




A New School of Thought.

Avenues New York

Avenues
THE WORLD SCHOOL

OUR MISSION

	<p>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.</p>
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WELCOME

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 1,700 in 2020, and has expanded to offer Small World, an innovative program for 2-year-olds. Students from our first five graduating classes are studying at many of the finest educational institutions in the world 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 attending during the first year. One year later, Avenues Shenzhen opened 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. Avenues is currently developing campuses in Silicon Valley, Shanghai and Miami, with plans to open additional campuses in Asia, Europe and North America in the coming years. 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 and rigorous 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. 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.

As one school with many campuses, Avenues is a 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.



**WELCOME,
SAFETY, RESPECT**

**ABOUT THE
AVENUES
COMMUNITY**

Our community values are deceptively simple: three small words that we hear all the time. But at Avenues, these values run deep, and they permeate every aspect of school life, from the way we treat each other and our neighbors in Chelsea to the social-emotional learning that happens in our classrooms. We talk about their significance on campus frequently, and while these words take on different connotations in each new situation we find ourselves in, their core meaning remains firm:

Welcome means that we behave inclusively, making members of the school community and guests feel comfortable and at home.

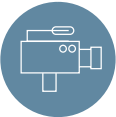

Safety means that every student, teacher, faculty member and visitor should work to keep one another safe—physically as well as in other ways—at all times.

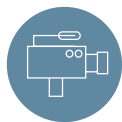
Respect means that all members of the Avenues community regard one another as partners in a common enterprise, recognizing each person's dignity, worth and contribution.

“In our mission statement, we promise to graduate students who are at “ease beyond their borders”; that is, students who have the cultural competencies necessary to engage with and serve in communities other than their own. Whether those borders are defined by race, culture, physical ability, socio-economic background or other measures of identity, Avenues equips our students to connect across differences and embrace access for all—both in and out of the classroom.”

Kym Ward Gaffney, Global Director of Diversity,
Equity and Inclusion



<p>AVENUES LEARNING EXPERIENCES</p>	<p>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 Small World (2-year-olds), 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.</p> <p>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.</p>
	<p>EXPERIENCING AUGMENTED REALITY</p> <p>STEP ONE Download the AvenuesAR app to your smartphone from the App Store.</p> <p>STEP TWO Place the book flat on a table or desk. The AR experience has been designed to be viewed from a seated position.</p> <p>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!</p> 



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Exchange

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High Intensity
Practice

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Immersion

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Inquiry

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Interdisciplinary
Studies

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Mastery

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Mentorship

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Study Abroad

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1



Exchange

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What students know is important to us, but we care even more about what they can do with their knowledge—how they evaluate information, question assumptions and solve problems. By extension, we value the ability to formulate incisive questions and evaluate multiple answers over the memorization of content. That is why in Avenues' Upper Division classrooms, students learn through dialogue—the exchange and weighing of perspectives on a particular text, math problem or global issue.

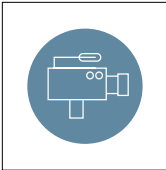
Exchange works like this: instead of sitting in rows, students sit at a round table, so they can make eye contact with one another. Instead of standing at the front, their teacher sits shoulder-to-shoulder with students as part of the circle and guides the discussion by asking incisive questions. Students respond, then follow up by asking their own questions. Wrong answers are not penalized; instead, their inaccuracy is revealed through further questioning. Every student is a visible part of the discussion and each is encouraged to speak. It's a beguilingly simple setup that yields profound results.



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.

“Avenues students know what it means to have a productive discussion. It’s this level of empathy and understanding that you don’t see anywhere else. There is not one person in my grade that I would not call an eloquent speaker and a good listener.”

Olivia, Class of 2020 (currently attending the University of Chicago)



2

Hi

High Intensity
Practice

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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. 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). In writing sessions, students are given 20 minutes to write, uninterrupted and in silence, on a variety of prompts. In math and coding 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. 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.

“I always tell students that one of the foundational goals of HIP is self-knowledge. We want them to come out of the experience with a strong sense of their strengths as thinkers and how they can use those strengths in every aspect of their lives.”

