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The Winged Ox

Summer 2011

Tales from St. Luke's School

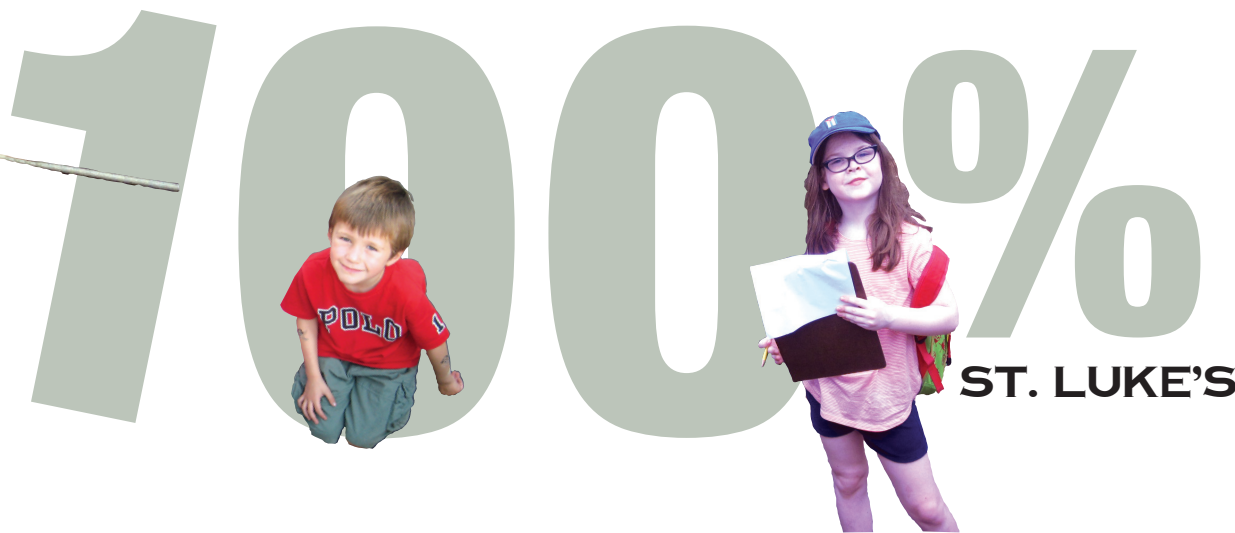
100% Participation Results in a Small Community with Big Dreams

The two builders had erected a structure almost as tall as they. The time came to clean up, but the structure was too perfect to take down; instead they decided to move it to one side so they could continue working on it later. "You grab one side and I'll grab the other," offered one young engineer. "We need each other to move this." The two students worked diligently side by side on their project. One was taking notes from an article; the other was creating a graph based on statistics from a book. "I'm a great researcher and she's a really good drawer. We need each other to learn this." The students were strategizing about a situation they wanted to address. They wanted to present their ideas to Ms. Spyropoulos and me in hopes that we would re-examine a rule. "You'll talk about how the rule doesn't reflect life today and I'll talk about how our class doesn't need rules like that. We need each other if we want to change this."

The lesson is simple and profound. If we want to move something, learn something, or change something, we need each other. This was made abundantly evident through our Annual Fund drive in which 100% participation by parents, faculty, and Board of Trustees allowed us to double the amount of money raised. Our Christmas Fair is possible because all of our families volunteer to support it in one way or another. Our community is strong because each person has a voice that is shared sincerely, heard respectfully, and valued deeply. We need each other.

This issue of The Winged Ox celebrates our mutual dependence at St. Luke's School. From raising money for scholarships to plays to book talks to community service projects, St. Luke's School is a small school that achieves big goals because we work together. Steve Ebner, an educator at an Episcopal

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School in Alexandria, Virginia wrote: "We do not educate to maintain the world as it is, but to expand the beauty of the world and the social justice of the human spirit. Therefore, the skill more important than many others is the ability to dream, dare, and accomplish change."

I would add that the environment more important than any other for such an undertaking is an inclusive community, such as that found in Episcopal schools in general and at St. Luke's School in particular, where we dream, dare, and accomplish change together.

We need each other. That much is 100% guaranteed.

Bart Baldwin

Head of School



St. Luke's School Non-Discrimination Policy:

St. Luke's School does not discriminate on the basis of religion, race, color, national or ethnic origin, or sexual orientation in its admissions and employment policies, or educational programs.

100% INDEPENDENT: ST. LUKE'S SCHOOL EDUCATES

The Paradox of Independence

Jon Pelegano, Upper School English Teacher

"What does it mean to be an individual?" I pose this question to my 7th grade students at the beginning of our reading of Lois Lowry's *The Giver*. The answers I receive are as varied as my students themselves, but what they all seem to agree on is that individuality is in large part defined by independent thought and action.

There certainly exist more agreed upon interpretations of literature - Frost's "Stopping by Woods on a Snowy Evening" may in fact evoke Santa Claus, but ultimately it is an ode to mortality. That being said, I also steadfastly believe that without independent thought, consensus on interpretations would not exist in the first place. In this regard, as my students open up their journals or begin writing literary analysis essays, they also patiently put up with my inevitable nagging: "What I think is not as important as what you think." "Take some intellectual risks." "Surprise me; better yet, surprise yourself."

I find that teaching English is on one hand about exposing students to established interpretations, but on the other, it is all about encouraging unfettered thinking. After all, independent thought is what prompted Einstein to question Newton's theory of gravitation and Achebe to challenge the traditional literary canon. By investigating the world around them and taking risks, both of these individuals redefined their respective fields; Independent thought changes the world.

As a teacher at St. Luke's, I am an educator at an independent school dedicated to encouraging exploration of independence and individuality as necessary and vital components of a community; indeed, of society. It is the encouragement that I



receive from my colleagues to explore different perspectives in my own teaching that inspires me to pass that same spirit of free-thought onto my students. As my first year at St. Luke's draws to a close, I am struck by how our school embraces the notion of independence as a unifying, rather than an isolating, force.

This paradox of independence is actually quite moving. One could think that asserting individuality might be a lonely endeavor, but it need not be. Thinking outside of the box can oftentimes be a frightening prospect, but in reflecting on my first year at St. Luke's, I find that independence is the foundational strength that supports our community. Who would think that you could have both a powerful sense of independence and community at the same time, in the same place? What a joy it is to teach in a school that celebrates both.

LIFE LONG INDEPENDENT LEARNERS

Transition to Independence Requires Practice, Patience and Balance

Alicia Howard, Upper School Social Studies and English Teacher

As a middle school teacher, I have developed a new understanding of the word independence. Rather than thinking of this idea as a state of being, it is a balance struck between mastery and challenge. It is a process which we constantly renegotiate. While teaching 10-12 year olds, I see on a daily basis how acquiring independence within a student's life is an on-going process. I see, too, that as adults we are often stymied when this balance shifts. From time to time, just like students, we must reconsider how a sense of self-reliance can be found again.

How did each of us ascend the ladder from complete dependence to where we reside today? In middle school, we traverse these steps forward, sometimes backwards, and then forward again on a daily basis. How do you organize yourself? How do you move from class to class with your books, your planner, and your ever-escaping pencil? How do you push your parents away enough to choose your own clothes, but keep them close enough for a heartfelt talk about a problem? How do you petition for a pet or a walk without a chaperone? How do you continue to learn about rules, even as they change?

Each day is a practice. You take your books out for morning classes and forget a pencil. You rely on friends, and you ask for help. The next day, you remember more, but still rely on others. In middle school, to work toward independence is to create steadiness with the aid of your friends and teachers. It is trying and sometimes failing. It is a process.

Each year, as students progress to the next grade, I am amazed at their transformations. I recall what she looked like as the year began, how he spoke and wrote, or what she stood for. There is always a lovely ribbon of continuity through the year, qualities of each person that never change within a student's personality; yet, it is striking how with the year's advances and retreats, each young person has become more aware of the world, more capable of handling its demands, and more connected to the community of his or her peers. As a 5th and 6th grade teacher, it is a marvelous thing to watch; independence's abstractions are never as clear as they are in a middle school classroom.

