



ST. HILDA'S & ST. HUGH'S





ST. HILDA'S & ST. HUGH'S

We are delighted that you are considering St. Hilda's & St. Hugh's as you begin the important process of choosing the right school for your child. Our school is a lively and joyful place. Our comprehensive program encourages each child to grow in knowledge, in faith, and in love of self and others. Our students grow to be intelligent and responsible citizens of the world, caretakers of the earth and its people.

A St. Hilda's & St. Hugh's education prepares students for a lifetime of learning, leadership, and spiritual inquiry. We would be privileged to be partners in your child's education.



“The two most
important lessons
we teach our
students are to love
learning and to love
one another.”

—Virginia Connor, Head of School

School Overview

"We must act out of love, teach love, model love, and love one another in our community above all else."

The National Association
of Episcopal Schools

St. Hilda's & St. Hugh's School is an independent, Episcopal day school for boys and girls, educating beginners (age 2) through eighth grade. We are committed to nurturing the whole person: mind, body, and spirit. Religious and ethical formation are therefore important components of school life. We strive to create an educational community that reflects unity in diversity: a unity of purpose and shared values among a population diverse in race, culture, socio-economic status, and religious beliefs. The rich variety of gifts within the school community reflects the vitality of New York City and prepares students to understand and contribute to the world around them.

Our Inspiration

St. Hilda's & St. Hugh's opened its doors in 1950, realizing the dream of the Reverend Mother Ruth, founder of the Community of the Holy Spirit, an Episcopal order for women. A biracial nun from Harlem, Mother Ruth founded the school to create an environment in which children of all races, creeds, and cultures would come together not only to study academic subjects, but also to learn about each other. Mother Ruth knew that a multicultural school community would have the power to change the misconceptions and fears that divide people from each other.

It was Mother Ruth's wish that the students' faith would become a more meaningful part of their lives as a result of their education at St. Hilda's & St. Hugh's. "I hope," she said, "that an Episcopalian who attends our school becomes a better Episcopalian, a Jewish child a better Jew, and an agnostic a better agnostic."



Our Families and Neighbors

Families from neighborhoods throughout the city choose St. Hilda's & St. Hugh's because it reflects their expectations of both home and community. Our school is an authentically multicultural place where children learn firsthand from one another to acknowledge and love the vast variety of the world's community. Our parents are active participants in their children's education and in school activities.

Our Morningside Heights neighborhood offers our school, students, and families a rich array of resources and a vibrant intellectual and cultural community. Our neighbors include several centers of learning, research, and worship, including Columbia University, Barnard and Teachers Colleges, St. Luke's Hospital, Union Theological Seminary, The Jewish Theological Seminary of America, the Manhattan School of Music, The Cathedral of St. John the Divine, International House, Riverside Church, and the Interchurch Center.

A School Built for Children

Our school building was designed specifically for the well-being and needs of young children. It is remarkably large for a city school and has many well-equipped spaces to celebrate our children's growth in mind, body, and spirit. Frequent renovations to the facilities, including our recent renovation of the early childhood, lower school, and middle school classrooms, enhance the student experience. Building features include:

- Thirty-two recently renovated, optimally designed classrooms, including micro-kitchens in rooms through fifth grade
- Enormous outdoor playdeck with age-appropriate spaces and features for upper and lower division students, along with plant life and other natural elements
- 600-square-foot rooftop greenhouse
- Library with more than 20,000 volumes and three reading rooms
- Two fully equipped technology centers
- Three age-appropriate science laboratories
- Interactive touch screens in every classroom (SK-8)
- Six foreign language classrooms
- An entire floor of art studios, including an etching press, two pottery kilns, and a woodshop
- Multiple music rooms, acoustically engineered for rehearsals and performances, with a host of brass, percussion, and Orff instruments, as well as recorders and a full set of hand-crafted Whitechapel English handbells
- Regulation-size gymnasium, featuring a newly renovated stage and professional-quality sound and lighting for student performances
- 1,100-square-foot indoor playspace with climbing wall
- Locker rooms
- Chapel, featuring a Reiger organ
- Nurse's office and infirmary beds
- Three dining rooms and two kitchens
- Two recently refurbished elevators, large enough to fit a full grade comfortably in each car



WHY ST. HILDA'S & ST. HUGH'S?

