

St. Luke's School
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The Winged Ox

Summer 2013

Tales from St. Luke's School

Even as St. Luke's School Grows, it Remains Committed to Preserving its Small Size

Bart Baldwin, *Head of School*

I fear that mine was the last generation raised in the care-free days of community blocks and neighborhoods. We had the privilege of wandering from home to home in search of friends and adventure. I vividly remember building forts in the woods, neighborhood-wide games of tag, and older children corralling younger for kickball. Our parents had the comfort of knowing that we would not only be watched by other parents, but also, when appropriate, disciplined. We were supported by a network of adults who could help us calm our squabbles and solve our problems when our juvenile mediations failed.

That world no longer exists. Children live in a world of complex problems and dangerous distractions. They move among strangers and have less face-to-face contact with older and younger children. Television, video games, movies, and music teach very different values than most parents would want their children to learn. It seems that just when they most need adult help, teens turn away from parents and toward peers and the media for validation. Success is measured by consumption, good is defined by what feels good, beauty is limited to the visual.

Parents, teachers, and concerned adults struggle to share their values with children since the music, tobacco, and alcohol industries are aggressively

marketing theirs. One goal of parenting used to be introducing children to culture; now parents strive to protect them from it. Psychologist Mary Pipher writes: "Today parents must do two things. They must protect their children from what is noxious and ugly and connect their children to what is good and beautiful."

The culture of children has changed, but their needs have not. They need the love of family and friends, meaningful work, respect, achievable challenges, and psychological and physical safety. They need a school community where they are known by name and ability, where they walk among those who see them for who they are, not what they wear. Research has shown that a good relationship with parents and at least one close relationship with an adult at school reduces risk-taking behaviors by teenagers. They need a school, as Ernest Boyer describes it, where adults notice when children "drop in" long before students decide to "drop out."

We live in a country that places great value on independence, and part of growing up is moving away from parents and family. But seventh graders are not ready to wrestle with the many decisions they face without the benefit of parental guidance. Girls should define themselves by their athletic prowess, not their sexuality. Boys should identify with their academic achievement, not their ability to appear stoic and unfeeling. As children naturally turn toward a world beyond their backyard, it is vital

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that their families' principles and values are found in their schoolyard. When adolescents begin to interact less openly with their parents, they must have the opportunity to interact more frequently with other caring adults. Merely because we cannot control the larger world, we must not forgo claim to all parts of it.

If you learn in a school where everybody knows your name, then you also learn in a school where everybody is above average, for excellence is found in the breadth of our ability and the magnitude of our personality. It only requires an environment small enough for someone to notice. We strive to offer such a community: where more than one adult can correct, more than one adult can comfort, and more than one adult can praise. Even after completing our expansion to two sections of small classes, we will remain a child-centered community where children and families are known. Even after completing our expansion, we will have traditions like family dances and school-wide assemblies that provide opportunities for children of all ages to interact with each other and caring adults. Even after completing our expansion, we will remain an academic institution that defines excellence by individual standards rather than standardized goals.

Parents, teachers, and children alike seek refuge in such an environment, and parents, teachers, and children alike thrive in such an environment. And so, St. Luke's School chooses to remain small, even as we evolve and grow.

Grade 6 Grows with their Garden

Deniz Beal, Upper School Science Teacher

Each year, the Grade 6 students design the implementation of the student garden, part of their Global Climate and Change unit. Students eagerly research soil requirements, identify the best plants to use based on the amount of sunlight available, and choose plants that will be aesthetically pleasing. My main objective this year with the garden was to help students make meaningful connections with the world around them. When students build a deeper connection with the natural world, they are more likely to take an interest in the environment and what they can do to help preserve our planet. One of my students said while planting, "I'm starting to understand that this is not about just planting flowers into the ground." As their teacher, I hope to create meaningful lessons surrounding the importance of growth, whether it's in the garden or in their daily lives. Shortly after the garden unit, one of my students, Ben, shared the following with me:

"If I were to pick one word to describe Grade 6, I would say growth... When we began the year, I didn't know what to expect: new teachers, harder work, and worst of all, more homework. But in all honesty, I don't look back at sixth grade with negativity anymore. I believe I have blossomed into a much more mature and more capable individual. Although I once faced the future with fear, I now see hope and opportunity.

"[My classmates and I] are ready for the challenges that seventh grade brings. Even though our boat may be heading into rough waters, that's not an issue because the Class of 2015 will stick together. Sixth grade has been a great year. Coming in to the year as a seedling, I walk away a well-cared for flower."



Kindergarten caterpillars inspired by Eric Carle

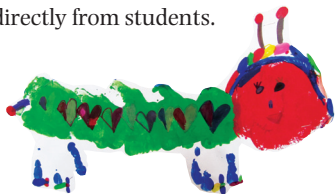
Growth of the Independent Learner

Lara Laurence, *Learning Specialist*

During the middle school years, children grow and develop physically, emotionally, and educationally. While St. Luke's School aims to teach the whole child, the primary goal of our Upper School is to guide our students towards independent learning and readiness for high school. At this age, it is important that children become active participants in the learning process. They need to develop an understanding of their own individual learning style, and how to apply this knowledge to study skills. Studies have shown that when students are aware of how they learn and the rationale for why specific skills will benefit them, they are more apt to apply these skills and to successfully choose these skills when working independently.

At St. Luke's, we help our Upper School students acquire independent learning skills both in the classroom and individually. Teachers frequently speak with students about the process for completing assignments, discussing why they are suggesting specific steps and why they believe alternative methods would not work as well. When reviewing homework and classwork, teachers often require students to provide more than the correct answer; students must also explain why their answer is the best. Having students explain their thought process helps them to become more active and self-reflective learners.

In one-on-one situations teachers can discuss more freely individual strengths and weaknesses with middle school-aged students, and teach them how to effectively advocate for themselves. It is very important that students develop an accurate understanding of their learning profiles and learn the appropriate vocabulary needed to describe them. The goal of these conversations is to help students feel confident and comfortable to independently approach teachers when they encounter educational challenges. While dialogue with parents is also crucial to students' learning, this student-developed skill is invaluable in high school, where teachers greatly prefer to hear directly from students.



Enhancing the Upper School Math Program

John Travaglione, *Upper School Math Teacher*

Throughout my 15 years as a math teacher at St. Luke's, the middle school curriculum has evolved, and continues to grow, allowing our graduating students to be ready for the rigors of high school. Although it is traditional in its scope and sequence, there are plenty of opportunities for discovery-based learning throughout the program.