Children come into the world giving 100%. Everything they do, they do with their whole being. They are either completely happy or sad; they are entirely captivated by the butterfly they just discovered or the game they just mastered. Our goal in Middle School is to enable students to maintain their enthusiasm and commitment as they become independent learners.

Assignments that Stress Independence Encourage Students to Give 100%

Rob Snyder, Grade 5 Teacher

Students can become more involved in their school work when they feel more connected to assignments. When offered research topic choices and the freedom to present their findings using different modes of expression, their connection to the work increases.

During the spring months, the sixth graders study the Middle Ages in social studies and religious education classes. Among other information, they learn about the crowning achievement of medieval architecture, the gothic cathedral. They study the vocabulary associated with cathedral architecture and view and discuss David Macaulay's film, *Cathedral: The Story of its Construction*. To reinforce what they have learned, the students select one of the world's great cathedrals to investigate on their own. They are asked to find out specific information about their cathedrals, but the way in which they demonstrate their knowledge is entirely up to them. They can draw on their own specific, individual talents and skills. Some make models, some brochures, while others may choose to put together a PowerPoint presentation or design a poster. Working in clay, or researching on the computer, each child draws upon his/her own interests and gifts to learn and to share the information.

Fifth graders also get their share of individual expression. As part of their study of ancient Greece, they have been grouped into two teams – two travel companies – assigned with the task of designing a tour that includes visits to a number of archaeological sites in Greece and Turkey. Working in pairs, they researched the sites and created PowerPoint backgrounds for “guided tours” that they presented to their parents and teachers. The students were encouraged to give 100% as they researched, designed tours, wrote and edited their scripts and “packaged” their products.

Whether it is these activities, or fifth graders writing and recording their own biblical radio scripts, or sixth graders finding repeating designs in tessellations they create, individualized projects help each of these middle school students to connect to the learning, to work from their strengths, and to share what they have learned with their classmates.



100% UNIQUE: STUDENTS EXPRESS INDEPENDENCE

Every Student Shines through our Drama Program

Karen Butler, Drama Teacher

I was so thrilled to hear that the theme of this issue of The Winged Ox is “100% Participation” because that is what the St. Luke’s drama program is all about. In many other middle and junior high schools, the students who participate in drama productions are a self-determining select crew of “theatrical” students. Because of the integrated nature of our drama program, every student in grades one through eight participates in the creation, preparation and presentation of a performance piece that directly ties into the classroom curriculum. Each child gets to experience the pride, determination, nerves and excitement that come from putting himself or herself on a stage in front of peers, teachers and parents and pushing the boundaries of what he or she thought possible.

The season started with the Grade 4 research play. Within social studies class and library class, each student researched a different country of the world. In English class, students drafted papers, and in drama we used the amassed data to create improvisations and monologues. The result of these stages was the play entitled “Our Block.”

Next up was the Grade 3 Pow Wow. Throughout the fall, the students worked with Ms. Leonard and Ms. Welt in social studies exploring the cultures and history of many Native American tribes. Together, we explored the significance and meaning of the many dances and rituals of traditional Native American pow wows. With the help and inspiration of former St. Luke’s music teacher and founder of the Grade 3 Pow Wow Charles Hunter, our children flew. On the Friday before Thanksgiving, we gathered in the gym. 100% of our community shared the magical experience together.

March brought the Grade 5 musical, a collaboration of the music and drama curricula in celebration of musical theater. Each student, those who classified themselves as singers or dancers or actors (or even “none of the above”) pulled together and stretched out of personal comfort zones to bring Gilbert

and Sullivan’s *Pirates of Penzance* to life for the whole school. In April, Grade 6 students showed off their acting ability, as well as their knowledge of Medieval history, as they presented their own staged version of the Newberry Award Winning book *Good Masters, Sweet Ladies*. They toured their production around the school in the style of the medieval cycle plays, each student performing a monologue which created an in-depth character piece when placed in the content of the other monologue.

In May, Grade 2 presented its own historical drama: *The Life of The Lenape and the Dutch*. Through research and improvisation (along with incredible play writing and direction by Grade 2 teacher, David Recht) the students taught and entertained 100% of our student body.

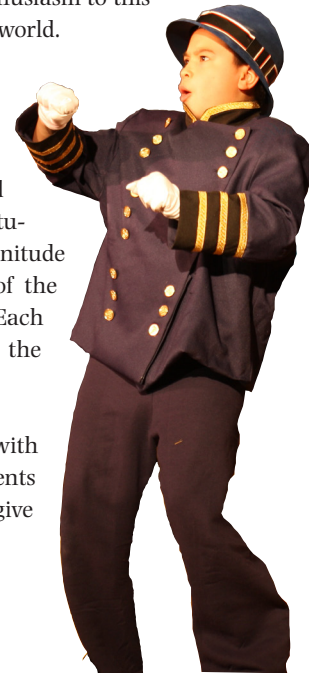
June brought the Grade 1 dance presentation, “Around the World With the Stars”. Each and every student, with the gentle guidance of Sherry Froman and Marissa Edelstein, gave 100% of his or her talent and enthusiasm to this wonderful exploration of dances of the world.

Finally, our Grade 8 had been working all spring writing, directing, editing, acting, designing, and producing six short films, which were presented to their parents, fellow upper school students, and teachers. A project of this magnitude requires 100% participation from all of the students, and they didn’t fail to deliver. Each student found his or her own place in the process as well as a way to shine.

It is a pleasure and an honor to work with such talented and enthusiastic students and teachers who are all willing to give 100%.



Grade 5 students perform
Pirates of Penzance



AND INDIVIDUALITY THROUGH FINE ARTS

The Freedom of Structure

Nancy Tompkins, Art Teacher

When I was asked to write a piece about the subject of independence, I immediately thought of a scenario that has happened to me several times over the course of my career: A woman at a dinner party asked me about my job, and I was describing a lesson that I had recently given my third graders about using a restricted color palette to illustrate an emotion. I had shown the class examples of paintings from Picasso's blue period, and students had experimented with shades of different colors and had discussed how certain colors made them feel. As I spoke, I noticed the woman regarding me with slightly narrowed eyes. When I finished, she said, "I don't believe you should give students assignments in art. Children are all natural artists. Why don't you just give them the freedom to create?"

Ah, yes, the "child as natural artist" argument. Even though most art teachers would agree with that statement, the idea that visual expression needs to be completely free from societal intervention is puzzling to us. The same people who would have no trouble with the idea of children learning how to enhance their love of movement with dance or gymnastics lessons, being taught how to refine their aim so they can play softball, or being taught how to read and write in order to deepen their enjoyment of stories often scoff at the idea of teaching art. They assume that by giving a child guidelines, teaching skills, or exposing children to the art of different cultures and time periods, the children will somehow lose their innate talent. Others just assume that adult artists "just kind of figure it (i.e., color theory, composition, technique, balance, pattern, rhythm, unity, art history, ad infinitum) out" without any help from the outside.

While children need to have independence and choice and to be the authors of their own work, most of them seem to be

most successful when they have a design problem to solve, a scaffolding of some sort. Of course there are children (especially very young ones) who would be delighted and deeply absorbed for hours if told, "do whatever you want!" in a room full of art supplies. But if this were the only exposure that students ever had to art making, many children would become stifled or bored by so much freedom and independence. Absolute freedom also generates reams of splatter paintings, drawings of rainbows and glittered peace signs, memorized copies of cartoon characters, and piles of pipe cleaner bracelets. As children grow, the more this seems to be true. As their way of seeing and of making art changes they can become frustrated and closed down creatively if they are not able to align their skills with their imaginations.

When designing an assignment, an art teacher needs to balance the need for independence with the goal(s) of the project.

