New Dorp High School is the one constant in Etsio Flores’s life—so much so that he is willing to commute almost three hours each way from a homeless shelter in Harlem to get there. “My education is the only thing that no one can take from me,” says Etsio, who moved to New York from Mexico as a young boy. “Learning has always motivated me.”

He lived on Staten Island when he began at New Dorp, but soon his father left and the family became homeless, moving from shelter to shelter, borough to borough. Throughout, the school always felt like home. So many teachers in the large school knew Etsio by name.

He took advantage of every academic opportunity available to him and participated in every program he could, even on weekends, including Virtual Enterprise, Latin dance, ping-pong, the Christian Club and the Social Justice Club, which he founded. He also does advocacy work outside his school for the LGBTQ community and launched the inaugural school-based chapter of the local nonprofit Make the Road, which supports Latino communities and helped him secure his green card.

As it has with so many of his experiences, New Dorp played a central role in helping Etsio come out to friends and family as a young gay man. “Teachers go through training to protect us and create a safe space for us,” he says. Coming out to his family was not easy, but through the strength and support he found at school, he helped his family understand that he belongs to a community.

He is now a scholarship student at Mercy College, planning to study business and entrepreneurship. “I just wanted to find a college that’s as perfect for me as New Dorp,” he says.
A 12th grade student living in transitional housing commutes by subway and ferry for more than four hours each day to attend a high school that welcomes him with open arms.

A recent Pakistani immigrant, who with her father and brothers traveled halfway across the globe to pursue the American Dream, prepares herself for a future in medicine.

A young woman from the Bronx suffering from depression gets a second chance at high school, graduating in six months and pursuing her dreams of college.

These are just a few of the 1.1 million stories in New York City’s public schools. Uniting them is the sense of belonging that students feel towards their schools and their city. At a time when children face tremendous uncertainty about the world they will inherit, New Visions stands committed to upholding the promise of a better future that public schools offer all students, whether immigrant or native-born, gay or straight, male or female, and regardless of their race, ethnicity, religion or economic status.

Since 1989, New Visions has mobilized support for New York City’s public schools, bringing the philanthropic, civic, corporate and nonprofit sectors together to build the capacity of public schools to serve all students effectively and to expand the life chances of our city’s most underserved children.

While our accomplishments are many—from designing and launching more than 100 small schools to reimagining teacher preparation that is clinical in focus and firmly centered on students—we measure our success by one simple standard: our schools’ ability to prepare students for the rigors of college and the 21st-century workplace.

We are seeing success. At our founding, the city’s schools graduated fewer than half of their students. In 2017, our core network of 98 district (non-transfer) schools graduated 83.1 percent of their students, an increase of 9.1 percent-age points from 2013. In real terms, this means that 750 more New Visions students walked across a graduation stage in front of families and friends, prepared to enter the adult world with a meaningful credential from a New York City public school. And in our growing network of charter high schools, 88.3 percent of students graduated in 2017.

What accounts for our success? Our deep knowledge of schools and our commitment to serving the educators who lead them. As a nonprofit partner to schools, we enable our schools to reach ambitious outcomes for their students. We develop tools and strategies for improvement, test their effectiveness, then scale what works to all of our schools and to the city at large. For the 2017–18 school year, more than 25 percent of the city’s 490 district high schools will be using our data tools to monitor student performance and organize responsive supports. Nearly 1,200 teachers will learn to use our curriculum resources through our professional development workshops, and tens of thousands more will access our materials online. The supports we provide will directly impact the education of 45,000 students this year.

Facing the “urgency of now,” we never rest. As we make progress on improving high school graduation rates, we redouble our efforts to ensure more students are successful after high school. What should our schools be teaching to equip students to thrive in college? How can schools build students’ social and professional skills to allow them to be successful in the workplace? How do we create the conditions for students to think deeply and intentionally about their place in the world, so they are not just focused on “passing the test” but prepared to live as full participants in a diverse, plural society?

Your support is critical to our success. With your help, our public schools are enabling students to develop the skills and dispositions necessary to succeed as adults in this great city, country and world. We belong in this endeavor together, and we are grateful for your support and partnership.
Since leaving her mother and sister in Pakistan to come to the U.S. with her father and brothers, Shumaila Bibi manages her time carefully so she can balance schoolwork and family togetherness. Her family depends on her. She heads home from Bronx Academy of Health Careers at 2 p.m. to have lunch with them, attends College Now classes at Lehman College in the afternoon, and returns home to be with her family for dinner. She finally gets to her homework after dishes are done.

