A New School of Thought.
**OUR MISSION**

| **We will graduate students** who are accomplished in the academic skills one would expect; at ease beyond their borders; truly fluent in a second language; good writers and speakers one and all; confident because they excel in a particular passion; artists no matter their field; practical in the ways of the world; emotionally unafraid and physically fit; humble about their gifts and generous of spirit; trustworthy; aware that their behavior makes a difference in our ecosystem; great leaders when they can be, good followers when they should be; on their way to well-chosen higher education; and, most importantly, architects of lives that transcend the ordinary. **We will share our prosperity** with those who need it, initially through traditional financial aid and, as we grow, in more innovative and broader-scale ways that leap the walls of our campuses. **We will provide our faculty and staff** members a special place to pursue the science and art of teaching. We want to align the rewards of teaching more closely with the value it brings to society, provide teachers opportunities to deepen their skills and be a place where careers, in and out of the classroom, can flourish. **We will advance education** by setting an example as an effective, diverse and accountable school; by continuously investing in ways to become better at what we do; and by making available our discoveries, large and small, to colleagues in the cause of education. |
Welcome to the New York campus of Avenues: The World School, a 15-grade independent school located in the Chelsea neighborhood of Manhattan, adjacent to the High Line park. Since opening in 2012, Avenues New York has grown its student body from 740 students to more than 1,760 in 2019. Students from our first four graduating classes are studying at some of the finest educational institutions in the country and are well on their way to becoming, in the words of our mission statement, “architects of lives that transcend the ordinary.”

Avenues is proud to operate as one school with many interconnected campuses around the world. In fall 2018, Avenues São Paulo opened with more than 830 students attending during the first year. In spring 2019, a multi-week campus exchange saw students from São Paulo and New York collaborating and building a global learning community from the ground up. One year after the opening of our Learning Innovation Center in Shenzhen in 2018, Avenues Shenzhen opened in fall 2019 serving students from the ages of 2 to 6, with the aim of expanding to serve students through 12th grade in coming years. With the launch of Avenues Online in 2019, an Avenues education became available to students wherever there is an internet connection. For more on Avenues around the world, see page 32.

We understand that choosing a school is one of the most important decisions in a parent’s life, and we want you to have all the information you need to consider whether Avenues is right for your family. Contained in this book are augmented reality experiences intended to convey Avenues’ DNA—our mission, vision and approach—as vividly as possible. We warmly invite you to keep in touch as you consider Avenues and look forward to getting to know you better.

Welcome to A New School of Thought. We’re so glad you’re here.

Why Avenues

We believe that there are many reasons to choose Avenues: The World School; two things in particular, however, make Avenues truly distinct.

Avenues’ innovative curriculum continues to be shaped by expert faculty with support from our in-house research and development team. Some of the unique programs that we have developed since opening in 2012, and that you will learn about in this book, include the World Course, High Intensity Practice, the Mastery Program, Avenues Mastery Academies and the Avenues World Elements, all of which foster the innovator within our students.

Language immersion, offered in either Chinese or Spanish, is a core part of an Avenues education from nursery to 5th grade, cultivating students who are truly proficient in a second language by the time they enter the middle grades.

Avenues is one school with many campuses, including New York, São Paulo, Shenzhen and Online. Together, these campuses form one highly integrated global learning community, connected and supported by a common vision, a shared curriculum, the same admissions standards, collective professional development of its faculty and best-in-class facilities. Our global admissions policy means that a student admitted to one campus is admitted to all.
Here, we present the distinguishing differences of an Avenues education—the learning experiences that define a child’s journey through Avenues, whether it begins in the Early Learning Center (comprising nursery, pre-kindergarten and kindergarten), the Lower Division (1st–5th grade) or the Upper Division (6th–12th grade). These experiences underpin the Avenues World Elements, our unique curricular system that lays out the essential and enduring learning outcomes for Avenues graduates around the world. The full table of Avenues World Elements can be viewed on page 31.

In this book, we’re using augmented reality technology to bring these core learning experiences to life. After downloading the AvenuesAR app, you’ll be able to use your smartphone or tablet to see our campuses and step inside our classrooms; meet our students and faculty; and experience the defining features of an Avenues education for yourself.