Our school was named for St. Hilda and St. Hugh to give both boys and girls a model to emulate. In writing, we link these two great saints with an ampersand. The "&" is more than a graphic element. It signifies all that we are able to offer our children—a structured learning environment and child-centered teaching. Cultural diversity and ethical formation. Small class size and ample space in which to learn. Math and science. Language and history. Art and music and the performing arts. Technology and physical education. The resources of New York City and an introduction to our global society. A serious approach to education and a safe, joyful place to learn.



Our Welcoming Episcopal Tradition

The Episcopal Church is a member of the Anglican Communion, a body of more than 70 million people worldwide who believe that reason and learning are instrumental in our exploration of life's deepest issues. Our school's mission reflects the Episcopal belief that learning occurs best in a diverse environment, open to all influences, and that it must be a product of critical analysis.

Our school seeks students and faculty of varying backgrounds and faiths, for this diversity makes every one of us richer. We expect our students to learn consciously from their peers and to act toward one another in responsible and loving ways.

Our strength as a community is bolstered by our daily Chapel services (for grades 1-8), which address broad themes and special topics such as service to others, environmental issues, world religions, and friendship. Presentations range from lessons offered by faculty members to demonstrations by student groups to dramatic performances featuring music and dance. Students participate enthusiastically, singing hymns accompanied by our magnificent Reiger organ. Upper division students celebrate a monthly Eucharist in addition to daily Chapel.

Chapel services are—like our school—full of joy, spirit, and meaning, an important part of each child's educational experience.

Traditions and Celebrations

Our school calendar includes many celebrations for students and families. We plan events that reflect our Episcopal identity, and we also celebrate the holidays and traditions of our diverse, service-oriented community. We mark the feast days of our patron saints with a day of service that involves every student. Our spirited Gospel Celebration marks the start of Black History Month. Our Lunar New Year Celebration is a colorful festival of music and dance. At Thanksgiving, our students collect food and supplies and form a human "food chain" to deliver these goods to our neighbors at the Broadway Presbyterian Soup Kitchen, located just up the block. In December, we celebrate Hanukkah and Kwanzaa as a community.

Our Christmas Pageant, written for us by renowned author and former faculty member Madeleine L'Engle, is an all-school production that features nursery students in costumes as lambs, a live baby Jesus, our Brass Band, and a combined chorus of the middle school and upper school.

Academic Program

Milestones and Highlights

Beginners (2-year-olds)

- Play
- Music sessions
- Art projects
- Unit studies include observation of seasons, earthworms, and other elements of nature
- Library time
- Greenhouse projects
- Movement and yoga

Nursery (3-year-olds)

- Five-day program
- Introduction of specials: second language, movement, art, music, library
- Family book project
- Classroom jobs

Junior Kindergarten (4-year-olds)

- Family culture unit
- Letter of the week program
- Shape and color of the month
- Introduction of field trips
- Thematic unit studies of the solar system, farms, and the rainforest
- Move to cafeteria for lunchtime

Senior Kindergarten (5-year-olds)

- Year-long phonetic writing program
- Monthly self-portraits
- Formal science study
- Units include measurement, author studies, and classic tales

St. Hilda's & St. Hugh's educational philosophy reflects the needs of children at each stage of their young lives. We believe that the building blocks of lifelong learning are established in the early childhood and elementary school years, so we create an environment that allows students to engage in age-appropriate activities that cultivate self-esteem. Each day is planned carefully to provide necessary structure while also allowing for creativity and play. Our teachers' hands-on, exuberant teaching styles instill in their students a love of learning and commitment to personal excellence. Our students are well prepared to succeed in future academic endeavors and to actively contribute to their local and global communities.