Sometimes the skill that is being taught leaves less scope for creativity and freedom than other times. In my curriculum, the one- and two-point perspective drawing that the seventh graders learn when they are studying the Renaissance is probably the most specific, rule-bound technique that I teach. I once had a very memorable student who asserted her independence by deciding that the rules of perspective were not for her: she did away with the horizon line and the vanishing point and the orthogonals and drew her outdoor scene to her own rules of perspective because she thought it looked better that way. It was a sound artistic decision because she knew and understood the rules she was abandoning.

St. Luke's After School Program creates artwork in class "Mimicking the Masters".



Class of 2011 High School Acceptances:

Our Grade 8 graduates were accepted to a variety of schools. The schools where they have enrolled are listed in bold.

Berkeley Carroll School

Beacon
Brooklyn Friends
Brooklyn Latin
Brooklyn Tech
Bronx Science
Browning
Calhoun
Claremont Preparatory School

Collegiate

Columbia Grammar and Prep
Columbia Secondary School

Dominican Academy

Eleanor Roosevelt High School

Elisabeth Irwin

Fiorello LaGuardia

Friends Seminary

Hewitt

High School for Mathematics, Science
and Engineering at the City College
Horace Mann

Kent

Lab School

Loyola

Marymount
McNair (New Jersey)
Millbrook

N. Y. C. Lab School for Collaborative
Studies

Packer Collegiate

Poly Prep

Portsmouth Abbey

Riverdale Country School

Sacred Heart

Saint Ann's

Saint Mark's
Seton Hall Prep (New Jersey)

Trinity

Max Wilson '11 Delivers Commencement Speech on Behalf of his Class

When prompted to write a speech for graduation, I first thought of St. Luke's and what it means to go here. I thought of all the great moments and memories I had with teachers and friends. However, when I really look back, I realize that in a small school environment, it's the little things that have made the biggest contribution to my wonderful experience at St. Luke's.



It's the little things, like the fact that when you go to Ms. Bramble's office because you have a scrape or bruise, she both mends your injury and teaches you manners by reminding you of when to say "please" and "thank you." It's the fact that Mr. Trav, is not only a great teacher, but also takes the time to play ping-pong with you at all the canteens. It's a little thing like the fact that even though Mr. Hunter left St. Luke's years ago, he still comes back every year for Camp Mason and to help with the sacred St. Luke's tradition of the Pow-Wow.

I will remember the small things that made a big difference for me, like the way Ms. Allen not only teaches you about the Civil War, but also encourages you to be a social activist and a modern-day abolitionist. I will always remember that our Librarian, Ms. Eisman, knew exactly what genre of books I liked and always took the time at the book fair to help me find my summer reading. I won't forget that my fifth grade teacher, Mr. Snyder, made learning about Greece, Egypt, and Mesopotamia so ex-

100% ELOQUENT: WORDS OF

citing that I and many of my friends contemplated becoming archeologists. I will always cherish a little thing like the few minutes Ms. Petrosky once took to show me, a new J.K.'er, how to tie my shoes using a bunny and a tree, and never forget the lunch periods spent in the gym with Ms. Rapp and Mr. Bitterman helping me improve my jump shot.

It's the fact that each student at our small school has an advisor like Mr. Pelegano, Ms. Milks, Ms. Butler, Ms. Zelechow, Ms. Biemond, Mr. Adams, or Ms. Howard who actually makes talking about the search for high school, a fun, safe and supportive experience. It makes a big difference at this small school that the front gate staff knows my name, and every morning greets me and all the other students with a smile and a high-five. It's a small thing that our upper school leader, Ms. Spyropoulos, really does have eyes in the back of her head, but more importantly she uses them to stop you from doing something you know you'll regret later. Of course there are so many more examples and people I could mention. But if I mentioned everyone at St. Luke's who has taken the time to help and inspire me we would be here all day. I just would like to say thank you to all of you.

It's a small thing, but with big significance, that no matter what age you are, you are automatically friends with every student in the school, and that even though you only have a class of 19, you can still make friends with your buddies from Newcomer's High School who come from China, Ecuador, the Congo, and The Ivory Coast, and keep those friendships for the rest of your life.

St. Luke's is, indeed, a small school. But for me, all of these little things add up to a big, rich, unforgettable experience.

WISDOM FROM OUR GRADUATES

Claire Austin, '02 Delivers Recognition Chapel Speech

Having recently graduated from the George Washington University and just prior to that the Packer Collegiate Institute, let me tell you...I have sat through many graduation speeches in the past few years.

When Mr. Rataczak asked me to be the alumni speaker this year I reflected upon these speeches and found that interestingly they had all made the same point: You are so fortunate to have had such supportive parents, friends, families, and teachers who have provided you with this top education, so now is the time for you to use it to change the world. My high school graduation speech actually went so far as to tell us to buy inexpensive cameras from the drugstore and go to Africa. "Just go, go to Africa, show the world," ushered Terry George, the director of Hotel Rwanda. My college graduation speech by first lady Michelle Obama, while eloquent and energetic, applauded our community service efforts and those going to the Peace Corps following graduation. After each of these speeches I was left feeling inadequate. That I somehow couldn't rise up to the expectations that my education had afforded me. That perhaps my passions and interests weren't necessarily going to change the world.

While attending St. Luke's, I learned a more valuable lesson. A lesson that would continue, and most likely will continue, to be shared at our dinner table throughout my life. "Just be a good person," Ms. Spyropoulos once now infamously stated during my days at St. Luke's.

When I was up in arms in high school over upper school gossip or the fact that I swore the drama teacher had a personal vendetta against me and that was her reason for never casting me as a lead, my mom would gently hold one of my hands, look me in the eyes and say in an Australian accent and all, "Just be a good person."

In these moments I return to the incensed pews where I would rest my small feet on top of those faded pink pillow kneelers, which I was always tempted to pull down and kneel upon in the middle of a chapel, or I return to the moments where Mr. Hunter would lead these sensational and dizzying rounds of "Seek Ye First." Where singing at the top of my lungs, my small body was whisked away into the harmonic chords of an unabashed community.

Today, what I would like to share with you all is that if you are the next graphic designer, filmmaker, novelist, movie critic, judge, scientist, game designer, chef, or Civil War historian, what matters most is to be a good person. In the end, we are not remembered for what we did; rather we are remembered for who we were. While I hope that there are those in this graduating class with the patience, stamina, and compassion to find the cure for cancer or to solve our climate crisis, one thing we can all strive towards is goodness. Be kind to others, walk gently on the earth as we are simply borrowing it from our grandchildren, and work each and every day to better yourself. So when asked, What were they like? The response will always be...a very good person.

Congratulations to the Class of 2011.

Welcome to the St. Luke's School Alumni Association.

Class of 2007

We wish our alumni from the Class of 2007 continued success at their college choices:

Bard College
Bennington College
Cornell University
Fashion Institute of Technology
George Washington University
Gettysburg College
McGill University
Morgan State University
New England Conservatory of Music
Syracuse University
Tulane University
University of St Andrews
University of Texas at Austin, Plan II
University of Vermont
Vassar College



100 % SPECIAL: GRANDPARENTS AND SPECIAL GUESTS VISIT ST. LUKE'S SCHOOL



Grandparents & Special Friends Day

April 29, 2011 was a special day for all the Lower School students as they hosted their grandparents and special friends. The day began with a musical performance by all children in Junior Kindergarten through Grade 4 as they sang, danced, and played a variety of instruments to welcome their special guests to St. Luke's School.

Following the performance, students and guests visited classrooms where they read and shared stories, worked on math projects, conducted scavenger hunts, and even shared snacks. The morning concluded with a gathering in the Church where children shared poems and one final song, "You Are My Sunshine." Thank you to all our special visitors for making memories for a lifetime with your visit.



Save the Date:
Grandparents
& Special Friends Day
Friday, April 27
2012

100% SATISFACTION GUARANTEED:

Posted by Our Town on June 1, 2011

Generations of Village students honor St. Luke's Snyder before he retires

Paulette Safdieh



Rob Snyder has retired from teaching after 38 years at St. Luke's School. His service to the school has been extraordinary and his dedication to your children exemplary. He has accepted a part-time position as alumni affairs coordinator.



