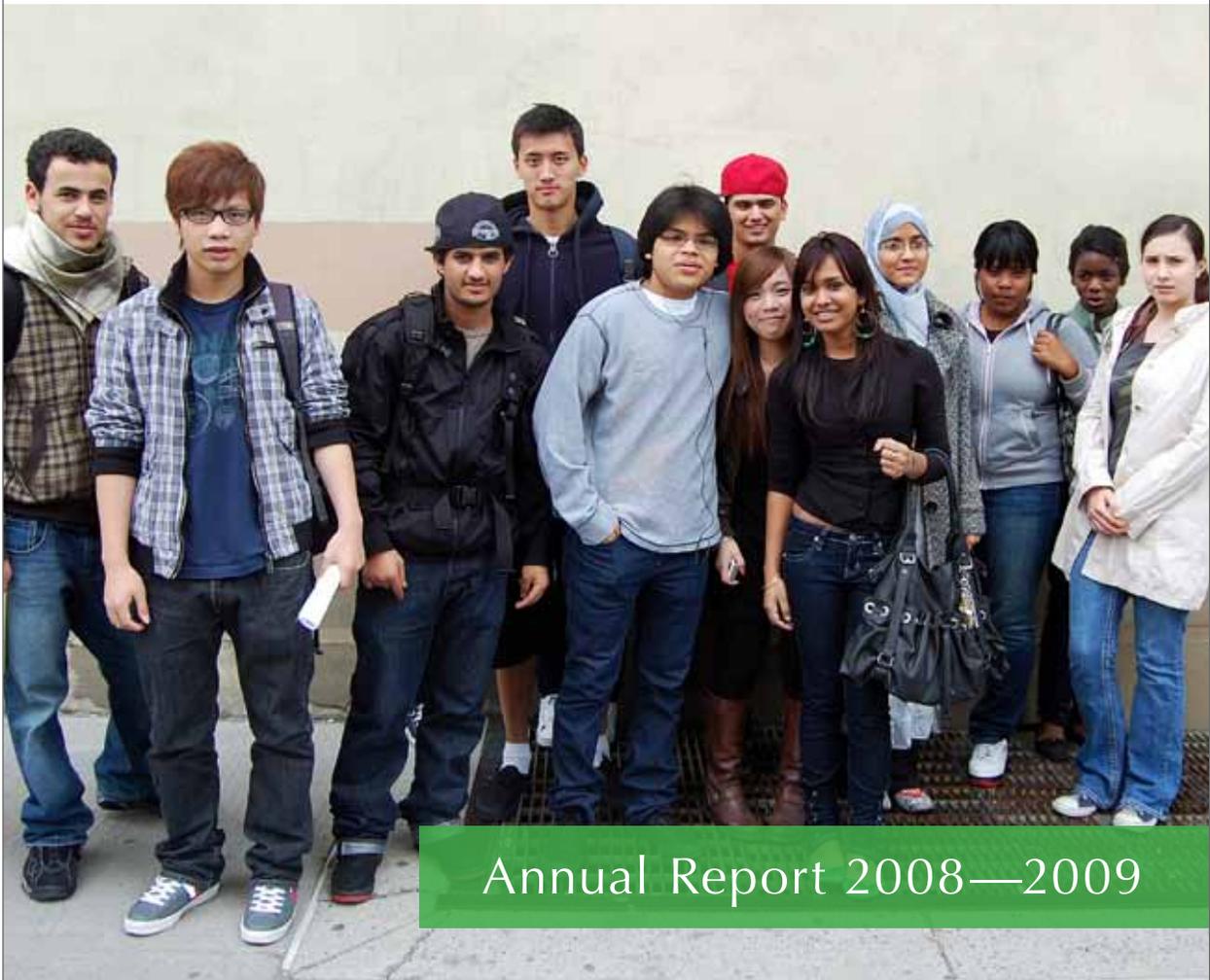




**Internationals**  
Network for Public Schools



Annual Report 2008—2009

## A Message from our Leadership

Many immigrant youth arrive to the United States with limited English language skills, and little to no prior education. Internationals Network believes these young people deserve educational supports that understand and value their native languages and culture while challenging them to achieve at high educational levels.