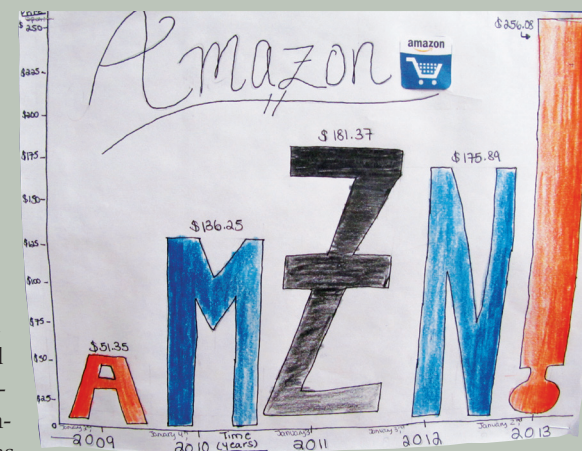
All Grade 6, 7, and 8 students complete logic problems twice a month that often stretch their minds beyond the traditional algorithms that are part of our textbook-based learning. Our Grade 7 students also have an opportunity to complete individual project work in each of the three trimesters. Through these projects, they explore such topics as surveying and extrapolation, issues regarding wages and employment/retirement, as well interpreting statistical data. Our Grade 8 students take part in a year-long stock market project that allows them to explore the investment world through the creation of a financial portfolio. The year ends with the production of simulated graphs that would be included in a company's annual report to stockholders. These

projects are evaluated by a group of financial consultants that come to St. Luke's and speak to the students about the skills needed to create both effective and creative business graphs.

In order to ensure that students are retaining skills that were introduced in the past, in 2004 we initiated an online complementary math program, created in Australia, called Math's Mate. This program allows our students to revisit past topics, engage in practice problems associated with the current curriculum, and preview challenging topics to be introduced in the future. This is the perfect way to prepare for standardized exams instead of taking time out of the school year solely devoted to test preparation.

In response to the changes that have occurred in many of the independent and private high school math departments that many of our alumni attend, we are now ensuring that all of our Grade 8 students will complete a one-year course in basic algebra before they graduate. For our

more advanced students, we are introducing an accelerated honor's algebra course that begins in Grade 7. Our Math's Mate program (which begins in Grade 4) is also one year ahead of grade level in order to offer the maximum challenge to all of our students who are preparing for the competitive high school application process that lies ahead of them.



...there are plenty of opportunities for discovery based learning throughout the program.

Sports Update

Joe Wood, Physical Education Teacher



St. Luke's finished the athletic season with a successful softball season. The team had a 7-2 record and posted impressive wins over City and Country and Little Red.

The team was comprised of an impressive mix of new players and experienced players. Their strength was a tight defensive unit averaging only one error per game. The team was encouraging to one another and displayed excellent sportsmanship throughout the season.

The fall athletic season will begin Friday, September 6, 2013, and will feature three offerings for the Upper School students. JV soccer will open their second season and will be open to students in Grades 5 and 6. The varsity soccer and volleyball clubs will again compete against traditional rivals VCS, City and Country, and Little Red. Both teams will be participating in DISC tournaments at the end of the season. Please check the St. Luke's School website for game schedules.

A Shift in Perspective in Art

Nancy Tompkins, *Art Teacher*

"This isn't mine! I didn't make this painting!"

At the end of each semester, when I give students their work back, there are always several students who claim that this painting or that clay piece is definitely not theirs.

"Well," I say, "it has your name on the bottom, and I remember you painting that back in January."

The younger the student, the stronger the disconnect. Often, though, even I am surprised by how much some student's style, ability level, or attention to detail changes and develops in such a short amount of time.

This is an aspect of being an art teacher that never gets old: the student who suddenly discovers a subject matter, technique, or material that inspires him or her to want to explore further. After a lifetime of seeing, students suddenly notice something in a way that they hadn't before.

Since many children explore and develop their creativity on their own, the most rewarding techniques for me to teach are ones which are not easily "figured out"- for instance, perspective drawing, which I teach in Grade 7.

The magic of perspective drawing is that, through drawing a series of lines connecting to a couple of points, a simple drawing of a room or a building suddenly comes to life. There is something about perspective drawing that awakens an interest in drawing even in students who are ordinarily not interested in the medium.

This year's Grade 7 class was especially receptive to perspective drawing. I caught one student after school making an elaborate one-point perspective drawing on the cover of her math notebook. Sometimes the class didn't want to finish our perspective exercises in time for lunch.



Grade 7 extended image painting

One of the girls in the class started noticing two-point perspective everywhere she went: during a class trip to The Academy of Fine Arts in Philadelphia, in a photograph from the internet. The funniest time was when she ran up to me at the Book Fair holding the book, *Freedom*, by Jonathan Franzen.

"Look!" she said, with great excitement. "The title of the book is in perspective!" These are the moments when I realize that our students are not only embracing the concepts that I teach, but they are also applying them in their everyday lives. It is a joy for me to witness this change in their perspective.

After a lifetime of seeing,
students suddenly notice something
in a way that they hadn't before.

Growth of the Language Program

Shelli Milks – *Foreign Language Teacher*

When I was hired to teach at St. Luke's 20 years ago, the foreign language program consisted of a French class that was offered to students in Grades 6 through 8. I 'sold' my hire to Jessie Lea Hayes and Lyn Spyropoulos by offering to begin a Spanish program as well. I also asked to start an exploratory class in Grade 5 that would expose students to both French and Spanish. They liked my ideas, and now, once again, it is time to make more changes in the Upper School foreign language curriculum.

The inception of a Lower School French program five years ago has eliminated the need for the exploratory class in Grade 5. Therefore, beginning in the fall of 2014, Grade 5 students will study one language for the four Upper School years. I will teach the Spanish group, and Linda Fiorentino will teach the French group. The classes will be based on multimedia textbook programs that include grammar instruction.



Grade 2 project

ENRICHING EXPERIENCES



Ms. Zavery teaches Indian printing techniques



Ms. Hoffman sketches the outdoors with her nature journal class

All-School Enrichment Program

Mary Ann Hoffman, *Lower School Head*

While the Upper School was at Camp Mason, and the Lower School had the school all to itself, we celebrated the time and space with an all-school enrichment program. This program is based on the work of Joseph Renzulli from the University of Connecticut where Renzulli is an expert in the “Gifted and Talented” field. The purpose of the program is to immerse children in an in-depth study of a topic of interest, enriching their understanding of new concepts and materials.

Teachers were asked to select a subject area where they had an interest or passion to share with the children. Mr. Recht loves to play games, Mrs. Butler adores knitting, Mr. Baldwin was interested in Ukrainian eggs, and I am passionate about nature.

From there, teachers and staff created 23 classes for the children from Kindergarten through Grade 4. The classes each had five or six students with one teacher. The children selected areas of interests and most of them got one of their top three choices. The classes ran for over two hours and were made up of mixed ages. That was a real treat for the younger students and gave leadership roles to the older children.



Mr. Nahass creates a puppet show with his class

Every room in the school was used, and the classes were filled with children learning how to make paper, bracelets, puppets, and glass. There were gardening, crafting, gaming, and ooey gooey science experiments taking place! Children made musical

instruments, spring rolls, comic books, and wrote plays. They learned how to play lacrosse, knit, and about the country of India. There was something for everyone!

In my own class, the children transformed blank books into nature journals. They learned contour drawing for sketching active animals. They learned to document essential information regarding the time and place of observations. We ended the session in the St. Luke’s gardens capturing the beauty of our tranquil surrounding in our nature journals. For some children, a life-long interest in the wonders of the world was started.

As the day ended, you could hear the stories of the day, and our shared adventures resonate through the halls. One child said it was the best day of his life – for sure, it was one of the better ones! It was a great learning experience for both the children and the adults in their lives. We all look forward to doing it again next year.