After 38 years of teaching math and social studies to the students of St. Luke's School, Rob Snyder certainly raised expectations of teachers there. Snyder has seen students and their children walk through his 5th- and 6th-grade classrooms, making him an icon for the West Village community.

As one parent put it about Rob Snyder, **"All I can say is there must be some kind of magic going on behind his classroom door."**

Snyder's consistent use of innovative teaching methods and his ability to establish school traditions, like the 5th-grade musical and the student-made Egypt museum, earned him a Blackboard Award. The parents, students and teachers at St. Luke's agree there is no better time to honor Snyder, since he will be retiring at the end of the year.

"People used to ask me how I manage to keep fresh after so many years," said Snyder, who was one of the first at the school to use a SmartBoard, an interactive whiteboard in his classroom. "I was always interested in bringing new things to the school, and my love of drama played into that."

Ann Mellow, who served as head of school for 12 years, considers Snyder, 66, a master teacher in his ability to blend classicism with creativity. "Teaching will lose one of its finest teachers, but his impact will live on in each of the lives, minds and hearts that he has shaped," said Mellow, who left the school in 2007.

The gift of reaching young minds and spreading knowledge came naturally to Snyder, whose father was also an educator.

"He is perhaps the most important asset that St. Luke's has had over its lifetime."

Lisa Barry, Parent

"The idea of teaching and service was always in me," he said. After teaching in two different schools in New Jersey in the 1960s, he moved to St. Luke's, where he's been ever since. "The St. Luke's community is remarkable. It's a small town in a big city," he said.

Many former students feel lucky that their own children ended up in Snyder's classroom, too. Sarah Edwards was part of his 1974 class, and her daughter, Virginia Manning, had Snyder as a teacher in 2009. "He really is such an amazing and inspirational teacher," said Edwards.

Many of Snyder's past and current students got together at the school recently to celebrate his career. "Whenever a student graduates, the student's name is called and the head of school reads a tribute about his or her strengths and what we love about them, and they did that for me," said Snyder of the gathering. His "favorite singer" Rosanne Cash, daughter of the legendary Johnny Cash and mother of three St. Luke's graduates, also performed a mini-concert for her biggest fan.

He plans to take advantage of his newly open schedule by traveling with friends. "My retired friends like to travel, and they've always had to work around my schedule, during summer break. Now we'll be going to New Zealand in February."

Randi Cardia is one of many parents who feel fortunate to have had Snyder play a part in her children's education. Cardia's two daughters, who are now college graduates, still recognize Snyder as their favorite teacher.

ST. LUKE'S SCHOOL SAYS GOODBYE

Matt Adams, science teacher for Grades 6 – 8, has also accepted an appointment overseas. Next year, Matt will teach at a school in Vienna, Austria. Matt has taught our students with enthusiasm, passion, and gentleness since 2006. He will be greatly missed, but I know you join me in congratulating him and his partner Omar on their next, great adventure.

Music teacher **Narda Biemond** and her husband Terrell have accepted an appointment to a school in China where they will serve in the music and technology departments respectively. In addition, this will put Narda closer to her native Australia. Narda has led our music program with skill, innovation, and vision since 2006. We are grateful for all she has given to St. Luke's School and wish her well on her new adventure.

Scott Bitterman began working at St. Luke's School in 2008 as a long term leave replacement. He became a full time employee the next year. St. Luke's School has benefitted from his enthusiasm as a teacher and coach, commitment to our community, and passion for personal fitness.

Kim Allen joined St. Luke's School in 1996. Since then, she has built a social studies program that reflects her and the school's commitment to social justice and equity and learning arising from dynamic projects, intensive study, and thoughtful reflection. In addition to implementing a rigorous social studies curriculum, Kim has been instrumental in founding our Amnesty International Chapter, building and maintaining our relationship with St. Clements Food Pantry, and coordinating our participation in the AIDS Walk. Kim, along with teacher and current parent Julie Mann, forged a partnership between St. Luke's School students and students at Newcomers High School in Queens. Together, the students have planned and implemented a series of Human Rights Day celebrations and, most recently, worked to better understand and document the immigration stories of students new to our country. This work has been chronicled in a video documentary currently posted on our website.

Marisa Edelstein has completed her three year appointment as Grade 1 associate teacher. During her tenure, and under the wise tutelage of Sherry Froman, Marisa has become a caring, effective and dynamic teacher. She has also become a leader among the faculty. Marissa received an appointment to join Mary McDowell School.

Students Honored at Award Recognition Chapel

Clockwise from upper left: Joseph Barker receives A Better Chance Young Leaders Award; Ryder Sammons and Briyana Martin receive Donnie Hillenbrand Award; Choir Master David Shuler with the student choristers; Grade 8 Commencement; Mo. Mary Foulke with student acolytes.





Above: Kindergarten docents explain their art to Head of School Bart Baldwin at the Kindergarten Art Museum. Below: Event Co-chair Joëlle Duffy at the Hoops to Help Fundraiser.



DIVERSITY DANCE

Tina Johnson-Hattan

The Diversity Dance was lots of fun this year, thanks mainly to all the wonderful volunteers who made everything run smoothly. Lindy Judge started the ball rolling with helpful sign-up sheets. Lewis Flinn organized the delicious food, which had been generously prepared in your kitchens. Misa Butkiewicz made the gym look festive, and Carrie Coakley donated beautiful flowers for the event. Peter Seidman kept the beverages flowing, and our DJ had the kids dancing their feet off. The evening ended with the Mummy Dance, which involved lots of toilet paper, and we deeply appreciate the maintenance crew for cleaning up afterward. I would also like to personally thank Joelle Duffy, Lewis Flinn, Clint Rataczak and Susan Harriot for their invaluable support. This was our family's first time attending the dance, and we can't wait until next year.



JOG-A-THON

This year the Jog-A-Thon raised \$9,000 which was donated to The Sarcoma Foundation America, Breast Cancer Research and Doctors Without Borders for use in Japan.

100% ST. LUKE'S SCHOOL:

HOOPS FOR HOPE

Joëlle Duffy

The First Annual Hoops to Help was a fundraiser to help raise money for AIDS orphans in Illinge, South Africa. The first-ever event took place on March 17, 2011, where for a nominal entry fee, students shot as many free throws as they could in 30 seconds. St. Luke's matched every basket made with a dollar donation. There were also assorted raffle prizes, ranging from iPod Touch units to tickets to sporting events. Many yummy baked goods, graciously donated by parents, were also for sale. It was a successful event that brought the community of students, teachers, administrators and parents together. In total, close to \$3,000 was raised for this festive occasion.



LIFE AROUND THE SCHOOL

BOYS VARSITY BASKETBALL

Max Wilson

When asked to reflect on this year's basketball season, I have to come to the conclusion that winning isn't everything. That's because the experience of being on a team means so much more than winning. Although we didn't have a great season, we made it into our tournament finals.

Playing basketball at St. Luke's is different than at other schools. Everyone is welcome on the team and everyone plays. While some people may think of this as a disadvantage, I believe that this is what makes our team great. No matter what skill level, we come together as a team, each bringing something different to the table, but we are all equal on the court. Although this doesn't always lead to winning tournaments, it does create a sense of camaraderie, friendship, and respect amongst the team that flows into other areas of school life. Playing on the team for my last year at St. Luke's has also created a bonding experience with both my Grade 8 classmates and my newfound Grade 7 teammates. Personally this experience has been greatly beneficial to my skill level and my character. At St. Luke's, we feel lucky to play on the team, and lucky to call our teammates friends both on and off the court.



