"AT 6:00 A.M. MY ALARM GOES OFF. I STEP INTO THE SHOWER AND AM AWOKEN BY THE ICY WATER. I QUICKLY FIX MY HAIR, PACK MY BAG WITH MY BOOKS AND WORK UNIFORM, AND LEAVE FOR SCHOOL, HOPING TO CATCH THE 6:55 A.M. SUBWAY."

HERE IS NEW YORK

"THE SUBWAY IS WHERE I COMPLETE MY HOMEWORK AND DREAM ABOUT COLLEGE."

PAMELA CAPELLAN

6-TRAIN TO PELHAM BAY PARK

2012-2013 ANNUAL REPORT
"Mr. Griffin is my favorite teacher. He's so much fun!"

"I come to him when there is something that I don't understand in class. He'll stay here until 6 p.m. helping you."

"I work in a supermarket in Soundview."

"Working gives me independence. I can do what I want with my money, and I can also help my family, which is a big thing for me."

"I want to reach my goals, and then I want to help others, because without the support that I got, I wouldn't be anything. I want to become a doctor and open a women's health clinic in my community."

"She's a really good kid, the scholarship and everything. She deserves it. She always works hard and she's always nice to customers."

"Pamela is a manager at Associated."

"New Visions Scholarship Winner"
"I came to East-West in 7th grade. When I came here, I wasn’t in good shape, school-wise. I was really irresponsible, I didn’t take school seriously. And when I came here it was different."

"I’m planning to apply to LaGuardia College, which is two years, because I heard their medical EMT program is very good. I’m also applying to John Jay, because if the military doesn’t work out for me, I’d like to become a cop."

"We teach the explorers how to do the basic drills, like military drills «Attention!», «Left-face, right-face march». I go over different scenarios with them, and different precincts will compete against each other.

"I’m in the NYPD Explorers Club, we’re like cadets. We basically learn what cops do."

"They push you to study, to do your work. When I saw teachers actually cared I said «Oh, all right, I’ll give it a chance.»"

"We take them to the Thanksgiving and St. Patrick’s parades. There are a lot of cops who march."
**KAFOUUMBA DOUMBIA**

"My country went through a civil war in 2010 where a lot of people were killed. My uncle lived in Washington, D.C., and decided to bring me here so I could go to school and get a better education. I'm trying to do everything I can to make him proud. I know I am a hard worker, and I can do it. Nothing can stop me!"

"I'm a senior at Marble Hill School for International Studies and an honors student. And I will be attending the University of Maine next year. I'm planning on studying computer science."

"I do my homework until 2 a.m. Sometimes I sleep in my book and wake up in the morning."

"I came here to the United States in 2010. I didn't know any English. It was really hard to adapt to the lifestyle. But I got myself onto the soccer team. They helped me out. My coach recommended Marble Hill to me. That's the best choice I ever made in my life. The school changed my life completely!"
"I'm going to St. Joseph's College in Brooklyn to double major in business management and media studies, hopefully from there I can become a sports manager."

"The hours leading up to Hurricane Sandy, we didn't think that we would evacuate, luckily my mom's boss allowed us to go to his house."

"Once it got dark, it just turned into chaos, I could see transformers blow left and right."

"My parents used to mark our height on this wall."

"The power of the surge was overwhelming, it destroyed the first floor of my house."

"After the storm, helping other people made me take my mind off what was going on with my life."

"Coming back to school after the storm helped me. Our principal, Ms. DeAngelis, helped me. I feel like this storm took New Dorp and just made us closer as a family, and that's what a lot of us needed."
Ms. Spencer (Guidance Counselor)

"Peteso's an awesome student. She's on the National Honor Society, Yearbook Club..."

"And she's high school president."

"I love Emily Dickinson. Most of my poems are inspired by her."

"I think forensic science would be perfect for her. I love science, I love law and I love math."

"A vote for Peteso is a vote in the right direction."

Peteso's Campaign Slogan

Thurgood Marshall Academy for Learning and Social Change, Manhattan
"When I first came to New York, my aunt took me sightseeing to Times Square. That’s my favorite part of New York— if I want to go out and see the sights, I can hop on the bus or take a train and go."

New Visions for Public Schools
320 West 13th Street, 6th Floor
New York, NY 10014
Phone: 212.645.5110
www.newvisions.org
Here is New York, captured in five portraits of public school students meeting life’s challenges with determination and resilience.

These young men and women offer a small sample of the 50,000 students New Visions for Public Schools serves each year.

Together with their principals and teachers, parents and community partners, New Visions helps young people write their own New York stories of aspiration and achievement.

“The city is like poetry...whose magic is comprehensible to millions.” E.B. White’s words are as true today as in 1949, when he wrote his famous essay, “Here Is New York.”

Dear Friend,

Our city’s public schools are more critical than ever for making the promise of a better future a reality for young New Yorkers. Students attending New Visions schools may come from different places and pursue different paths, but they have one thing in common: the desire to succeed.

