In 2002, many schools were failing students across the city.

On the Kennedy High School campus, only 39% made it to graduation.
Today, success is the new standard at Kennedy. New Visions established four small schools within Kennedy High School.

In 2008, 80% of those students graduated. 84% of graduates were accepted to college.
Dear Friend,

For two decades, New Visions for Public Schools has led education reform efforts in New York City, creating new schools and developing fresh approaches to help students succeed. We have not only worked to understand the needs of individual students but also piloted efforts to apply these lessons to improve entire classrooms and schools.

When our school system was mired in failure, with graduation rates of only 30 percent in some neighborhoods, we took on the challenge of creating schools that proved that urban public high schools could be models of excellence. We created 90 schools and developed the process that has enabled the Department of Education to create hundreds more. More important, our schools proved that success was possible by substantially exceeding the city’s graduation rate and narrowing the achievement gap that had plagued New York for generations.

Last year, in a reorganization by the Department of Education, New Visions took on a new role in the system: assuming responsibility for 75 schools and more than 34,000 students. We also took on an even more daunting challenge: ensuring that our students graduate high school with the knowledge and skills to succeed in college and compete in our global economy. We are committed to graduating at least 80 percent of our students prepared for college and career by 2013.

We have proven that we can effect profound change among students, teachers, leaders and schools. This report details the strategies that have driven excellence against the odds. Our task now is to take what we know works for individual schools and apply it to our network and beyond.

Richard Beattie  
Chairman  

Robert Hughes  
President
Reaffirming Priorities

THE TASK OF preparing high school students for the rigors of college and career is even more daunting when students have limited or no knowledge of English.

Diego De La Cruz was one such student when he entered Manhattan Bridges High School four years ago, fresh from the Dominican Republic. Today, the 17-year-old is fluent in English and on track for college, thanks to a school culture that stresses constant teacher feedback and personalized instruction based on student data.

Diego’s story is not unique to Manhattan Bridges, a school for new immigrants that reinforces student learning through frequent teacher-student exchanges.

Diego’s teacher, Adolfo Calovini, tracks his students’ progress and shares the results with them every three weeks. For Diego, that contact has been invaluable: “Every time you talk with a teacher, he gives you something new to work with.”

New Visions provides the data tools that help teachers focus on what the students are learning, not just what they are taught.

And the proof is in the results.

In the city’s annual report cards for school performance, Manhattan Bridges is recognized as one of the city’s best high schools, with a graduation rate of 82.8%. Nearly half of these graduates earn a Regents or Advanced Regents Diploma. The principal, Mirza Sanchez-Medina, says: “There’s a misperception that standards are lower for English-language learners. Not here.”

One New Visions data tool, a clear “on-track metric,” shows student progress and helps teachers focus...
on the needs of each child, be it classes that must be taken or Regents that must be passed.

The focus on individual student learning is reflected in the personalized attention placed on each student’s development. It shows in the regular feedback and tutoring that Calovini provides to students like Diego, who is college-ready and on track for an Advanced Regents Diploma. Calovini isn’t surprised, given the work Diego has put in. “I know my students,” he says. “Even more important, they know I know them.”

**MANHATTAN BRIDGES: ELL GRADUATION RATE**

Of Manhattan Bridges’ graduates in 2008, 8 out of 10 students were designated as English-language learners. Their graduation rate exceeded the citywide average for ELL students by 59%.
The challenge of preparing students for a global economy means taking a fresh look at how our schools are organized and led. In each of our schools, New Visions is building a corps of leaders that extends beyond the principal, so that teachers and other staff share accountability for student performance.

At New Dorp High School in Staten Island, teachers believe they are responsible for more than just their individual classrooms. They lead school-wide improvement efforts that start small and gradually expand to include the entire school. The notion of “going small” to achieve big results is the key to the Scaffolded Apprenticeship Model, or SAM, the school improvement process developed by New Visions and Baruch College. Through SAM, teams of teachers start small by focusing on groups of struggling students and uncovering hidden patterns or gaps in learning. As they craft strategies that lead to student improvement, they engage their colleagues in efforts to improve practices throughout the school.

The SAM approach at New Dorp has resulted in a school environment where many are empowered to break down barriers to success. “The culture of the school has changed—we are all focused on finding learning gaps and working together toward improvement,” says Deirdre DeAngelis, the principal.

One SAM team found that many freshmen had trouble with homophones, something usually taught long before high school. The team’s first step was simple: They made sure students knew how to use “there,” “their” and “they’re.” This led to further writing instruction across the whole school, as teachers realized that nothing could be taken for granted.
New Dorp’s teachers lead work that has resulted in increases in Regents passing rates and the number of students on track for graduation. The ninth-grade students once confused by “there” and “their” have now mastered homophones and are improving across the board in writing assessments.