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West Meets East

Amena Zavery – Grade 3 Teacher



Grade 3 learns Indian dancing



Grade 3 student practices henna drawings

This year, Grade 3's thoughts traveled eastward. They explored the country of India through art, craft, music, stories, and facts. When I first asked them what they knew about India I received responses as colorful as the country. One student said, "They wear a dot on their forehead." Another excitedly explained a wedding ceremony she had attended and another talked about Bollywood (the Hindi film industry). I was surprised they knew so much and happy they were excited to learn more.

They listened attentively as I told them about how Indian money is different from the dollar. They were fascinated and enthralled when I told them stories about tigers I had spotted in India and how rare these sightings were. They requested Indian classical music during quiet reading times and hummed along with maestros like Pandit Ravi Shankar and Pandit Hari Prasad Chaurasia. They swirled gracefully when an Indian classical dancer taught them Kathak and Bharatnatyam. They squealed excitedly when they watched Bollywood song videos and clapped along. I answered endless questions about my life in India and how many henna tattoos I had had while growing up.

Our study on India ended with Grade 3's presentations created from their research on specific categories. They discussed the different types of clothes that are worn by Indians, they talked about the spicy food they enjoy eating, and they even told us about the numerous religions Indians follow and the various festivals they celebrate through the year.

It was a privilege to share the finer details of my culture with my students who listened, learned, and grew to understand another country, their people, and their culture better than before. I will always remember how one of my students known to be a 'guarded hugger' leapt across the room and gave me the warmest hug and thanked me for teaching the class about India.

ENRICHING EXPERIENCES



Grade 4 Colonial Museum



Choristers



Acolytes

Grandparents and

A Reflection upon Grandparents Day

Ron Nahass, *Music Teacher*

There was something special that happened in school during Grandparents and Special Friends Day. For many children, loved ones were in town making a special visit for the occasion. I had the pleasure to prepare a concert and chose to feature music that was floating around the airwaves of the 1950's. I was imagining my own parents as members of this audience. What would they have been listening to when they were younger? How much would I love it if they could watch my students perform? Though I had no special visitors of my own, that day it seemed to me as if the entire audience at St. Luke's was my family, like a family reunion, full of unfamiliar relatives that you love anyway. Each grade sang a song on its own before the entire Lower School sang the song "L-O-V-E" at the end. For you teachers and relatives who were not in the gym on Wednesday when the Lower School first rehearsed the finale, it is fair to say that all of us in the room were lifted off our feet a little. There was so much love in the air.

Preparing the performance for Grandparents and Special Friends Day was very special. Students gave so freely of themselves. Rehearsals were boisterous. (Mr. Nahass is still learning how to keep everyone marching to the beat of the same drummer!) It was spring, a traditional time of growth. We can all see growth happen. We can see coordination develop during sports practices. We can hear tone quality improve as fingers and arms understand how to play an instrument. We can read the growth of a student's mind in her writing and creativity, or in the skill with which a concept is applied to practice.

As a new teacher, I have been conscious of this growth, as it has been happening within me and around me. I have been reminded (and humbled) by trying new skills. I also remembered how uncomfortable growth can be. Our students are asked to try new things all the time. It takes concentration and discipline. It takes persistence, almost to the point of obstinacy; as the proverb says, "Fall down seven times, stand up eight." It takes vulnerability and strength of self. As teachers, it is our charge to bring new experiences to our students so that we may guide them in their learning, through their growth.

Making music together is nurtured by relationships. My experience thus far has taught me that, as we grow closer to one another, our music-making experiences also deepen. We listen better. We hear each other more. I think we also offer more of ourselves and with more generosity. Sharing music is a way that we can grow towards each other. It is my hope and expectation that the music we make at St. Luke's grows with all of us as we entangle ourselves with each other. Let the roots take hold and the melodies reach for the skies.



Special Friends Day





Grade 8 Changes the World by Changing their Habits

During the weeks preceding graduation, Ms. Yao challenged her students to change their habits in order to live more consistently with their vision for a better world. Each student demonstrated self-reflection and maturity throughout the two-week period. She shared their observations and growth during this special project.

Emma

Project: Saying “yes” to any request for help

Quote: “I have to admit, it's pretty difficult to swallow your initial reaction and put on a smile. Every time someone asked for something, I had to think through my response, because really, would washing the dishes kill me? The reality is, I have built up such a negative thought process around simple requests that I have to really think through the question before I answer.”

Loren

Project: Saying “yes” to any request for help

Quote: “I am now starting to see the benefits of helping other

people. Most of the time, people's requests were not that absurd. Picking up milk at the store for my dad or helping my brother with his homework is not too much to ask, and it makes others more willing to help you in return. Even though it is the end of the assigned project, it is not the end of helping other people.”

Aedan

Project: Cut down on excessive use of phone

Quote: “Before now, I used my phone not only when it wasn't necessary, but when I had other more fun things to do, and by doing other things, such as writing, playing games, and even reading, I don't really need my phone to pass the time.”

Cypress

Project: Giving up sarcasm and passive-aggressiveness

Quote: I thought that not using sarcasm meant that I had to be brutally honest and say things straightforwardly no matter what. Giving up sarcasm is teaching me how to be honest yet kind. That is one of the most important lessons I'd learned so far in my project.

David

Project: Random acts of kindness

Quote: “Now that I have finished this project, I finally understand. I understand that the world doesn't change by itself; you need to be the change you want to see. The other day I saw a man helping an old lady cross the street, and I just thought that he didn't have to do that, but he did because he cares about the world, and he cares about making a change. It is very important that we live the life we want to have.”

Rob

Project: Giving up sarcasm

Quote: “This is not just about sarcasm. This is about making a big change in the world by starting small. Bullying is such a horrible part of this world, especially in schools... But, like Michael Jackson in ‘Man in the Mirror,’ I'm starting with me.”

Reflections

Asking me to talk about my favorite St. Luke's memory is like trying to define what makes the Nets so great: there is no clear answer because they are all so terrific.

Roland

When I look back on this in a few years, I will be thankful of my education, but most importantly, I will be thankful for my shepherds who led me through the darkness, and who stood by me in the light.

David

It seems that only now when it's finally setting in that I'm leaving, I'm beginning to realize how great it is here. There was a reason everyone was smiling the first day I came into Kindergarten; they were happy to be here.

Aedan

We found our talents and interests, learned from our hardships and pain, but most of all, created inseparable bonds that will last a lifetime. Our stay here was not meant to last forever, but the end never seemed so real until we reached our final year.

Virginia

Many people [at other schools] don't know the names of half the kids in their class let alone what all their favorite colors are and what they like to do for fun. I've built really strong relationships with each person and there was never a boring day.

Chantelle

I know that it isn't at every school that you get to sit down with a teacher at lunch once a week and talk. It's as simple as that, and while at first, I thought that the idea of sitting and talking to a teacher for 20 minutes a week was terrifying, it has become a favorite part of my weekly schedule.

Ben

Everyone at St. Luke's makes this experience just a little bit sweeter... As we all go on to our new schools we will all keep a little part of each other with us.

Kimora

Most of all I will miss the community that is here. You do not know how lucky you guys are to be here. Not many other schools are like this place.

