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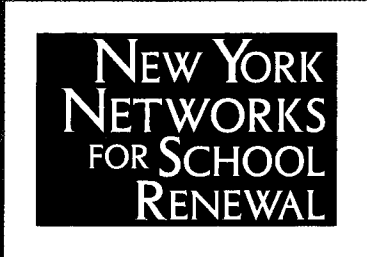
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ABSTRACT

In 1994, four New York City school reform organizations joined to form the New York Networks for School Renewal (NYNSR) and received the first Annenberg Challenge urban grant. NYNSR goals are to expand the number of small, excellent public schools in New York City neighborhoods, particularly those with few educational options; encourage the spread of practices that help students succeed; build supportive small school networks; and advocate for increased school autonomy. Whether as new schools or as large schools redesigned into small units, small scale has been the key. NYNSR schools average 300 students. Many schools utilize service learning and internships, and all have partnerships with local organizations and universities to connect students to the responsibilities of citizenship and work. Because of their own distinct approaches, NYNSR schools are often compared to charter schools. Examples are given of NYNSR schools focusing on global studies, the arts, inclusive programs, limited English speaking immigrants, environmental action, and family needs. Starting with 80 small schools as models, NYNSR now includes 140 small public schools serving more than 50,000 city students. These schools include more African-American, Latino, and poor students than other public schools. Attendance is up, parent satisfaction is high, graduation rates exceed city averages, and the dropout rate is less than one-half that of large schools. Contains a map showing school locations; addresses, phone, and fax numbers of NYNSR schools; a list of NYNSR school networks; brief descriptions of sponsoring partners; consultative council members; a fact sheet; photographs; and a list of other NYNSR publications. (TD)

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New York City's Small Public Schools: Opportunities for Achievement



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NYNSR's GOALS

1. Increase the number of small, excellent schools in New York City neighborhoods, particularly those with too few educational options.
2. Encourage, support and spread throughout the system instructional practices that help students succeed.
3. Build supportive school networks linking small schools and their educators.
4. Advocate for the school system to support small schools and the instructional effectiveness they foster by increasing school autonomy.

THE ANNENBERG CHALLENGE

In 1993, former Ambassador Walter F. Annenberg committed \$500 million to revitalize the nation's public schools. Matched by other private and public investments, the Annenberg Challenge represents the largest monetary gift to public education in U.S. history. Challenge funds support 18 reform efforts in more than 30 states, serving nearly 1.5 million students in more than 2,300 participating schools, including a number of charter schools.

“It empowers a community to know they are making decisions for the education of the children. They don’t feel powerless anymore.” Susan Rappaport, Director, Manhattan School for Children

Small Public Schools and Student Success

Excellent small public schools are changing the way our children are learning.

L leading the effort to bring high quality schools to communities across the city is New York Network for School Renewal (NYNSR). NYNSR’s successes are seen in more and more communities throughout the city and are helping to propel the revitalization of public education.

Starting with 80 small schools as models, NYNSR designed and developed 60 additional new schools and programs in just three years. NYNSR now includes 140 small public schools serving more than 50,000 city students. These schools include more African-American, Latino, and poor students than other public schools. At NYNSR schools, which average 300 students, attendance is up and parent satisfaction is high.

Graduation rates in NYNSR’s small academic high schools far exceed city averages, and the dropout rate is less than one-half that of large schools. A New York University study has shown these factors also mean they cost less per graduate than larger high schools. In these small schools teachers, parents and children get to know each other. Youngsters know they’re key members of the school community; they feel safe and ready to learn.

NYNSR schools offer parents and children the power of choice, opening educational options for families from Far Rockaway to the South Bronx, from Chinatown to Washington Heights. They present creative and flexible programs. Many NYNSR schools are designed around themes such as global studies, performing and visual arts, and the natural world. Many schools bring community service and learning together. All have partnerships with local organizations, universities, and cultural organizations to connect students to the responsibilities of citizenship and work. Regardless of individual approach, all these schools aim to meet or exceed rising city and state standards.

The NYNSR project is part of the national \$500 million Annenberg Challenge to revitalize public education across the United States. In December 1994, four experienced New York City school reform organizations came together to form NYNSR and received the first Annenberg Challenge urban grant of \$25 million. The sponsors -- ACORN (the Association of Community Organizations for Reform Now), the Center for Collaborative Education (CCE), the Center for Educational Innovation (CEI), and New Visions for Public Schools (New Visions) -- created a potent collaboration. They shared a mission to expand the number of small, excellent public schools that raise standards and meet the educational needs of New York’s diverse communities. While there are many fine schools in New York City, NYNSR has shown that small personal learning environments serve many city students best.

Numerous private contributors, including foundations and corporations, responded to the goals of this public-private effort and matched the Annenberg Challenge grant. NYNSR’s important public partners are the City of New York, the New York City Board of Education, the Schools Chancellor, and the United Federation of Teachers.

As small excellent schools have taken root, the demand for more grows. The Board of Education now has an Office of New School Development to plan and create additional small innovative schools using a process based on NYNSR’s creation of small learning communities. In bringing together partners outside and inside the school system, and in their own distinct approaches, NYNSR schools are often called “charter-like”; they represent the diversity and excellence in teaching and learning New York State’s charter legislation aims to encourage. In fact, five NYNSR schools were the first invited by Chancellor Rudy Crew to explore conversion to charter status, citing their “proven instructional and managerial track record and a history of entrepreneurial success.”

NYNSR'S SCHOOLS

Students Succeed in Small Personal Schools



he small schools affiliated with NYNSR offer diverse choices within the public school system. While each school has an individual approach to teaching and learning, NYNSR schools share a commitment to excellence and parent and community involvement. Small scale is key to making these possible. To achieve a more personal learning environment, NYNSR schools have been planned as small places from the start, either as brand new schools or by redesigning a large school into small units. These schools demonstrate that many routes lead to excellence. A small high school in Manhattan's Chelsea community and a "restructured" middle school in Bensonhurst, Brooklyn, illustrate how small schools get results.

Humanities Preparatory Academy in Chelsea, an academically challenging high school of some 175 students, calls itself the "personalized solution" to education, and it is. This small school realizes big ambitions. Standards and expectations are high. Yet, its intimate size ensures that no one falls through the cracks.

Scale and its impact on student learning also drove the founders of the Christa McAuliffe Educational Complex in Bensonhurst to transform a large brick intermediate school of 1000 students into three smaller semi-independent academies with 350 students each within the same building. Because the academies are small and personal, teachers find the best ways to reach each and every child. The teachers bring together various sub-


ject areas in classes, such as showing students how learning history can be used to study cultures, art, literature or advances in technology. As one faculty member says, "The teachers have an impact on the planning of the academy."

The manageable scale at Humanities Prep allows flexible and individual solutions to student needs. For example, a student who lives and breathes dance is able to fulfill gym requirements by training with the Joffrey Ballet every afternoon. Others get a taste of life on a college campus by auditing classes at Hofstra University. The school relies on an advisory system to help students through academic and personal challenges. Two college counselors help juniors and seniors reach their college goals. The record speaks for itself: 92 percent of the 1998 graduating class were admitted to college, most to four-year institutions. To gauge how students are mastering their school work, Prep emphasizes in-depth student projects and portfolios. Moreover, in reading, writing and math scores on standardized tests, Prep students consistently exceed citywide averages.

The school reaches out to formerly truant students, to academically motivated youngsters and to many in between. One teenager who arrived at Prep as a struggling special education student emerged in senior year as the head of the class and is now attending college. The school's small classes – averaging no more than 20 – and individualized attention keep all its students engaged. Small size and scheduling flexibility enables the give and take that characterizes the school.

An enhanced role for teachers is a small-school trademark. Teachers and leadership go hand-in-glove at Humanities Prep. As the principal explains, "People really want to work here. They make the program happen." They may lead seminars or after school and Saturday workshops. They help place students in meaningful internships, guide them through independent research projects, offer courses in Shakespeare, urban studies and more.

Between the spring of 1996 and the spring of 1997, the proportion of students attending NYNSR's "founding" schools who read at or above national norms for grades 3-8 rose 3 percent.



The dropout rate in NYNSR's academic high schools is 4.8 percent – less than half the 11.87 percent dropout rate for large high schools.