The success of SAM at New Dorp and other New Visions schools has not gone unnoticed: The Department of Education has adapted SAM in the form of inquiry teams and mandated them for all 1,400 schools throughout the city.

NEW DORP: STUDENT-FOCUSED LEADERSHIP TRAINING

New Dorp High School develops teacher-leaders who work together to identify and dismantle learning barriers through SAM inquiry teams.

In 2007 to 2008, 86 of 128 teachers directly participated in this work.
EXPERTS ESTIMATE THAT
140,000 New York City students are falling through the cracks of the school system. They struggle in traditional schools and often face difficult challenges ranging from homelessness to job responsibilities to skill deficits. Called “over-age, under-credit,” they are usually considered too old and too far behind to catch up.

But not by everyone.

In 2001, New Visions collaborated with Good Shepherd Services to help create a “transfer school,” a small school designed to reengage disconnected students and help them graduate with a high school diploma. New Visions and Good Shepherd Services have since adapted and replicated this model. Today, New Visions supports 12 transfer schools serving more than 2,000 students.

Transfer schools serve students who usually enroll with fewer than half the credits they should have earned. With an accelerated schedule of trimesters, teams of counselors and frequent benchmarks, transfer schools get students back on track to graduation.

At Brooklyn Bridge Academy, a transfer school in the former South Shore High School, attendance is up, and students are no longer being left behind.

“It’s not about just showing up every day, it’s also being engaged in the work,” says Adele Fabrikant, the school’s founding principal.

Before Brooklyn Bridge Academy, Fatima Hampton, 20, made little progress at her previous high school. But staring at a future with no diploma, Fatima thought the school represented a new chance.
It wasn’t easy. The school followed her progress closely, tailoring an individual plan to help her earn the credits she needed to graduate.

Fatima’s counselor worked closely with her to make sure the plan was followed. Assessments and progress reports came every two weeks, 17 total in the first year.

Now Fatima is planning to graduate in 2010 and attend college upstate. She wants to be a lawyer. Fatima admits this was far-fetched a couple of years ago but not anymore. “I did a whole turnaround.”
HISTORY DRAWS A troubling path for black and Latino boys in cities across the country.

High school graduation rates are well below 50%. Competence in reading, writing and problem-solving is even lower.

Most of the students at the four-year-old Bronx Engineering and Technology Academy (BETA) fit that profile—low income, black or Latino, and three-quarters are male.

But BETA’s first graduating class proved that by reconsidering what is possible, students can achieve far beyond the expectations.

BETA was one of the small schools created by New Visions on the campus of the failing Kennedy High School. Its continued collaboration with New Visions demonstrates the power of high expectations and strong leadership in reaching goals.

Seventy-eight percent of BETA’s class of 2008 entered below proficiency in reading, and 54% were behind grade level in math. New York City data show that students who enter so far behind have less than a 50% chance of graduating.

Yet, on that June day last summer, a startling 90% graduated from BETA. Even better, 88% earned a Regents or Advanced Regents diploma.

BETA is determined to prove that minority boys can succeed in a rigorous academic environment.

The principal, Rashid Davis, sets the bar high: “It’s about follow-through, every single day,” he says. “We can’t afford to slack off even one day.” This means a longer school day, three hours of homework afterward and an infusion of Advanced Placement classes.
In 2008, Bronx Engineering and Technology Academy demonstrated graduation rates that far exceeded the citywide average.

It also means staff working even closer with students. In addition to rigorous classes, each teacher guides two seniors through the college application process. New Visions helps develop BETA’s strategic plan and works with the school to enlist parents in supporting their children’s success at home.

Six months after graduation, the rewards were returned when more than half of the class of 2008 came back to the school from colleges throughout the United States to say hi... and thanks.

**BETA: GRADUATION RATE AND DIPLOMA TYPE**

<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>BETA</th>
<th>Citywide (2007)</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Diploma</td>
<td>2%</td>
<td>15%</td>
</tr>
<tr>
<td>State Regents Diploma</td>
<td>77%</td>
<td>21%</td>
</tr>
<tr>
<td>Advanced State Regents Diploma</td>
<td>11%</td>
<td>16%</td>
</tr>
</tbody>
</table>

90% 52%

*In 2008, Bronx Engineering and Technology Academy demonstrated graduation rates that far exceeded the citywide average.*
Revolutionizing the System

With 75 schools serving more than 34,000 students, New Visions for Public Schools supports a network equal in size to some of our nation’s largest school districts. We reach students from all grades and skill levels, from every borough of New York City.