The five students we profile here—Pamela, Sebastian, Kafoumba, Jonathan and Peteso—are representative of New York City public schoolchildren and the challenges they face. Some students work long hours to make ends meet or may be the first in their family to attend college. Some students even leave families behind in the shadow of war to begin life anew in the United States. Despite these challenges, they attend schools that support and push them to college or a job and even more importantly, to become citizens of this great city.

At New Visions, we know that students are idiosyncratic in their needs, individual in their goals. That is why we believe schools must have high expectations for every student and challenge them to reach their highest levels of achievement. Our job is to equip schools with the best resources to meet their students’ needs and ensure they are successful.

We’re seeing results. New Visions schools consistently achieve higher attendance, New York State Regents exam test scores and graduation rates than the city average, even as we serve a more diverse—and higher-need—student population. Preliminary data show our new charter schools are continuing this track record.

But there is more work for us to do to support public schools. We must continue to innovate new, effective models of teaching and learning so that even more of our city’s students can succeed.

In the richness of their social fabric, the diversity of their students and the ambitions of their expectations, New York City schools are a microcosm of American education. If we can show change is possible here, we set a broader example for New York State and the country.

These five students prove we can make the poetry and magic that White described more than two generations ago a reality for every New York City student. Thank you for joining us on this journey.

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Strengthening Schools

New Visions works across the spectrum of public education—district schools, charter schools and the teachers and principals who lead them—to improve student achievement and strengthen New York City. We help schools create supportive environments and rigorous, ambitious academics. We prepare teachers and leaders to work individually and collaboratively and give them data tools to act with intention and impact. We work with communities to ensure that high school graduates leave school equipped to be good citizens in their neighborhood, the city and the world.

Developing Effective Teachers

Most student success stories feature a committed, talented teacher. In partnership with the Hunter College School of Education, New Visions works to embed great teaching across its network of schools through the Urban Teacher Residency (UTR). Based on the medical residency model, UTR places an aspiring teacher inside the classroom of a veteran mentor for a yearlong residency, providing the new teacher with a continuous opportunity for valuable—and immediate—feedback. Evaluations show that students taught by our residents outperform comparison students on New York State Regents exams in Living Environment and English Language Arts.

To advance understanding of our diverse students and improve each school’s ability to serve them, New Visions continues to pioneer innovative data and technology. Recognizing that principals and teachers need faster and better access to student data, New Visions is creating systems that enable schools to use real-time data to act with impact. Our belief is that with more sophisticated data, schools can begin to ask better questions, moving from the “what” to the “why” and “what if” questions. And to ensure that all the adults in a student’s life come together to better support that student, we have also developed an outreach system to improve communication with parents.

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New Visions for Public Schools provides strategic support to 75 district schools, serving 80,000 students. With a presence in 16% of New York City district high schools—from small schools to the city’s second-largest high school (with 4,500 students)—we effect significant change in individual lives, throughout schools and across the city.

In our second full year operating charter high schools, we are working with school leaders and teachers to advance a challenge-based curriculum that prompts students to discover new knowledge and develop their skills in real-life contexts. As a measure of our success in the communities we serve, New Visions Charter High Schools garnered 6 applications for every available seat this past year. To meet demand, we will double our charter school seats to nearly 1,500 in 2013–2014, with plans to serve 10,000 students by 2020.

New Visions continues to expand its work to help both district and charter schools implement higher, internationally benchmarked standards, the Common Core, in the classroom and across schools. Our goal is to strengthen and deepen instruction. We work with schools to develop Common Core–aligned curriculum, improve teaching to the more rigorous standards and refine assessment to ensure that students are mastering the skills they need to help them succeed in the competitive global marketplace.

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In 2013, we expanded UTR to include a two-year residency and induction program for science and math teachers. Developed with a $8 million National Science Foundation grant, and in partnership with Hunter College and the New York Hall of Science, the Math and Science Teacher Residency (MASTER) helps teachers inspire scientific curiosity through hands-on learning.

Looking Ahead
To help another generation of New York City students realize their dreams, New Visions continues to be a center of innovation. Addressing the twin issues of high teacher attrition and struggling schools, New Visions and Hunter College are committed to piloting a new school turnaround strategy. The Teacher and Leader Effectiveness Team (TALENT) initiative will place high-functioning teams of teachers and principals in underperforming schools and provide them with the support systems and data tools they need to succeed.

New Visions leads the reform movement with the development of next-generation data tools that teachers and principals can use to monitor student performance and design effective strategies for keeping kids on track. Most recently, we have been designing and prototyping new technologies using cloud-based strategies to monitor and assess student performance, freeing teachers to focus on individual students and their needs.

These are just two examples of our work as an organization. Our support systems and data tools are regularly adopted and scaled by the New York City public school system. Our data work and metrics, small-school creation efforts, teacher strategies and curricula are designed to monitor and assess student performance, freeing teachers to focus on individual students and their needs.

While we are focused on scaling our efforts, we make a difference one student at a time—helping young people like Pamela, Sebastian, Kafoumba, Jonathan and Peteso discover the promise of poetry and magic in the city they love.