Still, with time devoted to her family and speaking little English when she arrived in the Bronx as a tenth grader, she earned the highest grade point average in her school her very first year and, two years later, graduated as valedictorian. She is dedicated to her schoolwork at Bronx Academy of Health Careers, which has a strong math and science curriculum as it prepares students for careers in the fast-changing healthcare field, and secured an internship at Montefiore Medical Center. She also spends time volunteering as a docent at the New York Botanical Garden.

If anything suffers, it is her sleep. “By the end of the day, I am completely exhausted,” she wrote in an essay that won her a New Visions scholarship to Fordham University. “Every single day is a new opportunity to fulfill and accomplish my dream of becoming a doctor and serving people. I am not just dreaming, I am very much awake as I strive to achieve my goal.”

Grateful acknowledgment is made to New York Botanical Garden for assistance with photography. www.nybg.org
JORD’N EARLE

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH & SCIENCE III
CLASS OF 2017

Never mind that friends say his singing sounds like a whale and his dancing causes his mother to implore, “Stop with the ruckus.” Jord’n Earle is living the transformational power of music. When he moved to New York from Jamaica before third grade and felt lonely and isolated, he immersed himself in music. “I would memorize my favorite songs, from Chance the Rapper and Alicia Keys, reciting the lyrics in my head to find a sense of sanity,” says Jord’n. From that experience grew a sense of purpose: he is now headed to Howard University to study business, with the dream of building an arts center for children from underresourced neighborhoods and helping them draw the same inspirations as he did from music and performance.

Indeed, he sees it as his mission “to use my life to make others struggle less.” That mission has defined his time at AMS III, a STEM-focused charter school in Brooklyn, from when he first arrived as a shy ninth grader to his graduation as a member of the National Honor Society and winner of a New Visions Scholarship to Howard. “Because my school was new, I felt empowered to create a foundation so the next generations of students could feel welcome and have a variety of activities to choose from,” he says. As a member of student government, he helped create many clubs, including the Culture Club, which reaches out to students from various backgrounds. He served as a student ambassador for his school at recruitment fairs and open houses, was an Opportunity Network Fellow, ran track and held an internship with a state senator’s office.

Through it all, he tries to live his hard-won mantra, “No point trying to please everyone—just be yourself.”

A Catching a moment to reflect before heading to class
B Warming up before track-and-field practice
C Participating in a discussion in English class with his favorite teacher, Ms. Rougeux
D Practicing the keyboard in his school’s music room
While our strategies have evolved over time, our commitment to raising student achievement in the nation’s largest school district has remained constant. We designed and opened new small schools, developed clinical models of teacher preparation, and co-created high-quality curriculum with teachers. Today, we are improving the core systems within schools that enable all of a school’s instructional and operational activities to positively impact student performance.

And we’re seeing results. In 2017, the average graduation rate among our 58 district (non-transfer) schools was its highest ever: 83.1 percent. Among our six charter high schools with graduating cohorts, the rate was 88.3 percent. Our firsthand knowledge of what works makes us an unusually effective change agent in public education.

REALIZING THE PROMISE OF PUBLIC EDUCATION

Across the country, the vast majority of students are educated in public schools. Public education is especially resonant for those students for whom its promise—equitable access to the opportunity to learn and grow—has not yet fully been realized. New Visions works across a range of public schools—charter and district, small and large—to advance this promise, to remove barriers and to create opportunity.

We work with educators to identify challenges and design solutions that best serve all students, so a student’s future is limitless—not bounded by family income, ZIP code or skill level upon entering high school.

We are always seeking new ways to extend the promise of public schools for more students. In 2017, we undertook management responsibility for two charter schools that educate the most highly at-risk students, those who are home-less, in foster care or court-involved. Incorporating New Visions AIM Charter Schools into our network furthers our mission of ensuring that the transformative power of public education is open to all New York City’s students, especially those for whom the need is highest and challenge is greatest.

BUILDING STRONG SCHOOLS AND A STRONG NETWORK

New Visions is proof that change at scale is possible in New York City, the nation’s largest district, with 1.1 million school-children. Whether supporting our core group of 69 district schools (including 10 transfer schools for overage and under-credited students), operating a network of 10 charter high schools, or providing data support to the roughly 150 schools in the City’s Community and Renewal Schools initiative, New Visions is making systemic impact.

