what it takes
WHAT IT TAKES...

A message from Chairman Richard Beattie and President Robert Hughes

BUSHWICK CAMPUS: BUILDING AN EDUCATIONAL COMMUNITY

In its sixteenth year, New Visions for Public Schools continues to make meaningful progress. Thanks to support from many of you, the number and quality of our new small schools continue to grow and improve, the number of principals who receive leadership training and mentoring is increasing, and the number of teachers with access to professional development and enrichment opportunities such as the Fund for Teachers continues to expand.

New York City is fortunate to have a Mayor strongly committed to public school reform and a Chancellor willing to take bold corrective steps. Most importantly, our new school programs, funded principally by the Bill & Melinda Gates Foundation, the Annenberg Foundation, the Carnegie Corporation of New York and the Open Society Institute, have been embraced by Mayor Bloomberg and Chancellor Klein as an integral part of their public school reform efforts.

In this report we focus on the Bushwick Campus. Four years ago, Bushwick was a high school with 1700 students and a 30 percent graduation rate. Today, in its place, are three small high schools—the Academy of Urban Planning, the Bushwick School for Social Justice and the New York Harbor School—three of the 78 New Century High Schools created with the support of New Visions. The Bushwick Campus is on its way to becoming an educational community where high achievement is expected, supported and celebrated. It is an example of the efforts we are making, with the commitment and assistance of over 225 community organizations, to improve schools throughout the City. With full enrollment in New Century Schools, we will reach a student population of almost 40,000 in the next five years. In each New Century High School, we are working towards 92 percent attendance and 80 percent graduation rates.

Again, we thank you for your continued support. Your commitment to the reform of our public schools will provide these students the opportunity to achieve in the workplace and in our society.

Richard Beattie
CHAIRMAN

Robert Hughes
PRESIDENT

PERFORMANCE INDEX

Number of new schools created by New Visions in New York City: 112 (78 New Century High Schools and 34 New Visions Schools) Number of applications received for 7,454 seats in New Century High Schools: 35,670
Number of students who will be enrolled in a New Century High School by 2010: 38,000 Percentage of New Visions high school seniors who applied to college last year: 90%. Percent accepted: 96% Percentage of New Century High School students eligible for Free Lunch: 70% (Citywide: 53.9%) Percentage of graduating seniors to pass the Math A regents at Pelham Prep Academy in 2005: 95% Percentage of freshman at Brooklyn Academy of Science and the Environment to pass the Living Environment Regents: 98% Percentage of Shuang Wen School 4th graders to pass the NY State English Language Arts exam: 100% Number of school principals supported by the Principal Mentoring Program since 2001: 679 Number of copies of the New Visions Family Literacy Guide distributed to households around New York City: 870,000
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What does it take to build a great school community? New Visions works to strengthen the connections between schools and their communities. With a strong sense of shared commitment both inside and outside school walls, schools no longer stand alone. With more meaningful opportunities to participate, families, businesses, community organizations and local institutions see themselves as real stakeholders in student achievement. And with that support, schools can offer students a broader, more diverse learning experience that is connected to their lives.

You can feel the difference from the moment you walk through the door of the Bushwick Campus. Once a failing urban high school with a 30 percent graduation rate, today it is home to three very different, highly-focused smaller schools: the Academy of Urban Planning, the Bushwick School for Social Justice and the New York Harbor School. On any given day, students from one of these schools might be studying navigation and life sciences on a 19th Century schooner, petitioning the MTA to renovate their local subway station, or going on the radio to advocate for the causes they care about.

These schools have strong ties to one another, to their community and to their partners. Their students are engaged leaders of their own education, with the support of teachers who hold them to high standards and expect great things from them. Their principals embody the best qualities of a new generation of school leadership—innovation, accountability and performance.

Separately, each school is making significant progress in student achievement. Together, on one campus, they are helping to turn the tide in one of our city’s most underserved communities.

CASE STUDY: THE BUSHWICK CAMPUS

“Opening a new school in Bushwick was an opportunity to take part in a great effort for change in a struggling community—and a chance for me to grow and learn from the challenges we would confront along the way.”