The Faculty

The teachers and staff at St. Hilda's & St. Hugh's are extraordinary—dedicated, accomplished professionals who love working with children and are committed to providing an exceptional education for each student. Our teachers are passionate about the subjects they teach and constantly seek new ways to enrich their professional development. The majority of our teachers hold advanced degrees. Our faculty members value the diversity of our community and take care to be sensitive to students and families of all cultures and backgrounds.

Lower Division

Early Childhood (Beginners—Senior Kindergarten) Our youngest students enroll in the part-time Beginners program, which offers a nurturing environment with specially trained teachers who focus on children's early language development and cooperative play. We work individually with parents and children on the separation process, which occurs gradually.

As students progress through the early childhood program, teachers plan fun-filled days that use play to engage the young student in age-appropriate science, math, art, language, and pre-reading experiences while strengthening their fine and gross motor skills. Theme studies throughout the year incorporate literature, interactive projects, and class discussion.

Our early childhood teachers organize their classrooms carefully (and colorfully!) to create a learning environment that allows children to grow socially, emotionally, cognitively, and intellectually. As they develop, students in nursery, junior kindergarten, and senior kindergarten begin to visit other classrooms for their studies in secondary language (French, Spanish, or Mandarin Chinese), art, music, and physical education.

Each day's schedule combines work and play periods with eating and rest times.

Lower School (Grades 1-3) Formal instruction begins in earnest in first grade. Uniforms are required in grades 1 through 8, in part to assist children in developing the organizational skills necessary for successful learning. Instruction combines whole class, small group, and individual learning. We balance reading, writing, math, science, technology, social studies, second languages, and the arts with daily physical education classes and daily recess. Students also attend Chapel service every day and explore spiritual values through religious knowledge class.

In first grade, we stress the acquisition of reading through a traditional, phonics-based program that also includes instruction in other reading strategies. Appropriate literature is selected for each grade and ability level. Math texts and specifically designed materials are used to introduce early math and logic skills.

Second graders continue to acquire and apply more advanced phonics skills and focus more on comprehension. In math, students further develop their skills through concrete activities and drills with addition, subtraction, and basic multiplication and division.

The reading program in third grade focuses on how to understand text from a more complex perspective. Students read works that are longer and more challenging in content. Third graders are taught to master multiplication and division problems and to solve word problems using multi-step procedures.

In order to prepare students for the transition to middle school, emphasis is placed on organizational skills, fostering greater independence, and completion of longer projects.

Each year, children look forward to visiting historic, cultural, and environmental sites in New York City and the surrounding areas. These field trips support our curriculum and create lasting, happy memories.

Milestones and Highlights

Grade 1

- Weekly spelling tests
- Addition and subtraction (1-20)
- Introduction of social studies, including a year-long community unit
- Creating, writing, and illustrating an original book

Grade 2

- Summarization skills
- Written expression and grammar
- Introduction to cursive
- Place value, measurement, fractions, money, and time
- The seven continents
- Begin formal technology class

Grade 3

- Essay and expository writing
- Math operations, problem-solving, graphing, multiplication and division, decimals, word problems, geometry
- Year-long study of New York City
- Sailing field trip aboard the Hudson River Sloop *Clearwater*

Milestones and Highlights

Grade 4

- Literary selections: *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* and *The Tale of Despereaux*
- Pre-colonial and colonial America
- U.S. geography
- Research project on the 50 states
- Earth and physical science
- Community service class
- Robotics consortium with Pratt Institute

Grade 5

- Literary selections include: *The Giver* and *The Phantom Tollbooth*
- Ancient history (Africa, Egypt, Greece, India, Mesopotamia)
- World geography
- Introduction to biological science, including microscope use
- Research skills class
- The lives of the saints
- Greek myths

Grade 6

- Departmentalization of curriculum begins
- Literary selections include: *The Watsons Go to Birmingham*, *House of the Scorpion*, *The Devil's Arithmetic*, and *Crispin*
- Middle Ages and the Renaissance
- History of major religions
- Shakespeare production
- Year-long service learning curriculum in religious knowledge class

Upper Division

Middle School (Grades 4-6)

Middle school marks many new beginnings, as children experience physical, intellectual, and emotional changes. Our program provides reliable structures so that students feel a sense of security and belonging. We emphasize study skills to ensure solid academic performance, and we work closely with students to help them organize their thoughts and work and to comprehend and express ideas with confidence.