Our diverse group of schools serves as an innovation laboratory within the district, enabling us to design strategies for performance improvement that scale quickly. We help schools raise student achievement in ways that are sustainable over time, able to withstand the vagaries of teacher mobility and leadership transitions.

We provide schools with the management tools they need to monitor student performance, identify at-risk students, and design interventions that keep as many students as possible on the path to graduation. We combine access to real-time student data (including attendance, grades, course and exam completion) with protocols for managing the critical tasks that most directly affect student outcomes.

Carl Manalo, principal of Queens High School for Information, Research & Technology (QIRT), credits New Visions’ approach with helping his school realize an 81.4 percent graduation rate in 2017, an increase of more than 12 percentage points from 2016. In fall of 2016, as he...
IMPARTING THE LARGEST SCHOOL SYSTEM IN THE COUNTRY

OUR SCHOOLS 2017-18

BROOKLYN
1. Academy for Health Careers
2. Academy of Innovative Technology
3. Brooklyn Academy of Science and the Environment
4. Brooklyn Bridge Academy
5. Brooklyn Democracy Academy

6. Fort Hamilton High School
7. East Brooklyn Community High School
8. Brooklyn School for Music Research
9. The Brooklyn School for Math and Technology
10. Brooklyn Academy of Science and Technology

11. Khalil Gibran International Academy
12. Young Women’s Leadership Institute
13. World Academy for Total Learning
14. Olympus Academy
15. New Visions AIM Charter High School
16. New Visions Charter High School for Advanced Math & Science
17. New Visions Charter High School for the Humanities
18. New Visions Charter High School for the Humanities IV
19. New Visions Charter High School for the Humanities V
20. New Visions Charter High School for the Humanities III
21. New Visions Charter High School for the Humanities II
22. New Visions Charter High School

BRONX
1. Alfred E. Smith CTE High School
2. Astor Collegiate Academy
3. Balboa Preparatory High School
4. Bronx Academy of Health Careers
5. Bronx High School
6. Bronx Center for Science and Mathematics
7. Bronx Community High School
8. Bronx Engineering and Technology Academy
9. Bronx Haven High School
10. Bronx High School for Law and Community Service
11. Bronx Latin
12. Bronx Leadership Academy II High School
13. Bronx School of Law & Finance
14. Bronx Technical High School
15. East Bronx Academy for the Future
16. High School for Contemporary Arts

17. Knowledge & Power Preparatory Academy International High School
18. Marble Hill School for International Studies
19. Morris Academy for Collaborative Studies
20. New Schools for America
21. New Visions AIM Charter High School

69 District Schools

22. New Visions Charter High School for Advanced Math & Science
23. New Visions Charter High School for Advanced Math & Science II
24. New Visions Charter High School for the Humanities
25. New Visions Charter High School for the Humanities II
27. New Visions Charter High School for the Humanities IV
28. New Visions Charter High School for the Humanities V
29. New Visions Charter High School

QUEENS
1. Academy for Careers in Television and Film
2. Bayside High School
3. Cambria Heights Academy
4. Civic Leadership Academy
5. East-West School of International Studies
6. High School for Community Leadership
7. Hillcrest High School
8. New Visions Charter High School for Advanced Math & Science
9. New Visions Charter High School for the Humanities

10. North Queens Community High School
11. Queens High School for Information, Research and Technology
12. Robert F. Wagner, Jr. Secondary School for Arts and Technology
13. Voyages Preparatory
14. Young Women’s Leadership School of Queens

STATE ISLAND
1. New Dorp High School

10 CHARTER HIGH SCHOOLS

8 Innovation Diploma Plus
9 Manhattan Bridges High School
10 Millennium High School
11 New Design High School
12 Quest to Learn
13 Thurgood Marshall Academy for Learning and Social Change
14 Young Women’s Leadership School, Harlem

4,000 TEACHERS

Data exclusive of ten New Visions transfer schools

New Visions District School Graduation Rate

2013 2014 2015 2016 2017

60 70 80 90 100

74% 76.6% 78% 81.6% 83.1%

88.3 PERCENT CHARTER NETWORK GRADUATION RATE, 2017

2017–18

76.6% 78%

New Visions District School Graduation Rate

45,000 Students
We are an innovation lab within the district.

