students at Grace Church School, where he initiated a pen pal project with a school in Switzerland. A volunteer for the International Rescue Committee, Jonathan personally embraces St. Luke's commitment to social justice.

Parents Association

SPEAKER SERIES RECAP

Catherine Corry and Christine Smith, PA Co-chairs

The Parents Association is proud to sponsor the PA Speaker Series in which we bring thought leaders to school to address topics germane to our community. Thanks to all of you who attended the events and engaged in thoughtful discussions. Below is a brief reflection on two of this year's events.

This year, the Parents Association was thrilled to host **JULIE LYTHCOTT-HAIMS**, author of *New York Times* bestseller, *How to Raise an Adult: Break Free of the Overparenting Trap and Prepare Your Kid for Success*, for a day of events with Upper School students, faculty and administration, and parents.

Julie, a passionate and engaging speaker, began the day with Upper School students. During her talk, she urged the students to develop their own path, and advised them to try hard, be kind, and find their passion. Julie quickly connected with the students, and drew them into a discussion. She asked them which they thought their parents and other adults valued more, character or grades. Only one-third of the students raised their hands for character. It was a sobering moment for the adults in the audience who realized that even in the grounded, nurturing environment of St. Luke's, anxiety about grades and performance pervades. Julie circled back to her central points, reminding them to explore their interests, find their passion, think for themselves, and chart their own course. The students were abuzz with conversation as they returned to their classrooms.

In the evening, Julie presented to parents and engaged in a lively discussion. While delivering her impassioned plea to stop coddling our kids and to start preparing them to become adults, she wove in tales of her own foibles and missteps in parenting her children. With a powerful mix of information, con-

viction, and vulnerability, Julie established a strong rapport with parents and garnered many allies. Julie uses a wonderful metaphor that expresses a core element of how she believes we should raise our children. She is emphatic that we should treat our children as wildflowers to be nourished rather than bonsai trees to be cultivated.

If you were unable to attend the St. Luke's event, you can access Julie's TED Talks online.

The Parents Association also hosted a screening of *Screenagers*, a documentary that covers a broad range of topics related to children and digital media, including social and cognitive development, behavior, sleep, depression, and addiction. The intent of the film is both to inform and to engender an ongoing conversation between parents and children on the frequently controversial topic of the use of electronic devices and social media. Parents and Upper School students attended. Notably, it was the students who led the post-screening discussion. They were eager to share their thoughts on topics the film covered as well as their own strategies for managing use of devices and social media. Experiencing the young thought leaders in action was powerful.

The Parents Association, in partnership with Diversity & Community, is already arranging speakers and events for the 2017-18 school year. In October, John Gentile and Dwight Vidale will address the topic of boyhood and challenging masculine norms. In November, Heidi Kasevich will facilitate a girls' leadership day, and in February, Dr. Eli Green will join us to speak about transgender issues and advocacy. Please stay tuned for more details. See you in September!



ANNUAL REPORT

2016 – 2017

This report gratefully acknowledges gifts received between July 1, 2016 and June 30, 2017. 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.

Please note that we will have a separate publication for Building Our Future campaign gifts which will be distributed in the fall.





From the Chair

Author and theologian Dr. Howard Thurman is attributed with saying, “Don’t ask yourself what the world needs, ask yourself what makes you come alive, and then go do that. Because what the world needs is people who have come alive.”

Engaged citizens make communities stronger, healthier and better able to meet the needs of the people who live in them. We are blessed at St. Luke’s School to have parents, faculty, administrators and kids who have “come alive” and give abundantly of themselves to our community and beyond. The rewards of being an engaged St. Luke’s citizen are manifest — meeting people who share your values, forming long-lasting friendships, and feeling you are doing something about what you care about in the world. That’s something we all want for our kids. When children get involved, they come to understand the world around them. They begin to care about what’s going on in their communities. And as they grow up, they want to do things to make the world a better place.

