COMMUNITY

From its founding in 1965, Saint Ann’s has sustained several commitments: a deliberate rejection of formal letter or number grades, curricular rigor and breadth, and the quest to be a community constantly open to reinvention. In recent years that quest has been shaped by a deliberate and sustained commitment to equity, diversity, and inclusion. Saint Ann’s offers instruction from preschool through 12th grade with a total enrollment of approximately 1100 students. The Preschool–12th grade student body is comprised of 37% students of color (P–4th grades: 47%; 5th–9th grades: 38%; 10th–12th grades: 34%). Approximately 29% of the P–12th student body receives financial aid in the form of scholarship or faculty and staff tuition remission.

CURRICULUM

A Saint Ann’s education imparts the best of human traditions and discoveries while nurturing intellectual adventure. We seek to inculcate a love of learning for its own sake and to empower each student with the capacity and confidence to make informed judgments about his/her/their course of study. The curriculum is dynamic and flexible, even as it reflects our persistent ideals as a community of learners.

Instruction at Saint Ann’s is departmentalized from fourth through twelfth grade, with a teaching faculty numbering 240, made up of scholars, researchers, mathematicians, musicians, artists, and writers. Saint Ann’s deliberately integrates and highlights the arts—including dance, music, theater, film, and the visual and recreational arts—as central elements of its curriculum. In addition, high school students enroll in a host of other offerings including a unique seminar program taught “after hours” at the end of the school day.

As a core part of our educational philosophy, grades are not given at Saint Ann’s School. Instead, teachers write detailed narrative reports twice yearly. Graduation requirements include four courses in the arts (preferably at least one each in art, music and theater), four years of English, four years of history, four years of language study, four years of mathematics, one recreational arts course per year, and three years of science, including a year of biology and a year of a physical science. Saint Ann’s does not offer Honors or AP courses. However, there is ample opportunity for advanced coursework across disciplines.

MISSION STATEMENT

Saint Ann’s exists to nurture the wonder of children. Unfettered by grades, teachers and students embark on journeys of discovery in which the arts are central. Through an ambitious curriculum and a culture of inquiry, we question the world. We invite each other to take risks, pursue knowledge for its own sake, and celebrate growth. We seek to create a community rooted in trust and equity. Here, every subject is an art and every child is an artist.

EQUITY & INCLUSION

We seek to create a collaborative environment in which all people are respected and valued, regardless of race, ethnicity, sexual orientation, gender identity, religious preference, or physical ability. Keeping the student experience at the center of our vision and decision-making, we seek to draw out authentic, exceptional work from our students. We believe ongoing efforts to diversify our community and enact change across every dimension of our school toward making Saint Ann’s a more equitable place to learn and work are essential to who we are and what we seek to become.

Part of equipping our students with the skills and knowledge they need to explore and question the world includes understanding how individual and group identity constructs have shaped and continue to shape society. This has happened most saliently in the United States around the construct of race. Therefore, the work of creating a more equitable school focuses on race and racism, while incorporating many other aspects of identity that contribute to disparity, inequity, or injustice.

In recent years, we have undergone a comprehensive curriculum review. Every department has asked itself what equity-related skills it wants students to possess and when and how it equips them with those skills. Knowing that reflective practice is a feature of all great teaching, we anticipate this work will continue for the foreseeable future. In the middle and high schools, students in all grades have both structured and unstructured opportunities to talk and learn about topics related to equity and inclusion. This equity work builds upon and strengthens our original pedagogical philosophy: that education is, in the last analysis, a celebration of life and that life is wondrous, ephemeral, and for these reasons, sacred.
CLASS OF 2022 MATRICULATION