Drawing from our rich history of innovation and success, we have an unprecedented opportunity to improve outcomes for more students than ever and to disseminate strategies that have the power to transform schools across the city.

With your support, we will realize our goal of graduating students who are ready for career and college. Help us demonstrate that success can be the standard within an urban school system.
75 Schools
34,600 Students

70% QUALIFY FOR FREE OR REDUCED-PRICE LUNCH
(Compared with 51% Citywide)
- Free Lunch
- Reduced-Price
- Full-Price
- No Data

80% ARE HISPANIC OR AFRICAN-AMERICAN
(Compared with 68% Citywide)
- Asian
- African-American
- Hispanic
- No Data
- White
NEW VISIONS SCHOOLS

BRONX
1. Academy for Language and Technology
2. Banana Kelly High School
3. Bronx Academy of Health Careers
4. Bronx Center for Science and Mathematics
5. Bronx Community High School
6. Bronx Engineering and Technology Academy
7. Bronx Haven High School
8. Bronx High School for Law and Community Service
9. Bronx Latin
10. Bronx Leadership Academy High School II
11. Bronx School of Law and Finance
12. Bronx Theatre High School
13. Celia Cruz Bronx High School of Music
14. Christopher Columbus High School
15. Collegiate Institute for Math and Science
16. Eagle Academy for Young Men
17. Global Enterprise Academy
18. High School for Contemporary Arts
19. Jill Chailfetz Transfer High School
20. Knowledge and Power Preparatory Academy
21. Leadership Institute
22. Marble Hill High School for International Studies
23. New Explorers High School
24. School for Community Research and Learning
25. Theatre Arts Production Company School
26. West Bronx Academy for the Future
27. Women’s Academy for Excellence

BROOKLYN
28. Academy for Environmental Leadership
29. Academy of Hospitality and Tourism
30. Academy of Innovative Technology
31. Agnes Y. Humphrey School for Leadership
32. Brooklyn Academy of Science and the Environment
33. Brooklyn Bridge Academy
34. Brooklyn Democracy Academy
35. Brooklyn High School for Leadership and Community Service
36. Brooklyn School for Music and Theatre
37. Bushwick Community High School
38. Cypress Hills Community School - PS 89
39. FDNY High School for Fire and Life Safety
40. High School for Global Citizenship
41. High School for Innovation in Advertising and Media
42. High School for Youth and Community Development
43. High School of Telecommunication Arts and Technology
44. International Arts Business School
45. Khalil Gibran International Academy
46. Lyons Community School
47. Olympus Academy
48. South Brooklyn Community High School
49. West Brooklyn Community High School
50. Williamsburg High School for Architecture and Design
51. World Academy for Total Community Health High School
52. Young Women’s Leadership School, Brooklyn

MANHATTAN
53. 21st Century Academy for Community Leadership
54. Academy for Environmental Science Secondary High School
55. Amistad Dual Language School - PS/IS 311
56. Community Health Academy of the Heights
57. Frederick Douglass Academy II Secondary School
58. High School for Arts, Imagination and Inquiry
59. Manhattan Bridges High School
60. Millennium High School
61. Shuang Wen School - PS/MS 184
62. Thurgood Marshall Academy for Learning and Social Change
63. Thurgood Marshall Academy Lower School
64. Young Women’s Leadership School, Harlem

QUEENS
65. Academy for Careers in Television and Film
66. Civic Leadership Academy
67. East-West School of International Studies
68. Hillcrest High School
69. North Queens Community High School
70. Queens High School for Information, Research and Technology
71. Voyages Preparatory
72. Young Women’s Leadership School, Astoria
73. Young Women’s Leadership School, Queens

STATEN ISLAND
74. New Dorp High School
75. Port Richmond High School
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Year ended June 30, 2008* (Selected Audited Information)

TOTAL REVENUE
Government 4,308,234
Corporations 1,304,806
Foundations 20,035,872
Individuals 2,516,815
Investment Return (599,910)
Other 99,693
Total $ 27,665,510

TOTAL EXPENSES
Program Services 18,276,264
School Support 7,752,387
Teaching and Learning 3,670,912
Leadership Development 6,852,965
Subtotal $ 18,276,264

Supporting Services 2,107,500
Management and General 1,271,466
Fundraising 836,034
Subtotal $ 2,107,500

Total Expenses $ 20,383,764

STATEMENT OF ACTIVITIES
Year ended June 30, 2008

TOTAL EXPENSES
School Support 7,752,387
Teaching and Learning 3,670,912
Leadership Development 6,852,965
Management and General 1,271,466
Fundraising 836,034
Total Expenses $ 20,383,764

* Program Services: 89.66%
† Program Services: 38.03%

† 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.
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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.