Tom

I think St. Luke's is truly unique and special – the environment that we work in, the students, the teachers, all together the community.

Maria

The environment of school will always be the same – that friendly, heartwarming environment that most likely I will never find to be the same anywhere else.

Alex

Everyone who is still here or should I say is leaving now are truly my best of friends. I doubt I will ever make friends again who I will be this close to. I can't believe that we are going to separate now. These memories will stay with me forever.

Luca

GRADE 8 AWARDS



The Ledlie Laughlin Award
Thomas Butler, Maria Hatzioanidis



The Donnie Hillenbrand Award
Frances Barranco, Luca Romeo



Class of 2013
High School Acceptances*

Avenues
 Berkeley Carroll
 Brearley
 Bronx Science
 Brooklyn Friends
 Brooklyn Tech
 Dwight
Elisabeth Irwin
Friends Seminary
Grace Church School (3)
Léman
Loyola
 Manhattan Village Academy
Marymount
 McNair (New Jersey)
 NEST + M High School
 Packer Collegiate
 Poly Prep
 Professional Performing Arts School
 Putney
Riverdale
Spence
Stuyvesant
Trinity (3)
Wellesley High School
Xavier (2)

**Bold indicates selected high school*

The keynote speaker at our commencement ceremony is always a current Grade 8 student. Students submit speeches that are reviewed by faculty and administrators. This year we are pleased to share Stella Slorer's remarks.

When I was younger, I liked to believe that the immutable brick walls of St. Luke's protected me from a dragon outside the gates. Though this metaphor may seem childish and absurd to some, I can see the truth in it. Throughout our years here, we have been trained to fight the dragon outside, a personal dragon that each one of us at one time or another has to face on our quest to comprehend our path. Ironically, these worn and weathered walls that have encircled us like comforting arms have not imprisoned us, as many outsiders may believe, but freed us from our fears, giving us the necessary ground to explore without the fear of failure. Each time we are forced to confront our dragon, we will remember St. Luke's, and the smallest of memories will provide us with solace and protection. The memory that will alleviate our fear may simply be the various feelings of comfort we have experienced behind these walls, hidden away from the world in a cloister, or it may be the relationships made here with friends and teachers, ones of jokes, riddles, talks of college basketball, ping-pong, the 80's, Canada, laughter, fake cockroaches, clowns, and teasing.

No one would question the enchanted walls, engraved with images and scrawl like lyrical graffiti, random hieroglyphs that tell a never-ending story that resonates with wonder, confusion, rebellion, compassion, and nostalgia. Part of the wall's enchantment is reflected in our conflicting feelings about letting go. There's something deeply significant in this ambivalence and in a school that allows us to dwell comfortably in doubt. Our headlong rush towards the next stage is mixed with a wistful longing to never miss the smell of the first blooming of the cherry trees, or the quiet concentration on hushed faces, each illuminated by the aura of the individual class prayers of chapel—an oasis within an oasis.

I had never deeply reflected upon my time at St. Luke's until eighth grade when I realized that after 10 years, I was finally

Graduation



leaving. At first glance, my collection of memories had transformed into a yellow blur that exuded childish bliss. I did not examine it until the weeks leading up to the retreat. Highlights of my years here rushed forth: I saw fourteen JKers giddily circling one of their classmates during naptime, hoping to wake her up with the power of their intense stare. I saw 22 second graders gazing at the rainbow, not out the window, but freshly painted by fellow students across the art room tables. I heard 17 eighth graders pestering their learned teacher, determined to uncover the clown name given to him during a much more serious phase in his professional life.

I have a hunch that none of us will ever master the art of leaving places and people we have come to love, that have silently, indelibly entered our blood for good. St. Luke's, however, has given us the confidence to let go, teaching us to rejoice in the unknown by trusting ourselves. Each one of us will leave here today a whole person, connected to a community of others who are equally whole. The brick wall, a benchmark for the start of our life story.

Celebration

Welcome

Each year at Recognition Chapel, St. Luke's School alumni welcome our Grade 8 class into the alumni association. This year, Christina Theodoro ('01) and Rosina Williams ('03) shared their reflections.

Christina: Good morning, friends, family, faculty, and the Class of 2013. My name is Christina Theodoro, Class of 2001.

Rosina: And I am Rosina Williams, Class of 2003. You may recognize us from the After School Program, and daily life around the school.

Christina: We just can't seem to leave!

Rosina: And so we know what it feels like to be sitting in your place, ready for the next adventure. Anxious to move on, but also to leave.

Christina: After reflecting over past years, and the many memories of St. Luke's, we were both struck by how many friends we made, but even more so, by how much of a family we gained.

Rosina: We looked up the definitions for both "friends" and "family."

Christina: And Merriam-Webster defines a friend as "one attached to another by affection or esteem: one that is not hostile." (If you've spent a couple hours on the playground, you might disagree!)

Rosina: This definition, we both agreed, is not an accurate representation of the foundation that St. Luke's relationships are built upon.

Christina: So we moved on to "family."

Rosina: The first two definitions of family are exactly what you would expect: "1: a group of individuals living under one roof and usually under one head" and "2: a group of persons of common ancestry : Clan."

Christina: While #1 seems pretty accurate, the third definition is the one that caught our attention: "3: A group of people united by certain convictions or a common affiliation."

Rosina: The morals and convictions which you have gained during your time here, irrevocably bond you to one another, and make you a family, not just a group of friends.

Christina: You are all ready to set off and discover yourselves, but on your journey never let go of the values which the St. Luke's community has instilled in you. Honesty, Respect, Excellence, Compassion, Dignity.

Rosina: These will always set you apart and encourage you to be the truest version of yourself, even in the face of adversity. You are representatives of St. Luke's School. Go out and share with others the gifts which have been given to you here.

Christina: Do all of this knowing that St. Luke's will always be here and you will always belong.

Rosina: After all, family is unconditional.

Together: Welcome, Class of 2013!

Rosina: To the extended family,

Christina: And officially to the St. Luke's School Alumni Association.



Rosina Williams ('03) and Christina Theodoro ('01)



Class of 2009 Colleges

Bates College
Boston University
Columbia University
Cornell University
Duke University
Johns Hopkins University
Loyola University
Providence College
San Francisco Art Institute
School of Visual Arts
Smith College
St. John's University
SUNY - Purchase
Susquehanna University
University of Alabama
University of Pennsylvania

Faculty News & Updates

COMINGS:



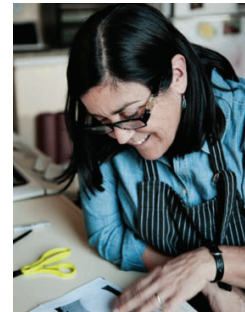
Kelsey Sparks will join Sherry Froman as a Grade 1 Lead Teacher as we continue our expansion to two sections. A graduate of Miami University in Ohio, Kelsey has taught Kindergarten and second grade in Maryland. Kelsey helped develop and launch a new integrated curriculum for Montgomery County, Maryland, and her lessons are still used throughout the area. She is

particularly passionate about small-group, hands-on learning. One of her references commented that faculty, parents, and children "literally cried" when she announced she was moving to New York.