For the last 25 years, we have provided quality education for recently arrived immigrants by growing and sustaining a strong national network of innovative International High Schools, while sharing proven best practices and influencing policy for English language learners. In Fiscal Year 2009, Internationals Network made the decision to expand services so that more immigrant students will have the opportunity to succeed. In alignment with our vision, we defined four areas of strategic focus for our organization:

1. We plan to deepen support and services for existing schools
2. We plan to build new schools in regional networks across the United States as opportunities present, to act as best practice hubs and demonstrate sites for schools and districts with populations of ELLs
3. We are disseminating our model to create communities of best practices across the United States
4. We are collaborating with local and national partners to leverage our 25 years of practitioner expertise to affect ELL education policy and practices on a national scale

In order for us to be successful in executing our vision, we expanded collaborations with community partners South Bronx Overall Development Corporation and Make the Road NY. We also developed I-START, the first New York City urban teacher residency program, where we work to prepare exceptional TESOL teachers for New York City schools in partnership with Long Island University and the New York City Department of Education. As we expand our work, we continue to support our existing schools by providing services such as professional development events, leadership development, and curriculum development.

In this annual report you will read stories about our student's accomplishments, as well as their struggles. As we celebrate the impact of our work serving English Language Learners, we also look to the future, where we intend to develop an even broader capacity to integrate our students and families into the fabric of American society.

Thank you for your interest and support as we continue to serve recently arrived immigrant youth.



Claire E. Sylvan  
Executive Director



Oliver Frankel  
Board Chair

# Thank You To Our Supporters

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New Visions for Public Schools

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## INTERNATIONALS NETWORK FOR PUBLIC SCHOOLS

### AUDITED FINANCIAL STATEMENT OF ACTIVITIES

Fiscal Year July 1, 2008 to June 30, 2009

(In Whole Numbers)

	Unrestricted Total	Temporarily Restricted	Total
<b>PUBLIC SUPPORT</b>			
Contributions	243,795	1,240,332	1,484,127
<b>Total Public Support</b>	<b>243,795</b>	<b>1,240,332</b>	<b>1,484,127</b>
<b>OTHER INCOME</b>			
Interest Income	14,621	14,621	
Other Income	3,823	3,823	
<b>Total Other Income</b>	<b>18,444</b>	<b>-</b>	<b>18,444</b>
<b>Total Revenue</b>	<b>262,239</b>	<b>1,240,332</b>	<b>1,502,571</b>
Net assets released from restriction	1,558,653	(1,558,653)	-
<b>Total revenue and net assets released from restriction</b>	<b>1,820,892</b>	<b>(318,321)</b>	<b>1,502,571</b>
<b>EXPENSES</b>			
<b>Program Services</b>			
College Readiness Program	113,579		113,579
Professional Development and Curriculum Development Program	364,181		364,181
Leadership Development Program	186,456		186,456
New School Development Program	456,344		456,344
Student and Parent Program	40,727		40,727
	<b>1,161,286</b>		<b>1,161,286</b>
<b>Supporting Services</b>			
Management and General	172,104		172,104
Fund Development	272,153		272,153
	<b>444,257</b>		<b>444,257</b>
<b>TOTAL EXPENSES</b>	<b>1,605,543</b>		<b>1,605,543</b>
Increase(decrease) in net assets	215,349	(318,321)	(102,972)
Net assets beginning of the year	1,267,474	2,130,044	3,397,518
Net assets end of the year	1,482,823	1,811,723	3,294,546