Warming up for softball

GIRLS VARSITY BASKETBALL

Honor Sankey and Lucille Johnston

You know that you will have a successful season when your first practice consists of three girls, all of whom were seventh graders who had never played varsity basketball before. Soon the team grew to nine girls, five of them were in grade 8, and four of them were in grade 7. In our first game against Mary McDowell, we only had six girls which meant by the end we were all pretty tired. The next game we played Village Community School, who are our rivals. We all really wanted to win, and we did! Overall we had eight wins, two losses and one cancellation. As the season progressed, we started to fall into a pattern. We would start the game very strong, towards the middle of the game we would lose our lead, but then we would bounce back to win the game. We had one of the best seasons in our 13-year-old lives.

We came in a group of individuals and left as a team. A small team, but a team none the less. We owe our teamwork to the coaching of Miss Rapp, who in her own special coaching style, made us a better team than we could ever hope for.



IN MEMORIAM

We record with sorrow the death of the following members of the St. Luke's community and extend our sympathy to friends and family.

William "Beezie" A. Blackmon, III
Class of 1971 – November 15, 2010

Jonathan P. Nocera
Class of 1999 – July 3, 2011

Sheran Theodoro
mother of Athena '96 and
Christina '01 – March 20, 2011

Jackson J. Vandenberg
Class of 1996 – March 30, 2011



BIRTHS

Becca Esler and Gary Resch gave birth to Declan Hayes Resch on December 19, 2010.

Michael and Claude Davies gave birth to George MacIntyre Davies on March 3, 2011.

Paul Costello and Sara Ruffin Costello gave birth to Ruffin Costello on January 16, 2011.



Gift of the Class of 2011

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. The Class of 2011 gift will be used to purchase a new wireless scoreboard for the gym.

100% Participation

Gillian and David Calderley
Brigitte and Evan Carzis
Candida Smith and Carroll Cavanagh
Gina Curry
Elena Seibert and Alan Goodman
Lana Ogilvie and Grant Hailey
Lindy Judge
Elena Addomine and Robert Lampietti
Maura McEvoy

Mary and Kelly McGowan
Helen and Dean Micklewhite
Kate Oldham
Paula Orejuela
Anne Fairfax and Richard Sammons
Regina and Nicholas Silitch
Lisa Barry and Todd Steinberg
Jane and Richard Stewart
Deepa and Nishesh Teckchandani
Lydia Andre and Campbell Wilson



Coming Soon!



This Fall, St. Luke's will launch its Facebook and Twitter accounts, offering another way for parents and friends of St. Luke's School to keep in touch.

St. Luke's School Sponsors Alumni Facebook Page

St. Luke's School is now hosting a Facebook page for its alumni. Once you sign onto Facebook, search for St. Luke's School Alumni and look for our winged ox logo. The page is a great way for alumni to reconnect and post updates on their lives. In addition, it contains pictures of our graduating classes since 1949. We would love to hear from our alumni. Please contact the school either through Facebook, the alumni portal of our website, or by emailing Clint Rataczak, our Director of Development (crataczak@stlukeschool.org).

Visit me on Facebook!



2010 - 2011

ST. LUKE'S SCHOOL BOARD

Nisha McGreevy, Chair
Marc Boddewyn, Vice Chair
Lindy Judge, Vice Chair
Barry Rice, Vice Chair
Ulrika Ekman, Treasurer

Elena Addomine	Katy Kapetan
W. Barton Baldwin, Jr.	Sara Stone Laughren
Evan Carzis	Sean Mahoney
Melanca Clark	Margaret Newman
Mary Collins	Sean Scheller
Doug Ellis	The Reverend Caroline M. Stacey
Peter A. Irwin	Todd Steinberg
Charles Johnston	Eden Stewart-Eisman

HONORARY SCHOOL BOARD MEMBERS

Kathleen G. Johnson
William J. Kealy
The Rev. Ledlie Laughlin, Jr.
Katharine M. Taylor

Philosophy of Giving

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 we supplement tuition and fee income 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.

100% GRATEFUL: TOTAL PARTICIPATION

This Annual Report gratefully acknowledges and thanks the entire St. Luke's School community. We whole-heartedly salute all who have supported St. Luke's this past year through financial donations and the giving of time and talent. Our school would not and could not exist without you.

Fundraising goals for 2010-2011 were unprecedented in the history of the school. Our participation goal for current families was set at 100%. Not only did they meet the challenge, but faculty and staff also joined them at this level. We increased our Annual Giving goal to \$500,000, which more than doubled the amount raised last year, and ultimately raised \$644,884.

Annual Giving is St. Luke's first giving priority and our most critical ongoing fundraising effort. As is the case with most

independent schools, we ask for annual tax-deductible donations to cover those costs not funded by tuition. These annual gifts go directly to work sustaining the St. Luke's experience in every area by supporting faculty salaries and professional development, classroom improvements, technology upgrades, and upkeep on our school building.

This year's remarkable achievements reflect the incredible generosity of the more than 250 alumni, current and alumni parents, present and former faculty, grandparents, and friends listed in the following pages. To all our contributors, we express sincere gratitude and appreciation for the wonderful support given to St. Luke's School. Thank you for helping to create a community where students grow strong in mind, body, and spirit.





Annual Fund Donors

DONORS BY GIVING CIRCLE

Winged Ox Circle

\$25,000 and above

Anonymous
Sheila and Anthony Davidson ▲♥
Ulrika Ekman and Peter Douglas ▲♥
Mary Bing and Doug Ellis ▲
Cheryl Henson and Edwin Finn ▲
Una and Christopher Fogarty ▲
Martha Gallo and Charles Kerner ▲♥
Lenore and Sean Mahoney ▲
Nisha and John McGreevy ▲♥
Lisa Barry and Todd Steinberg ▲★

Saints Circle

\$10,000 - \$24,999

Anonymous
Mary Ann and Brian Belliveau
Betsy and Jonathan Cary ▲
Catherine Greenman and Richard D'Albert ▲
Sharon and Christopher Davis
Jennifer Tonkel and Carlos Fierro ▲
Sara Stone Laughren ▲
Deborah and Paul Sankey
Lisa and Peter Seccia
James Spencer ▲♥
Anh and Robert Steininger ▲

Challenge Circle

\$5,000 - \$9,999

Anonymous (2)
Misa and Peter Butkiewicz ▲
Carrie Shumway and Cory Carlesimo
Erin and Jeff Clift
Christina and John Collins
Claude and Michael Davies ▲
Adam Davis
Luke Janklow ▲
Lela Rose and Brandon Jones ▲♥
Rebecca and John Larkin
Holly Fogle and Jeff Lieberman
Donald A. Pels
Cybele Raver ▲
Lydia Andre and Campbell Wilson ▲★
Kiele and Bill Wolf

Leadership Circle

\$2,500 - \$4,999

Carol Faber-Adams and Thomas Adams, III ▲
Anonymous
Kathleen and Paul Atkins ▲
Claire Mosley and Fabian Bachrach ♥
Susan Petrie-Badertscher and Brian Badertscher ▲
Daniela and Patrick Brady
Andrew C. Brown '69 ♥
Brigitte and Evan Carzis ▲♥
Candida Smith and Carroll Cavanagh ▲★
Heide Lange and John Chaffee ▲★
Katherine and Michael Flynn ▲
Marian Baldwin and Roland Fuerst ▲♥
Paulette Bogan-Johnston
and Charles Johnston ▲★
Cassey and Angel Morales
Carolina Nitsch-von Graffenried ♥
Lucy Sykes-Rellie and Euan Rellie ▲
Darcy McCulloch and Barry Rice ▲♥
Christine Zaepfel and Peter Seidman ▲
Sasha and Ole Slorer ♥
Annette Poblete and Robert Sporn ▲
Jane and Richard Stewart ♥
Stella Um and Colin Teichholtz ▲♥

Benefactor

\$1,000 - \$2,499

W. Barton Baldwin, Jr. ▲
Karen Lupuloff and Annella Barranco ♥
Catherine and James Benedict ▲
Dorothy Crenshaw and Laurence Bennett
Natasha Bergreen
Julia and Marc Boddewyn ▲♥
Tanya Bonakdar ♥
Catherine Malandrino
Stacey Spencer and E.G. Fisher
Pilar Esperon and Edgar Greene '74 ▲
Toni Allocca and Nicholas Hartman ▲♥
Barrie Schwartz and Patrick Hayne
Susan Holmes and Matthew Heller
Gloria Henn ★
Christine and Mark Husser
Lena and Gilbert Kaplan ▲