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**Pamela Capellan**
Collegiate Institute for Math and Science

“I never thought that when I selected CIMS I’d be selecting not just a school but a community,” says Pamela, a recent alumnus and current undergraduate at Cornell University. “A lot of teachers here are willing to sacrifice their time to help you. That’s very important for me, because I don’t have that kind of help at home.”

It’s teachers like David Griffin who not only inspire in students like Pamela a love of science but also help them chart a course to succeed. Mr. Griffin teaches advanced chemistry courses to all students at CIMS, engaging them with real-world projects that allow them to uncover new knowledge in every lesson.

**Sebastian Ramirez**
East-West School of International Studies

East-West School of International Studies knows that it takes high academic expectations and personalized, enriching activities to keep students motivated and ready for success once they graduate. With its high graduation rate, East-West meets all students where they are and uses a wide range of community supports—coupled with dedicated teachers and administrators—to help each child succeed.

By encouraging Sebastian to participate in the NYPD Explorers Club—a mentoring program for students interested in careers as police officers—the school promotes multiple pathways to postsecondary success. “Everyone in this school wants to see you succeed in life,” says Sebastian. “I’d highly recommend this school, especially to someone with a special education plan like me.”

“Their push you to study, to do your work. When I saw that teachers actually cared I said, ‘I’ll give this a chance.’”

Teachers are committed to accommodating all types of learners. In Sebastian’s case, this means a geometry teacher eager to try different approaches to make sure he masters the material. “She’s always here after school if I need help,” he says.

**Kafoumba Doumbia**
Marble Hill School for International Studies

Walk the halls of Marble Hill School for International Studies and you’ll hear some 30 languages spoken by its 450 students from more than 40 countries. Located in a diverse Bronx neighborhood, the school has a mandate to prepare first-generation Americans for success. “Our dream was to create a school that very intentionally brought together English as a Second Language (ESL) students and mainstream students—50 percent ESL, 50 percent mainstream in every incoming class,” says principal Kirsten Larson.

“The school holds a longer academic day, builds in additional time for mastering the English language, provides weekly professional development for teachers, emphasizes heterogeneous group work and includes oral presentations to challenge ESL students to proficiency.

“I want to apply what I’ve learned to help other students through mentoring. I do that for them because that’s the same thing Marble Hill did for me.”

Kafoumba fits right in. “French is my first language, and I also speak traditional African languages—Jula (like Mandingo), Bambara and some Fulani,” he says. Through a nearby community college class, he’s extending his facility with languages to distinctly 21st-century options: computer programming languages such as C++.
Program Services: 89%

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.

Peteso Barlee
Thurgood Marshall Academy for Learning and Social Change

Coming to New York from war-torn Liberia without family, Peteso Barlee could easily have gotten lost in a large school. Instead, she found success at Thurgood Marshall Academy for Learning and Social Change, a place that fulfills the very promise of small schools. Teachers and guidance counselors know each student individually and work hard to meet their unique needs.

“I have strong relationships with everyone at my school and that’s a great thing.”

Seeing her potential, Peteso’s teachers pushed her to take AP Chemistry, enabling her to retake her chemistry Regents exam and earn a higher score. They knew her interest in math, so her guidance counselor programmed her for two mathematics classes senior year. They connected her with a scholarship opportunity through one of the school’s community partners. And they let her spread her wings. This once-shy girl from a refugee camp is now senior class president, active in National Honor Society and on her way to fulfilling her dream, combining her love of law, science and math into a future in forensic science.

Jonathan Connors
New Dorp High School

Staten Island’s New Dorp High School has become an academic model over the last five years—graduation rates up by 20 percentage points, attendance nearing 90%, robust data that help advance student performance. But when Staten Island was pummeled by Hurricane Sandy, the school showed its underlying strength as a vital resource for students and members of the community.

“The storm made me more vulnerable but stronger at the same time—it definitely gave me responsibility.”

Jonathan, who is active in his school as captain of the baseball team and a lead actor in the drama department, also extended a hand to neighbors and classmates, including clearing debris from a teammate’s damaged home. “Helping other people took my mind off what was going on with my life,” says Jonathan.
Leaders


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F. greater contributions in the aftermath of Hurricane Sandy. This list includes donors who gave in fiscal years 2012 and 2013, with the exception of donors acknowledged in our last Annual Report. It also includes donors who pledged multi-year gifts in previous years in support of programs that continued through fiscal year 2013.

*In memory of George Friedman, our treasured friend and founding board member, whose deep commitment to public education and New York City’s children, spanning over twenty years, was demonstrated time and again through his wise counsel and advocacy.

†Gifts to the Hurricane Sandy Relief Fund: staff, students and families of New Dorp High School would like to thank donors for their generous contributions in the aftermath of Hurricane Sandy. The list includes donors who gave in fiscal years 2012 and 2013, with the exception of donors acknowledged in our last Annual Report. It also includes donors who pledged multi-year gifts in previous years in support of programs that continued through fiscal year 2013.

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