EXPERIENCING AUGMENTED REALITY

**STEP ONE**  Download the AvenuesAR app to your smartphone from the App Store.

**STEP TWO**  Place the book flat on a table or desk. The AR experience has been designed to be viewed from a seated position.

**STEP THREE**  Open the AvenuesAR app and point at any page with the camera icon. Watch the pages come to life in augmented reality on your smartphone’s screen. Enjoy!
Exchange
High Intensity Practice
Immersion
Inquiry
Interdisciplinary Studies
Mastery
Mentorship
Play
Projects
Service
Study Abroad
In discussion-based learning, the teacher challenges students to formulate and evaluate the answers to open-ended questions themselves. Whether the class is discussing a literary text or debating a contemporary world issue, this approach cultivates articulate public speakers and careful listeners who are able to present their opinions with extraordinary poise.

“One of the things I think Avenues did best for us is teach us how to talk.”

Noah, Class of 2018
(currently attending Tufts University)
We embrace the idea that the best way to cultivate lifelong skills is to spend a lot of time practicing with the right kind of guidance and coaching. To that end, we developed the High Intensity Practice (HIP) program for students in the Upper Division. In writing sessions, students are given 20 minutes to write, uninterrupted and in silence, on a variety of prompts. In math sessions, students spend the same amount of time solving problems in small groups. In these short bursts of creative and analytical freedom, students cultivate essential thinking skills—mental agility, empathy, creativity and critical thinking—through persistent practice. By practicing often and over a number of years, students develop a set of thinking skills related to the brain’s key executive functions: working memory, cognitive flexibility and inhibitory control (executive function is often likened to the air traffic control system of the brain). As a regular part of the Upper Division schedule, HIP Thinking builds the intellectual “muscle memory” that will enable students to unleash their creativity while staying focused—in college and beyond.

“For 80 minutes every other day, students step away from the pressures of the world and enter an almost meditative space (as several students have described it) where the central relationship is the one a student has with their own notebook—that is, with their own mind. The focus of HIP is not content, but rather empathy, creativity, mental agility—and hence I see my role as not only a teacher but also a mentor, a coach and a listener.”

Molly Rose Ávila, High Intensity Practice (HIP) Thinking Instructor
At Avenues, learning a second language is more than an academic pursuit; it is a daily practice that transforms the way students see and think about the world. We don’t teach Chinese or Spanish; we teach in Chinese or Spanish. From nursery through 5th grade, students spend 50% of their time learning in English and 50% learning in a second language: one day in English, one day in Chinese or Spanish, and so on. In the Small World program for 2-year-olds, children are exposed to all three languages, in preparation for the beginning of formal immersion in nursery.

Knowing multiple languages opens up untold cultural, intellectual and professional pathways through the world. It also literally opens a child’s mind: multilingual education activates and expands parts of the brain untapped by monolingual study. Research shows that those who speak multiple languages benefit from improved executive functioning, stronger memory and more flexible thinking.

In 6th grade, students transition from the immersion program into intensive study of their chosen language, which provides one 90-minute class every other day augmented by electives, clubs and international programs such as Global Journeys (see page 28) and Avenues Mastery Academy (see page 32). Students entering in the Upper Division are assessed for proficiency in either Mandarin or Spanish; introductory courses are offered for those with no prior experience.

“Think of learning a language like learning to swim. Traditional language instruction is like practicing the strokes while standing on the shore, whereas immersion is like getting into the water and actually moving your limbs. The water is the language environment that we create for our students, where their learning is direct and intuitive.”

Angela Xu, Head of Avenues Shenzhen Kindergarten
Inquiry is the process whereby students expand their knowledge, discover solutions to problems, uncover inconsistencies and answer questions. It is fundamental to learning and the growth of human civilization, and it happens in every classroom and at every grade level at Avenues.