MATT RITTER, TEACHER AND CO-FOUNDER, BROOKLYN SCHOOL FOR SOCIAL JUSTICE

5 NEW CENTURY HIGH SCHOOLS TO OPEN SEPT 2006

New Visions is spearheading the creation of five more New Century High Schools that will open in September 2006: DreamYard Preparatory School in the Bronx; Academy for Environmental Leadership and the Green School: An Academy for Environmental Careers in Brooklyn; Community Health Academy of the Heights in Manhattan; and the East-West School of International Studies in Queens. Four of these schools will work to increase opportunities for English Language Learners in our system.
A WALK IN THE COMMUNITY

It used to be that schools only contacted students’ families when something was wrong. Now, thanks to a unique partnership between the Bushwick School for Social Justice and Make the Road by Walking, the school’s founding partner, doorbells are ringing all over Bushwick and the news is good.

Every semester, Make the Road by Walking, BSSJ teachers and staff take a walk in the community to learn more about students’ lives, to hear the concerns of family members and caregivers and to share their own stories and ideas.

“We literally knock on every door,” says one participant in the Community Walks, as they’re called. “They’re happy to hear from us. You don’t have to wait until something is wrong to reach out to families.”

The walks are inspiring more parents, families and caregivers to see themselves as advocates for their children’s education. The result is a school even more closely connected to the community and a community even more deeply invested in student achievement.

“Students spend every day, all school year with us.
We need to make the effort to go and meet their families and visit their homes.”

OONA CHATTERJEE, CO-DIRECTOR, MAKE THE ROAD BY WALKING

SHAREING SPACE: A MASTER PLAN

How do three very different high schools live together in a shared space? New Visions works to promote a strong, shared learning environment where everyone’s voice counts. On New Century High School Campuses, principals, teachers and students work together to map out master plans that enable each school to establish its own identity and to cultivate its own distinctive school culture, while guaranteeing equal access to common resources.

To support that process, New Visions has developed a visual “branding” program for campuses. The plan already has been implemented successfully in collaboration with the New York City School Construction Authority in six campus buildings citywide with plans to develop projects in ten additional buildings over the next few years. From banners, school colors and distinctive signs to dedicated stairwells that demarcate autonomous spaces, these “participatory designs” ensure that each school can thrive on its own in the context of a common learning environment.
“The teachers here go the extra mile for you. They want to know what’s going on in your life because they know that what goes on outside the classroom affects what goes on in the classroom.”

REYNOLD MARTIN, ACADEMY OF URBAN PLANNING

RECORD NUMBER OF COLLEGE ACCEPTANCES

In 2005, a full 91% of New Visions and New Century High School seniors applied to college with a remarkable 96% acceptance rate to prestigious private and public institutions, including Spelman College, New York University, the French Culinary Institute, Carnegie Mellon University, Lehman College, Brown University and State University of New York Albany.
engaged students

What does it take to engage students in the process of their own learning? New Visions works with teachers, parents and partners to create schools where the teaching and learning are different. Students are engaged because they know that their learning is connected to their world and to their lives. They know their opinions matter and their voices are heard. And they know that their teachers will support them every step of the way in reaching their full potential. There is no better foundation for meaningful, sustainable student achievement.

A YOUNG POET MAKES HIS VOICE HEARD

REYNOLD MARTIN

Like many students at the Academy of Urban Planning, Reynold Martin once attended an overcrowded, underperforming high school where students were anonymous and their voices went unheard. For an aspiring young poet, it was the wrong place to be.

That all changed when he enrolled at the Academy of Urban Planning. At AUP, Reynold says, he is encouraged to speak out, to get involved in the life of the school and to give back to the larger community.

It’s an arrangement that suits him perfectly. He participates in student government, has a seat on the Borough President’s Youth Council and works hard to help other students to be just as involved as he is.

“When students don’t feel like they have a voice, they just lose interest,” he says. “But this is our future, we have to make something of it. So we have to speak up. We can do that here. The principal listens to our ideas.”

Self-expression comes naturally to Reynold. His teachers help him to develop his gifts, not only in class but also by encouraging him to explore the world of writing outside of school.

“The teachers here go the extra mile for you,” he says. “They want to know what’s going on in your life because they know that what goes on outside the classroom affects what goes on inside the classroom.”

For Reynold, what goes on outside the classroom matters a lot. In fact, he thinks the best thing about going to school at AUP is the chance to use his education to do more in the bigger community. “Everything you do reflects where you come from,” he says.