A Prep student summed up the meaning of the school's approach best. "Despite our many differences, Prep students share one quality that joins us all together. That is our commitment to each other, to our education, to our school, and to ourselves. It is this quality that makes Prep so unique and special."

Christa McAuliffe's designers divided the school into smaller units to accomplish similar aims. Its three academies – Global Communication, Scientific Research, and Arts and Humanities — welcome students of all achievement levels. Whenever possible, the school assigns students to the academy they prefer. These separate, theme-based academies engage a child's expressed interests.

Reflecting the constant influx of new settlers to New York, this Brooklyn school welcomes students from around the world, whose cultures and families enrich the learning community. There's a large number of Asian students from China, Korea and Vietnam. Many students' families originally came from the Caribbean and Latin America, and still others are recently arrived from the Middle East, Pakistan, India, Israel, Russia and Poland.

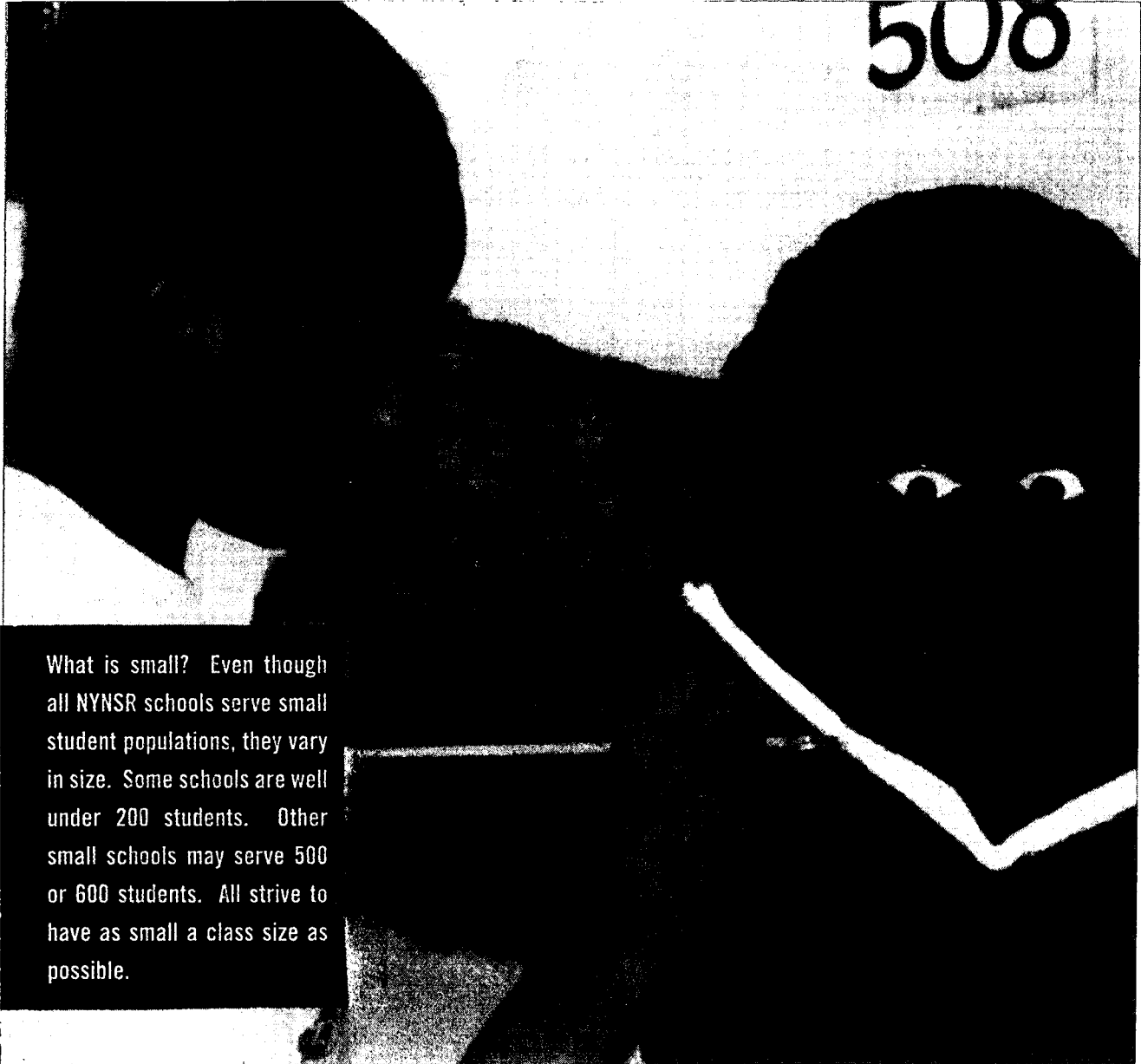
The school links the study of world cultures with the technologies that children will need to succeed in the next century. The senior theme, "World Peace Through Understanding," highlights global awareness, the rule of law and the role of international organizations like the United Nations. The school also brings learning to the community level, through its volun-

teer program, linking students to a nearby senior citizens center and to other organizations that help people in need. The mural-covered hallways and focused classroom discussions clearly indicate that the McAuliffe community is deeply involved in teaching and learning.

"A small school like Humanities Prep is able to reward initiative. We can foster achievement by being able to personally respond to our students."

Vincent Brevetii, Principal, Humanities Prep

A teacher/facilitator leads each McAuliffe academy. Each academy's entire staff collaborates to realize the thematic vision and make decisions. The structure allows creativity and encourages innovation and accountability. Teachers feel free to take initiative because they can get results. The academies offer parents and children interesting choices for the important middle school learning years. Attendance is high, violence nonexistent, and achievement – as measured in reading and math tests – continues to climb. But there's another measure and it's key to learning and long-term success: "Kids walk in with smiles on their faces; they want to be here," says the principal, smiling.



What is small? Even though all NYNSR schools serve small student populations, they vary in size. Some schools are well under 200 students. Other small schools may serve 500 or 600 students. All strive to have as small a class size as possible.

NYNSR'S SCHOOLS

Instruction Designed for the School's Unique Community

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NYNSR educators transform new instructional ideas into schools that practice them. Educators jump at the opportunity to design and deliver schools that are tailored to fit particular student needs and shaped by community input. There's a unique elementary "inclusion" school in Brooklyn where special needs children are fully integrated into the regular classroom.

In Manhattan, a high school opens the doors of opportunity for New York's newly arrived foreign-born students. The Children's School and Manhattan International High School, like most NYNSR

schools, have created a school program that aims to fulfill the learning needs of its own unique community.

The Children's School located in Brooklyn's Park Slope welcomes general and special education students, from PreK to the fifth grade, into the same classrooms where they take advantage of the same enriched curriculum. Begun in 1992, the school's creative approaches and experienced teachers attract families who embrace the "inclusion" concept. They are committed to the idea that diversity improves the lives of their children and participate in the school's daily life to make it a reality.

At the Children's School, small classes taught by two teachers and one assistant enhance the theme-based curriculum. A class of 22 includes up to six special needs children. High expectations within each class encourage children to strive, to reach the height of their abilities. Within a mixed classroom, with special services such as physical or speech therapy available as needed, a quiet child with a serious speech problem develops into a confident student. The third-grade science

“Because a lot is expected of the children, the more you push, the more you get.”

Lorraine Boyhan, Principal, The Children's School

class, full of opportunities to explore and draw conclusions, stimulates the curiosity of an extremely able 10 year old. Her mother comments that including children with special needs “didn't deter” her child's learning and, “made her more sensitive to children with special needs.”

The challenge of creating a school that benefits a distinct community of learners is also successfully realized by the Manhattan International High School, one of a NYNSR network of three high schools that serve only immigrant teenagers. Established in 1993, Manhattan International High School teaches 300 students from more than 60 different countries and speaking more than 40 different languages, who have been in the United States less than four years. Learners from Haiti, Vietnam, Poland, Argentina, China, Nigeria and many more nations, mingle in the hallways, working together in school and afterwards. The school's mission is to help prepare these newcomers to be competent in English and to become acclimated to their new culture while learning humanities, mathematics and science. Manhattan International carefully crafts its program to accomplish this task.