An example of inquiry in action is the Avenues World Course, our interdisciplinary global studies program that spirals from nursery to 12th grade. Adopting a global (rather than a Western-centric) perspective on the humanities and social studies, the course takes students on a 15-year journey across intellectual, cultural and geographical boundaries, structured around a series of questions that begin with the self and expand gradually to encompass cities, civilizations and the future of the planet. “Who am I?” leads to “What is community?” leads to “Why do civilizations rise and fall?” leads to “What kind of impact can I make on the world in my lifetime?” There are no easy answers to these questions; guiding students to find their own is one of the ways we prepare them to live meaningful lives in a future we cannot imagine.

In the Upper Division, inquiry often takes the form of solving “future problems,” requiring students to first inquire into the current state of a given issue and then to extrapolate from their learning to find a solution. Students are often required to share and defend their answers with peers in a discussion-based class.
By encouraging students to think across, rather than within, traditional fields of study, interdisciplinary study invites them to practice the expansive thinking necessary to formulate bold solutions to the world’s most pressing problems.

In our mission statement, we pledge to graduate students who are “accomplished in the academic skills one would expect,” and interdisciplinary studies elevate—rather than replace—those skills and disciplines at Avenues. In one recent example, upper grades students designed, constructed and installed a self-sustaining “tiny house” in Black Rock Forest in upstate New York, requiring inputs from math, science, design, engineering and art. In another example, Lower Division students designed their own solutions to a particular problem and pitched them at the annual Invention Convention—they were so focused on their projects that only later did they realize they had been doing math, science and art all along. The Upper Division schedule takes this approach to the next level, with alternating days dedicated to interdisciplinary study, during which students complete projects incorporating art and design, World Course, English and science—all designed by collaborative faculty teams.

“There will always be a role for specialists. But the biggest challenges facing the world today call for thinkers who can pull together insights and innovation from different disciplines.”

Ty Tingley, Chief Academic Officer
We pledge to graduate students who are confident because they excel in a particular passion, and we provide students with the space, time and resources to first identify and then pursue that passion in depth and over multiple years. As an upper grades learning experience (6-12), Mastery places control directly in the hands of students, facilitating autonomy, providing access to mentors and resources and striving to help students connect their work with a larger sense of purpose.

Mastery projects have ranged from engineering (e.g. the design and construction of a particle accelerator) to the arts (e.g. a published book of fashion photography) to public policy (e.g. a data visualization on educational outcomes in New York City) to science (e.g. using AI for the early detection of cancer) and everything in between. Indeed, the possibilities are limited only by our students’ imaginations. The Mastery experience is profoundly useful—it might anchor a student’s college essay or inspire a future career—but its heart is intrinsic reward: to inspire a world of happier, more meaningful lives through the beautiful engagement of one’s passions.

“Whenever I see students working at these advanced levels in Mastery, I inevitably begin to wonder, ‘where are the limits to this type of work?’ The answer is, we haven’t found them yet. As educators, we have to constantly ask ourselves what we can do to push the learning, the projects and the experience even further next year. We have an obligation to seek those limits with our students.”

Mark Gutkowski, Director of Mastery

Justin, class of 2018, and current student at University of Colorado Boulder, works on his Mastery project: to design and build a portable solar panel charging station that can be dropped from military relief aircraft to provide immediate energy to disaster areas. The idea came about as a response to the widespread power outages suffered by Puerto Rico after Hurricane Maria. In coordination with FEMA and a local NGO, Justin intends to have the charging station shipped to Puerto Rico for field testing.
We believe that students do best in school when they feel known by and closely connected to adults who provide advice and mentorship. The Upper Division deans program is our expression of that belief. The deans at Avenues are full-time mentors whose sole responsibility is the social-emotional wellbeing and academic success of their students. Deans develop close relationships with their students by meeting regularly with them, both one-on-one and in small groups, over multiple years.

We are serious about placing our students in postsecondary environments in which they will thrive. Accordingly, our approach to college counseling is to help a student identify the best fit based on their aspirations and passions. With their holistic understandings of their mentees and encyclopedic knowledge of institutions of higher education, deans are uniquely placed to guide students through the admissions process. More than 200 students from Avenues’ first four graduating classes are studying at a distinctive array of colleges and universities around the world. Our students’ choices reflect their diverse interests and aspirations; frequently chosen schools include Barnard, the University of Chicago, Columbia, New York University, the University of Pennsylvania, Skidmore, the University of Southern California and Stanford. To view a full list of colleges attended by Avenues students, please turn to the inside back cover.