Anna Quindlen and Gerald Krovin ♥
Sarah Edwards '78 and Paul Manning
Jeannine Kiely and Jeffrey McMillan ▲
Leslie Mason '75 and Thad Meyerriecks ▲
Jane and Nigel Morris
Cindy and Michael Nelson
Kate Newlin ▲♥
Valerie Pels and Richard Pasquarelli ▲♥
Sarah and Charles Radcliffe
Rita and Joseph Romeo ♥
Gillian and Graham Sands
Frederick Schroeder '73 ♥
Susan and Sam Stone ♥
Paula and Craig Sutter
Katharine M. Taylor
Manveena Singh and Todd Tilley
Alycea and Robert Ungaro ▲♥
Nancy Matsumoto and D. Grant Vingoe ▲♥
Rokhee Kim and Anders Wahlstedt
Christine and Nicholas Wood
Elizabeth Kuhlenkamp and Roy Yan ▲
Mary Collins and Anthony Yarborough ▲★

Partner

\$500 - \$999

Karen and Ronald Butler
Sara and Paul Costello
Lana Ogilvie and Grant Hailey
Katharine and Donald Harding
Georgia and Anastasios Hatzioanidis ★
Ann Mellow and Peter Helling ★
Peter A. Irwin ▲
Lindy Judge ▲♥
Elena Addomine and Robert Lampietti ▲
Sambhavi Lakshminarayanan
and Raghav Madhavan
Tracey and Peter Magill ♥
Zachary Magill '09
Sharon McGarvey and Paul Martin ★
Wendy A. McCain
Marilia Bezerra and Friedrich Petzel
Freyda Rapp ▲★
Robin Rue
Dyana Lee and John Sabetta ▲♥

Katherine Schoonover '67 ▲
Regina and Nicholas Silitch ★
Nina and Rudd Simmons ♥
Yvette and Anthony Valentine

▲ FOSLS

Donor has given to Friends of SLS, Inc.

♥ Head's Circle

Donor has given to the Annual Fund for five or more consecutive years.

★ Decade Circle

Donor has given to the Annual Fund for ten or more consecutive years.

WHAT IS FOSLS?

Friends of SLS, Inc. (FOSLS) is an IRS designated tax exempt 501(c)(3) organization formed to support fundraising for St. Luke's School. FOSLS, whose Board is composed of parents of children currently enrolled at St. Luke's School, provides a bridge between our current structure as a mission and division of the Church and our anticipated incorporation as an independent organization working in partnership with the Church. FOSLS' sole purpose is to support and raise funds for St. Luke's School during this time of planning and transition.

FOSLS has committed to transferring Annual Giving gifts raised through their organization to the school until we reach our Annual Giving budget. Any funds donated above that will be used as seed money supporting the long-term needs of St. Luke's School.

Gifts of Time & Talent

Sustainer

\$250 - \$499

Kazuko and James Benedict ▲
 Elizabeth Keller and James DiMarco
 Joëlle and James Duffy
 Doug Beane and Lewis Flinn ▲
 Winsome Wilson and David Forde
 Patrick Gaynes
 Elena Seibert and Alan Goodman
 Rosemary Blackmon Grove '65 ★
 Dorothy Wholihan and Thomas Harney ▲
 Elizabeth Harris
 Merrie Harris ♥
 Mary Ann Hoffman ▲
 Katy Kapetan ▲
 Elza Macedo ♥
 Mary and Kelly McGowan ♥
 Jane Lacher and Mark Novitz ▲
 Susan Skerritt ▲
 Lyn Spyropoulos ★
 Shara Cheung and Brandon Tso
 Hong Cao and Fusen Wang
 Kristina Hou and Daniel Yang ▲

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

Sara Stone Laughren, Co-Chair
 Pilar Esperon, Co-Chair
 Jennifer Tonkel, Secretary
 Elena Addomine, Treasurer
 Lisa Arongino, School Store
 Marian Baldwin, Christmas Fair
 Gillian Calderley, Library Committee
 Joëlle Duffy, Diversity Committee
 and Parents League Rep
 Ulrika Ekman, Outreach Committee
 Lewis Flinn, Diversity Committee
 Tina Johnson-Hattan, Diversity Dance
 Katy Kapetan, Book Fair
 Alexandra Kimball, School Store
 and Parents League Rep
 Cindy Nelson, Welcome Reception
 Lana Ogilvie, Halloween Dance
 Susan Petrie-Badertscher, Halloween Dance
 Diane Podrasky, School Store
 Stacey Spencer, Outreach Committee
 Stella Um, Christmas Fair
 Yvette Valentine, Christmas Fair
 Dorothy Wholihan, Book Fair

Parents Association Class Representatives

Claude Davies, Junior Kindergarten
 Kristina Hou, Junior Kindergarten and Grade 1
 Elizabeth Ehrlich, Kindergarten and Grade 2
 Susan Petrie-Badertscher, Kindergarten
 Carrie Shumway, Grade 1
 Stacey Spencer, Grade 2
 Claire Mosley, Grade 3
 Sasha Slorer, Grade 3
 Alexandra Kimball, Grade 4
 Lisa Seccia, Grade 4
 Darcy McCulloch, Grade 5
 Carolina Nitsch-von Graffenried, Grade 5
 Rita Romeo, Grade 6
 Marian Baldwin, Grade 7
 Lisa Barry, Grade 8
 Brigitte Carzis, Grade 8

Spring Benefit Chairs

Carol Faber-Adams
 Lenore Mahoney
 Anh Steininger
 Lucy Sykes-Rellie



Supporter

up to \$249
 Julie Mann and Brandt Abner
 Sasha Abner '18
 Jan Abruzzo
 Matthew Adams ♥
 Williane and Chenet Alexandre
 Kim Allen ▲★
 Lourdes and Roger Archer
 Lisa Arongino
 Emily Bailin '99
 Sara Bailin '01
 Bridget and Lindon Baker
 Mary Davidson and Andrew Bartle
 Barbara Belknap ★
 Narda Biemond ♥
 Nicholas Birns '79 ▲♥
 Scott Bitterman
 Jean Boddewyn
 Elizabeth and John Boppert
 Brenda Bramble
 Lisa and Jimmy Brice
 Annette Brody ▲
 Pia Bunton '95
 Gillian and David Calderley
 Joshua Chaffee '99 ▲
 Xiao Juan Chen
 Alison Collins '70 ▲
 John Contrubis
 Sarah Cosentino ▲
 Scarlet and Siad Crayton
 Ann and Donald Crews ★
 Gina Curry
 Ava Dawson
 Valerie Dillon
 Marisa Edelstein
 Elizabeth and Michael Ehrlich
 Eden Stewart-Eisman and Frederick Eisman ★
 Rebecca Esler ▲♥
 Alfonso Espinal
 Aliya Frazier '85
 Sherry Froman ▲★
 Mary Voce and Stephen Gardner ★
 John R. Gleason
 Saradjine Goin-Cloird
 Louis Grandelli
 Elizabeth Hagopian
 Nancy Hance
 Susan Harriot
 Tina Johnson-Hattan and Mark Hattan ▲
 Anna and Nicholas Hays '79 ★
 Zoë Heller