Colin Andersen will work as the Grade 1 Associate Teacher for Sherry Froman. Colin is a career changer. Having earned a BS in finance from Pace, he worked in banking before deciding that education was his true calling. He returned to school and earned a master's degree in childhood education from Mercy College. Since then, he has worked as a long term substit

tute in Mamaroneck School District in Westchester County, teaching grades K-5 and fulfilling a long-term placement in Grade 2.



We are pleased to welcome **Marilyn Schiller** as our family leave replacement teacher for Upper School Science (Grades 6 – 8) while Deniz Beal is on maternity leave through December. Marilyn received her undergraduate degree in pharmacology from UC Berkley. She was a researcher for pharmacology companies and the University of California. During

this time, she earned an MFA in graphic design. Education has been her true passion, though, and since moving to New York, she has been a long-term sub at Allen-Stevenson, the Children's Environmental Literacy Foundation and the New York Academy of Sciences.



Kelsey's Grade 1 Associate Teacher will be **Allison O'Neill**. Allison is completing her master's degree as a reading specialist at Columbia University. She spent two years as a reading specialist for Grades 5 and 6 at Foundation Academy Charter School before returning to graduate school. While matriculated, she worked at Columbus Preschool in Manhattan and at the Dean Hope Center for Educational Services.



Stuart Brown will join Lauren Lazarin as a Kindergarten Associate Teacher. Earning his first master's degree in his native Scotland, Stuart began his career teaching troubled youth and young adults. He came to the United States through the highly competitive Teach for America Program and has spent the past two years as a Grade 1 Lead Teacher

at the Achievement First Charter School in Brooklyn. In addition, Stuart has earned his second master's in early childhood education.

GOINGS:

Kate Dorsch, Kindergarten Associate, ends her tenure here at St. Luke's and has accepted a position at the Tuxedo Park School in Tuxedo Park, New York as a third grade teacher for next year. Kate will join former business manager, Michael Murphy, at Tuxedo.

Leanne Kozak, Grade 1 Associate, is finishing her master's degree in education this summer after completing the two-year associate program at St. Luke's School. She is currently exploring opportunities in elementary education in the New York City area.

Karen Magee, School Nurse, completed her year as a part of the St. Luke's School community, building many friendships with students, parents, and staff alike. She is spending the summer in the Adirondacks with her husband (and horses).

All three of these women with their bright smiles and contagious enthusiasm will be sorely missed by our school community

*We will remain an academic institution
that defines excellence by individual standards
rather than standardized goals.*

The More Things Change, the Less They Stay the Same

Jackie Goldsby & Lewis Flinn, *Diversity Committee Co-Chairs*

Over time, the Diversity Committee has served a variety of functions in the St. Luke's community. Our one constant has been our monthly morning meetings. At those post drop-off sessions, we discuss topics geared to educate and enlighten the entire parent community on issues of diversity and multiculturalism. Why do kids bully one another and how can we resolve such conflicts? What to say when our kids notice two men holding hands as they stroll down Christopher Street? How do we encourage our kids to embrace hip hop music and understand why the "n-word" isn't acceptable to use in conversation with their friends?

In the past two years, we've changed our approach to those topics. Instead of talking about them amongst ourselves, we now invite guest speakers and moderators to facilitate those discussions. Why shift our focus from self-help to guided learning? To urge us towards understanding the social and structural roots of those issues; to see the larger contexts that define what diversity means and how it functions in the St. Luke's community and beyond.

In that spirit, this spring we invited an admissions officer from Yale University to speak about the endpoint of our children's schooling: why and how does diversity remain a goal at the



Family Dance celebrates Brazil



Kazuko Benedict, Lewis Flinn, and Jackie Goldsby

college level? And our newest tradition, the Spring Book Club, took on Andrew Solomon's *Far From the Tree*, to confront how parents cope when their children bear little or no resemblance to them whatsoever, how to raise children who are profoundly different from us, and indeed, can we even claim that "normal" families exist when such radical variation can occur within a given family unit?

As usual, we took a break from those heavy topics at our annual "Family Dance" in March. Families seeking escape from the winter doldrums were spirited away to "Carnival: Brazil!" Donning brightly feathered masks and brilliantly colored bead necklaces, the band and DJ turned St. Luke's School into Rio, and everyone samba-ed up a sweat!

At its core, the Diversity Committee provides support as an affinity group for families who self-identify as diverse, whether because of race, family orientation, adoption, or socio-economic situations.

That said, because the world around us is full of change--especially in a dynamic, global city like New York--we welcome all parents to join our committee's work. Whether you self-identify as diverse or not, active participation and involvement of the entire St. Luke's community makes diversity mean all the positive things it can.

Spring Benefit

We offer many thanks to Lela Rose, Lisa Seccia, Anh Steininger, Jennifer Tonkel, and Christi Wood for their leadership of this year's Spring Benefit, "Boots and Baubles," which was held on May 2, 2013 at Hill Country BBQ. During cocktails, guests previewed items up for bid in the auction, signed up to purchase items on classroom wish lists, and bid on experiences with beloved St. Luke's faculty.

Brandon Jones and Carlos Fierro, our auctioneers for the evening, led a spirited live auction that included teacher play dates, class projects, and visits to fantastic vacation homes. The St. Luke's faculty even purchased one of the vacation home packages for spring break of 2013/14!

Net proceeds from the evening totaled over \$224,000 with \$73,000 raised by the scholarship appeal made during the live auction. The event had record attendance, and we thank you all for your support of St. Luke's School!



"Boots and Baubles" Benefit Co-Chairs

Alumni Updates

See How They've Grown – a Look at the Class of 1997

Rob Snyder, Coordinator of Alumni Relations

On Friday, June 7, 2013, Christina Theodoro (2001) and Rosina Williams (2003) welcomed the 17 Grade 8 graduates into the Alumni Association. In the years to come, we will keep in touch with these young alumni as they continue to grow into young adults, choose colleges and move into new fields. St. Luke's graduates can be found in the arts, business, law, medicine, education – you name it. We recently reached out to the Class of 1997 to find out how they are doing and where they are at this stage in their lives.

Phillip Saccone was quick to respond to our email request. Perhaps this is because he's happy to tell us that he is getting married to Meredith Petty in September. Phil is currently a third year PhD candidate at the University of Michigan, Ann Arbor, where he is studying pharmacology. Best man at their wedding in New York will be Phil's former St. Luke's classmate, Tim Peters, who will be flying in from France for the ceremony. Tim and his girlfriend, Maria Ramos Martin (whom he met when they were both at Berkeley Carroll School), are living in Hendaye, France, but Tim has started a confectionary business in Irun, Spain. You can check out the Mary Berry Candy Lounge on Facebook.

Both Tim and Phil are in touch with **Michael Murphy** who worked in Switzerland for four years after he graduated from Emory University. Upon completion of his MBA in France last July, Michael began working for Inditex Group, one of the world's largest fashion distributors. Fluent in French, Italian, and Spanish (as well as English!), Michael's work has taken him all over the world. As we write, he is on his way back from New York to Europe, but will be working in Mexico in the fall as he continues in his company's management training program.