“Soon, I’ll be starting college in another city, a plane journey away. Although I am slightly terrified, I know that the education I have received at Avenues will guide me throughout my college career. Yes, I’m talking about the calculus skills I got in math, but also the emotional availability I learned through drama, the collaboration skills I gained by practicing design thinking and the willingness to question everything that I developed through exchange.”

Sabrina, Class of 2017
Play is the medium through which students learn about themselves and the world, and in Small World: A Learning Program for 2-Year-Olds and the Early Learning Center, it is prioritized as a key to child development. Avenues’ early childhood curriculum is designed to promote competency and the mastery of developmental skills through a variety of multi-sensory experiences, using open-ended materials that ignite children’s imaginations. Whether students are playing with wooden blocks and sand or enjoying an age-appropriate game on an iPad, teachers act as guides, seeking to stimulate their natural curiosity and ensure that they feel challenged but not frustrated. Tactile play develops fine and gross motor skills, physical play stimulates growth and make-believe play accelerates social-emotional learning. Most importantly for us, all kinds of play foster a love of learning that young children will carry with them as they move upwards through school.

“\textit{We understand the vital importance of play as it provides a natural integration between all the critical brain functions and learning domains. But creating environments where children learn through play is not a simple thing to do consistently and do well. In the ELC, it’s one of our top priorities, and we make sure our teachers have the resources and support they need to accomplish that goal.}”

Nancy Schulman, Head of the Early Learning Center at Avenues New York
Project-based learning challenges students not only to understand, but also to use complex ideas in innovative, tangible and rigorous ways. It is one of the most powerful tools that we have at our disposal for cultivating real-world problem solvers and confident collaborators, and in the process, for transcending the conventional definition of schooling.

Across every subject area and at all grade levels projects are thoughtfully designed to send students deep into a particular topic. In 1st grade, for example, students spent a whole year studying the role of parks in communities before embarking on group projects to design their own playgrounds. Meanwhile, after spending 12 weeks writing research papers on the conflict in Syria, a group of students designed and executed a United Nations-style symposium featuring a roster of outside experts.

By making students fully accountable for their work, project-based learning builds persistence, communication skills and self-awareness—in other words, it builds character. Remarkable things happen when young people are given a stake in their own learning—something we witness firsthand every day at Avenues.

Dylan, class of 2021, works on the production of a giant Newton’s cradle, a device that demonstrates conservation of momentum and energy using a series of swinging spheres. Dylan began this long-term project as part of the Mastery Learning System, an extension of the Mastery Program that provides additional time and resources for students to pursue their passions. After completing the project next year, Dylan plans to install the cradle on campus.

“It’s really important to go through the process of making something. Pedagogically, there’s no replacement for that authentic moment where a student realizes, ‘I’m stuck.’ The more opportunities students have to do that, the more they will develop tools and skills to cope with it and find a solution.”

Katy Garnier, Avenues iLab Director
We are committed to helping students get out of their bubbles, whether socio-economic, cultural or linguistic—not only because it’s the right thing to do but also because young people learn and grow in extraordinary ways when they do.

In the Early Learning Center, our youngest students participate in an annual series of book, clothing and food drives spearheaded by the Avenues Parent Association. Lower Division students might use their second language to get to know “grandparent” language buddies at the local senior center, or perform for them in Chinese or Spanish. In the middle grades, students dedicate entire days to service, from laying mulch in Brooklyn Bridge Park to serving their fellow New Yorkers at Holy Apostle Soup Kitchen.

The Social Innovation Program integrates service into the curriculum from 7th grade on, connecting students to community partners and challenging them to solve real-world problems through design thinking. Recent projects include a day-long conference on education that connected educators, students, entrepreneurs and activists, and a TEDx event on the role of innovation in contemporary society—both designed and run entirely by students. These deep and sustained forms of engagement are a crucial part of our effort to cultivate the next generation of courageous, compassionate and enterprising global citizens.