MTV GIVES BUSHWICK CAMPUS A “THINK OVER”

Most high school students watch music videos, but few get to work hand-in-hand with MTV to make a difference at their school. That’s what happened when a group of students at Bushwick Campus High School were selected to participate in the MTV “Think Over Your School” challenge. With a $10,000 budget and an expert design team to implement their ideas, students transformed their cafeteria from an institutional dining hall into a college-style student union. Café tables, computer hook-ups, student activity boards and a performance space have made the Bushwick Campus cafeteria a hub for student voices on campus.

Right: Sway and Lil John challenge Bushwick’s students to do even more to “think over” their education at the kick-off event.
“My teacher pushes me a lot. She tells me I can really make something of myself.”

KEREEAM ABRAMAH, ONE OF AWILDA MADERA’S STUDENTS
energized teachers

What does it take to be a great teacher? New Visions works with teachers to develop their talents and skills so they can help their students make the most of their own potential. Teachers at New Visions schools and New Century High Schools don’t just teach their students; they know their students—their interests, their needs, their hopes for the future. Just as important, they listen to their students, understanding that the greatest expectations are the ones young people have for themselves.

EXPECTING THE BEST

AWILDA MADERA
Teacher: Spanish/Bilingual Special Education
New York Harbor School

When Awilda Madera was a student at Bushwick High School, the only thing lower than the expectations for student achievement was her own self-esteem.

As a senior at Bushwick High School, a counselor told Madera that college was out of the question. She was devastated. Though she is the first to admit that her grades were just average, she asked, “Should that stop a person from trying?”

Luckily for Awilda Madera, and for her students at the New York Harbor School, the answer was no.

When she came back to Bushwick High School as a teacher, she was determined to challenge her students to expect great things from themselves and to help them achieve their dreams.

“I grew up in this neighborhood,” Awilda says. “I know what these kids are up against. So I tell them, ‘You can do whatever is in your heart.’”

Madera was among the first teachers at the old Bushwick High School to apply for a teaching position at one of the new small schools on the redesigned Bushwick Campus. In fact, she jumped at the chance.

“This is my dream job,” she said, calling teaching and learning at the Harbor School a hands-on adventure that gives students the kind of personalized, connected learning experience that larger schools simply cannot. As Awilda puts it, some of these students have barely been out of Brooklyn, let alone navigated waterways in a tall ship. “It’s wonderful to see them learning this way,” she says. “This is the water, this is the environment, this is life.”

Just as important, she says, teaching at the Bushwick Campus energizes teachers to become even better at what they do. “When teaching becomes monotonous, you can just get tired,” she says. “These new schools challenge you to get in gear to make a difference.”

DEVELOPING TALENT: FUND FOR TEACHERS

New Visions works with Fund for Teachers, a national non-profit that recognizes excellence in teaching, to give New York City’s most outstanding teachers the chance to expand their own learning by exploring the world.

From traveling to high-performing high schools in China to learn more about instructional strategies, to making a documentary about adolescent life and gender roles in Africa, to investigating the public perception of Muslims in a post 9/11 world, these rigorous extracurricular experiences inspire teachers outside the classroom so they can better inspire their students inside the classroom.

For a full list of Fund For Teachers’ New York City grantees, please visit our website at www.newvisions.org.
With hundreds of new school principals entering New York City’s schools, inspired leadership matters more than ever before. New Visions’ programs help principals to lead a process of continuous school improvement from our highly successful Leadership Coaching program for principals in their first and second years, to our innovative apprenticeship program and other instructional leadership models for principals in their third and fourth years and beyond.

To learn more about our leadership development programs, please visit our website at www.newvisions.org.
inspired leaders

What does it take to lead an effective school? New Visions works to nurture leadership at every level of a school. Our programs give school principals the tools they need to transform their schools into vibrant learning communities where everyone, students, teachers, parents, principals and partners, has a stake in student achievement. The three Bushwick Campus principals epitomize this kind of innovative, performance-focused, personalized leadership. Their vision and their ability to implement it is the animating force behind the growing success on the Bushwick Campus.

TERRY BYAM
BUSHWICK SCHOOL FOR SOCIAL JUSTICE

Terry Byam wasn’t sure he wanted to be a principal. But when the call came to lead the newly formed Bushwick School for Social Justice, he didn’t hesitate.