English: A Short Film about Immigrant Life is the working title of **Amanda Quaid**'s latest project. She has been researching and writing the screenplay for the film in which she will also act. We had the opportunity to see Amanda in Lucas Hnath's critically acclaimed play, *A Public Reading of an Unproduced Screenplay About the Death of Walt Disney* at Soho Rep.

Louise Despont also found herself favorably reviewed in *The New York Times*, not for acting but for her exceptional artwork. You can view some of her art and read all about her exhibitions and one-person shows at <http://louisedespont.tumblr.com>. Louise recently was given a solo show in India, the country where she first met her husband three years ago. The couple was recently married at Nagaur Fort, in Rajasthan.

Congratulations are in order for **Renee Cumberbatch Jackson** who has moved with her family from Boston to Chicago. You can see pictures of Renee, her husband, and their handsome young son on her Facebook Page: Renee A. Jackson.

Traveling further west, you might run into one of Renee's Facebook friends, **Hillary Billman Treanor** who is married and now lives in Montana where she is a research associate at Montana State University.

Renee Chung wrote to us recently, letting us know that she will soon be a St. Luke's neighbor. For the past three years, she has been the Director of Operations at a charter school in Harlem called KIPP Infinity Elementary School. She is a founding member of the staff. Although she finds it hard to leave her students, she is very happy to return to her familiar West Village stomping ground as the Director of Diversity at the Village Community School. In addition to her professional work, she is still closely involved with Prep for Prep serving on the alumni giving campaign each year and volunteering at different events with current students. She is also a board member for Invictus Prep Charter School, an independent charter school in East New York, Brooklyn.

Lily Lapham is living in Forest Hills where she is a second-year resident in family medicine at Jamaica Hospital, Queens.

Also in the medical field, **Jenny Davis** works as a family nurse practitioner in a community health center in rural Maine. A graduate of both Harvard and Yale, Jenny is married to Amy Adamson, and they live in Belfast, Maine. Jenny enjoys the exercise and conditioning program known as CrossFit and finished eighth in the world among women at the Reebok CrossFit Games in 2012.

Vanessa Wrann Piselli is living in New York with her husband Chris Piselli. They married in 2012. You can see some wedding pictures on her Facebook page. Vanessa works as a sales executive at Automatic Data Processing.

Quin Krovatin is also living in New York. Pursuing a career in writing, Quin has written for Barnes & Noble Review and Newsweek.

Artesia Balthrop, Sam Carr, Monique Lumsden and Tim MacCarthy are living in the New York area, and we look forward to hearing from them soon.

We seem to have lost touch with **Michael Pereira** and **Tracy Norton**, so if any of you are in communication with them, please encourage them to contact us.

Members of the Class of 1997 are about to turn 30. Some found careers straight out of college, some have already had career changes and are growing in new directions, and some are just discovering their life's work. As you can see from this impressive array of sketches, our graduates built on the strong foundation they received at St. Luke's and have gone on to grow and develop into exemplary young adults. We salute them and all of our graduates.



Online!

"Like Us" on Facebook

Do you want to feel the love of St. Luke's throughout your day? Become a member of the "St. Luke's School – NYC" community today to receive photographs of special events, hear about anecdotes relating to students and their teachers, and to learn about upcoming school events. Let us bring a smile to your face every day. It's only fair, since your children keep us smiling! Contact Jocelyn Bowman, Director of Capital Giving and Communications (jbowman@stlukeschool.org) for additional information.

Alumni, we also have a Facebook page just for you! Search for "St. Luke's School Alumni" and look for our Winged Ox logo. This page is a great way for alumni to reconnect and post updates on their lives. Please contact the school either through Facebook, the alumni page of our website, or by emailing Rob Snyder, Coordinator of Alumni Relations (rsnyder@stlukeschool.org).



Gift of the Class of 2013



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 purchase of a circular teak bench to be installed around the tree outside the Junior Kindergarten classroom.

100% Participation

Karen Lupuloff and Annella Barranco
Elizabeth and John Boppert
Karen and Ronald Butler
Louis Grandelli
Nicole Grandelli
Georgia and Anastasios Hatzioanidis
Nicole and Christopher Kong
Elena Addomine and Robert Lampietti
Carrie Coakley and Donald MacPherson

Sarah Edwards '78 and Paul Manning
Andrea Holm and Stuart McRae
Rita and Joseph Romeo
Lisa Roulston
JoAnn Giam and Stephen Schoepke
Sasha and Ole Slorer
Laketa Smith
Lisa Barry and Todd Steinberg
Alycea and Robert Ungaro

ST. LUKE'S SCHOOL BOARD

Recognizing our board members
of the 2012/13 school year

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.

Elena Addomine ('13), Board Elected at Large

Bart Baldwin, Jr., Head of School

Brian Belliveau ('14), Board Elected at Large

Kazuko Benedict ('13), Parent Representative

Marc Boddewyn ('11), Vice-Chair Representative

Evan Carzis ('11), Board Elected Parent Representative

Sheila Davidson, Treasurer

Joëlle Duffy, Current Parents Association Co-Chair

Doug Ellis ('13), Board Elected at Large

Pilar Esperon ('13), Former Parents Association
Co-Chair

Tony Irwin ('12), Board Elected Vestry Member

Lindy Judge ('13), Vice-Chair, Board Elected at Large

Sean Mahoney ('11), Board Elected at Large

Nisha McGreevy ('11), Chair

Barry Rice ('11), Vice-Chair

Sean Scheller ('12), Board Elected Vestry Member

Paul Smith ('12), Board Elected Parish

The Reverend Caroline Stacey, Rector (ex-officio)

Jennifer Tonkel ('15), Board Elected at Large

Joe Wood ('14), Faculty Elected Representative

Their tireless devotion and love for St. Luke's School will forever be honored.

Contributing Writers



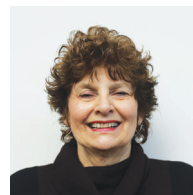
Deniz Beal
Upper School Science Teacher



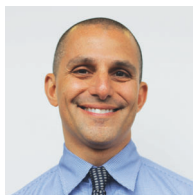
Joe Wood
Physical Education Teacher



Lara Laurence
Learning Specialist



Mary Ann Hoffman
Lower School Head



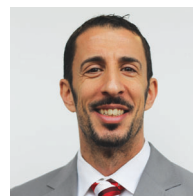
John Travaglione
Upper School Math Teacher



Amena Zavary
Grade 3 Teacher



Shelli Milks
Foreign Language Teacher



Ron Nahass
Music Teacher



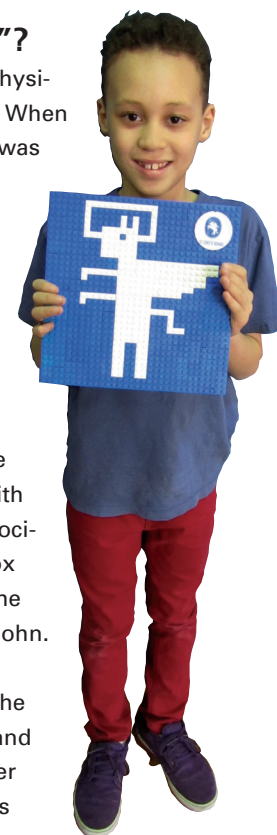
Nancy Tompkins
Art Teacher

What is "The Wingéd Ox"?