From nursery to 12th grade, our community engagement program emphasizes experiential learning that allows students to forge personal connections to individuals, organizations and causes beyond the campus walls. Here, upper grades students get hands-on in collaboration with St. Clement’s Food Pantry, one of our community partners.
Immersion in another culture, language and society is the most direct way to cultivate global citizens who are at ease beyond their borders. Avenues’ international programs are designed to push students beyond their comfort zones, allowing them to experience the world from new perspectives while having fun and deepening their knowledge about a particular topic. By making authentic and personal connections to other cultures, students expand not only their worldviews, but also their own definitions of themselves.

Avenues’ international programs include Global Journeys programs, campus exchanges and the semester-long Avenues Mastery Academy in which students work on an ambitious project that utilizes the resources of a particular city or location (currently offered in Shenzhen, China, and Costa Rica). Designed by Avenues faculty, Global Journeys programs are rooted in the curriculum and structured around inquiry into a particular topic (climate change in New Zealand; Buddhism in China; astronomy in Hawaii, for example).

Study abroad is in the DNA of Avenues. With the opening of our second campus in São Paulo, Brazil, students at our New York campus have opportunities to study in the vibrant commercial and cultural capital of Latin America, and collaborate with their peers on campus exchanges. In China, the Avenues Shenzhen Learning Innovation Center provides a venue for the Avenues Mastery Academy in Innovation and Making, offered as a spring semester program in 2019–20.

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<th>Places We’ve Been</th>
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“I was away from home, in a foreign country, with a whole new group of friends, and so I really got to grow as a person. I also figured out what I love. I discovered a passion for climate change research, which is what I plan to study in college.”

Sophia, Class of 2019
(currently attending Cornell University)
Developed by our in-house research and development team, the Avenues World Elements defines and describes the essential and enduring learning outcomes for graduates of Avenues: The World School across all our campuses. The second iteration of the table has proven a powerful tool for our faculty to design and collaborate on new interdisciplinary courses and projects. As a living document, the table will be updated every two years, incorporating insights from our new campuses around the world and our own research.

For example, the first Avenues World Element is empathy: the ability to recognize, understand and experience the feelings of others. Empathy is often considered a building block of emotional intelligence. Empathy may have limits on its own, but when combined with other elements like persistence, beliefs and ethics, the result can be direct moral action and community engagement. Empathy can also be combined with creativity, design and entrepreneurship to help a student solve problems in a more user-centered manner. In these ways, curricular elements can be combined to form a wide variety of programmatic “molecules”—courses, projects and approaches—within the curriculum that form the very building blocks of the thought and behavior of an Avenues student.

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<th>Element symbol</th>
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Learning Experiences

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<td>Projects</td>
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**AVENUES AROUND THE WORLD**

Avenues Online. Avenues Online is the virtual campus of Avenues: The World School, supporting students in grades 6 through 12. Developed by Avenues’ research and development team, Avenues Online uses a proprietary learning platform to provide an Avenues education to students whose circumstances have placed them in diverse global locations. So far, students have attended Avenues Online from locations such as Lima, Peru; Marfa, Texas; and Seoul, South Korea.

**São Paulo.** In August 2018, Avenues opened its second campus in São Paulo, with more than 830 students enrolled by the end of its first year of operation—a figure that has grown to more than 1,020 as of fall 2019. Avenues São Paulo is located in the Cidade Jardim neighborhood in a 40,000 square meter, state-of-the-art educational facility designed around Avenues’ core principles of sustainability, innovation and student-centered pedagogy. Avenues São Paulo is built to accommodate up to 2,400 students from nursery to 12th grade. At all grade levels, the merging of the Avenues global curriculum and the Brazilian national curriculum yields a rich, rigorous program that is at once global and local in focus.

**Shenzhen.** Avenues Shenzhen is the newest campus of Avenues: The World School, located in the heart of China’s booming southern metropolis. The campus opened in fall 2019 with an early childhood program serving students in Small World (2 years old), nursery, pre-kindergarten and kindergarten, with the aim of expanding over time to serve students through 12th grade. Suffused with natural light, surrounded by greenery and seamlessly integrating the most advanced educational technology, the campus is a haven for learning in the heart of one of China’s most innovative cities.