In each grade, students are responsible for interdisciplinary projects and research papers through which they identify new areas of interest, find outlets for new skills, and realize the pleasures and rewards of scholarship. The core curriculum includes study in English, social studies, science, mathematics, arts, second languages, and religious knowledge. Overnight field trips to Philadelphia and Mystic, Conn., are highlights of these formative years in the upper division.

Upper School (Grades 7-8)

Courses in the upper school focus on developing analytical thought. Students work with primary and secondary sources, comparing and contrasting material, and they practice summarizing their thoughts in expository writing. In discussions during English, social studies, math, science, and second language classes, students present and defend their ideas. We also introduce Latin, which provides an understanding of grammatical structure and the roots of English and other languages. A highlight of the upper school is the overnight trip to Boston or Washington D.C.

Upper schoolers assume leadership positions in the school and serve as role models and mentors for the younger children. By the time they graduate, our students come to see themselves as talented, insightful contributors to society.

Grade 7

- Literary selections include: *To Kill a Mockingbird* and *The Hound of the Baskervilles*
- Early American history
- Chemistry
- Algebra I (Part 1)
- Additional math/technology lab
- Stock Market Game
- Use of graphing calculators
- Latin

Grade 8

- Literary selections include: *A Separate Peace*, *The Rime of the Ancient Mariner*, *Fahrenheit 451*, and *Anne Frank: The Diary of a Young Girl*
- American history beginning with the French and Indian War
- Physics
- Algebra I (Part 2)
- Stock Market Game
- Graphing calculators
- Additional math/technology lab
- Contemporary issues and religion
- Latin



Secondary Language

Communicating in a second language encourages children to look beyond their own cultures and backgrounds, so language instruction has always been an important element of our curriculum. In 1999, St. Hilda's & St. Hugh's was the first elementary school in New York City to introduce second language studies to 3-year-olds. In 2005, we introduced a pilot program to teach Mandarin Chinese to our nursery students, and we now offer Mandarin Chinese instruction to students in all grades. Parents select from French, Spanish, and Mandarin Chinese, and students take language classes up to four days a week depending upon their age. In the upper school, Latin is added to the program.

Science and Technology

Experiment, discover, and explore! Our science and technology curricula cultivate our students' natural curiosity and reflect our desire to educate a new generation of scientists. In our age-appropriate science labs, students immerse themselves in the world of science. This hands-on approach instills a love of science that begins in the younger grades and is nurtured throughout their time here.

Teachers use technology as a tool to expand all subject areas. Interactive touch screens are used for instruction in every classroom (beginning in senior kindergarten), allowing teachers to integrate a variety of interactive resources seamlessly. Formal technology classes begin in second grade, when students have developed the basic skills that will help them explore these resources safely and productively. Our technology department manages two well-equipped labs and works with teachers to integrate a variety of hardware and software resources to advance their instructional goals. Chromebooks, iPads, and coding aids like Lego and Arduino are among the devices through which students learn, both individually and collaboratively.

The Arts

From an early age, we help children explore the world through art, drama, music, and creative writing. We believe that a strong program in the arts is essential for a student's complete education and, ultimately, for their personal happiness.

Our faculty approaches each academic subject creatively. We incorporate the arts into the curriculum, assigning collaborative projects between subject areas such as math, science, language arts, technology, social studies, and second language.

The school provides many opportunities for children to display their artwork and to perform in dramatic and musical presentations during regularly scheduled concerts and assemblies. There are also occasional performances outside of school at festivals and workshops.



ST. HILDA'S & ST. HUGH'S BRASS BAND

Our Brass Band is modeled after the British brass bands that evolved during the 19th century. Founded in 1995, it was the first school-based band of its kind in the United States. Students in the brass band develop a true sense of teamwork through melodious playing and by creating a homogeneous sound among the instruments. The Brass Band uses cornets and alto horns as its soprano and tenor instruments, and baritones, euphoniums, trombones, and tubas as its baritone and bass instruments. Percussion was added in 2002.