## Internationals Network Receives National Award

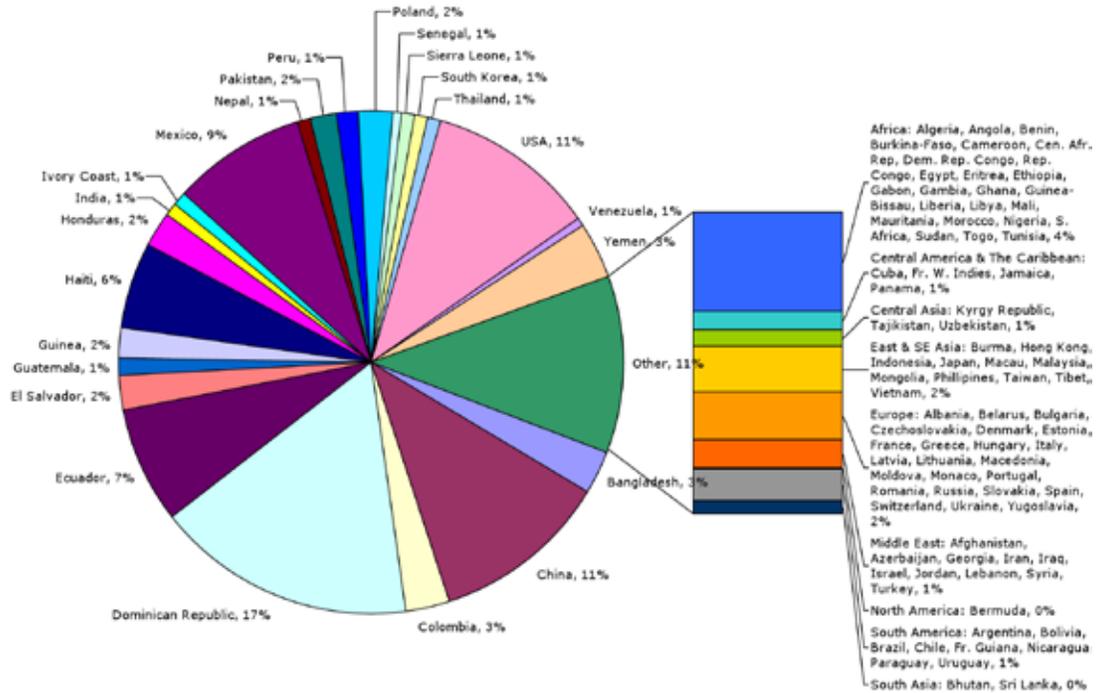
On May 20th, Migration Policy Institute (MPI) announced Internationals Network for Public Schools as one of the four winners of the E Pluribus Unum Prizes, a national award program that provides four \$50,000 prizes to exceptional initiatives promoting immigrant integration. More than 500 applications were submitted from 47 states and the District of Columbia, covering a range of work and populations served.

### **Internationals Network was recognized for:**

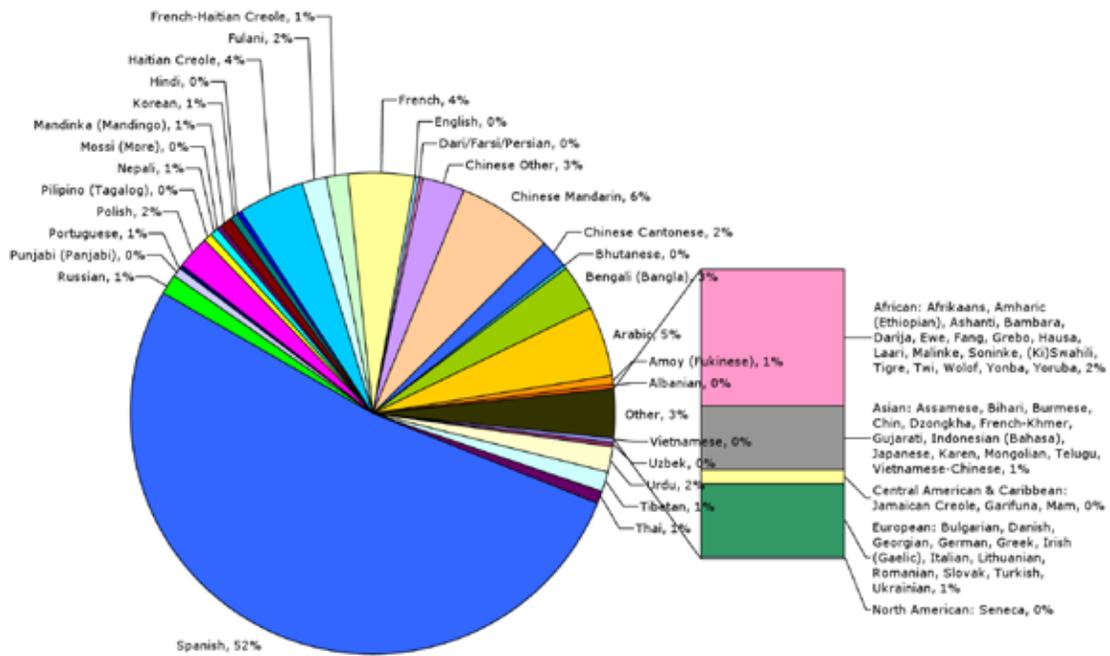
- Taking children from over 90 countries, who speak more than 55 languages but have limited English skills, Internationals Network has an uncommonly high student graduation rate, with 90 percent of its graduates going on to college.
- Creating an innovative program and effective supports for late-entry immigrants in public schools, thereby providing a high-result, cost-effective educational model. By focusing on the challenges of late-entry immigrants, Internationals expands public school capacity to address the needs of all students.
- Focusing on immigrant children who come to the United States later in life, allowing these students to maximize their human capital - which is a gain not just for them but for the broader society. And, it equips these students to quickly master educational and societal challenges that otherwise could hamper outcomes for them, their families, and their future offspring.
- Developing a model network that districts and CBOs can recreate in other school systems, which also has an internal model of sustainability, demonstrated over a 25-year history, that allows schools to flourish and maintain continuity even when their leaders change.