Your gifts of volunteerism, leadership, collaboration, sponsorship, and financial support are making a difference in many lives, one at a time, not only for the children but for the adults of our community as well. Whatever your gift may be, the path you follow to give it, and the inspiration you have behind doing it, we truly appreciate and value each and every one. At St. Luke’s we are fortunate to have a clear compass, a set of values that guide our work and behavior. Our dedicated faculty, administrators and staff have both the burden and joy of helping our kids to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens, aware of their capacity to effect change in their communities, society and world for years to come. All of this while staying true to themselves and their values! The responsible and thoughtful stewardship of our School Board further ensures we can sustainably support an environment for encouraging that growth in mind and spirit. Our alumni, alumni parents, grandparents, and friends inspire us with their own continued engagement in our community, 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 unfailing joy in the pursuit of learning. I humbly recognize the many people who have made a positive, and in many cases transformational, impact on the school this year. I hope you share my pride at all we have dreamed and accomplished together. The strength of your support is immeasurable. We simply cannot succeed without it. Please accept my heartfelt thanks for all you do for St. Luke’s, and allowing our children to blossom in their awareness of issues that affect their lives within and beyond the classroom!

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

The rewards of being an engaged St. Luke’s citizen are manifest — meeting people who share your values, forming long-lasting friendships, and feeling you are doing something about what you care about in the world.

Construction Update

Opposite page top: Exterior façade before (left) and after (right). **Bottom:** Third floor gymnasium before (left) and after (right).

WHAT WE HAVE BUILT TOGETHER: ST. LUKE'S PREPARES TO OPEN 20,000-SQUARE-FOOT ADDITION

What began as a series of conversations ten years ago resulted in a strategic vision that imagined a St. Luke's School grounded in its history yet ready for its future. The vision identified what to cherish, explored what to change, and determined what needed to be in place to secure the school's place on the block and in the city for generations to come.



SAVE THE DATE
*First Day of
School Dedication*
**Thursday,
September 7, 2017**
8:30 – 10:00 a.m.

Fourth floor hallway before (left) and after (right).



This fall, when students return to our grounds, they will walk into the most visible goal of that vision: a 20,000-square-foot addition resting on top of our current school. The space will serve children and facilitate learning. The eight classrooms are flooded with light, and they provide gracious space for whole group instruction and intimate nooks for private reflection.

Each floor contains breakout spaces and informal workstations so that the hallways become marketplaces for ideas, learning, and sharing. There are tables with white boards and walls covered in blackboard paint. Certainly, the rooms include the most recent technology so that students can create, collaborate, and communicate virtually, but the spaces are designed so that technology supports and supplements interpersonal communication rather than supplants it.

The third floor opens into a new gymnasium, nearly twice as big as our current gym. Light-filled and expansive, it will allow our teams more space for competition and our students more area to master gross motor skills and play games. It will enhance our athletic program and support the school's goal to introduce children to the habits and skills of life-long wellness.



Moving into the new space allows us to reimagine how other spaces might be used. A lower level classroom, now outfitted with a window well, will become a second science lab. The former auditorium will be transformed into a spacious music room, while the stage has been partitioned into a dance studio. The kitchen is being upgraded and the dining room refurbished so that we can provide a delicious, nutritious, and enjoyable lunch experience for all. Our current gym will become a black box theater in support of our drama and community programs.

Designed by Andrew Bartle (parent of Harry '04 and Lily '07) and Sean Auyeung of ABA Studios, managed by Chris Norfleet of Seamus Henchy Associates, and built by Archstone Construction, the project is being funded largely through a capital campaign that has raised over \$13,000,000, the largest and most successful fundraising effort St. Luke's has ever undertaken.* Beyond that, it reflects the faith, energy, and vision of our entire community, and it is a testament to the power of what St. Luke's School can accomplish when inspired by our children and in service to our mission.

* Campaign gifts will be acknowledged in a separate publication in the fall.