First, all the classes are taught in thematically-based clusters such as Civilization, or Systems and Structures that bring information together with written and spoken expression. No separation exists between

learning the language and learning subject matter. Groups of three to six teachers in cluster teams work with the same group of 75 students for the entire year. Each teacher specializes in a subject area such as humanities or science, and also is fully qualified to instruct students who are just learning English.

Second, a well-developed internship program with hospitals, architects, designers and organizations throughout the city increases language skills rapidly and helps students forge career opportunities. Students must successfully complete their internships to graduate.

These approaches work: school attendance is well over 90 percent and more than 90 percent of the graduates go on to higher education. Manhattan International fits its community's needs and opens opportunities.

“Bigger is not better...The educational world has come to understand that now, smaller is better.”

NYC Board of Education President William C. Thompson, Jr.

Like other NYNSR schools, both The Children's Schools and Manhattan International High School reach out to parents. Manhattan International holds orientation meetings and workshops on health and immigration law for parents. Parents at the Children's School's volunteer in the classroom, the library and in the office. The school's parents association especially looks out for families in need within its school community. They support learning in the classroom and social activities to bring the actuality of “inclusion” home.

NYNSR has made many small schools and programs by dividing large schools to better serve students. Eleven NYNSR high schools were created by closing down two large failing high schools. In addition, the project has enabled some sixteen large NYNSR schools to redesign – or “restructure” – themselves into about 50 small programs and academies that work together in the same building.



NYNSR'S SCHOOLS

Decisions By the School, For the School

Shared decision making is a key to the strengths and effectiveness of NYNSR schools. No two schools run quite the same way, but all recognize the advantage of building partnerships to make decisions. Whether the issue involves curriculum, discipline, standards, building space, a sports program, personnel or professional training, decision making is shared with constituencies. NYNSR schools provide many models for schools throughout the system that are fashioning or refining their leadership teams as required by the state and the Chancellor. A look at The Earth School, an elementary school in Manhattan, and The Renaissance School, an unusual Queens school that serves children from kindergarten through grade 12, illustrate collegial decision-making.

Three principles guide both The Earth School's studies and its operation from top to bottom:

*Everything must go somewhere;
There is unity in diversity;
All in nature is interdependent.*

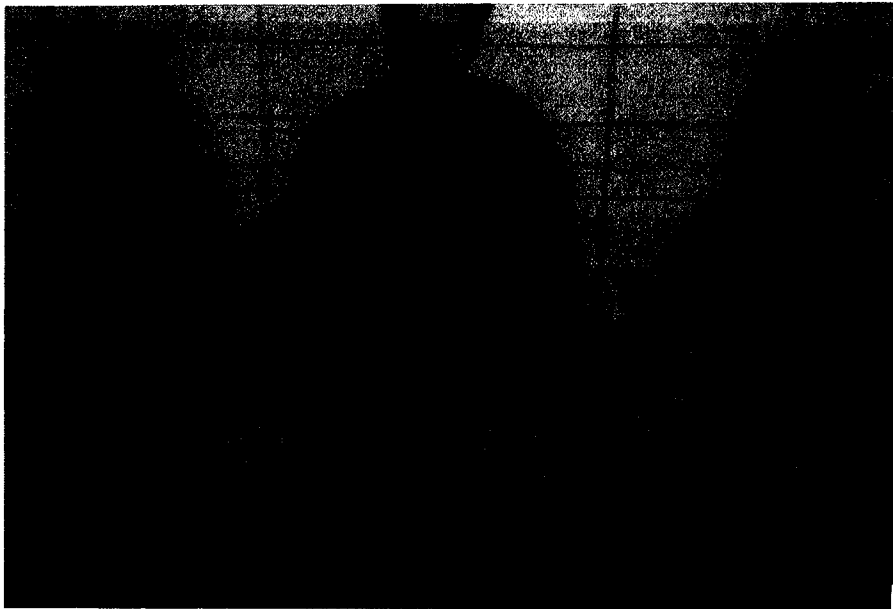
An ecological institute for elementary students, the school's curriculum promotes environmental awareness through studies of the natural world and the local environment. In 1992, The Earth School emerged from a collaborative vision of four teachers, and its realization remains collaborative.

The Earth School's Lower East Side community thoroughly shares responsibility and the decision-making process.

Today, parents sit at the table as equals making school decisions about health and safety or negotiating for more space. They also serve on personnel committees that interview or hire new staff, and work with building staff overseeing construction and repair projects. They deal with the budget and how the school allocates precious resources. In the words of one parent participant, "I love to be a parent in a school where parents and teachers make decisions together, because the decisions are better!"

Teachers joining The Earth School create and sustain the school's philosophy and practices. They devise lessons inspired by the natural world that engage children and stimulate learning language and literacy skills. The classes incorporate science, math and technology. Calculating, mapping, geography and history are tightly woven into the children's studies. The youngest students explore the neighborhood, make and share their discoveries in songs, pictures and words. Older children tackle increasingly complex topics such as the history of the New York region from 1600 to the present, drawing on New York City's museums to experience the past.

Throughout the school, students explore the four R's: Reduce, Reuse, Recycle and Rethink. The Earth School breathes life



into the idea of creating a sustainable environment. As the children make decisions about the materials they use and how they dispose of them, they embody the school's management and theme. Children share recycling work and collaborate on ideas for reducing and reusing at school and at home. The school song, written by the children, clearly expresses the overall philosophy:

*We all live on the same great earth
It is our place to grow
We need to treat it with respect
Or we'll have no place to go.*

The Renaissance School in Jackson Heights, Queens, also integrates teachers, parents and, at the older grades, students into its decision-making committees and groups. While this kind of collaboration requires constant work, the principal insists that it is "very important to hear many voices

five to ten teachers. Teachers for each cluster meet up to two hours a week to discuss and plan, solve problems and decide questions about scheduling, curriculum and ordering materials. Parents are welcome to attend one of these meetings a month. A Collaborative School Governance group, which includes one teacher and one parent from each cluster, two high school students, the principal and a representative from all other staff groups, meets monthly to look at the big picture. The third level of governance is the Coordinating Council that meets once a week and deals with school-

Satisfied Parents: A NYSED research survey of parents reported that more than 70 percent were "entirely" or "very satisfied" with the quality of teaching and what their children are learning. Parents noted that the "MSB schools treated their children as individuals, encouraged students to work hard, increased individual responsibility and encouraged parents to be involved."

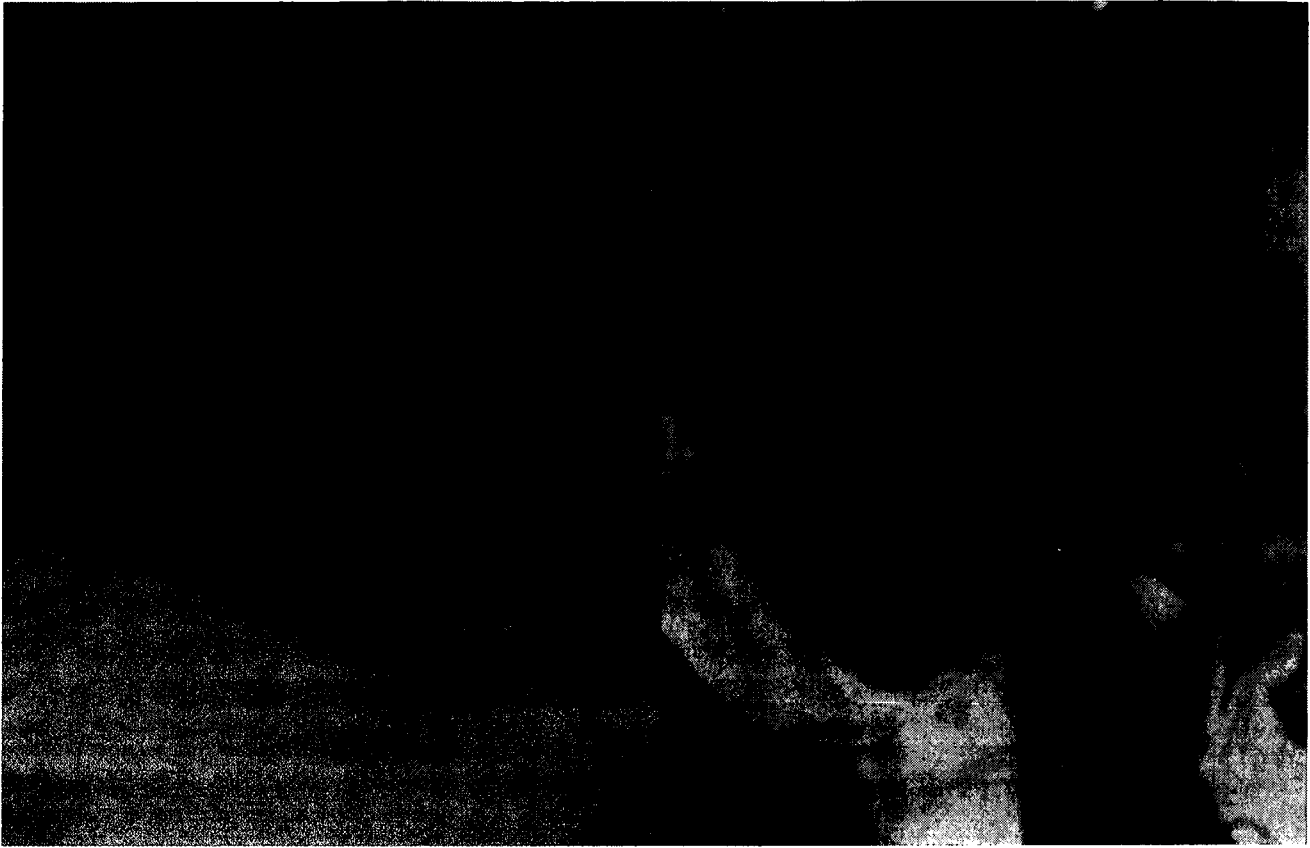
"What makes The Earth School unique is the incredible level of parent involvement beyond the ordinary roles." — Parent, The Earth School