An assistant principal at an alternative school in Bedford Stuyvesant for older students, Byam saw young people who were “already depressed by the age of 17,” and wondered how to catch students before they reached that point. “I needed to find my way to a school where I could make a difference in the lives of young students to keep them from losing their way.”

Byam understands what it’s like to feel alienated. As a young college student, he was so intimidated, he didn’t speak a word in class for two full years. As principal, he is determined to give BSSJ’s students the confidence to speak their minds and the skills they need to succeed in college and the world beyond.

At BSSJ, students take on social action projects as part of their core college-preparatory curriculum, working with community activist organizations like Make the Road by Walking.

One group of students decided to study the impact of AIDS/HIV in Bushwick. "They did online research, visited agencies, talked to people in the community who are living with AIDS,” Byam describes. "Their presentation really opened up so many kids’ eyes to this problem and how it affects their own lives." Just as important, social action projects are helping students learn how to achieve positive change in their own communities.

"Our students have unlimited potential. I want them to leave here knowing that their opinions matter and that they should voice them,” Byam says. Giving them the tools to do so effectively is what BSSJ and Byam are all about.

NATE DUDLEY
NEW YORK HARBOR SCHOOL

Nate Dudley has a secret. The founding principal of the New York Harbor School, where the core curriculum includes sailing expeditions, gets seasick. He doesn’t see it as a disadvantage, though. “The kids and I get seasick together,” he admits happily.

In fact, Dudley was an educator, not a seaman, when he helped to found the Harbor School four years ago together with its lead partner, Urban Assembly. There was something deeply compelling about the chance to engage students in their education by using "the resources that exist in and around water, so much a part of the commercial, cultural and literary history of New York.”
“Our vision is to help students become leaders—in school and out of school. To teach them to look at problems differently and to see themselves as part of the solution. To use their voices to effect change.”

MONIQUE DARRISAW, ACADEMY OF URBAN PLANNING
NYHS students use those resources to the fullest extent. “We sail, we row, we swim, we do water quality testing and environmental fieldwork, we build boats, we scuba dive, we build kayaks. If it is related to the water in any way, we do it.”

Interdisciplinary lesson plans integrate fieldwork and academic classes, which in turn help students to apply the lessons they learn in class to their water-related projects and their lives.

One 9th grade class is conducting a formal debate regarding whether enough is being done to clean up PCBs in New York Harbor. The students observe and measure the effects of PCBs in Harbor Science class, develop their debating skills in Language Arts, and stage a real debate at an in-school Town Hall assembly.

The learning doesn’t stop at the school door. Dudley says; the students are becoming real stewards of their community. “I got a call out of the blue from someone who knew nothing about our school, but he had watched some students debating the PCB problem in the subway on their way home from school. They are really living this learning now.”

Dudley recalls one student’s reaction on a trip to the Gowanus Canal. “He said, ‘do you mean I could make a living trying to clean up a canal like this? That could be my life?’ And he whispered, ‘That’s what I want to do!’ We really are changing these kids’ lives.”

MONIQUE DARRISAW

Principal Monique Darrisaw wants her students at the Academy of Urban Planning to be part of the solution to the problems they see in the world around them. So she wasn’t surprised when they decided to take on the MTA to renovate their local subway stop, which had fallen into a state of dangerous disrepair.

“Our students developed a community report card; they did surveys about the community impact of the train station’s condition. They drafted plans for improvements they’d like to make. And they presented this to the MTA.”

What did surprise her was the reaction they got. As luck would have it, the MTA was planning to renovate the station. But rather than shut the students out, they let them become part of the conversation.

“The MTA has arranged for students to meet with senior people on the construction site,” Darrisaw says with pride. “They’ve sent representatives to the school to update students on the progress. None of this would have happened if we hadn’t given them the tools to join the discussion. This is real life.”

Other AUP students work as interns for Brooklyn Community Boards 3, 4 and 5, providing mapping and technological support for board members who “aren’t always the most tech-savvy,” Darrisaw smiles. “Just getting the chance to use their own expertise to help planners make real decisions makes them feel so good.”

Like many urban schools, AUP has its challenges from getting families more involved in student success, to overcoming years of low expectations. “But that’s why we’re here,” she says. “Knowing that this is a community that has been underserved and saying, we don’t have the magic pill but we are dedicated to finding solutions and we’re not giving up.”