# Student Demographics

**SY 2008-2009 Student Countries of Origin**



**SY 2008-2009 Student Home Languages**





## New York City's First Urban Teacher Residency

International Network's School-Based Teacher Apprenticeship, Recruitment, and Training (I-START) is a two-year teacher preparation and certification program designed and directed by International Network for Public Schools and Long Island University (LIU) in conjunction with the New York City Teaching Fellows (NYCTF) and the New York City Department of Education's Empowerment Schools. This program addresses the shortage of highly qualified and effective teachers of English Language Learners (ELLs) in New York City by providing year long apprenticeships for participants in International High Schools, and is based on the Urban Teacher Residency model developed by Urban Teacher Residency United (UTRU).

The program is designed around the following tenets:

- Like students, teachers learn best when they are asked to apply the theories, content, and skills they are developing in an authentic context.
- The division that has traditionally existed between teacher certification coursework and classroom practices is artificial and counterproductive.
- As with the medical profession, teaching is best learned by extensive study and practice alongside an experienced practitioner.
- Teaching is a complex art that takes time to master.
- Teachers who feel prepared and effective are more likely to stay in the profession.

In the first year of the program, participants serve as an apprentice teacher of English as a Second Language (ESL) alongside an experienced mentor teacher, in an International or affiliate high school. Apprentices engage in project-based coursework in the schools and participate in University seminars led by experienced Internationals and LIU faculty. During the second year of the program, participants assume full teaching responsibilities while receiving support from an experienced mentor and continue taking Masters level coursework. At the conclusion of the two-year program, participants have provisional New York State certification and a TESOL Master's degree (Teachers of English to Speakers of Other Languages).

As a member of UTRU, I-START seeks to inform and improve teacher education models around the country to advance the integration of theory and practice.



## Lafayette's First Graduation

**"Creating this school and graduating the first class feels like both giving birth and watching your babies leave the nest - it is difficult to find the words to accurately describe the pride and joy attached to these events."**

**-Michael Soet, Principal of International High School at Lafayette**

The International High School at Lafayette graduated its first class of seniors in June 2009. 74%, or 59 students out of a cohort of 79, graduated in four years.

78% of the graduates were accepted into two-year or four-year universities and many received awards and scholarships. Ecuadorian student Diana Araujo received \$36,000 per year to The New School. Emmanuel Louijeune from Haiti, Claudia Flobil from the Dominican Republic, and Susana Tangiappa from Venezuela each received an 80% tuition scholarship to Syracuse University. Pakistani student Armaghan Humayun received the UFT Albert Shanker Scholarship of \$5,000 and is attending Vaughan College of Aeronautics.

Over the past four years, staff and students set high standards and expectations for themselves and each other. Internationals Network is proud of the work they have done to build a solid foundation from which the school continues to grow.





## Opening of PAIHS at Monroe

In September 2008 the newest school in the Internationals Network opened its doors in the Bronx, at the Monroe High School Complex. Led by school Principal Bridgit C. Bye, Pan American International High School at Monroe (PAIHS at Monroe) welcomed 113 ninth grade students its first year.

PAIHS at Monroe is the second school in New York City based upon the Network's "Common Language Model," and every student's first language is Spanish. The majority of students (64%), were new arrivals to this country, entering the United States in the fall of 2008. They traveled from 10 different countries: 57% were from the Dominican Republic, 11% Puerto Rico, 10% Mexico, 8% Honduras, 4% Guatemala, 3% El Salvador, 3% Ecuador, 2% Peru, 1% Columbia and 1% Cuba. There also was a higher than average Students with Interrupted Formal Educations (SIFE) population, with 31% of students being classified as SIFE. Despite so many entering the United States this past year, all students were able to present their final portfolio projects in English by June 2009.

PAIHS at Monroe successfully launched several programs in its first year, including receiving support from Internationals Network's College Access Program to begin our *College Readiness Initiative* for ninth graders and their families. Through this program, our ninth graders and their parents traveled to SUNY Purchase for a day-long campus visit. Additionally, we established an outstanding partnership with South Bronx Overall Development Corporation, in support of PAIHS' after school art, music, and gym programs as well as helping with the internship program. Many parents were extremely active in their children's life with at least 50% participating in monthly PTA meetings, which are held in Spanish. With the help of the school's Parent Coordinator and PTA Leadership, the school principal and faculty plan to continue building parent engagement by starting a Parent Institute that will offer classes and support to student's parents.