and to empower different people at different levels at the school. We have learned that 'in context' development works better than the outside expert model." It is the only K-12 public school in New York City and is explicitly designed to foster the next generation of academic and civic leaders through long-term association with the school's high standards and values of citizenship. Current enrollment is 450.

The Renaissance School handles decision making through three different levels. Classes are organized into two clusters of

wide problems such as space and other day-to-day concerns.

At Renaissance there is a strong correlation between participation and achievement: more dialogue is built into decisions, the solutions that emerge are better and people feel the satisfaction of participating. According to one high school student, "My family gradually learned the workings of the school and how to support my studies. I learned the underlying message that school is important and what we do here counts."



NYNSR'S SCHOOLS

Strong Partnerships Build Strong Schools

Strong and able partners lend expert support to many NYNSR schools and share the schools' commitment to excellence and student achievement. In designing some new schools, parents have joined as active partners; in others, businesses and non-profit groups have lent a hand. Aware that today's students are New York's leaders for the next century, NYNSR's many partners provide opportunities, program resources and share values for building the future. ACORN Community High School in Crown Heights, Brooklyn, and the Jonas Bronck Clearpool Family School in the Mott Haven area of the Bronx show two partnerships in action.

A few years ago, ACORN Community High School was just a dream shared by some determined parents, who were members of the Association of Community Organizations for Reform Now, abbreviated ACORN. Together they made their dream a reality in 1996. The school offers rigorous academic programs and sets high standards to help its students succeed in further education or in careers, using a

rallying cry of "inspiring excellence without exception." In tandem with this academic focus, the members have set social change/justice and community organizing themes for the school. Teachers work to interweave these themes into the class discussions and readings. These themes are further brought to life through ACORN students' and members' campaigns to improve community services — education, recreation, housing, health, crime prevention, etc.

At ACORN high school, an organizer from the ACORN organization works with teachers, students and parents to carry out

"Everyone takes pride in the school and the teachers make it exciting because they all want to be here. Everything about it is special." Julia Earth, parent, ACORN Community

High School in Crown Heights

“Here the teachers care more about you. They explain things to you.” Juan Oiaz, student, ACORN Community High

School in Crown Heights

these issue campaigns that affect the school and the community. One focus is an environmental action campaign involving community residents, students and teachers. Students conduct a neighborhood survey, researching pollution sources such as dry cleaners or refuse dumped in abandoned lots. They examine who has responsibility for addressing these problems and organize to take appropriate actions. The principal says, “ACORN knows how to approach things and helps you get results.”

The ACORN partnership galvanizes parent and community support for student achievement and for school programs. Together, the school and the organization, are pushing for the creation of a recre-

Most of NYNSR's 3,500 teachers actively sought to be in their schools. NYNSR schools also attract significant numbers of new and young educators, eager to be part of creative, committed and energetic school communities. Some of NYNSR's new teachers receive special professional support and mentoring through the New Educators Support Team, a collaborative project of NYNSR, the Board of Education and the UFT, made possible by Time Warner, Inc.

ational center where the high school teams can play and where neighborhood residents and their children can shoot hoops too. The organization is also a key supporter of the academic program, the performing and visual arts program and the technology initiative that offers multimedia career exploration.

The school's unswerving focus on excellence demands that students aim high and work hard. The school and community organizing support that ACORN brings, integrates students into the community and the community into the life and achievement of the school. Such a partnership can only succeed.

Jonas Bronck Clearpool Family School, for grades PreK-6, represents a merger of values. The Bronx school, together with Clearpool/SEO (Sponsors for Economic Opportunity), a nonprofit organization, and the Vocational Foundation, Inc., is reversing a record of low achievement to a record of rising achievement for its nearly

600 children. Jonas Bronck's families needed more than just “a little help from their friends,” and by partnering with a nonprofit organization specializing in helping children, adolescents and parents, they found just the help they needed.

The “Family” in the long name Jonas Bronck Clearpool Family School is key to the approach for student success. In 1994, Clearpool's collaboration helped create a year-round two-campus school that addresses family needs and promotes family achievement as the basic support for young children. The after-school program that runs until 6 PM provides recreation and more learning to meet the children's academic needs. Parent counseling and an on-site vocational program for parents and family members is helping people gain the skills they need to work. “The program lifts them up. They feel more confident, they have goals,” says the on-site Clearpool social worker.

This partnership offers the school a second campus in Carmel, NY, where children and teachers go to extend their knowledge, work on science, art and literature through the opportunities jointly created by the school's staff and Clearpool's educational program. Throughout the year the school's classes prepare for these educational excursions: Clearpool staff come to the school before each trip and follow up the lessons with a return trip. Each summer, the children can spend up to two weeks at the Carmel location, reading, writing, hiking, observing, thinking and raising their level of curiosity.

Though the school ends at sixth grade, the Clearpool partnership stays with the students through high school. Students commit to SEO's (Sponsors for Educational Opportunity) program that offers supplemental classes twice a week, college preparation workshops, campus trips and guidance through the college application process. The extra classes and attention teens receive through mentors and internships, cement their academic gains — fully.

Student Assessment is Linked to Student Achievement



Measuring how well children are learning their school lessons has never been an easy task. Some children take fact-based tests well, but have difficulty with essay-type tests. Others perform extremely well in class, create outstanding projects, but do less well when it comes to pencil and paper exams. NYNSR's small schools recognize the individuality of each child's learning style and the necessity to gauge student progress regularly and to gear instruction accordingly. Within the context of state and city standards, each school's faculty adopts the curriculum and assessment tools to help their students understand and master their work.

At the KIPP Academy middle school, the faculty measures student achievement primarily through regular testing, using essay and multiple choice tests. In addition, teachers collect student work throughout the year to look at results over a longer period of time and discuss these with students and parents. At Wings Academy high school, in addition to taking Regents Competency exams, seniors must complete seven final projects to graduate. A successful project incorporates research, writing, inquiry, visual aids and an oral presentation in a personal "portfolio." Students must present the project to a panel of teachers and field questions. Wings' principal explains that the portfolio allows young men and women to demonstrate what they know and what they are able to do with regard to subject content, critical thinking and applying their knowledge. "It is the most effective method to prepare adolescents for success in college and beyond," she said.

KIPP (Knowledge Is Power Program) Academy proclaims to its South Bronx middle schoolers that there are no shortcuts to learning. Its doors open at 7:25 AM and school is in session until 5:00 PM. And there's more: its 225 students attend four hours on Saturdays and for three weeks in the summer. Families willingly commit themselves and their children to be

involved in 67 percent more classroom time than the national average, and they make the commitment in writing. In addition, all KIPP students have a chance to learn to play a musical instrument.