2016-2017 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.
Evan Carzis
Claude Davies
Doug Ellis

Ella Georgiades
Tina Johnson Hattan
Mark Husser
Robert McGraw
Valerie Pels
Ericka Pitters
Elon Rosenberg
Christine Smith
The Reverend Caroline M. Stacey
Courtney Stern
Alison Vasios Flannery '94

Honorary School Board Members

Kathleen G. Johnson
William J. Kealy

Recap of 2016-2017 Events

- * Halloween Dance
- * Christmas Fair
- * Family Dance celebrating Iranian & Persian Culture
- * Spring Benefit & Auction
- * Bake Sale

Save the Dates! 2017-2018 Events

10/27/2017
Halloween Dance

12/02/2017
Christmas Fair

SPRING BENEFIT AND AUCTION

We offer many thanks to Bianca Jebbia, Anita Lahey, and Christy Searl for their leadership of this year's Spring Benefit, which was held at The Bowery Hotel on March 15, 2017. Channeling 80s prep and punk, guests previewed live auction packages and bid on silent auction items and experiences. Our guest auctioneer, Bill McCuddy, led a spirited live auction that included unique experiences and visits to fantastic vacation homes. Net proceeds from the evening totaled over \$290,000, and \$109,000 was raised by the scholarship appeal made during the live auction. Thank you all for your support of St. Luke's School!



CHRISTMAS FAIR

This year's Christmas Fair ushered in the holiday season with a fun-filled day that included gingerbread cookie decorating, a carnival, bouncy houses, pony rides, the elf spa, fantastic holiday shopping, and performances by Mario the Magician. Many thanks to co-chairs Aiko Decelles, Bitia Javadizadeh, and Bethany Turnure for leading this extraordinary effort and to Sheila Latimer, Ericka Pitters, 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 fair is also the one event on the school's calendar that brings together our entire community — students and alumni, current and former parents, faculty, parishioners, and neighborhood friends. The Christmas Fair remains a favorite annual tradition here at St. Luke's around the holiday season.



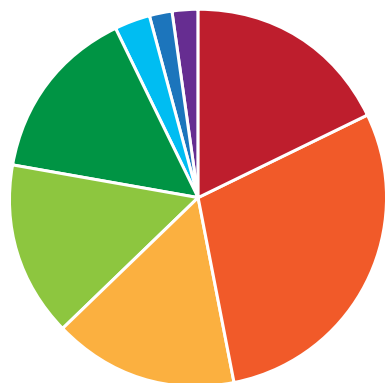
Gift of the Class of 2017

It has been a tradition at St. Luke's for the parents of the graduating class to give a special gift that honors their children and the school. This year's gift will fund the installation of a new feature tree and drought-tolerant, child-friendly planting beds on the playground.

Kazuko and James Benedict
Amy Silver and Jon Benjamin
Dorothy Crenshaw and Laurence Bennett
Amee Shah and Andy Carrigan
Erin and Jeff Clift
Sandra and Adam Davis
Joëlle and James Duffy
Stacey Spencer and EG Fisher
Yppres Fisher and Adam Foulsham

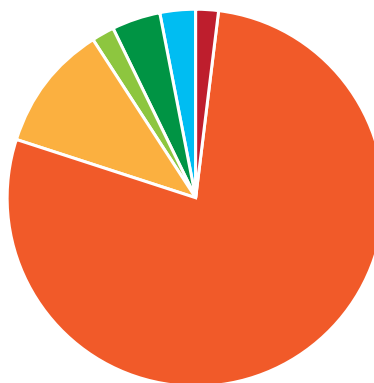
Pilar Esperon and Edgar Greene '74
Katharine and Don Harding
LaToya Hill
Cassey and Angel Morales
Joe Romeo
Christine Zaepfel and Peter Seidman
Annette Poblete and Robert Sporn
Paula and Craig Sutter

ANNUAL FUND BY GIVING CIRCLE



● Winged Ox Circle 18%
● Saints Circle 29%
● Challenge Circle 16%
● Leadership Circle 15%
● Benefactor 15%
● Partner 3%
● Sustainer 2%
● Supporter 2%