Continued from page 11

and New Visions coach Derek Jones studied the intended graduation outcome for each senior, "Derek said, 'You know, you can get to 80 percent,'" Carl recalls. "He showed me it was doable—he believed in us—and we got to work making it happen." Carl, Derek and the QIRT leadership team developed interventions that included mentoring, Regents exam tutoring, and a system for making student progress data transparent to students and teachers—solutions that led to more students walking across the school’s graduation stage than ever before.

We are helping more New Visions schools like QIRT reach a graduation rate of 80 percent for the first time. Over the past five years, we have increased the number of schools hitting this threshold; in 2017, nearly two-thirds of our non-transfer high schools graduated 80 percent of students or more, up from one-third of schools in 2012. Our goal is for all of our district schools to reliably hit this graduation target by 2021–2022.

THE RIGHT DATA AT THE RIGHT TIME

Our ability to support schools in managing critical tasks to keep students on track for graduation and college readiness took a quantum leap forward with the successful rollout of our Data Portal, the new, web-based school management tool that was designed and developed fully in-house by our team of software developers. The Portal, which spanned 24 months from conception to launch, provides a modern, user-friendly interface for managing a school’s data, and to date has been adopted by 150 high schools in New York City, roughly one-quarter of all secondary schools.

The Data Portal not only gives educators the data they need to measure student progress—around areas such as credits, Regents Exams and absences—but also outlines the steps to take to ensure that as many students as possible reach the graduation and college-readiness finish lines. With the right data at the right time, schools can ensure students are quite literally where they belong.

CONVENING PARTNERSHIPS AND MOBILIZING SUPPORT

Over the next three years, New Visions will participate in JPMorgan Chase’s New Skills for Youth–South Bronx initiative, which invests in creating pathways for low-income youth to succeed in the economy of tomorrow. In partnership with organizations in the transportation, healthcare and technology sectors, New Visions will help match students in our schools with work-based learning and internship opportunities, and will develop the tools to track student completion of milestones related to their skill development. We aim to advance knowledge around the key metrics of career readiness.

We continue to work in collaboration with the New York City Department of Education and other partner nonprofits to build capacity, share best practices and otherwise drive district-wide improvements. Together with our partner organizations—the Urban Assembly, NYC Outward Bound and Internationals Network of Public Schools—New Visions for Public Schools believes in a strong commitment to equity; responsiveness to student need; and fostering strong relationships within our network of schools, between students and adults, and with families and communities. We know our partners share these beliefs, as they work with us to have a transformative impact on the largest and most complex public school system in the country.

LOOKING AHEAD

Our quest is a never-ending one: to create a system of public schools where everyone belongs. As we succeed in raising the graduation rate at individual schools, we strive to sustain those high graduation rates and extend them to more of our schools. We want to celebrate more students receiving their diploma and the expanding horizons that come with it.

Our job is not done once students graduate high school. We want them to carry the sense of belonging they have developed in our schools into college and career. Our focus next will be the continued development of our infrastructure to help schools manage postsecondary preparation and transitions in the systematic way they can now manage students’ journeys to high school graduation. The goal is to ensure that every student has a viable postsecondary plan that aligns to their aspirations and for which they have been sufficiently prepared through their high school experiences.

In our innovation and expertise, our commitment and compassion, we aim to provide a model of nonprofit partnership seeking to effect true and lasting change in public schools.
Edward Martinez speaks up for what he believes. As an eighth grader dreaming about attending Academy for Careers in Television & Film, he wrote a compelling email to the school, advocating for not only himself but also his best friend, Jazmin Urgiles, who uses a wheelchair to get around. When they found out their “dream” school was moving into a brand-new, fully accessible building, they were overjoyed. “I let my voice be heard,” says Edward, who became a committed student, overcoming illness and his parents’ divorce. “You always learn something from saying something.” He developed his voice at ACTvF, doing production and editing, pursuing internships at New York Hall of Science, WNET and Time magazine. “At ACTvF you learn everything you need to learn for college,” he says. “I know a lot of people in the film industry now, and I can always contact them.”

When his family moved deeper into Queens and his commute to ACTvF became an hour each way, he never considered transferring. “Everything happens for a reason,” he says, explaining that living farther away helped him manage his time better, a critical skill for his internships and his career ahead.

Jazmin’s dreams flourished, too, at ACTvF. With supportive teachers encouraging her to use her wheelchair “as an advantage,” she immersed herself in everything her high school had to offer, working as a trigonometry tutor, an intern at the New York Hall of Science and the school’s go-to hair and makeup artist.