KIPP's principal says, "Careful planning gets to high achievement. High quality lessons really engage the children, keep them on task and involved in learning." The school emphasizes basic skills along with literacy and the ability to analyze and think things through. Wings' structure guides students through increasingly complicated school work on its way to preparing them to attend college and succeed once there. Ambitious year-long courses ensure that classes read and analyze a wide variety of materials in the humanities, sciences, math and the arts. Course work is aligned with city and state standards.

Wings Academy, a Bronx high school of 380 students, aims high. The school originated from a redesign of a much larger, lower performing high school and serves the same students who would have attended the former school. It welcomes typical city students and exposes them to a challenging academic curriculum over four years. Its students are required to perform community service and to participate in a career internship. These carefully monitored outside activities build a sense of responsibility and develop skills. All students have small advisory classes that offer opportunities for students and teachers to get to know each other well and to ensure that each youngster receives close attention.

While each school favors one kind of assessment over another as right for their students, achievement and success are the school's bottom line. KIPP's concentration of fine-tuned curriculum, focus and a much-longer than average school day is

A NYNSR high school in Harlem, Central Park East Secondary School, scored the highest math and reading scores in its district, highest S:T scores in the City and sent 95 percent of its students to four-year colleges.



KIPP and its schools have worked together to build formal and informal school support networks that help to promote innovative and successful instruction and school management and to develop increased accountability.

turning below average students into high achieving ones. KIPP was the highest performing middle school in its district as measured by reading scores, math scores, improvement in test scores and attendance. Student attendance stands at 96 percent. Parent attendance at teacher-parent conferences and family nights often reaches an extraordinary 98 percent. In 1997, over 55 percent of the school read above the national average and 89 percent scored higher than the national average in math.

Wings' educational approach demonstrates a similar, hard-won success. In 1994, after

one year in the school, 50 percent of Wing's first class succeeded in passing Regents Competency Tests in spite of having entered the school significantly deficient in reading, writing and math skills. As seniors in 1998, more than 90 percent of this class had passed the exams. Students' attendance records were also poor prior to coming to Wings. The school's attendance figures show continuing improvement: from 80.5 percent in 1994, to 85.4 percent in 1998. But perhaps the most inspirational assessment comes from the outside. In a community where too few people aspire to go to college, Wings's students soar — 90 percent of its graduating class was accepted to either a two- or a four-year college.

Wings Academy's instructional success was recognized by Chancellor Rudy Crew who invited Wings to be among the first schools he converts to charter schools.

“Schools have a responsibility not only to educate, but also to develop a system of learning which will serve as a foundation for our democracy.” Joann Perez, Principal, Wings Academy

NYNSR School Locations



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Prospective students, parents and the general public are invited to visit NYSNR's small schools. Please contact the school directly, or call the NYSNR Office to arrange a tour: (212) 369-1288.

Many academies and programs contained in a number of these schools are not listed separately.

E = Elementary; M = Middle; H = High. Numbers on the right correspond to locations on map.

The Bronx

Banana Kelly's School of Learning Through Community Building — H	12
991 Longwood Avenue Phone: 718-842-1379 Fax: 718-842-1299	
Bronx Coalition Community School for Technology — H	14
1300 Boynton Avenue Phone: 718-842-4945 Fax: 718-842-5226	
Bronx New School — E	15
3200 Jerome Avenue Phone: 718-584-8772 Fax: 718-584-8935	
Bronx School for Law, Government & Justice — H	6
350 Gerard Ave. Phone: 718-402-8481 Fax: 212-402-8650	
The City Island School — E/M	18
200 City Island Avenue Phone: 718-885-1093 Fax: 718-885-2315	
Fannie Lou Hamer Freedom HS — H	9
1021 Jennings Street Phone: 718-861-0521 Fax: 718-861-0619	
IS 162/Lola Rodriguez de Tio — M	2
600 Saint Anne's Avenue Phone: 718-292-0680 Fax: 718-292-5735	
Jonas Bronck Academy — M	1
Hayden Hall, 4525 Manhattan College Pkwy Phone: 718-884-6673 Fax: 718-884-6775	
Jonas Bronck Clearpool Family School — E	5
165 Brown Place Phone: 718-292-4502	
KIPP Academy at PS 156 — M	4
750 Concourse Village West Phone: 718-665-3555 Fax: 718-665-6910	
The Lab School / PS 315 — E	8
2246 Jerome Avenue Phone: 718-584-7441 Fax: 718-584-7433	
Mott Haven Village School — E	16
c/o PS 30, 510 East 141st Street Phone: 718-292-7391 Fax: 718-292-8535	
New School for Arts & Science — H	10
1025 Morrison Street Phone: 718-542-1537 Fax: 718-542-7413	
Public School 89 — E/M	11
980 Mace Avenue Phone: 718-653-0835 Fax: 718-231-2863	
Richard R. Green Educational Complex/IS 113 — M	13
3710 Barnes Avenue Phone: 718-653-2130 Fax: 718-547-5377	
Schomburg Satellite Academy, Bronx — H	3
1010 Rev. James A. Polite Ave. Phone: 718-542-2700 Fax: 718-589-3710	
University Heights High School — M/H	17
University Avenue & W. 181st Street Phone: 718-289-5300 Fax: 718-295-7572	

Wings Academy — H
1122 East 180th Street
Phone: 718-597-1751
Fax: 718-931-8366

Brooklyn

ACORN Community High School in Crown Heights — H	42
561 Grand Avenue Phone: 718-789-2258 Fax: 718-789-2260	
Beginning with Children School — E	22
11 Bartlett Street Phone: 718-388-8847 Fax: 718-388-8936	
Benjamin Banneker Academy for Community Development — M/H	19
77 Clinton Avenue Phone: 718-797-3702 Fax: 718-797-3862	
Bridges to Brooklyn — M/H	25
350 Coney Island Avenue Phone: 718-853-6184 Fax: 718-853-6356	
Brooklyn College Academy — M/H	24
2900 Bedford Avenue, Rm. 1311 James Hall Phone: 718-951-5941 Fax: 718-951-4441	
The Brooklyn International High School — H	21
49 Flatbush Avenue Extension Phone: 718-643-9315 Fax: 718-643-9516	
Brooklyn New School — E	30
330 18th Street Phone: 718-330-9288 Fax: 718-966-9576	
Brooklyn School for Global Studies — M/H	33
284 Baltic Street Phone: 718-694-9741 Fax: 718-694-9745	
Business Leadership Institute at South Shore HS (BLISS) — H	20
6565 Flatlands Avenue Phone: 718-531-4454 Fax: 718-251-0248	
Chaney, Goodman and Schwerner Leadership Academy — H	28
850 Grand Street, Rm. 205 Phone: 718-218-8186 Fax: 718-218-8521	
The Children's School — E	26
512 Carroll Street Phone: 718-624-5271 Fax: 718-522-1879	
Christa McAuliffe Educational Complex — M	43
1171 65th Street Phone: 718-236-3394 Fax: 718-236-3638	
The Clinton Hill Elementary School/PS 20 — E	29
225 Adelphi Street Phone: 718-834-6744 Fax: 718-243-0712	
Cypress Hills Community School — E	35
350 Linwood Street Phone: 718-277-5044 Fax: 718-277-5051	
Ditmas Educational Complex — M	36
700 Cortelyou Road Phone: 718-941-5450 Fax: 718-693-7433	
El Puente Academy for Peace and Justice — H	40
211 South 4th Street Phone: 718-599-2895 Fax: 718-599-3087 or 387-6816	
The Essence School / IS 311K — M	23
800 Van Sicken Avenue Phone: 718-272-8371 Fax: 718-272-8372	
High School Redirection — H	44
226 Bristol Street Phone: 718-498-2605 Fax: 718-345-8069	
Luis Munoz Marin Elementary School — E	41
330 59th Street Phone: 718-492-0087 Fax: 718-492-9431	
Metropolitan Corporate Academy — H	39
362 Shermern Street, Room 310 Phone: 718-935-5911 Fax: 718-935-2783	