ANNUAL FUND BY CONSTITUENCY

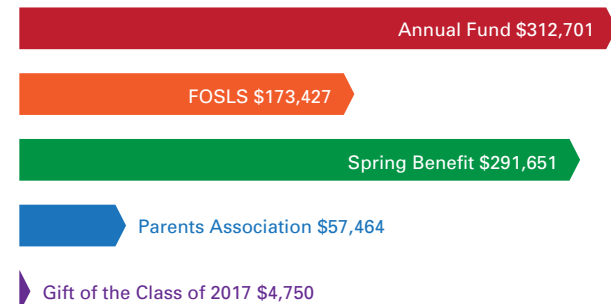


● Alumni & Students 2%
● Parents 78%
● Alumni Parents 11%
● Faculty and Staff 2%
● Grandparents and Friends 4%
● Matching Gifts 3%

PHILOSOPHY OF PHILANTHROPY

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

CONTRIBUTIONS



The financial data presented above represents Development Office unaudited results for the annual period ending June 30, 2017.

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

Christine Smith, *Co-Chair*
Catherine Corry, *Co-Chair*
Abbey Mather, *Secretary*
Elizabeth Taylor, *Treasurer*

Kelly Burns, *Halloween Dance*
Misa Butkiewicz, *Library Committee*
Kelly Carmichael, *Halloween Dance*
Aiko Decelles, *Christmas Fair*
Lewis Flinn, *Diversity & Community Building Committee*
Holly Fogle, *School Beautification Committee*
Glynis Ford, *Outreach Committee*
Bita Javadizadeh, *Christmas Fair*
D'Arcy Jensen, *School Beautification Committee*
Abbey Mather, *Diversity & Community Building Committee*
Betsy Morgan, *School Beautification Committee*
Stacey Spencer, *Outreach Committee*
Bethany Turnure, *Christmas Fair*
Jennifer Van Zandt, *Outreach Committee*
Nefertiti Vernon, *Diversity & Community Building Committee*
Christi Wood, *Halloween Dance*

SPRING BENEFIT CO-CHAIRS

Bianca Jebbia
Anita Lahey
Christy Searl

PARENTS ASSOCIATION CLASS REPRESENTATIVES

Summer Anderson, *Junior Kindergarten*
Catherine McKenzie, *Junior Kindergarten*
Amanda Charlton, *Kindergarten*
Jamyn Edis, *Kindergarten*
Rebecca Morse, *Kindergarten*
Savannah Stevenson, *Kindergarten*
Nida Bokhari, *Grade 1*
Aiko Decelles, *Grade 1*
Nita Patel, *Grade 1*
Algeste Williams, *Grade 1*
Jennifer Arcese-Riviere, *Grade 2*
Andrea Costa, *Grade 2*
Sheila Latimer, *Grade 2*
Mallory May, *Grade 2*
Jeannine Kiely, *Grade 3*
Sali Shibilo, *Grade 3*
Keri Talucci, *Grade 3*
Floencia Wurgler, *Grade 3*
Yvette Clark, *Grade 4*
Anita Lahey, *Grade 4*
Rachel Roberge, *Grade 4*
Kim Shaw, *Grade 4*
Jeannine Kiely, *Grade 5*
Susan Petrie-Badertscher, *Grade 5*
Lewis Flinn, *Grade 6*
Mary Jones, *Grade 6*
Christine Husser, *Grade 7*
Rymn Massand, *Grade 7*
Laurence Bennett, *Grade 8*
Annette Poblete, *Grade 8*
Stacey Spencer, *Grade 8*

Annual Fund Donors

DONORS BY GIVING CIRCLE

WINGED OX CIRCLE

\$25,000 and above

Melanie and Josh Clark ♥
Sheila and Tony Davidson ▲ 10
Bianca and James Jebbia
Holly Fogle and Jeff Lieberman ▲ ♥ 5