The next stop for both Edward and Jazmin is SUNY Purchase. She aims to pursue math, computer science, business and various aspects of film production. And Edward plans to pursue his plan to make films that dispel stereotypes about people with disabilities.
For most of her high school years, Jarjiah Martin Shaw felt she didn’t belong anywhere. Not at her large Bronx high school, where she was struggling, unnoticed, before she stopped going entirely her junior year. Not at her mother’s house, where their tumultuous relationship kept her on edge. Not even inside her own mind, where she felt overwhelmed, suffered from depression and wanted to sleep all the time.

Slowly, she made changes. She moved in with her father, whom she calls “my rock,” and began to thrive under his brand of tough love. He took time off from work to find the right school for her, encouraging her to enroll in Innovation Diploma Plus High School (IDP), a transfer school for students who are overage and under-credited.

Finally, she felt she belonged. “At the beginning my focus was just on getting these credits and graduating,” she says. “I didn’t plan to befriend people, but there was so much support you couldn’t ignore it. It was hard to hide because people cared about me.”

Like all of New Visions transfer schools, IDP creates a tight-knit community and tailors interventions to ensure that students get and stay on track for graduation. Advocate counselors, who provide one-on-one support and guidance, call students if they are late to class and “scold you like a parent about your grades,” Jarjiah says, adding, “It was annoying but helpful.” In addition to keeping up with her schoolwork, she interned as a youth leader with the school’s community partner, the Learning to Work program, through Catholic Charities Alianza Division.

She graduated within six months, with an interest in art, law and debate. She plans to go to Borough of Manhattan Community College for a year, then transfer to John Jay College to study criminal justice. “It doesn’t matter where you come from,” she says. “It matters where you go. All you can go is forward.”

A With an original painting
B With her father, whom she calls “my rock,” on Graduation Day
C Enjoying a quiet moment at her school before her graduation ceremony
D A proud moment, crossing the graduation stage to receive her high school diploma
Growing up, Emily Lin had an unlikely source of inspiration for learning: Home Depot. She vividly recalls the sense of wonder, delight and comfort she felt when her father, a skilled construction worker, would take the family there. Emily would peruse the dizzying variety of lighting filaments and wattages and the many-hued gradations of what others might see merely as white paint.

“I decided early on that I wanted to acknowledge the beauty of mathematics,” she wrote in an essay that earned her a New Visions scholarship to Georgia Tech, where she is studying engineering. “Like the subtleties of the lights and paint colors found in Home Depot, math embodies subtlety in its challenging and fascinating nature. I wanted to absorb myself in Diophantine equations, calculus, the number theory and modular arithmetic.”

At Fort Hamilton High School, she founded a math team, served as its most passionate ambassador and helped grow the team. “I worked tirelessly to teach students advanced math concepts and engage them in competitions,” she notes. In 2014 and 2015, the team consistently placed high in local math competitions. Along the way, she learned the value of teamwork, noting that “different experiences and cultures breed different knowledge.”

As a child of Chinese immigrants, she chafed against traditional notions of what girls could accomplish. But she has come to believe that the sky is the limit—literally—as she dreams of pursuing space research, or perhaps deep-sea exploration. “I am certain that learning will persist, just as exploration of the unknown will never cease,” she says.
FINANCIAL INFORMATION
Fiscal Year 2017

REVENUE
- Government $12,243,732
- Corporations 2,545,403
- Foundations 1,479,850
- Individuals 5,617,588
- Other (including investment returns) 7,383,535
Total Revenue $29,270,108

EXPENSES
PROGRAM SERVICES
- School Support $11,471,836
- Curriculum & Instruction 10,414,402
- Systems & Data 2,802,963
Subtotal Program Services $24,689,201

SUPPORTING SERVICES
- Management and General $2,570,680
- Fundraising 550,579
Subtotal Supporting Services $3,121,260

Total Expenses $27,810,461

NET ASSETS
Beginning of Year $48,202,379
Change in Net Assets 1,459,647
End of Year $49,662,026

*Financial information is unaudited as of publication. Upon completion, audited financials for FY17 will be posted to www.newvisions.org/financials.

NEW VISIONS FOR PUBLIC SCHOOLS
STATEMENT OF ACTIVITIES
Year ended June 30, 2017

In accordance with generally accepted accounting principles, New Visions records contributions as revenue in the year in which they are committed even if the funds are not received. Expenditures are recorded in the year in which they are incurred.