Middle College HS at Medgar Evers — H	38
402 Eastern Parkway Phone: 718-773-7765 Fax: 718-773-7849	
New Program at PS 261 — E	34
314 Pacific Street Phone: 718-330-9275 Fax: 718-260-9022	
Public School 46 — E	32
100 Clermont Avenue Phone: 718-834-7694/95 Fax: 718-243-0726	
Public School 139 — E	31
330 Rugby Road Phone: 718-282-5254 Fax: 718-282-6125	
Rafael A. Cordero/IS 302 — M	27
350 Linwood Street Phone: 718-647-9500 Fax: 718-827-3294	
Science Skills Center for Science, Technology and the Arts — H	37
49 Flatbush Avenue Extension Phone: 718-243-9413 Fax: 718-243-9399	
Thomas Jefferson High School — H	45
400 Pennsylvania Avenue Phone: 718-345-1801 Fax: 718-345-2014	
Manhattan	
21st Century Academy for Community Leadership — E	118
4111 Broadway Phone: 212-927-7856 Fax: 212-740-0905	
Academy of Environmental Science — M/H	59
410 East 100th Street Phone: 212-860-5979 Fax: 212-987-0279	
Adam Clayton Powell, Jr. Study Center for Law and Peace — M	114
509 West 129th Street Phone: 212-690-5977 Fax: 212-690-5980	
Adolph S. Ochs Elementary School at PS 111 — E	112
440 West 53rd Street Phone: 212-582-7420 Fax: 212-245-7236	
Alfred E. Smith Elementary School at PS 1 — E	110
8 Henry Street Phone: 212-267-4133 Fax: 212-267-4469	
Anthony Corleone JHS — M	108
220 Henry Street Phone: 212-962-7205 Fax: 212-566-8032	
Ballet Tech — M/H	107
890 Broadway Phone: 212-777-7330 Fax: 212-353-0936	
The Beacon High School — H	104
227-243 West 61st Street Phone: 212-245-2807 Fax: 212-245-2179	
Bread and Roses Integrated Arts HS — H	105
6 Edgcomb Avenue Phone: 212-926-4152 Fax: 212-926-4317	
Cascades Learning Center HS — H	101
62 Mott Street, Room 409 Phone: 212-343-1833 Fax: 212-343-9311	
Center School — M	96
270 West 70th Street Phone: 212-678-2791 Fax: 212-579-9728	
Central Park East I — E	91
1573 Madison Avenue Phone: 212-860-5871 Fax: 212-876-3494	
Central Park East II — E	89
19 East 103rd Street Phone: 212-860-5992	
Central Park East Secondary School — M/H	87
1573 Madison Avenue Phone: 212-860-8935 Fax: 212-876-3494	

The Chelsea School/PS 33 — E 281 Ninth Avenue Phone: 212-244-6426 Fax: 212-629-6893	106	John V. Lindsay Wildcat Academy — H 161 Hudson Street Phone: 212-219-9700 Fax: 212-941-5793	66	Science School — M 100 West 77th Street Phone: 212-678-2816 Fax: 212-721-9267	100
Coalition School for Social Change — H 220 West 58th Street Phone: 212-247-3651 Fax: 212-247-5467	85	Julia de Burgos School — M 410 East 100th Street Phone: 212-860-6025 Fax: 212-876-5359	62	Shuang Wen Academy — E/M 293 East Broadway (at PS 134) Phone: 212-683-2522 Fax: 212-683-2695	102
Columbus Academy — M 100 West 77th Street, Room 304 Phone: 212-678-2923 Fax: 212-721-9269	84	Landmark High School — H 220 West 58th Street Phone: 212-247-3414 Fax: 212-247-3602	64	Special Music School of America — E 129 West 67th Street Phone: 212-501-3318 Fax: 212-501-3339	103
Community Action School — M 154 West 93rd Street Phone: 212-678-5888 Fax: 212-961-1613	83	The Leadership School — H c/o IS 22, 111 Columbia Street Phone: 212-254-6879 Fax: 212-254-8123	113	Thurgood Marshall Academy for Learning and Social Change — M/H 6 Edgecomb Avenue Phone: 212-283-8055 Fax: 212-283-8109	119
Community Service Academy — M 4600 Broadway Phone: 212-567-2589 Fax: 212-567-2974	109	Legacy School for Integrated Studies — M/H 34 West 14th Street Phone: 212-645-1980 Fax: 212-645-2596	65	Urban Academy — H 317 East 67th Street, Room 201 Phone: 212-570-5284 Fax: 212-570-5366	120
Computer School — M 100 West 77th Street Phone: 212-678-2785/2968 Fax: 212-678-2836	92	Lower East Side School — E 333 East Fourth Street Phone: 212-982-0966 Fax: 212-260-4012	80	Vanguard HS — H 317 East 67th Street, Room 401 Phone: 212-517-5175 Fax: 212-517-5334	121
Crossroads School — M 234 West 109th Street Phone: 212-678-5850 Fax: 212-866-1812	79	Manhattan East School — M 410 East 100th Street Phone: 212-860-5854 Fax: 212-876-5359	70	W. Haywood Burns School/PS 176 — E/M 4862 Broadway Phone: 212-569-0290 Fax: 212-795-9611	122
Early Childhood Center — E 334 Greenwich Street Phone: 212-732-4392 Fax: 212-766-5895	76	Manhattan International HS — H 317 East 67th Street Phone: 212-517-6728 Fax: 212-517-7147	71	The William T. Harris School at PS 11 — E 320 West 21st Street Phone: 212-929-1743 Fax: 212-989-7816	117
Earth School — E 600 East 6th Street Phone: 212-979-3396 Fax: 212-979-3391	74	Manhattan School for Children — E 234 West 109th Street Phone: 212-678-5856 Fax: 212-678-5856	82	Queens	
East Side Community School — M/H 420 East 12th Street Phone: 212-460-8467 Fax: 212-260-9657	69	Manhattan Village Academy — H 43 West 22nd Street Phone: 212-242-8752 Fax: 212-242-7630	73	Academy of American Studies — H 28-01 41st Avenue Long Island City Phone: 718-361-8786 Fax: 718-361-8832	53
Elias Howe School/PS 51 — E/M 520 West 45th Street Phone: 212-757-3067 Fax: 212-582-8861	68	Muscota New School — E 4812 Broadway Phone: 212-569-0417 Fax: 212-569-7765	77	Active Learning Prep School (ALPS) at JHS 180 — M 320 Beach 104 Street Rockaway Beach Phone: 718-634-1555 Fax: 718-634-1554	55
Ella Baker School — E 317 East 67th Street, Room 227 Phone: 212-717-8809 Fax: 212-570-5366	75	Neighborhood School — E 121 East Third Street Phone: 212-387-0195 Fax: 212-387-0198	78	Community Center School at PS 14 — E 107-01 Otis Avenue Corona Phone: 718-699-6071, ext. 107 Fax: 718-699-3224	46
Emily Dickinson School and West Side Academy — E 735 West End Avenue Phone: 212-866-5400 Fax: 212-678-2878	72	The New York City Museum School — M/H 333 West 17th Street Phone: 212-675-6206/6503 Fax: 212-675-6524	115	The David Porter School — E 41-77 Little Neck Parkway Little Neck Phone: 718-423-8491 Fax: 718-423-8531	51
The Family Academy — E 220 West 121st Street Phone: 212-678-2869 Fax: 212-749-1581	111	New York Settlement School — M 442 East Houston Street, Room 424 Phone: 212-674-9120 Fax: 212-677-9185 Attr: NY Settlement School	81	International HS at LaGuardia Community College — H 31-10 Thomson Avenue, Room MB52 Long Island City Phone: 718-482-5455 Fax: 718-392-6904	54
Fred R. Moore Elementary School — E 2121 Fifth Avenue Phone: 212-690-5936 Fax: 212-690-5939	67	Public School Repertory Company — H 123 West 43rd Street Phone: 212-382-1875 Fax: 212-382-2306	86	Irwin M. Altman Middle School — M 81-14 257th Street Floral Park Phone: 718-831-4000 Fax: 718-831-4008	47
Frederick Douglass Academy — M/H 2581 Adam Clayton Powell Blvd. Phone: 212-491-4107 Fax: 212-491-4414	60	REACH Community School — E/M 113 East 13th Street, Genesis Apts. Phone: 212-979-0244 Fax: 212-979-6225	88	Middle College HS at LaGuardia Community College — H 31-10 Thomson Avenue, Room L101 Long Island City Phone: 718-349-4000 Fax: 718-349-4003	52
Harbor Academy for Science & the Arts — E 1 East 104th Street Phone: 212-427-2244 Fax: 212-289-0218	56	River East, E 116th & FDR Drive Phone: 212-860-6033 Fax: 212-860-7054	90	The Renaissance School — E/M/H 35-55 81st Street Jackson Heights Phone: 718-803-0060 Fax: 718-803-3785	49
Humanities Prep — H 351 West 18th Street Phone: 212-929-4433 Fax: 212-929-4445	57	Roberto Clemente School/IS 195 — M 625 West 133rd Street Phone: 212-690-5848 Fax: 212-690-5999	93	Robert F. Kennedy Community High School — H 75-40 Parsons Blvd. Flushing Phone: 718-969-5510 Fax: 718-969-5524	48
Institute for Collaborative Education — M/H 345 East 15th Street Phone: 212-475-7972 Fax: 212-475-0459	58	Satellite Academy, Chambers — H 51 Chambers Street Phone: 212-347-1410 Fax: 212-964-5587	94	Robert F. Wagner, Jr. Institute for Arts & Technology — M/H 47-07 30th Place Long Island City Phone: 718-472-5671 Fax: 718-472-9117	50
Isaac Newton School for Math & Science — M East 116th Street & FDR Drive Phone: 212-860-6006 Fax: 212-348-1167	61	Satellite Academy, Forsythe — H 198 Forsythe Street, Room 210 Phone: 212-677-8900 Fax: 212-260-3063	95		
Isidor Strauss/PS 198 — E 1700 Third Avenue Phone: 212-289-3702 Fax: 212-410-1732	116	School for Academic & Athletic Excellence — M 154 West 93rd Street, 6th Floor Phone: 212-678-5831 Fax: 212-678-5831	97		
Jacob A. Risis Elementary School — E 80 Catherine Street Phone: 212-962-2188 Fax: 212-385-0348	63	School for the Physical City — M/H 55 East 25th Street Phone: 212-683-7440 Fax: 212-683-7338	98		
		School of the Future — M 127 East 22nd Street Phone: 212-475-8086 Fax: 212-475-9273	99		