“Our vision is to help students become leaders—in school and out of school. To teach them to look at problems differently and to see themselves as part of the solution. To use their voices to effect change.”

From the look of the subway station at Myrtle and Wyckoff Avenues, that vision is already becoming a reality.
“On the Lettie G. Howard, the staff to student ratio is 1 to 3, a level of interaction that’s unheard of in the classroom. Our kids are learning life science and technology skills that can make them more competitive for college. They’re learning about the history and culture of New York. And they’re learning that they can be active participants in the broader community of which they are a part.”

MURRAY FISHER, FOUNDER AND PROGRAM DIRECTOR, THE NEW YORK HARBOR SCHOOL
visionary partners

What does it take to create effective schools? New Visions works with hundreds of community partners to improve the quality of education for New York City’s public schools. Our partners are as diverse as the city itself and bring to our schools unique resources that enrich teaching and learning and boost student achievement. Just as Make the Road by Walking has strengthened BSSJ’s ties to the community, partners at NYHS and AUP work to broaden students’ experiences in and out of the classroom.

TEACHING THE A-B-SEAS AND BEYOND
SOUTH STREET SEAPORT MUSEUM

Thanks to a unique partnership between the New York Harbor School, a New Century High School, and its lead partner, the Urban Assembly, NYHS students explore the waterways of New York City aboard founding partner South Street Seaport Museum’s famous 19th Century schooner, the Lettie G. Howard. Captain Jonathan Kabak talks about what it’s like helping young people to navigate their futures.

What do your students learn on board the Lettie G.? The Lettie is a training vessel. She’s equipped for teaching the practical skills of seamanship, as well as marine history and culture. But what students learn on board the Lettie G. transcends those skills. The vessel and her programs are a vehicle for personal growth and a platform for exploration.

How does working and learning on board the Lettie G. differ from a class trip to a museum? The chief difference is the repeated exposure; this isn’t a one-off experience. It’s an integral part of their academic experience and it both broadens and deepens that experience over time.

What do you hope your students come away with after three years on the waterways of New York? My ultimate goal is for them to come away with a deeper understanding and respect for a world they are slowly discovering and to realize they can be contributors to the world at large.

Do you believe your partnership with the New York Harbor School makes a positive impact on student achievement? Absolutely. We have unique gifts to share with these students and with this school. What we can provide institutionally and experientially goes well beyond what’s available in a traditional classroom. The Harbor School shares with us the opportunity to help shape these students’ learning experience, to challenge them in new ways and maybe to play a part in changing their lives. That’s a great partnership.

A PLACE AT THE TABLE: MEREDITH PHILLIPS

Meredith Phillips is the Urban Planning Coordinator at the Academy of Urban Planning, a position created by the partnership between AUP and the Brooklyn Center for the Urban Environment, a community organization which creates hands-on opportunities for young people to explore urban design, planning and environmental issues.

“I believe that young people can and should play an important role in the process of urban planning. Like any stakeholder, they have a lot to say about the places they live—what’s working, what needs improvement. It’s important to include them during these discussions. Our job is to give them the tools, the experience and the confidence to take their place at the table. Working with all kinds of community organizations, we use the community as a lab—exposing students to new ideas and possibilities.

I have seen so many young people blossom and realize their leadership potential from these partnerships. You can almost see their minds working: ‘I could actually do this as a career; I could study this in college, I could do this, too.’ It’s real to them now.”
NEW VISIONS PARTNERS

New Visions has worked with hundreds of diverse community partners to support New York City’s public schools. The list includes:

LEAD PARTNERS
Anti-Defamation League
ArtsConnection
Asian Americans for Equality
ASPIRA of New York, Inc.
Barnard College—Education Program
Bronx Museum of the Arts
Brooklyn Botanic Garden
Brooklyn Center for the Urban Environment
Brooklyn College School of Education
Brooklyn Museum
Brooklyn Psychiatric Centers, Inc.
Brownsville Multi-Service Family Health Center
Center for Alternative Sentencing and Employment Services
Citizens Advice Bureau
Community Counseling Mediation
Community League of the Heights
Dreamyard Drama Project
East Side House Settlement
El Puente Academy for Peace and Justice
Epic Theatre Center, Inc.
Facing History and Ourselves
FDNY Fire Safety Education Fund, Inc.
FoodChange
Gateway Institute for Pre-College Education
Ghetto Film School
Global Kids, Inc.
Good Shepherd Services
Greenwich Village Youth Council
Human Rights Education Associates
Institute for Student Achievement
Kips Bay Boys and Girls Club
Lehman College
Lehman College Art Gallery
Lehman College—Center for School Colleges
Collaboratives
Lehman College—College Now
Lehman College—Divisions of Arts and Humanities
Lincoln Center Institute
Long Island University
Manhattan Class Company Theater
Manhattan College, School of Engineering
Montefiore Medical Center—Education & Organizational Development
Mosholu Montefiore Community Center
National Academy Foundation
New York City College of Technology
New York City Outward Bound Center
New York Urban League
Northeast Bronx Community and Clergy Coalition
One Hundred Black Men, Inc.
Pace University
Pius XII Youth and Family Services
Prospect Park Alliance
Ridgewood Bushwick Senior Citizen’s Council
Roundabout Theatre Company
Salvadori Center, CUNY: City College of New York
South Bronx Churches
South Bronx Overall Economic Development Corporation
Teaching Matters, Inc.
The Town Hall
University of Vermont
Urban Assembly, Inc.
Vision Education & Media
YMCA of Greater New York
YMCA: Prospect Park
Young Audiences New York
Young Women’s Leadership Foundation

COLLABORATING PARTNERS
Academy of Finance
ACEC - NY
AEA Investors
Alpha Omega Dance Company
Alvin Ailey Dance Company
American Ballet Theater
American Cancer Society
American Express
American Geographical Society
American Museum of Natural History
Amherst College
Arts, Inc.
Asphalt Green
Bardini International
Barnes and Noble
Basketball City
Beyer Blinder Belle
B-Healthy
Bronx Borough President’s Office
Bronx Community College
Bronx Dance Theatre
Bronx Net
Bronx River Arts Center
Bronx Writing Project
Bronxnet
Brooklyn Cyclones
Brooklyn Law School
Brooklyn Philharmonic
Brooklyn Public Library
Brown Alumni Support a School
Career Internship Network
CBS Sports, WCBS-2
CCap
Center for Media Arts and Social Studies Project
Center for Urban Education
Champlain College
Chelsea Piers
Children’s Pressline
City Center
City College of New York
Clearpool, Inc.
Clearwater
Colgate University
College of Mt. St. Vincent—Institute for Applied Philosophy
Columbia College
Columbia University—Office of Government Community Affairs
Columbia University—School of Engineering
Columbia University—School of the Arts
Columbia University—Teachers College
Community Health Networks
Community Word Project
Community Works
Co-op Tech—School of Cooperative Technical Education
Cornell Cooperation Extension
Cornell University
Crawath, Swaine and Moore Law Firm
Creative Arts Team
Credit Suisse Asset Management
Dance Theater, Etc
Daniel Frankfurt
DCTV
Department of City Planning
Department of Design and Construction
Directions for Our Youth, Inc.
Disney Corporation
Donghia Furniture/Textiles Ltd.
Elders Share the Arts
ESPN Classic Sports
Eugene Lang
Explorers Club
Floating the Apple
Fordham Bedford Children's Services
Fordham Bedford Housing
Fordham University
Foundation for Excellent Schools
Friends of Brook Park
Giant Thinking
Goldman Sachs
Greening for Breathing
Greenwich Village Youth Council
Hardesty & Hanover
Harlem Textiles
HBO
History Channel
Hospital Audiences
I Challenge Myself
Image Griots
I-Mentor
Inside Broadway
Jantex Marketing
Jillery
John Jay College (tutors)
John Jay College Upward Bound
Jonathan Rose Companies
Junior Achievement
Justice Resource Center
Kan Cobra, USA
Kaplan
Karpeles Museum
Le Pain Quotidien (Café Consultant)
LEAP
Learning by Design
Learning Leaders
Learning Links Child Care
Lehman College
Lehman College
Lehman College—Theater Department
Literacy, Inc.
Lower Manhattan Development Corporation
Madison Square Garden
Make the Road by Walking
Manhattan Theater Club
Market by Market Communication
Medgar Evers College
Mercy College
Mercy College—Teaching Fellows Program—The Bronx American History Project
Morgan Stanley
MOUSE
Mt. Sinai - Adolescent Health Center
Museo Del Barrio
Museum of TV and Radio
NBA
New Heights Neighborhood Center
New York Botanical Garden
New York City History Coalition
New York City Parks Department
New York City Writing Project
New York Transit Explorers
Newsweek
Nos Quedamos
NY Building Congress
NY Daily News
NY Yankees
NYC 2012
NYU Law Institute
NYU Steinhardt School of Education
NYU Tisch School of the Arts
Office of the Mayor
Operation Breaking Stereotypes
OPUS
Parsons Brinckenhoff
Parsons School of Design
PC Architects
Pelham Bay Nature Center
PEN American Center
People Finders Plus
Positive Focus
Pregones Theater Company
Prison Moratorium Project
Project Adventure
Project Greenup
Project Reach Youth
PS 15
PS 89
Radiator Woman
Red Hook Community Justice Center
Red Hook Family Counseling Services
Remnick and Aarons and Company, CPA
Richard Tucker Foundation
Riverdale Riding
Riverkeeper
Rocking the Boat
Sadie Nash Leadership Program
Saint Michaels College
Sistas and Brothers United
Skidmore, Owings & Merrill
Sound Construction Audio Services
Sound of the Turtle, Co.
South Bronx Clean Air Coalition
South Street Seaport Museum
STV, Inc
SUNY College of Environmental Science and Forestry
SUNY Purchase
The Knowledge Project
The Leadership Program
The Point: CDC
Thornton Tomasetti
Thread Collective
Time Warner
Tidal Studies
Tishman Construction
Turner Construction
Union College
United Way
Urban Word NYC
US Air Force/ROTC
Vassar College
Virgin Records
Volunteers of America
Wagner School of NYC
Waterkeeper Alliance
Wave Hill
Williams College
WNBA
Women in Film
Working Playground
World Book
Young Citizens Center
Youth Development Institute
Youth Ministries for Peace and Justice
Youth Speaks
Youth Turns
What does it take to support the effort to improve our public schools? The individuals and organizations that support our work at New Visions understand that we all have a stake in student achievement. More than just financial backers, they are champions of education reform. We are deeply grateful for their continued participation and encouragement, which is making a difference in the lives of thousands of public school students.
New Visions’ Citigroup College Bound Program works to give New Visions and New Century High School students and their families the tools to navigate the long road to college, from understanding where and how to apply to college, to learning how to pay for college, to succeeding in college. Among the many services and resources the program provides, the Citigroup College Planning Guide reached more than 700,000 households in 2005, thanks to the New York Post. These programs are helping to establish a “college bound” culture in our public schools.