The band performs in school concerts each trimester and has also performed outside the school, including a concert tour in England.

VISUAL ARTS

Our art program encourages students to express themselves creatively. Throughout their time at St. Hilda's & St. Hugh's, children develop skills in a variety of artistic forms: drawing, painting, collage, still life, portraiture, ceramics, sculpture, printmaking, and woodworking. In addition to the academic art program, children may enroll in after-school enrichment programs, such as painting, pottery, and jewelry-making, among others. We also provide opportunities for children and parents to work together on projects in afternoon workshops. At our annual art fair, children create a gallery and present their work to parents, teachers, and schoolmates.

MUSIC

At each grade level, it is our goal to instill a love of music, to encourage children to joyfully make music, and to prepare them for performance. Our method of teaching is rooted in the Kodály Method, an approach that places emphasis on the ability to:

- Sing or play traditional folk songs from a variety of cultures and heritages
- Listen to, analyze, and perform the great music of the world
- Achieve mastery of musical reading and writing
- Improvise and compose

Field trips, performances, special projects, and guest artists enhance the musical education program. The school also offers after-school private study in piano, violin, flute/recorder, guitar, and voice.

PERFORMING ARTS

The performing arts play an important role in many of our school traditions. The goal of the program is for children to feel comfortable expressing themselves before an audience.

In the early childhood program, teachers use puppets, role playing, and storytelling to enhance dramatic play and aid in comprehension. Classroom teachers throughout all grades use drama as an instructional tool in many subjects.

Students in grades 4 through 8 study drama for one trimester each year. Dramatic content includes fairy tales, Greek drama, Shakespeare, classic American works such as *Our Town*, and student-created plays.

Our all-school productions include the Christmas Pageant and the spring production. Students also can pursue drama and dance through the Extended Day Programs.

Physical Education

Daily physical education is a cornerstone of our curriculum. Coordination, life-time fitness, leadership, confidence, and the ability to work as a team improve children's performance in the classroom and prepare them to take ownership of their own health and wellness. At each grade level, we emphasize play—the work of children.

Children in nursery and junior kindergarten have movement classes to increase locomotor skills and eye-hand coordination. We integrate music and literature and provide age-appropriate equipment to build skills. All children at this level have scheduled outdoor play time each day, which offers them opportunities for unstructured play. Students in senior kindergarten through eighth grade participate in daily physical education. Units include team sports such as soccer, basketball, hockey, and baseball, ball skills, jump rope, circus skills, dance, and multi-cultural games.

The basketball program begins in sixth grade. In grades 7 and 8, students have the option of pursuing competitive team sports or lifetime sports, including yoga, martial arts, step dance, table tennis, and Ultimate Frisbee. Team sports for seventh and eighth graders include:

- Fall: Soccer, Volleyball, Cross-Country
- Winter: Basketball
- Spring: Track and Field, Softball, Baseball

Students compete in the New York City Athletic League (NYCAL).



GREEN IS GOOD!

St. Hilda's & St. Hugh's is proud to call itself a "green school." Through our curriculum and by example, we teach our students that they are responsible for the care of the world around us. From the materials used in recent renovations to the organically based cafeteria menu, our community's daily activities prove our leadership among independent schools in preserving our planet's resources.

THE GREENHOUSE

The greenhouse is an extension of our science curriculum, providing students with firsthand experience of farm-to-table food production as well as the satisfaction that comes from eating the fruits of their labor. Greenhouse classes begin in junior kindergarten, while beginners and nursery students visit for special projects. The program ties into the curriculum in a variety of ways. For example, while reading *The Tale of Peter Rabbit*, nursery students plant their own lettuce, and our third graders plant "crops" as part of their colonial studies unit. Fifth through seventh graders frequently conduct botanical experiments for their science exhibition projects.