Small School Networks

NYNSR's small schools network with each other, sharing ideas and support, and working together on common priorities such as professional development, curriculum, use of technology, assessment and accountability. Some networks are established groups with regular meetings and collaborative activities, the majority involving three to eight schools. Other networks are informal, with schools coming together as needed to address a specific interest or concern that is better addressed in a group than by in isolation. The following are networks that have been active:

ACORN Network
Alternative Assessment Network
Bronx Manhattan Queens Middle School Network
Bronx Schools and CPSS Network
Brooklyn Exploratory Network
Brooklyn Middle School Network
Campus Schools Network
Core Knowledge Elementary Network
District 3 Network
District 4 Network
Dual Language Network
Empowerment Zone Network
Family Network
High School Network
Inclusion Network
Interboro Network for School Renewal
International High Schools Partnership
Julia Richman Coalition Campus School Complex Network
K-12 Learning Laboratory Network
Kings and Queens Collaborative Latino Network
Literacy Network
Lower East Side Network
Middle School Network
Network for Collaborative School Reform
New Brooklyn Network
New Visions Network
New York Performance Standards Consortium
O. Henry Learning Center Network
RECPE Network

NYNSR'S Sponsoring Partners

ACORN (The New York Association of Community Organizations for Reform Now).

Gwendolyn, Jacobs, President, NY ACORN Executive Board
Bertha Lewis, Head Organizer, Brooklyn ACORN

ACORN is a grassroots community organization governed by its membership of over 22,000 low to moderate income families.

Beginning with campaigns to improve specific schools, ACORN members' education work has mainly been: 1) to develop small autonomous public schools which are characterized by high educational standards, social change/community organizing activities, and curriculum themes, democratic governance, and strong parent/community involvement; 2) to wage citywide campaigns around equity and access issues as documented in ACORN's Secret Apartheid I, II, and III reports, as well as around issues of school overcrowding, inadequate facilities, and systemic reform.

CENTER FOR COLLABORATIVE EDUCATION (CCE)

Priscilla Ellington/
Heather Lewis,
Co-Executive Directors

CCE is a network of New York City public schools, working in cooperation with the Coalition of Essential Schools (CES). CCE's work is built on the successful practices of its members' schools and is based on the belief that schools serve children best when parents, students and educators collaborate to build student-centered communities. The success of schools in creating learning environments that can achieve such goals is based on a shared set of twelve principles. The CCE network of schools share their knowledge and practice in an ongoing exchange with schools and districts working for education reform. Thus, the members' schools both drive the agenda for education reform and provide the key resources for supporting school change. CCE is the conduit for this school-led effort.

CENTER FOR EDUCATIONAL INNOVATION (CEI)

Sy Fliegel, President
Cole Genn, Annenberg
Senior Fellow

CEI, now an independent non-profit organization, was established in 1989 as part of The Manhattan Institute. CEI is a premier force in revitalizing public education. The CEI actively encourages and develops public schools as communities of learning. CEI's mission is to transform public education in America by shifting accountability from centralized bureaucracies to local schools and by creating systems of school choice for communities. Our hands-on work empowers teachers, parents, students and community organizations to work together to design innovative schools characterized by entrepreneurial leadership and high academic achievement. With more than 120 years of combined experience as teachers, principals and school superintendents, CEI's staff of Senior Fellows provides leadership to dozens of schools and school districts in New York City and inspires others around the country to follow their lead.

NEW VISIONS FOR PUBLIC SCHOOLS

Beth J. Lief, President & CEO
Arthur Foresta, Vice President

New Visions for Public Schools works with the New York City school system, the private sector and the community to mobilize resources and develop programs and policies that lead to significant, lasting improvement in the achievement of all children. New Visions and its partners take the most direct route to change by working in the classroom, where learning happens, to shape programs that address the needs of educators, students and parents. New Visions is assisting educators to prepare for the higher academic standards adopted by the city and state. New Visions also helps to provide up-to-date books and technology, working libraries, intimate and rigorous learning environments in small schools, and opportunities for educators to learn and grow professionally.

Support for NYNSR

Private Funders

The Annenberg Foundation initiated NYNSR in 1994-1995 with a five-year, \$25 million Annenberg Challenge grant that was matched by private contributors. It was also matched by New York City Board of Education.

In addition to the Annenberg Foundation, NYNSR acknowledges the generous support of the following private funders:

Time Warner, Inc.
Aaron Diamond Foundation
Charles Hayden Foundation
Ford Foundation
The Chase Manhattan Foundation
Carnegie Corporation of New York
Stella and Charles Guttman Foundation
Viacom Inc.
Nippon Steel U.S.A., Inc.

Community Support

Many others have directly supported NYNSR schools and programs with funding, time, resources, dedication and commitment. Too numerous to name, these supporters include cultural institutions, such as museums and performing arts organizations, colleges and universities, community organizations, corporations and local businesses, labor unions, health and service providers, and professional associations. Through their help, NYNSR's small schools have been able to develop and sustain the diversity, vitality and effectiveness that characterize them.

"They [NYNSR schools] are teaching us a great deal about what works in public education and what doesn't, and we're using them as models for other schools. These schools are helping to revitalize public education in New York City."

David Sherman, Vice President, UFT

Consultative Council

Richard I. Beattie, Chairman, Executive Committee
Simpson, Thacher & Bartlett

Amalia Betanzos, President & CEO
Wildcat Service Corporation

Linda Bradley, Parent
Rockaway New School

Lillian Castro, Director of Administration
Educators for Social Responsibility

Emelda Cathcart, Director
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Edward Costikyan, Counsel
Paul Weiss, Rifkind, Wharton & Garrison

Rudolph F. Crew, Schools Chancellor**
NYC Board of Education

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Latin Communications Group, Inc.