New Visions and organizations like VNU work in partnership to transform high school libraries into centers of student learning and a key instructional resource on campuses around the city.

IBM Corporation
The Interpublic Group of Companies, Inc.
William J. Janetshcek
Jonathan A. Knee
Abby F. Kohnstamm
Charles E. and Pamela N. Koob
Beth J. Lief and Michael H. Simonson
Stanley S. Low
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Paul J. and Margaret W. Norris
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The Puget Sound Fund of the Tides Foundation
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Andi and Tom Bernstein
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Blakem Family Foundation
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Simpson Thacher & Bartlett LLP
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NEW VISIONS FOR PUBLIC SCHOOLS BOARD MEMBERS

COMBINED STATEMENT OF REVENUE AND EXPENSES YEAR ENDED JUNE 30, 2005*

TOTAL PUBLIC SUPPORT

Government
Corporations
Foundations
Individuals
Special Event
Other
TOTAL

$317,533
$796,454
$11,986,390
$3,919
$2,564,882
$7,677,837

$23,426,007
$15,94,987
$2,511,999
$764,176
$606,353
$28,923,428

Effective Schools
Teaching and Learning
Leadership Development
Management & General
Fundraising
TOTAL EXPENSES

NET ASSETS

Beginning Of Year
Change in Net Assets
End of Year

$471,440,48
($11,254,041)
$35,839,007

$764,182
$606,353
$273,935,89
TOTAL EXPENSES

*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. For the fiscal year ending June 30, 2005, New Visions incurred expenses, in excess of current year revenue, that related to a contribution made and recorded in the fiscal year ending June 30, 2004.
POP QUIZ:
LIFE AT A NEW CENTURY HIGH SCHOOL

We asked Kereem Abraham from NYHS and Santi Mendoza from BSSJ what it’s like to go to school at Bushwick Campus. Their replies paint a picture of life at a New Century High School.

