COMMUNITY

Founded in the undercroft of a local church in 1965, Saint Ann’s School has since expanded into eight buildings in Brooklyn, New York. From its very first year, Saint Ann’s has sustained several commitments: a deliberate rejection of formal letter or number grades, curricular rigor and richness, and the quest to be a community constantly open to reinvention. In recent years that quest has been shaped by a desire that our community reflect the heterogeneity of New York City. 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 36% students of color (P –4th grades: 43%; 5th–9th grades: 33%; 10th –12th grades: 29%). Approximately 32% 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.

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.

During the 2020–21 academic year, we launched a comprehensive curriculum review. Every department asked itself what equity-related skills it wanted students to possess and when and how it was equipping 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. Our recent 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 2021
MATRICULATION

American University ............. 1
Amherst College ................. 3
Barnard College .................. 3
Boston University ............... 1
Brown University ............... 2
Carleton College ............... 1
Colby College .................... 1
Colorado College .............. 1
Columbia University .......... 3
Connecticut College .......... 1
Cornell University ............. 2
Duke University ................... 1
Georgetown University ....... 2
Harvard University ............. 3
Hendrix College .................. 1
Kenyon College ..................... 2
Lafayette College .............. 1
Middlebury College ......... 2
Mount Holyoke College ....... 1
New England Conservatory of Music ........... 1
New York University .......... 1
Northwestern University ...... 4
Oberlin College .................... 2
Parsons School of Design ....... 1
Pitzer College ...................... 1
Princeton University .......... 3
Savannah College of Art & Design ...... 1
Smith College ..................... 2
Stanford University ........... 1
SUNY, Binghamton ............. 1
Swarthmore College .......... 2
Trinity College Dublin (Ireland) .......... 1
Tufts University ............. 3
Tulane University .......... 1
University of British Columbia (Canada) .......... 1
University of Chicago ....... 3
University of Michigan ........... 1
University of North Carolina, Chapel Hill .......... 1
University of Pennsylvania .... 1
University of Rochester .......... 1
University of Southern California .......... 1
University of St Andrews (UK) ................. 1
Vassar College ............ 3
Wesleyan University ........ 5
Williams College ............ 2
Yale University ............. 5

FIVE YEAR MATRICULATION

10 or More Students
Bard College
Brown University
Columbia University
Cornell University
Harvard University
Oberlin College
Princeton University
Tufts University
University of Chicago
Vassar College
Wesleyan University
Yale University

4 Students
University of Virginia

3 Students
Colorado College
Connecticut College
Georgetown University
Parsons School of Design
Reed College
Rice University
University of Glasgow (UK)

2 Students
American University
Bates College
Boston University
Carleton College
Dartmouth College
Duke University
Emerson College
Johns Hopkins University
Rhode Island School of Design
School of the Art Institute of Chicago

1 Student
Allegheny College
Babson College
Bard College, Berlin (Germany)
Bennington College
Boston College
Bowdoin College
Bryn Mawr College
Case Western Reserve University
Chapman University
Clark University
Colby College
Davidson College
Fashion Institute of Technology
George Washington University
Grinnell College
Hamilton College
Hendrix College
Lafayette College

Scripps College
Skidmore College
University of California, Los Angeles
University of Miami
University of North Carolina, Chapel Hill
University of North Carolina, School of the Arts
University of Rochester
University of Toronto (Canada)
University of Vermont

Lewis & Clark College
Macleaster College
Massachusetts Institute of Technology
Mount Holyoke College
New England Conservatory
Oberlin College/Oberlin Conservatory of Music
Oberlin Conservatory of Music
Rensselaer Polytechnic Institute
Rochester Institute of Technology
Sarah Lawrence College
Savannah College of Art & Design
School of Visual Arts
SUNY, Binghamton
Syracuse University
Trinity College, Dublin (Ireland)
Tulane University
United States Merchant Marine Academy
University of British Columbia (Canada)
University of Cambridge (UK)
University of Edinburgh (UK)
University of Hartford
University of Kent (UK)
University of Pittsburgh
University of Wisconsin, Madison
Villanova University
Wake Forest University

STANDARDIZED TEST SCORES FOR THE CLASS OF 2021

<table>
<thead>
<tr>
<th>TEST</th>
<th>RANGE</th>
<th>PERCENTAGE OF CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT Composite Score</td>
<td>30–35</td>
<td>37%</td>
</tr>
<tr>
<td>SAT Total Score</td>
<td>1270–1600</td>
<td>38%</td>
</tr>
<tr>
<td>Evidence-Based Reading &amp; Writing</td>
<td>650–800</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>620–800</td>
<td></td>
</tr>
<tr>
<td>Test Optional (Applied without test scores)</td>
<td>N/A</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>