**—Brady Smith, High Intensity Practice (HIP)
Thinking Instructor**



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Immersion

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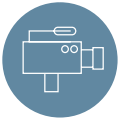
At Avenues, learning a second language is more than an academic pursuit; it is a daily practice that transforms the way students see and think about the world. We don't teach Chinese or Spanish; we teach in Chinese or Spanish. From nursery through 5th grade, students spend 50% of their time learning 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 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



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Inquiry

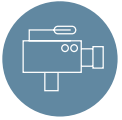
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Inquiry is the process whereby students expand their knowledge, discover solutions to problems, uncover inconsistencies and answer questions. It is fundamental to the learning and the growth of human civilization, and it happens in every classroom 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.



5

Is

Interdisciplinary Studies

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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 solutions to the world's most pressing problems.

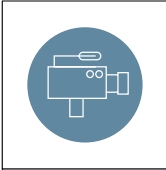
In our mission statement, we pledge to graduate students who are “accomplished in the academic skills one would expect,” and interdisciplinary studies elevate—rather than replace—those skills and disciplines at Avenues. In one recent example, upper grades students designed, constructed and installed 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.



In the Lower Division, students bring their budding research skills to bear on studies of ancient civilizations such as Egypt, China, the Mayans and the Aztecs. In these inquiry-driven, interdisciplinary units, students are challenged to formulate questions, gather information, present their conclusions to their peers and finally, evaluate and reflect on their own process.

“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, Founding Co-Head of School,
Avenues New York and Chief Academic
Officer Emeritus**



6

M

Mastery

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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 Division learning experience (6th–12th grade), 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.

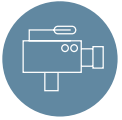
Mastery projects have ranged from engineering (e.g. the design and construction of small scale drones) to the arts (e.g. a self-published book of fashion photography) to law (e.g. the creation of the first high school law review in the United States) to science (e.g. using AI for the early detection 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.



Isadora checks the tension on the student built hangprinter, an open source 3D printer that is suspended from the corners of the room. The Mastery Program is an opportunity for students to pursue a field that is of particular interest to them while receiving providing support and guidance from a teacher mentor.

“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



7

Mt

Mentorship

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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 well-being 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 guiding our students towards 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 understanding of their mentees and encyclopedic knowledge of institutions of higher education, deans are uniquely placed to guide students through the admissions process. More than 260 students from Avenues' first five graduating classes are studying at a distinctive array of colleges and universities around the world. Our students' choices reflect their diverse interests and aspirations; most frequently chosen schools include Barnard, the University of Chicago, Cornell, 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 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



8

P

Play

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Play is the medium through which students learn about themselves and the world, and in Small World—a 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 solving math problems with counters, 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.

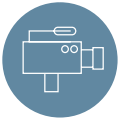


The Early Learning Center schedule includes daily structured play sessions in which students move between stations, encountering various kinds of open-ended materials that trigger curiosity and promote the development of key skills.

“Children play naturally. But there’s a difference between just play and playful learning. In our program, play is facilitated by teachers who understand that difference and guide children to acquire certain skills through play. It’s almost like the children don’t even know they’re learning because they’re having so much fun, and the fun is what keeps them engaged.”

Nancy Schulman, Head of the Early Learning Center





9

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Projects

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Project-based learning challenges students not only to understand, but also to apply complex ideas and discrete skills 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 and apply themselves in ways that establish enduring knowledge and skills. 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 upper grades 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



10

Se

Service

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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 supported by the Avenues Parent Association. Lower Division students might use their second language to get to know “grandparent” language buddies at the Hudson Guild’s Senior Center, while middle grades students dedicate entire days to service around the city. The Social Innovation Program and Mastery Program continue to integrate service into the curriculum from 6th grade on, connecting students to community partners and challenging them to solve real-world problems through design thinking. 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.

In spring 2020, service was at the heart of our community’s response to COVID-19. Faculty, students and families came together to sew and donate hundreds of face masks, 3-D print personal protective equipment from our iLab, organize food drives, assemble care packages for families living in temporary housing, and offer translation services for check-ins with local Mandarin, Spanish, and Cantonese-speaking seniors—among other initiatives.



For several weeks, the Avenues band performed jazz and funk at Holy Apostles Soup Kitchen in Chelsea while dozens of New Yorkers in need enjoyed a hot meal.

“Community engagement gives students the chance to apply their academic experience and passion for social impact to the real world while building meaningful relationships within our neighborhood, city and beyond. It’s a powerful way of helping students grow “at ease beyond their borders,” in the words of our mission statement.”

Morgan Jones, Director of Community Engagement & Partnerships



11

Sa

Study Abroad

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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 world-views, but also their own definitions of themselves.