What’s the best thing about going to school on the Bushwick Campus?
“More opportunities and fewer kids in class.”
“You have a voice here.”
“Teachers care.”
“It’s a family.”

Who most inspires you at your school?
“The teachers and the staff. There are qualities at this school that just make it shine.”
“Kids on the honor roll!”

What’s the biggest challenge you face as a student?
“Speaking up. When I got here, I was scared to do class presentations at Town Halls [monthly school assemblies]. Now, I love it. I can’t sit back down.”
“Disappointing myself.”

How does your school compare to other schools you know?
“We get out of the classroom to learn about life. My friends at other schools are jealous of what we get to do.”
“I get a chance to do something positive for my community.”
“Teachers actually talk with you one-on-one and try to understand you.”

What’s the funniest thing about going to school here?
“After I was out of school for a while, having our founder, Murray, announce my return to the entire school because he was so happy I was back.”
“The teachers’ jokes.”
PUTTING EXCELLENCE ON THE MAP

1993–2005  112 SMALL SCHOOLS: 49 IN THE BRONX  25 IN MANHATTAN  32 IN BROOKLYN  6 IN QUEENS

BRONX
1 Jonas Bronck Academy
2 The Marie Curie High School for Nursing, Medicine and the Allied Health Professions
3 WALTON CAMPUS Celia Cruz Bronx High School of Music
4 Discovery High School
5 High School for Teaching and the Professions
6 JOHN F. KENNEDY CAMPUS CVS
7 Bronx School of Law, Government and Justice
8 Bronx School of Law and Finance
9 Bronx Theatre High School
10 Marble Hill School for International Studies
11 The Urban Assembly School for Applied Math & Science
12 THEODORE ROOSEVELT CAMPUS West Bronx Academy for the Future
13 Leadership Institute
14 The Lab School
15 William Howard Taft CAMPUS
16 Bronx Latin
17 Eagle Academy for Young Men
18 SOUTH BRONX CAMPUS
19 Teachers College Academy
20 Morris Academy for Collaborative Studies
21 Bronx Leadership Academy II
22 Bronx Academy of Letters
23 Bronx High School for Writing & Communication Arts
24 Bronx High School for Contemporary Arts
25 High School of Computers and Technology
26 Bronx High School for Health Professions
27 Bronx High School for the Visual Arts
28 Bronx High School for Performance and Stagecraft
29 Robert F. Wagner Jr. Secondary School for Arts and Technology
30整治性理想主义
31 special music school of america
32 martin luther king, junior campus
33 Bronx High School for Law and Justice
34 Bronx School of Law, Government and Justice
35 Bronx School of Law, Justice
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BROOKLYN
46 The Urban Assembly School for Law and Justice
47 Science Skills Center for Science, Technology and the Arts
48 Brooklyn School for Global Studies
49 South Brooklyn Community High School
50 Benjamin Banneker Academy
51 21st Century Academy for Community Health and Justice
52 Brooklyn Community High School
53 Bushwick Community High School
54 ERASMUS HALL CAMPUS High School for Service & Learning
55 New Visions Flatbush Mini-School
56 Bridges to Brooklyn/Brooklyn College Academy
57 HARRY VAN ARSDALE VOCATIONAL CAMPUS
58 Williamsburg High School for Architecture and Design
59 El Puente Academy for Peace and Justice
60 All City Leadership Academy
61 Brooklyn High School for Social Justice
62 Bronx High School for Social Justice
63 Brooklyn High School for Social Justice
64 New York Harbor School
65 Cypress Hills Community School
66 NESTLE
67 Brooklyn High School for Social Justice
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QUEENS
66 Renaissance Charter School
67 Middle College High School at LaGuardia Community College
68 Community Center School
69 Robert F. Wagner Jr. Secondary School for Arts and Technology
70 Robert F. Kennedy Community High School
71 Channel View School for Research
New Visions for Public Schools, founded in 1989, is the largest education reform organization dedicated to improving the quality of education children receive in New York City’s public schools. Working with the public and private sectors, New Visions develops programs and policies to energize teaching and learning and to raise the level of student achievement. Our goal is to ensure that all students have access to effective schools that enable them to realize their full potential and become productive citizens.