Kim and Jason Isaly '87
 Victoria Jacobi
 Mary Jones
 Diane Podrasky and Gary Kaplan ▲
 Victoria Keller '67 ▲
 Virginia Harrow Kenney ★
 Jonathan Kern '94
 Charlotte Cho-lan Lee '56 and William Kern
 Alexandra and Samuel Kimball
 Betsy Klein ♥
 Susan Klein ♥
 Anita and Anthony Lanese ★
 Lauren Lazarin
 Emily Lees
 Sage Leonard
 Joanne Levine ♥
 Carrie Coakley and Donald MacPherson ▲
 Jonathan Maggio '85
 Leonie and Trevor Mangaroo
 Diana and Theodore Mann ▲
 Alica Martin
 Susan Taylor Martin '63
 Susan and Victor Masullo ★
 Suzanne Karkus and Radek Mazac
 Alexandra and Tim McAuliffe
 Andrea Holm and Stuart McRae
 Robin and Lawrence Mead ▲♥
 Tina Raver and Chris Melteson
 Carol and Frederick Meyer ★
 Helen and Dean Micklewhite ▲★
 Shelli Milks ★
 Bonnie Orshal Milner ★
 Michael J. Murphy
 Kate Oldham
 Paula Orejuela
 Cynthia R. Palmer '67
 Susan and Marc Parent
 Jon Pelegano
 Elsa Perez
 Maureen Petrosky ▲★
 Anika and Eliot Pratt
 Debra and Jean-Claude Pritchard
 Clint Rataczak ★
 Alicia Howard and David Recht ★
 Norman Reedus ▲
 Dorrie and Dale Roberts
 Drew Roberts '08
 Rorry and Jim Romeo ★
 Vanessa Rosado
 Elon Rosenberg ★
 Charles P. Roth '65
 Lisa Roulston ♥

Amelia Rowland
 Anne Fairfax and Richard Sammons
 JoAnn Giam and Stephen Schoepke
 Robert D. Schumacher
 Audrey Shea ▲
 Courtney Smith ♥
 Laketa Smith
 Robert Snyder ▲★
 Bonnie Soha ♥
 Jessica Soo ▲
 The Rev. Caroline M. Stacey
 Darby Steininger '17
 Deepa and Nishesh Teckchandani
 Karen Fausch and Salvatore Terillo
 Lauren Thomas
 Nancy Tompkins '74
 Katherine Towler '70
 John Travaglione ★
 Joseph R. Valinoti '54 ★
 Emma Price Vizzini '64
 Steven Wagner
 Jessica Welt
 Mark H. Wolff '61 ♥
 Jamie Smida and Joseph Wood ★
 Seth Wright '92
 Rachel Zelechow
 Linda Yowell and Richard Zuckerman ▲

DONORS BY AFFINITY GROUP**Alumni and Students**

Sasha Abner '18
 Emily Bailin '99
 Sara Bailin '01
 Nicholas Birns '79
 Andrew C. Brown '69
 Pia Bunton '95
 Joshua Chaffee '99
 Alison Collins '70
 Sarah Edwards '78
 Aliya Frazier '85
 Edgar Greene '74
 Rosemary Blackmon Grove '65
 Nicholas Hays '79
 Jason Isaly '87
 Victoria Keller '67
 Jonathan Kern '94
 Charlotte Cho-lan Lee '56
 Zachary Magill '09

Jonathan Maggio '85
 Susan Taylor Martin '63
 Leslie Mason '75
 Cynthia R. Palmer '67
 Drew Roberts '08
 Charles P. Roth '65
 Katherine Schoonover '67
 Frederick Schroeder '73
 Darby Steininger '17
 Nancy Tompkins '74
 Katherine Towler '70
 Joseph R. Valinoti '54
 Emma Price Vizzini '64
 Mark H. Wolff '61
 Seth Wright '92

Parents**Junior Kindergarten***Class of 2020***100% Participation**

Claire Mosley and Fabian Bachrach
 Susan Petrie-Badertscher and Brian Badertscher
 Mary Ann and Brian Belliveau
 Misa and Peter Butkiewicz
 Claude and Michael Davies
 Katherine and Michael Flynn
 Christine and Mark Husser
 Holly Fogle and Jeff Lieberman
 Jeannine Kiely and Jeffrey McMillan
 Gillian and Graham Sands
 Annette Poblete and Robert Sporn
 Manveena Singh and Todd Tilley
 Rokhee Kim and Anders Wahlstedt
 Christine and Nicholas Wood
 Kristina Hou and Daniel Yang



Endowed and Restricted Funds

The Allen Fund

Provides scholarship support.

Bridge to the Future

Provides unrestricted funds to enhance the academic program, meet the faculty's changing needs, and support new initiatives and opportunities as they emerge.

The Easton Library Fund

Supports research materials for the Grace Sawyer Library.

The Roger Ferlo Fund for Faculty Enrichment

Supports the Grade 8 Retreat and professional enrichment experiences for teachers.

The Dana C. and Drew Hanfield Memorial Fund

Provides scholarship support.

The Christopher Kanelba '70 Fund

Provides award-winning children's books to the Grace Sawyer Library.

The Library Enhancement Fund

Supports the purchase of books, technology, and other resources that enhance the Grace Sawyer Library's programs, above and beyond the library's annual budget.

The Florence Masek Reading Award

Each English/language arts class from Junior Kindergarten to Grade 8 selects two books during the Book Fair to be placed in classroom libraries for the incoming classes.

The Grace Sawyer Educational Fund

Provides funds for faculty development.

The Katharine Taylor Fund

Provides scholarship support for children of alumni.

Kindergarten

Class of 2019

100% Participation

Kathleen and Paul Atkins
Susan Petrie-Badertscher and Brian Badertscher
Natasha Bergreen
Betsy and Jonathan Cary
Catherine Greenman and Richard D'Albert
Claude and Michael Davies
Adam Davis
Joëlle and James Duffy
Elizabeth and Michael Ehrlich
Jennifer Tonkel and Carlos Fierro
Stacey Spencer and E.G. Fisher
Doug Beane and Lewis Flinn
Katharine and Donald Harding
Tina Johnson-Hattan and Mark Hattan
Mary Jones
Rebecca and John Larkin
Nisha and John McGreevy
Leslie Mason '75 and Thad Meyerriecks
Cassey and Angel Morales
Lisa and Peter Seccia
Sasha and Ole Slorer
Yvette and Anthony Valentine
Kiele and Bill Wolf
Elizabeth Kuhlenkamp and Roy Yan

Grade 1

Class of 2018

100% Participation

Julie Mann and Brandt Abner
Carol Faber-Adams and Thomas Adams, III
Lourdes and Roger Archer
Mary Ann and Brian Belliveau
Daniela and Patrick Brady
Carrie Shumway and Cory Carlesimo
Christina and John Collins
Sara and Paul Costello
Eden Stewart-Eisman and Frederick Eisman
Cheryl Henson and Edwin Finn
Una and Christopher Fogarty
Lana Ogilvie and Grant Hailey
Zoë Heller
Christine and Mark Husser
Lenore and Sean Mahoney
Robin and Lawrence Mead
Marilia Bezerra and Friedrich Petzel
Anika and Eliot Pratt
Lucy Sykes-Rellie and Euan Rellie
Stella Um and Colin Teichholtz
Kate Winslet

Elizabeth Kuhlenkamp and Roy Yan
Kristina Hou and Daniel Yang

Grade 2

Class of 2017

100% Participation

Kazuko and James Benedict
Dorothy Crenshaw and Laurence Bennett
Betsy and Jonathan Cary
Erin and Jeff Clift
Christina and John Collins
Adam Davis
Joëlle and James Duffy
Elizabeth and Michael Ehrlich
Jennifer Tonkel and Carlos Fierro
Stacey Spencer and E.G. Fisher
Pilar Esperon and Edgar Greene '74
Katharine and Donald Harding
Luke Janklow
Martha Gallo and Charles Kerner
Alexandra and Tim McAuliffe
Cassey and Angel Morales
Rita and Joseph Romeo
Christine Zaepfel and Peter Seidman
Annette Poblete and Robert Sporn
Anh and Robert Steininger
Paula and Craig Sutter