St. Luke is known as the "Beloved Physician" and the patron saint of artists. When the Church of St. Luke in the Fields was consecrated in 1822, the congregation chose St. Luke as its patron because the area had long been a refuge from epidemics.

In the Book of Revelation, which was written in second century A.D., four living creatures with the faces of an ox, a man, a lion, and an eagle stood around God's throne, each with wings. These creatures became associated with the four evangelists: the ox with Luke, the man with Matthew, the lion with Mark, and the eagle with John.

The late Canon Edward N. West of the Diocese of New York, a theologian and liturgist, designed the Church banner from which the Wingéd Ox logo was derived.



Lego project designed by Eden
Stewart-Eisman, School Librarian

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.

Cindy Dugan, mother of Abby '08
June 16, 2013

Luz Falcón Parades,
mother of Oliver '88 and Karin '93
January 11, 2013

TAVERN

Annual Report



2012 - 2013

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.



From the Chair

I've heard it said that we should think of living our lives in three phases: first to learn, then to earn, then to return. While this may describe how we spend our days, it doesn't really capture how we grow as people in our community. St. Luke's School has shown me that personal growth comes through listening, learning, doing, being and giving back ... all at once!

Our community is using its voice effectively to communicate what core values must be preserved and built upon as we move through our early years of independence ... We are listening! We are learning how to navigate the competing demands for resources for the myriad of wonderful projects we as a community and school wish to take on as we redefine ourselves for the next generation. The School's talented and dedicated faculty and administrators are doing their utmost to build the well-rounded people we all wish our children to be, guiding them through the process of growing mentally, spiritually and physically. And, through the generosity of individuals and families at St. Luke's, we are able each year through the Annual Fund to support the ambitious programs and goals that are so important to us as we walk through the gate each day.



The immediacy of annual giving nurtures our commitment to scholarship, academic programs, student life, and facilities upkeep. And, the collective power makes all gifts individually important. Your contributions have been put to work to ensure that:

- Our students and faculty have the resources necessary for success
- Innovation in our programs and curriculum is pursued while staying true to our educational philosophy
- The richness that comes with economic diversity is enjoyed by all by ensuring that all students have access to an outstanding education
- Solutions to the financial circumstances with which we are faced are sustainable.

This report is meant to highlight and thank the many who touch St. Luke's School and thus allow growth to happen for all! Thank you for everything you do for our beloved school.

Nisha G. McGreevy
Chair, St. Luke's School Board



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

Joëlle Duffy, Co-Chair
 Susan Petrie-Badertscher, Co-Chair
 Darcy McCulloch, Secretary
 Gillian Sands, Treasurer
 Sudie Anning, Welcome Reception
 Irene Anschlowar, Halloween Dance
 Kazuko Benedict, Diversity Committee
 Misa Butkiewicz, Library Committee
 Lewis Flinn, Diversity Committee
 Jacqueline Goldsby, Diversity Committee
 Kristina Hou, Christmas Fair
 Tina Johnson-Hattan, Outreach Committee
 Katy Kapetan, Book Fair
 Jeannine Kiely, Christmas Fair
 Alexandra Kimball, School Store
 Anita Lahey, Welcome Reception and Halloween Dance
 Regina Silitch, Parents League Rep
 Stacey Spencer, Outreach Committee
 Keri Talucci, Christmas Fair
 Dorothy Wholihan, Book Fair

Parents Association

Class Representatives

Christine Smith, Junior Kindergarten
 Keri Talucci, Junior Kindergarten
 Sudie Anning, Kindergarten
 Daniela Brady, Kindergarten
 Anita Lahey, Kindergarten
 Erika Teresko, Kindergarten
 Holly Fogle, Grade 1
 Yukimi Tachibana, Grade 1
 Tina Johnson-Hattan, Grade 2
 Stacey Spencer, Grade 2
 Marilia Bezerra, Grade 3
 Christine Husser, Grade 3
 Rymn Massand, Grade 3
 Elizabeth Ehrlich, Grade 4
 Annette Poblete, Grade 4
 Carol Faber-Adams, Grade 5
 Stella Um, Grade 5
 Yppres Fisher, Grade 6
 Caroline Lynch-Gubbins, Grade 6
 Gary Kaplan, Grade 7
 Kate Newlin, Grade 7
 Carrie Coakley, Grade 8

Spring Benefit Co-Chairs

Lela Rose
 Lisa Seccia
 Anh Steininger
 Jennifer Tonkel
 Christine Wood



Spring Benefit

Benefactors

Jennifer Tonkel and Carlos Fierro
Joann and Jim Riggio
Anh and Robert Steininger
Paula and Craig Sutter

Sponsors

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Christine and Mark Husser
Holly Fogle and Jeff Lieberman
Nisha and John McGreevy
Francesca and Hugh Nickola
Sudie Anning and Kevin Raidy
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Christine and Paul Smith
Lisa Barry and Todd Steinberg
Jennifer and Derek Van Zandt
Christine and Nicholas Wood

Underwriters

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and Thomas Adams, III
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and Laurence Bennett
Misa and Peter Butkiewicz
Whitney and Raja Chatterjee
Courtney Costello '83
Christine and Cromwell Coulson
Sheila and Anthony Davidson
Sandra and Adam Davis
Cheryl Henson and Edwin Finn
Kristine Flynn
Megan and Tucker Fort
Merrie Harris
Tina Johnson-Hattan
and Mark Hattan

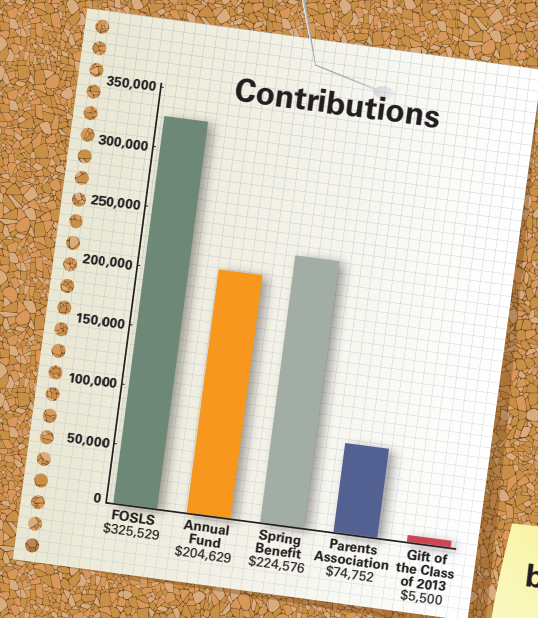
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Ian Jackson
Luke Janklow
Meredith and Benjamin Jenkins
Mary Jones
Cassey and Angel Morales
Francesca and Hugh Nickola
Lisa and Peter Seccia
Christine Zaepfel
and Peter Seidman
Kim and Matt Shaw
Sali and Michael Shibilo
Nina and Rudd Simmons
Sasha and Ole Slorer
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and Theo Spencer
D'Arcy Jensen
and James Stathatos
Christina and Kees van Beelen
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Donors of Goods and Services