GREEN-MARKET LUNCH

The school's food service brings the Morningside Heights green market to our cafeteria. Our in-house chef serves a healthy, child-friendly menu using non-disposable plates, cups, and cutlery. We work with local, family-owned farmers and shopkeepers, which helps to ensure the quality of our pesticide-free apples, organic milk, whole wheat pastas, handmade breads, and custom-cut meats, all produced in the state of New York.

ENVIRONMENTAL FIELD TRIPS

Beginning in junior kindergarten, we plan field trips to expose children to the natural world within and beyond their urban environment. In the lower division, students visit nearby sites like the Stone Barns Center for Food and Agriculture, the Greenburgh Nature Center, and the Hudson River Sloop *Clearwater*. Upper division students travel on overnight field trips to a variety of locations for experiential learning opportunities outdoors.

RESPONSIBLE RENOVATION

Our recent renovations have incorporated materials and design elements that conserve energy and increase students' productivity while reducing the environmental impact of such a major facilities overhaul. Lighting maximizes natural light and reduces glare, and special plumbing features conserve water.



WAYS WE SERVE

- Thanksgiving Food Chain, a cherished holiday tradition and meaningful service project involving students, parents, and faculty
- St. Hilda's & St. Hugh's Day, when we celebrate the school's two patron saints with a schoolwide day of service
- Fourth Grade Trimester of Service, a special class dedicated to serving our friends in school and our neighbors in the local community
- Sixth Grade Service Learning, year-long service program in religious knowledge class. Sixth graders not only take turns working in the soup kitchen up the street, they also develop relationships with the people who dine and receive services there
- Helping Hands Day of Service, which unites parents, students, and faculty in local service projects
- Warm Clothing Drives, which benefit Episcopal Social Services and the Broadway Presbyterian Church
- Project Cicero, a citywide book drive that benefits New York City's most underserved public schools

Community Service

One of our community's defining characteristics is a sense of compassion and commitment to serving our neighbors. Community service gives all members of the school an important opportunity to see the effect their lives can have on those in need. Our service projects reflect the particular concerns of our students, teachers, and parents.

Service initiatives are part of the curriculum in early childhood through upper school, from our beginners' trips to a nearby soup kitchen to upper school park clean-ups and visits with the elderly at a neighborhood nursing home.

At the heart of the service program is our belief in the power of prayer. Our daily Chapel and, for upper division students, monthly Eucharist, provide time and space for children to express their care for one another and the world.

We serve a variety of programs in New York City, including Episcopal Social Services, and we work closely with our neighbors, Broadway Community Incorporated, to provide food and assistance for their community outreach throughout the year.

Global Service

After the tsunami of 2004, our outreach to a community in southern India resulted in the rebuilding of an elementary school there, now called St. Hilda's & St. Hugh's, India. For nearly 10 years, faculty from our school traveled to India during their summers off to collaborate with faculty there and assist in the rebirth of this now thriving, government-accredited institution. Among the school's students are the Dalits, an "untouchable" segment of society that did not previously have access to education. This connection with India has made concrete for students in our community the tremendous need that exists in other parts of the world and the moral obligation we share to serve others. With the India school now able to continue its good work independently, we look forward to determining a new educational community elsewhere in the world where our faculty, students, and families can focus their considerable talents and compassion to fulfill our mission of service.



Beyond 3 p.m.

Extended Day Programs Our mission is to serve children and families, and that mission continues past the end of the school day. Our After School program is available each day from dismissal until 6:30 p.m. Parents may send their children every day or when needed.

The atmosphere of the After School program is informal—the goal is to give students a place that feels like home. Children may do homework or take part in games, outdoor play, or arts and crafts. All activities, which are generally based on a weekly theme, are supervised by a professional staff of educators who begin their teaching day at 3 p.m., refreshed to meet the needs of children at this hour.

Enrichment Programs Drawing from the vast resources of New York City, Enrichment courses allow students to explore extracurricular interests or academic offerings. Students may take private music lessons, learn soccer, baseball, karate, or yoga, take studio art classes in pottery or drawing, make jewelry, explore cooking in the school's kitchen, or study robotics, advanced coding, and chess. Outside instructors and our own faculty teach the courses, and our offerings change each semester.