Louis Delgado, Co-Director
Vanguard High School

Raymond Delmanico, Executive Director
Public Education Association

Hazel DuBois, Dean
The Renaissance School

Priscilla Ellington/Heather Lewis, Co-Executive Directors
Center for Collaborative Education

Edith Everett, Trustee
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Sy Fliegel, President
Center for Educational Innovation

Carol Foresta, Principal
Bread & Roses High School for Integrated Arts

Luis Garden Acosta, President & CEO
El Puente

Martha Graham, Vice President
Manager of Public Education Initiatives
Chase Manhattan Bank

Jacqueline Huey
Asian Americans for Equality

Lupe Ivery, Member
ACORN Education Committee

Gwendolyn Jacobs, President
NY ACORN Executive Board

Gail Kipper-Horch, Director
Manhattan East

Beth J. Lief, President & CEO
New Visions for Public Schools

Eduardo LaGuerre, Executive Director*
Neighborhood Association for Inter-Cultural Affairs

Bertha Lewis, Head Organizer
Brooklyn ACORN

Olivia Lynch, Director
School for Academic & Athletic Excellence

Vincent McGee, Executive Director
Irene Diamond Foundation

Leslie Moore, Principal
Educational Complex at JHS 99

Yolanda Moses, President
City College
City University of New York

Judith Rizzo
Deputy Chancellor for Instruction
NYC Board of Education

Peter Rose, President
Clearpool, Inc.

Ninfa Segarra**
Deputy Mayor for Education and Human Services
City of New York

David Seinfeld, Principal*
Robert F. Kennedy Community High School

David Sherman, Vice President**
United Federation of Teachers

Santiago Taveras, Director
Banana Kelly School of Learning Through Community Building

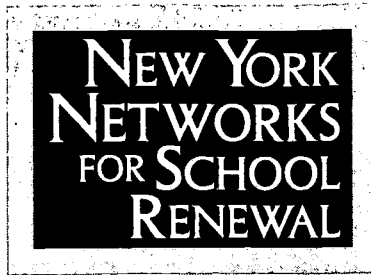
William C. Thompson, Jr., President**
NYC Board of Education

Carmen Vega-Rivera, Executive Director
East Harlem Tutorial Program

Dennis Walcott, President & CEO
New York Urban League

* Co-Chairs

** NYNSR Steering Committee
(As of 1/99)



Fact Sheet

New York Networks for School Renewal (NYNSR) is a five-year, collaborative project begun in 1995 as part of the Annenberg Foundation's Challenge to revitalize American public schools. The Annenberg Challenge is a public-private partnership serving over 1.3 million urban and rural students in more than 30 states. The Challenge involves 2,300 schools, including about 50 charter schools.

As part of the Annenberg Challenge, New York Networks shows that small, personal environments offer opportunity for quality education and high achievement for all students. It is increasing the number of small public schools, especially in low-income areas. NYNSR works to spread effective educational practices throughout the school system and advocates that accountability and authority rest with those closest to the students to ensure success.

Four organizations with years of experience in public education reform collaborate in NYNSR: ACORN (Association of Community Organizations for Reform Now), the Center for Collaborative Education (CCE), the Center for Educational Innovation (CEI), and New Visions for Public Schools.

Schools and Students:

- **NYNSR Schools:** Beginning with 80 "founding schools," NYNSR has created 60 additional new public schools and programs, many in low-income areas. These 140 schools serve more than 50,000 throughout the New York City.
- **Who are Served:** NYNSR schools serve more African-American and Latino students, as well as more poor students than other NYC public schools.
- **English Language Learners:** NYNSR has increased the use of dual language and other models for educating English language learners, as seen in the International Middle School at Ditmas Educational Complex in Brooklyn and the three high schools of the International High School Partnership Network in Queens, Manhattan and Brooklyn.

Results:

- **Reading:** In one year, between 1996 and 1997, the proportion of students attending NYNSR's "founding" schools reading at or above national average for grades 3-8 rose 5 percent.
- **Parents:** A survey of NYNSR parents found that more than 70% reported they were "satisfied" or "very satisfied" with aspects of their schools, including quality of teaching, what students learn and safety in the schools.

- **“Holding Power”:** NYU researchers found that 94% of all elementary and middle school students who began the 1995-1996 school year in a NYNSR school were still there in June, compared with 91% of students in all NYC schools who stayed the full year.
- **High Schools:** Data on the NYC Class of 1997 showed that NYNSR’s academic high schools graduated 58% of their students with only 5% dropping out, according to NYU analysis. These rates compare with a 48% graduate rate and a 16% dropout rate for high schools citywide.
- **Cost:** NYU research found that because of their much higher graduation rates and lower dropout rates when compared with other NYC high schools, NYNSR’s small high schools produced among the lowest cost per graduate in the NYC school system.

Impact on Policy:

- **Choice:** NYNSR’s small schools have pushed the system to offer more choice for students and their families when selecting a school. To develop additional small schools, the NYC Board of Education created the Office of New School Development, adopting the process used to create NYNSR’s schools.
- **Charters:** NYNSR’s “charter-like” schools expanded the notion of community involvement in the creation, governance and culture of schools. They represent the diversity, excellence and innovation the state envisioned in its charter school law. Five NYNSR schools were among the first public schools invited by Schools Chancellor Rudy Crew to explore conversion to charters.
- **Autonomy:** NYNSR long advocated school-based decision making and greater school autonomy. The Chancellor’s performance-driven budgeting initiative now brings school budget decisions to the school level. The 1996 state education governance law empowers school leadership teams of parents and educators to make school decisions.
- **Redesign:** The redesign of large schools and low-performance schools into smaller units, modeled by NYNSR, is now widely practiced throughout the system.
- **Teacher Union Flexibility:** The UFT and the Board of Education negotiated a change allowing school-based committees of small schools to select their own staff based on the school’s educational goals. The option now offers similar flexibility to all schools.

New Teacher Program:

- **Support for New Teachers:** NYNSR has collaborated with the UFT, the Board of Education and Time Warner on the New Educator Support Team (NEST). NEST will enhance new teachers’ skills and improve teacher retention through critical support during the first years of teaching, when as many as 30% of new teachers leave the profession.

Public/Private Partnership:

NYNSR is a public/private partnership that has matched the Annenberg Foundation’s \$25 million grant two to one with private and public funds. NYNSR directs over 87% of funds to supporting schools and school projects. The total cost of management, technical assistance and evaluation for NYNSR accounts for less than 12% of funding.

Available upon Request

NYNSR Newsletter. Please contact the NYNSR Office to be placed on the mailing list.

NYNSR Directory of Participating Schools.

"Who We Are: Students and Schools in the NYNSR Project, 1995-1996," a report of the NYNSR Research Collaborative, Institute for Education and Social Policy, New York University, July 1997.

"The Effects of Size of Student Body on School Costs and Performance in New York City High Schools," by Learnna Stiefel, Ph.D., Patrice Iatarola, Norm Fruchter and Robert Berne, Ph.D., Robert F. Wagner Graduate School of Public Service and the Institute for Education and Social Policy, New York University, April 1998.

"The New York City Board of Education's Data Systems: An Initial Approach," a report of the NYNSR Research Collaborative, Institute for Education and Social Policy, New York University, April 1998. How student and school data are collected by the Board of Education and organized into reports made available to parents and the general public.

"A Look at the NYNSR Class of 1997," a report of the NYNSR Research Collaborative, Institute for Education and Social Policy, New York University, July, 1998.

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"Progress Report: Outcomes Study, January 1999," a report of the NYNSR Research Collaborative, Institute for Education and Social Policy, New York University, January 1999.

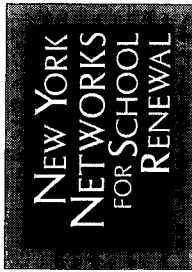
Participant Observation Study of El Puente Academy for Peace and Justice, by Pedro Pedraza and Melissa Rivera, Center for Puerto Rican Studies, Hunter College. A report of the NYNSR Research Collaborative, to be issued in 1999.

A Look at the NYNSR Class of 1998, a report of the NYNSR Research Collaborative, Institute for Education and Social Policy, New York University, to be issued in 1999.

Ongoing research about the NYNSR project is being conducted by the NYNSR Research Collaborative. The Research Collaborative includes the Institute for Education and Social Policy, New York University; the Center for Puerto Rican Studies at Hunter College; Lang College, The New School for Social Research; and the Community Service Society of New York. Reports by the NYNSR Research Collaborative will continue to be issued through 2001.

Please feel free to contact the NYNSR Office for further information or assistance.

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