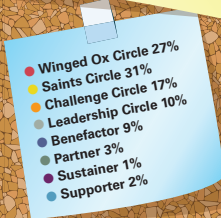
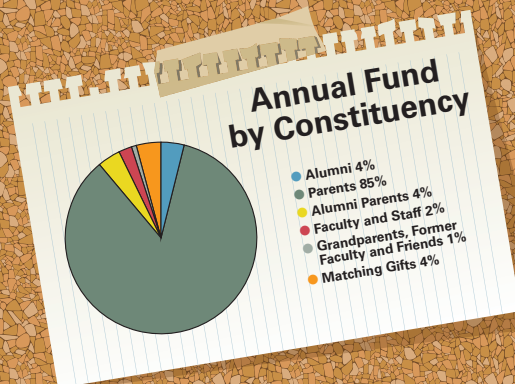
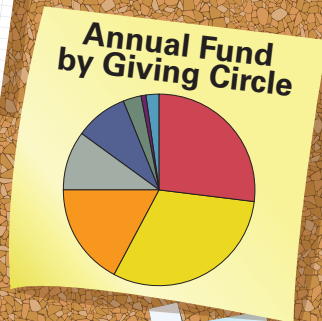
Generous donations of time, talent, and in-kind gifts were provided by the following supporters. St. Luke's School gratefully acknowledges their contributions.

Lourdes and Roger Archer
Lisa Arongino
Marian Baldwin
Mary Ann and Brian Belliveau
Kazuko Benedict
Marilia Bezerra
Marc Boddewyn
Daniela and Patrick Brady
Whitney Chatterjee
Jeff Clift
Rachel Roberge and Skip Connors
Christine Coulson
Kate Dorsch
Laura Dorson
Joëlle Duffy
DVF Studio
Doug Ellis
Pilar Esperon
Carol Faber-Adams

Jennifer Tonkel and
Carlos Fierro
Douglas Carter Beane
and Lewis Flinn
Yppres Fisher
and Adam Foulsham
Sherry Froman
Robert Gomez
Hill Country BBQ
Lana Ogilvie
and Grant Hailey
Mary Ann Hoffman
D'Arcy Jensen
Lela Rose
and Brandon Jones
Leanne Kozak
James Lahey
Lauren Lazarin
Le Sportsac
Sage Leonard
Leshem Loft
Lenore Mahoney
Leslie Mason
Ron Nahass
Francesca and Hugh Nickola
Orange Leaf
Susan Petrie-Badertscher
David Recht
Vanessa Rosado
Elon Rosenberg
Ross Camps
The Sak
Lisa and Peter Seccia
Sasha Slorer
Paul Smith
Bonnie Soha
Stacey Spencer
Anh and Robert Steininger
Paula Sutter
Lucy Sykes-Rellie
Keri and Mark Talucci
Ted Gibson Salon
Torly Kids
Alycea Ungaro
Jessica Welt
Christine and Nicholas Wood
Amena Zavary



The financial data presented here represents Development Office unaudited results for the annual period ending June 30, 2013.



Annual Fund Donors

DONORS BY GIVING CIRCLE

Winged Ox Circle

\$25,000 and above

Anonymous
Sheila and Anthony Davidson ▲⁵
Mary Bing and Doug Ellis ▲♥
Cheryl Henson and Edwin Finn ▲♥⁵
Sara Stone Laughren ▲
Lenore and Sean Mahoney ▲♥⁵

Saints Circle

\$10,000 - \$24,999
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Karen and Ronald Butler
Jennifer Tonkel and Carlos Fierro ▲♥⁵
Una and Christopher Fogarty ▲⁵
Gabriella and William Georgiades
Pilar Esperon and Edgar Greene '74 ▲♥
Bianca and James Jebbia
Rebecca and John Larkin
Holly Fogle and Jeff Lieberman ▲♥
Nisha and John McGreevy ▲¹⁰
Katrina and Craig Reynolds ♥
Joann and Jim Riggio ▲♥
Lisa and Peter Seccia ♥⁵
James Spencer ▲¹⁰
Tracy Toon-Spencer and Theo Spencer ▲
Anh and Robert Steininger ▲

This report gratefully acknowledges gifts received between July 1, 2012 and June 30, 2013. 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.

Challenge Circle

\$5,000 - \$9,999
Anonymous
Claire Mosley and Fabian Bachrach ▲⁵
W. Barton Baldwin, Jr. ▲♥⁵
Natasha Bergreen
Daniela and Patrick Brady
Misa and Peter Butkiewicz ▲
Betsy and Jonathan Cary ▲⁵
Yvette and Abel Clark ▲
Claude and Michael Davies ▲♥
Sandra and Adam Davis ⁵
Stacey Spencer and E.G. Fisher ♥⁵
Katherine and Michael Flynn ▲♥
Caroline Lynch-Gubbins and Michael Gubbins
Chloe Landman and Joseph Herencia
Sarah Jeffords ⁵
Lela Rose and Brandon Jones ♥⁵
Sasha and Ole Slorer ¹⁰
Christine and Paul Smith ▲♥
Jessica and Daniel Soo
Christine and Nicholas Wood

Leadership Circle

\$2,500 - \$4,999
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Irene and Jeffrey Anschlowar ▲♥
Leslie Chang and Andrew Bahn
Cathy and Jim Benedict ▲
Carrie Shumway and Cory Carlesimo ▲♥
Whitney and Raja Chatterjee ▲♥
Erin and Jeff Clift ♥
Christine and Cromwell Coulson ▲♥
Catherine Greenman and Richard d'Albert ▲♥
Joanna and Emanuele Della Valle ♥
Selina Tay and John Hwang ♥
Luke Janklow ▲
Liv Tyler Langdon
Jeannine Kiely and Jeffrey McMillan ▲♥
Cybele Raver ▲
Lucy Sykes-Rellie and Euan Rellie ▲
Darcy McCulloch and Barry Rice ▲⁵
Annette Poblete and Robert Sporn ▲⁵
D'Arcy Jensen and James Stathatos ▲♥
Keri and Mark Talucci
Anna Markus Treston

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Amea Shah and Andrew Carrigan
Rachel Roberge and Skip Connors ♥
Courtney Costello '83
Alison Ferreira ♥
Yppres Fisher and Adam Foulsham
Marian Baldwin and Roland Fuerst ¹⁰
Lana Ogilvie and Grant Hailey
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Dorothy Thomas and Michael Hertz ▲
Peter A. Irwin
Anna Quindlen and Gerald Krovin ⁵
Anita Lahey
Sarah Edwards '78 and Paul Manning ¹⁰
Yukimi Tachibana and Jeffrey Marlough
Sharon McGarvey and Paul Martin ¹⁰
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Lisa Barry and Todd Steinberg ♥¹⁰
Paula and Craig Sutter
Stella Um and Colin Teichholtz ⁵
Christina Kruse and Karl Templar
Alycea and Robert Ungaro ▲¹⁰
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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.



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The Easton Library Fund

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The Roger Ferlo Fund for Faculty Enrichment

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The Dana C. and Drew Hanfield Memorial Fund

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The Christopher Kanelba '70 Fund

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

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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

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