Grade 3

Class of 2016

100% Participation

Carol Faber-Adams and Thomas Adams, III
Kathleen and Paul Atkins
Claire Mosley and Fabian Bachrach
Lisa and Jimmy Brice
Catherine Greenman and Richard D'Albert
Sheila and Anthony Davidson
Eden Stewart-Eisman and Frederick Eisman
Mary Bing and Doug Ellis
Cheryl Henson and Edwin Finn
Una and Christopher Fogarty
Marian Baldwin and Roland Fuerst
Barrie Schwartz and Patrick Hayne
Lela Rose and Brandon Jones
Suzanne Karkus and Radek Mazac
Cindy and Michael Nelson
Jane Lacher and Mark Novitz
Marilia Bezerra and Friedrich Petzel
Deborah and Paul Sankey
Regina and Nicholas Silitch
Nina and Rudd Simmons
Sasha and Ole Slorer

Stella Um and Colin Teichholtz
Alycea and Robert Ungaro

Grade 4

Class of 2015

100% Participation

Brigitte and Evan Carzis
John Contrubis
Sara and Paul Costello
Ulrika Ekman and Peter Douglas
Dorothy Wholihan and Thomas Harney
Merrie Harris
Toni Allocca and Nicholas Hartman
Katy Kapetan
Alexandra and Samuel Kimball
Sara Stone Laughren
Elza Macedo
Lenore and Sean Mahoney
Robin and Lawrence Mead
Jane and Nigel Morris
Elsa Perez
Deborah and Paul Sankey
Lisa and Peter Seccia
Kate Winslet

Grade 5

Class of 2014

100% Participation

Lisa Arongino
Julia and Marc Boddewyn
Sharon and Christopher Davis
Valerie Dillon
Mary Bing and Doug Ellis
Patrick Gaynes
Pilar Esperson and Edgar Greene '74
Elizabeth Hagopian
Diane Podrasky and Gary Kaplan
Leonie and Trevor Mangaroo
Nisha and John McGreevy
Helen and Dean Micklewhite
Cindy and Michael Nelson
Kate Newlin
Carolina Nitsch-von Graffenried
Cybele Raver
Norman Reedus
Darcy McCulloch and Barry Rice
Anh and Robert Steininger

Grade 6

Class of 2013

100% Participation

Karen Lupuloff and Annella Barranco
Tanya Bonakdar
Elizabeth and John Boppert
Karen and Ronald Butler
Louis Grandelli
Georgia and Anastasios Hatzioanidis
Zoë Heller
Elena Addomine and Robert Lampietti
Carrie Coakley and Donald MacPherson
Sarah Edwards '78 and Paul Manning
Alica Martin
Andrea Holm and Stuart McRae
Jane and Nigel Morris
Carolina Nitsch-von Graffenried
Rita and Joseph Romeo
Lisa Roulston
JoAnn Giam and Stephen Schoepke
Sasha and Ole Slorer
Laketa Smith
James Spencer
Lisa Barry and Todd Steinberg
Alycea and Robert Ungaro

Grade 7

Class of 2012

100% Participation

Jan Abruzzo
Williane and Chenet Alexandre
Kathleen and Paul Atkins
Bridget and Lindon Baker
Julia and Marc Boddewyn
Brigitte and Evan Carzis
Xiao Juan Chen
John Contrubis
Scarlet and Siad Crayton

Sheila and Anthony Davidson
Winsome Wilson and David Forde
Marian Baldwin and Roland Fuerst
Saradjine Goin-Cloird
Toni Allocca and Nicholas Hartman
Paulette Bogan-Johnston and Charles Johnston
Lindy Judge
Katy Kapetan
Martha Gallo and Charles Kerner
Nisha and John McGreevy
Valerie Pels and Richard Pasquarelli
Dyana Lee and John Sabetta
Deborah and Paul Sankey
Shara Cheung and Brandon Tso
Hong Cao and Fusen Wang

Grade 8

Class of 2011

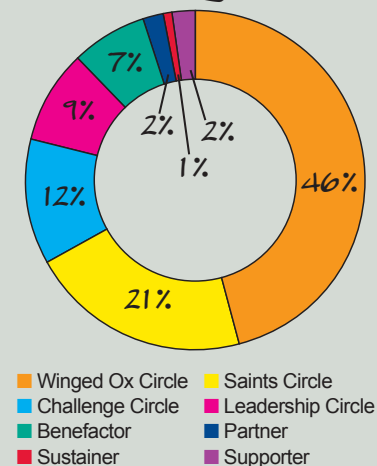
100% Participation

Gillian and David Calderley
Brigitte and Evan Carzis
Candida Smith and Carroll Cavanagh
Gina Curry
Elena Seibert and Alan Goodman
Lana Ogilvie and Grant Hailey
Lindy Judge
Elena Addomine and Robert Lampietti
Mary and Kelly McGowan
Helen and Dean Micklewhite
Kate Oldham
Paula Orejuela
Anne Fairfax and Richard Sammons
Regina and Nicholas Silitch
Lisa Barry and Todd Steinberg
Jane and Richard Stewart
Deepa and Nishesh Teckchandani
Steven Wagner
Lydia Andre and Campbell Wilson

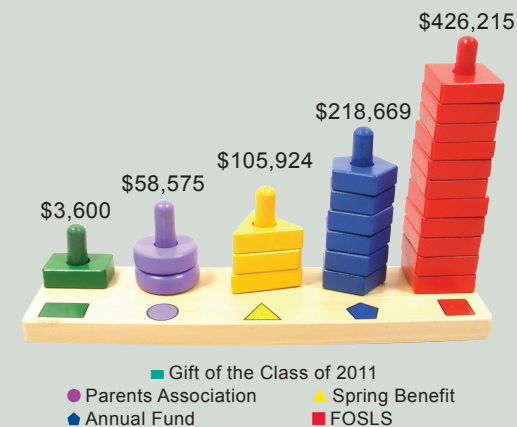
Alumni Parents

Mary Davidson and Andrew Bartle
Karen and Ronald Butler
Gillian and David Calderley
Candida Smith and Carroll Cavanagh
Heide Lange and John Chaffee
Ann and Donald Crews
Elizabeth Keller and James DiMarco
Mary Voce and Stephen Gardner
John R. Gleason
Elena Seibert and Alan Goodman
Dorothy Wholihan and Thomas Harney
Elizabeth Harris
Georgia and Anastasios Hatzioanidis
Susan Holmes and Matthew Heller
Paulette Bogan-Johnston and Charles Johnston
Charlotte Cho-lan Lee '56 and William Kern
Anna Quindlen and Gerald Krovatin
Anita and Anthony Lanese
Carrie Coakley and Donald MacPherson
Sambhavi Lakshminarayanan
and Raghav Madhavan
Tracey and Peter Magill
Sharon McGarvey and Paul Martin
Susan and Victor Masullo
Andrea Holm and Stuart McRae
Carol and Frederick Meyer
Bonnie Orshal Milner
Valerie Pels and Richard Pasquarelli
Sarah and Charles Radcliffe
Dorrie and Dale Roberts
Rorry and Jim Romeo
Lisa Roulston
Robin Rue
Katherine Schoonover '67
Robert D. Schumacher
Susan Skerritt
Courtney Smith
Lisa Barry and Todd Steinberg
Jane and Richard Stewart
Deepa and Nishesh Teckchandani
Karen Fausch and Salvatore Terillo
Nancy Matsumoto and D. Grant Vingoe
Lydia Andre and Campbell Wilson
Mary Collins and Anthony Yarborough
Linda Yowell and Richard Zuckerman

Annual Fund by Giving Circle



Contributions



Yellow smells like freshly squeezed lemon in water.
It makes me feel warm on winter days.
Yellow is the sound of laughing and fun.
Yellow is bright summer days in June and banana peels.
It is a new born chick.
Yellow is the color of miracles.
Yellow is the feeling of happiness.

by Zoe

The financial data presented above represents Development Office unaudited results for the annual period ending June 30, 2011.

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Spring Benefit

Save the Date!
Thursday, May 3, 2012



Alumni, parents, faculty, and friends gathered on May 5, 2011 for the annual Spring Benefit at DVF Studio. Over \$100,000 was raised for St. Luke's School with portions of the proceeds specifically designated for the financial aid program.

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