Avenues' international programs include Global Journeys programs, campus exchanges and the Avenues Mastery Academy (see page 32). 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; art history in Italy; astronomy in Hawaii, for example). All programs prioritize ethical and sustainable travel, social impact and service, and building cooperative, reciprocal relationships with host communities.

Study abroad is in the DNA of Avenues. With campuses in São Paulo, Brazil, and Shenzhen, China, students at our New York campus have opportunities to study on two continents and collaborate with their peers on campus exchanges.

Places We've Been

Argentina
Belize
Botswana
Brazil

Chile
China
Ecuador
Guatemala

Hawaii
India
Italy
Japan

The Netherlands
New Zealand
Puerto Rico
South Africa

Spain
Uruguay

"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)





AVENUES WORLD ELEMENTS

Developed by our in-house research and development team, the Avenues World Elements define and describes the essential and enduring learning outcomes for graduates of Avenues: The World School across all of our campuses. 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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<div><div><div>25</div><div>Cw</div><div>CLASSIC WORKS</div><div>T K 5 8 12</div></div><div><div>26</div><div>Be</div><div>BELIEFS</div><div>K 5 8 12</div></div><div><div>27</div><div>Et</div><div>ETHICS</div><div>T K 5 8 12</div></div><div><div>28</div><div>I</div><div>IDENTITY</div><div>T K 5 8 12</div></div><div><div>29</div><div>Mn</div><div>MEANING</div><div>T K 5 8 12</div></div><div><div>30</div><div>Cu</div><div>CULTURE</div><div>T K 5 8 12</div></div><div><div>31</div><div>G</div><div>GEOGRAPHY</div><div>T K 5 8 12</div></div><div><div>32</div><div>Gt</div><div>GLOBAL TRENDS</div><div>T K 5 8 12</div></div><div><div>33</div><div>Ec</div><div>ECONOMICS</div><div>T K 5 8 12</div></div><div><div>34</div><div>Su</div><div>SUSTAINABILITY</div><div>T K 5 8 12</div></div><div><div>35</div><div>Sd</div><div>SYSTEM DYNAMICS</div><div>T K 5 8 12</div></div><div><div>36</div><div>Bh</div><div>BIG HISTORY</div><div>T K 5 8 12</div></div></div>																																											
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AVENUES AROUND THE WORLD

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 2,100 students from toddler 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-year-olds), 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 2-year-olds.

Avenues Online. Avenues Online is the virtual campus of Avenues: The World School, supporting 2-year-olds through grade 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; Seoul, South Korea and Madrid, Spain.

Future Campus Development

Avenues is actively developing campuses in Silicon Valley, Shanghai and Miami and plans, in coming years, 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. In fall 2021, Avenues Mastery Academy plans to expand to provide a new kind of academic experience for students in grades 10-12: a specialized three-year program, based in Shenzhen, to foster the inventors and innovators of the future.

The Avenues Mastery Academy 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.

Avenues São Paulo



Avenues Shenzhen





“Student life at Avenues is defined by the sheer amount of learning that happens outside the classroom. From spending a month in China building my own cell phone, to interning with a State Senator, to representing the school at the National Association of Independent Schools’ Student Diversity Leadership Conference, Avenues has given me a wide range of opportunities that have inspired new passions and perspectives.”

Nicole, Class of 2020 (currently attending Stanford University)

Avenues College Matriculation

The Class of 2020

We proudly celebrate our 57 graduating seniors who are heading off to 40 different colleges and universities. If more than one alumni is attending an institution, the number attending is indicated in parenthesis.

American University	Rice University
Bates College	Sarah Lawrence College
Boston University (3)	Skidmore College (2)
Brown University	Stanford University (2)
College of William & Mary	SUNY Stony Brook
Colorado College	Swarthmore College
Columbia University	The New School
Cornell University (3)	Tufts University
Emerson College	Tulane University (2)
Emory University	University of Chicago
Georgetown University	University of Miami (2)
Howard University	University of Michigan-Ann Arbor
Johns Hopkins University	University of North Carolina-Chapel Hill
Loyola Marymount University	University of Pennsylvania (2)
Loyola University New Orleans	University of Southern California
Morehouse College	University of St. Andrew's (Scotland) (2)
New York University (4)	University of Virginia
Northwestern University (3)	Vanderbilt University
Parsons School of Design	Wesleyan University (3)
Rensselaer Polytechnic Institute	Yale University



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