Amherst College ................................4
Bennington College .............................1
Boston University ................................1
Bowdoin College ................................2
Brown University ................................4
Carnegie Mellon University ...............1
Colby College .....................................1
Colorado College .................................2
Columbia University .........................1
Cornell University ..............................1
Duke University ................................1
Emerson College ...............................1
Emory University ...............................1
Georgetown University .....................1
Hamilton College ................................1
Harvard University .............................2
Kenyon College ................................1
Middlebury College ............................2
New York University ...........................1
Northwestern University ......................1
Oberlin College ..................................4
Oberlin College & Oberlin Conservatory of Music .......1
Otis College of Art & Design ..............1
Pitzer College .....................................1
Princeton University ...........................3
Rice University ..................................1
Sarah Lawrence College .....................1
Scripps College ................................1
Smith College ...................................1
Stanford University ............................1
Swarthmore College .........................1
Tufts University .................................2
Tulane University ..............................1
University of California, Los Angeles .....2
San Diego ...........................................1
Santa Barbara .....................................2
University of Chicago .......................3
University of Michigan ......................2
University of Southern California ......1

FIVE YEAR MATRICULATION

10 or More Students

Amherst College
Brown University
Harvard University
Oberlin College
Princeton University
University of Chicago
Vassar College
Wesleyan University
Yale University

4 Students

Georgetown University
Pitzer College
Rice University

3 Students

Boston University
Carleton College
Connecticut College
Emerson College
Haverford College
Oberlin College-Oberlin Conservatory of Music
University of California, Los Angeles
University of Southern California

2 Students

American University
Bard College
Boston College
Brown University
Bryn Mawr College
Case Western Reserve University
Chapman University
Clark University
Davidson College
Fashion Institute of Technology
George Washington University
Hendrix College
Johns Hopkins University
Lafayette College
Loughborough University (UK)
Mount Holyoke College
New England Conservatory
Otis College of Art & Design
Rhode Island School of Design
Savannah College of Art & Design
Scripps College
SUNY, Binghamton
Syracuse University
Trinity College, Dublin (Ireland)
University of British Columbia (Canada)
University of Cambridge (UK)
University of Edinburgh (UK)
University of Hartford
University of Massachusetts, Amherst
University of Pittsburgh
University of Toronto
University of Vermont
Wake Forest University

5 or More Students

Bard College
Barnard College
Colorado College
Columbia University
Cornell University
Emory University
Kenyon College
Middlebury College
New York University
Northwestern University
Pomona College
Smith College
Stanford University
Swarthmore College
Tufts University
University of California, Santa Barbara
University of Chicago
University of Michigan
University of Pennsylvania
University of St Andrews (UK)
University of the Arts
University of Rochester
University of Virginia
Wellesley College

1 Student

Allegheny College
Babson College
Bard College, Berlin (Germany)
Bates College
Boston College
Bryn Mawr College
Carnegie Mellon University
Case Western Reserve University
Chapman University
Clark University
Davidson College
Fashion Institute of Technology
George Washington University
Hendrix College
Johns Hopkins University
Lafayette College
Mount Holyoke College
New England Conservatory
Otis College of Art & Design
Rhode Island School of Design
Savannah College of Art & Design
Scripps College
SUNY, Binghamton
Syracuse University
Trinity College, Dublin (Ireland)
University of British Columbia (Canada)
University of Cambridge (UK)
University of Edinburgh (UK)
University of Hartford
University of Massachusetts, Amherst
University of Pittsburgh
University of Toronto
University of Vermont
Wake Forest University

STANDARDIZED TEST SCORES FOR THE CLASS OF 2022

<table>
<thead>
<tr>
<th>TEST</th>
<th>RANGE</th>
<th>PERCENTAGE OF CLASS</th>
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</thead>
<tbody>
<tr>
<td>ACT Composite Score</td>
<td>28–36</td>
<td>44.7%</td>
</tr>
<tr>
<td>SAT Total Score</td>
<td>1400–1600</td>
<td>31.76%</td>
</tr>
<tr>
<td>Evidence-Based Reading &amp; Writing</td>
<td>720–800</td>
<td></td>
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<tr>
<td>Math</td>
<td>650–800</td>
<td></td>
</tr>
<tr>
<td>Test Optional (Applied without test scores)</td>
<td>N/A</td>
<td>23.52%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>99.98%</td>
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