Summer Camp Programs In the summer, we offer creative camp programs that provide affordable child care for busy families and lots of fun for students. During June and July, camp offers swim instruction and other physical education activities, science enrichment, art projects, and community service. Daily field trips bring students all around the neighborhood and the city to learn, explore, and have fun! August pre-season sports camps and back-to-school math and writing camps keep skills fresh for the start of school in September.



Secondary School Placement

Our students are accepted into the country's most competitive public and private high schools, and many have gone on to the nation's top universities. St. Hilda's & St. Hugh's graduates are eagerly sought because of their fine character and the quality of their academic preparation.

Secondary school selection is a careful process that begins in the spring of seventh grade. The head of school and director of secondary school placement work closely with students and their parents to ensure that each student is placed in a school that meets his or her needs.

RECENT GRADUATES' ACCEPTANCES AND ENROLLMENT

Day Schools

- The Brearley School
- The Chapin School
- Collegiate School
- Convent of the Sacred Heart
- The Dalton School
- Dominican Academy
- Ethical Culture Fieldston School
- Friends Seminary
- Grace Church School
- Hackley School
- Horace Mann School
- The Loyola School
- Marymount School
- The Masters School
- The Nightingale-Bamford School
- The Packer Collegiate Institute
- Polytechnic Preparatory School
- Regis High School

- Rudolph Steiner School
- Riverdale Country School
- The Spence School
- Trinity School

Specialized Public Schools

- The Bronx High School of Science
- Stuyvesant High School
- Fiorello H. LaGuardia High School of Music & Art and Performing Arts

Boarding Schools

- Avon Old Farms School, Conn.
- Blair Academy, N.J.
- Concord Academy, Mass.
- The Dana Hall School, Mass.
- Emma Willard School, N.Y.
- Episcopal High School, Va.
- Groton School, Mass.
- The Hotchkiss School, Conn.
- The Lawrenceville School, N.J.
- The Loomis Chafee School, Conn.
- Middlesex School, Mass.
- Millbrook School, N.Y.
- Miss Porter's School, Conn.
- Phillips Academy Andover, Mass.
- Phillips Exeter Academy, N.H.
- St. George's School, R.I.



Admission

Congratulations! You have taken the first step in the admission process by learning about our school through these materials. Your next step should be to complete and submit the application as soon as possible. To complete an application, please visit www.sthildas.org/admission. When your application and processing fee have been received, the next step will be to schedule a parent tour and child visit.

Parents of candidates entering grades 2-8 must schedule an appointment for their child, or children, to take the standardized ERB test. For more information about the ERB test, please contact the Educational Records Bureau, New York, N.Y. These test results should be sent to us by December for the following school year.

Once we have interviewed your child and received all application materials, including the ISAAGNY (Independent School Admissions Association of New York) teacher report, the admission committee reviews all applications. Notification letters are sent to parents in accordance with the ISAAGNY notification dates, typically in February and March. Acceptance is based on the results of the ERB test (grades 2-8), the interview, previous school records, and the ISAAGNY teacher report. Financial aid awards are based upon demonstrated need and the availability of funds.

Please call our admission office Monday through Friday, during business hours, at (212) 932-1980, for further information. We look forward to meeting you.

PHOTO CREDITS

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Accreditation

St. Hilda's & St. Hugh's is incorporated and operated on a not-for-profit basis by an elected board of trustees. It is chartered by the Board of Regents of the University of the State of New York. The school is accredited by the New York State Association of Independent Schools and is a member of the National Association of Independent Schools, the National Association of Episcopal Schools, and the Independent Schools Admissions Association of Greater New York.

In compliance with federal, state, and local laws, St. Hilda's & St. Hugh's does not discriminate on the basis of race, color, religion, sex, age, national or ethnic origin, sexual orientation, citizenship status, marital status, disability, or any other basis prohibited by law in the administration of its educational policies, admission policies, or any other program administered by the school.



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