In 2018, the Avenues Shenzhen Learning Innovation Center opened in Nanshan District. Located in Sunmax Technology Park, the Center showcases innovations in education, hosts events for students and families and provides a venue for the Avenues Mastery Academy in Innovation and Making. The Center also houses the Small World program for toddlers.

**Future Campus Development**

Avenues is actively developing campuses in Silicon Valley and Miami, with projected opening dates of fall 2021 and fall 2023, respectively. In the future, Avenues plans to open additional campuses in Asia, Europe and North America.

**Avenues Mastery Academy.** Following a successful pilot, the second iteration of the Avenues Mastery Academy was held in spring 2019 at the Avenues Shenzhen Learning Innovation Center. This time, upper grades students from our New York campus joined peers from São Paulo and local Chinese students for a deep dive into innovation and making in Shenzhen, China. Part specialized boarding school, part maker space, the Avenues Mastery Academy program was inspired by 15th-century Renaissance workshops and the long tradition of polymath masters such as Leonardo da Vinci: an academic apprentice-learning model in which high school students work side-by-side with master instructors and expert practitioners to complete ambitious, real-world projects.

In spring of the 2019–20 school year, Avenues Mastery Academy will offer two semester-long programs for students in grades 9–12: Innovation and Making in Shenzhen, and Environmental Science in Costa Rica. In Shenzhen, students will study the history of invention while designing and prototyping their own technologies. In Costa Rica, students will complete projects related to ecology and conservation while immersed in one of the world’s most biodiverse ecosystems. Both programs will be open to students outside Avenues, as well as those currently enrolled.
“**Besides an amazing education**, if there is one thing we should take away from our time at Avenues, it is our sense of community. When one of us is sad or stressed, we look out for one another. We help each other. After all, a problem shared is a problem halved. But let’s be clear, not every school is like that. This converted warehouse, sandwiched between art galleries and coffee shops, is more than just a school, it is a grand project. The faculty, students and support staff recognize that we are a part of something bigger than ourselves. And through that, we have laid the foundation for what it means to be ‘A New School of Thought.’”

**Grace | Graduation speech 2019** (currently attending the University of Notre Dame)
AVENUES NEW YORK ALUMNI | 2016–2019

More than 200 students from Avenues New York’s first four graduating classes are studying at a distinctive array of colleges and universities around the world.

**Five or more graduates**
- Barnard College
- University of Chicago
- Columbia University
- New York University
- University of Pennsylvania
- Skidmore College
- University of Southern California
- Stanford University

**Two to four graduates**
- American University
- Babson College
- Bard College
- Baruch College (CUNY)
- Boston College
- Boston University
- Brandeis University
- Claremont McKenna College
- Colby College
- Cornell University
- Elon University
- Fashion Institute of Technology
- The George Washington University
- Harvard University
- Howard University
- The Johns Hopkins University
- The New School - All Divisions

**One graduate**
- Bennington College
- Binghamton University (SUNY)
- Bowdoin College
- Brown University
- Bucknell University
- Carleton College
- Cooper Union

Northeastern University
Northwestern University
Oberlin College
Pomona College
Rensselaer Polytechnic Institute
Rutgers University-New Brunswick
Sarah Lawrence College
Savannah College of Art and Design
Scripps College
Syracuse University
Tufts University
Tulane University
Vassar College
University of Virginia
Wake Forest University
Wellesley College
Wheaton College (MA)
Williams College
Yale University

Davidson College
University of Edinburgh (Scotland)
Goldsmiths, University of London (England)
Hamilton College
Haverford College
Keio University (Japan)
Kenyon College
McGill University (Canada)
University of Miami
University of Michigan
Middlebury College
University of North Carolina at Chapel Hill
University of Notre Dame
Occidental College
Pitzer College
University of St. Andrews (Scotland)
St. John’s College
Swarthmore College
University of Sydney (Australia)
University of Toronto (Canada)
United States Naval Academy
University of Utrecht (Netherlands)
Vanderbilt University
Wesleyan University
The College of William & Mary
University of Wisconsin-Madison