SAINTS CIRCLE

\$10,000 - \$24,999

Anonymous (3)
Courtney Costello '83
and Ned Benkert ▲
Christine and Cromwell Coulson ♥ 5
Kristen Dickey and James Dooley
Cheryl Henson and Ed Finn ▲ 10
Kate and Michael Flynn ▲ ♥ 5
Ella and William Georgiades 5
Lenore and Sean Mahoney ♥ 10
Nisha and John McGreevy ▲ 15
Rebecca and Tyler Morse
Prince Charitable Trusts, on behalf of
Daisy Prince and Hugh Chisholm
Sudie Anning and Kevin Raidy ♥ 5
Christine and Paul Smith ▲ ♥ 5
Rosi and John Werwaiss ▲ ♥

CHALLENGE CIRCLE

\$5,000 - \$9,999

Irene and Jeffrey Anschlowar ♥ 5
Bart Baldwin ♥ 10
Daniela and Patrick Brady ▲ 5
Misa and Peter Butkiewicz ♥ 5
Catherine Greenman
and Richard d'Albert ▲ 5
Claude and Michael Davies ▲ ♥ 5
Sarah Willersdorf and Hernan Farace ♥
Lili Hart and Toffer Grant ♥
Meredith and Ben Jenkins ▲ 5
Leslie Sutton and Mark McGauley
Catherine Corry and Derek McNulty ♥

Katerina Bouzalis
and Nikolaos Panagiotopoulos
Lucy Sykes Rellie
and Euan Rellie ▲ ♥ 5
Joann and Jim Riggio ♥ 5
Jessica and Daniel Soo 10
Shabnam and Randall Stanicky
Savannah and Jon Stevenson ♥
Beth and John Werwaiss

LEADERSHIP CIRCLE

\$2,500 - \$4,999

Anonymous
Ellen Hagopian
and Armand Cacciarelli ♥
Whitney and Raja Chatterjee ▲ 5
Amanda Charlton and Jason Cilo ▲
Yvette and Abel Clark ▲ 5
Marie and John Evans
Carmela Ciuraru
and Sarah Fitzharding 5
Christy Searl and John Haegele ♥
Selina Tay and John Hwang ▲ 5
Adriana Merida and John Jedlicka
Lela Rose and Brandon Jones 10
Jessica and Mark Kleinknecht ♥
Elena and Jesse Krzywon
Lori and Bill Lamoreaux ♥
Jeannine Kiely and Jeffrey McMillan ♥ 5
Cassey and Angel Morales ▲ 5
Jennifer and Paul Oppold
Ericka and Caleb Pitters
Hannah and Richard Ramsden
Sandra Main and Patrick Ramsey 5
Cybele Raver ▲
Wes Powell and Michael Rourke ♥
Hala Jbara and Cengiz Sanli
Annette Poblete and Robert Sporn ▲ 5
Courtney and Nicholas Stern ♥
Keri and Mark Talucci
Jennifer and Derek Van Zandt ▲ 5
Hollis and Hendrick Vandamme ♥
Florenia and Jeffrey Wurgler

BENEFACTOR

\$1,000 - \$2,499

Anonymous (3)
Summer and Clyde Anderson
Jennifer and Anton Anikst ♥ 5
Sydney and Bob Anning 5
Nida Bokhari and Faisal Ashraf
Susan Petrie-Badertscher
and Brian Badertscher ▲ 5
Veronica and Bob Bailin ▲ 20
Nazli and Eoin Beirne 5
Cathy and Jim Benedict 5
Blaine and Tim Birchby
Ellen Roh and Alfred Bongo
Kim Tabet and Christopher Brown ♥
Bita Javadizadeh and Henrik Brun
Scott Carroll and Frank Bua ▲
Heide Lange and John Chaffee 15
Peggy and Leo Chen ♥ 5
Elizabeth and Christopher Dal Piaz ♥
Joanna and Emanuele Della Valle 5
Mary Bing and Doug Ellis ▲ 5
Marcella C. Fava ▲
Alina Fisch
Una and Chris Fogarty 10
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The Wingèd Ox

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