## International's Common Language Model Pilot Schools

Since 1985, International's educational model has been effectively serving a linguistically diverse English learner student population – our students come from over 55 countries and speak a minimum of 90 languages! Instructional faculty have 25 years of experience constructing learning activities that foster English language development within all academic areas while creating educational opportunities to utilize and build on native language skills. Within our twelve schools serving late-entry English language learners, the model fosters comprehensive English language development, with supports for continued native language growth, since those skills bolster EL acquisition and are a resource for students, families, and society.

After forming as a nonprofit in 2004 to develop more schools across the country, International's Network found that immigrant students are living in increasingly more segregated communities, and the need to serve homogeneous native-language populations became clear. Research shows that Latinos are the fastest growing and most segregated of all linguistic communities in the United States. Therefore, we expanded the successful International's Approach to educating English learners by developing an effective model for serving a Spanish-speaking student population.

In 2007, we piloted our common language model when we opened Pan American International High School (PAIHS), and in Fall of 2008, open our second common language pilot, PAIHS at Monroe (see page 5). Both PAIHS and PAIHS at Monroe are learning communities of recently-immigrated English language learners sharing Spanish as a common language. The mission of these two schools is to develop students academic, leadership and social skills through project-based curriculum and experiential learning opportunities fostering on English language development. The common language model brings into sharp relief the rapid acquisition of academic English as well as increased opportunities for building native language skills.

We recognize that immigrant youth in general and Latino immigrant youth in particular, face many challenges in their education that impede their successful transition to college and careers. To achieve extraordinary student outcomes in our PAIHS schools, we implement an instructional approach that is content-based, collaborative, and interdisciplinary. We also build broader supports through deep partnerships with CBOs. We understand that in today's interdependent world, the ability to communicate in two languages is a valuable resource to students. The cumulative learning from our first two common language schools serving Spanish speaking students can be replicated in districts throughout the country and can also serve comparable efforts targeted towards other linguistically-homogeneous communities.



## Social Justice Expo

The First Annual Social Justice Expo was held at New York University's Kimmel Center on May 22, 2009. This successful event was a joint effort between teachers and students who planned together from the Brooklyn International High School, Pan American International High School, Validus Preparatory Academy and the Facing History School in collaboration with NYCORE and Education for Liberation Network. It was sponsored in part by the Center for Multicultural Education and Programs at NYU.

Approximately 130 seniors from Brooklyn International High School and Pan American International High School (PAIHS) showcased projects about international trade and labor conditions. After researching these issues, students were eager to raise awareness about the environment, child labor, sweatshops, unfair practices of the World Trade Organization, and fair trade as a viable business model to combat these abuses. Some of the projects displayed were the "Stand Up for What's Right" project, Campaña Verde afterschool club, and the DREAM Act Campaign through Make the Road New York's Power Project.

Students created videos, comic books, T-shirts, mugs, and bilingual brochures as part of their presentations, and engaged with other students, parents, teachers, professors, and guests about their projects. Some participants sold their products and donated the money to organizations they learned about in their research. A highlight of the event was the award ceremony where many projects from both Brooklyn International and PAIHS were awarded with People's Choice awards. Campaña Verde won first place! This afterschool club was started by two ninth graders and has grown to fifteen current active members who work to raise awareness about the environment in order to inspire their school community to take action to protect the planet.





## Book Release

On March 12th, 2009, students, parents and teachers from The International High School at Lafayette came together for Café Night to celebrate the book release of *Struggle to be Strong: An Anthology of Empowerment*. 86 students wrote a personal memoir about the courage and strength needed to be an immigrant in this country and self-published this compilation. The 172 pages of the book pour out stories of abuse, violence, discrimination, relationships and empowerment. The students worked on their book for over three months, not only writing their stories but drawing illustrations, interviewing, putting together performances, and promoting the Café Night event. This collaborative experience allowed the participants to use their individual voice while connecting to one another through this great collection.

### Quotes:

“Struggle is being immigrant in America,” said a performer.

“No two stories are alike but the courage is consistent,” said Georgian student Albert Chakjalyan.

“Struggle is being judged by the color of your skin,” said a student in a dramatic performance.

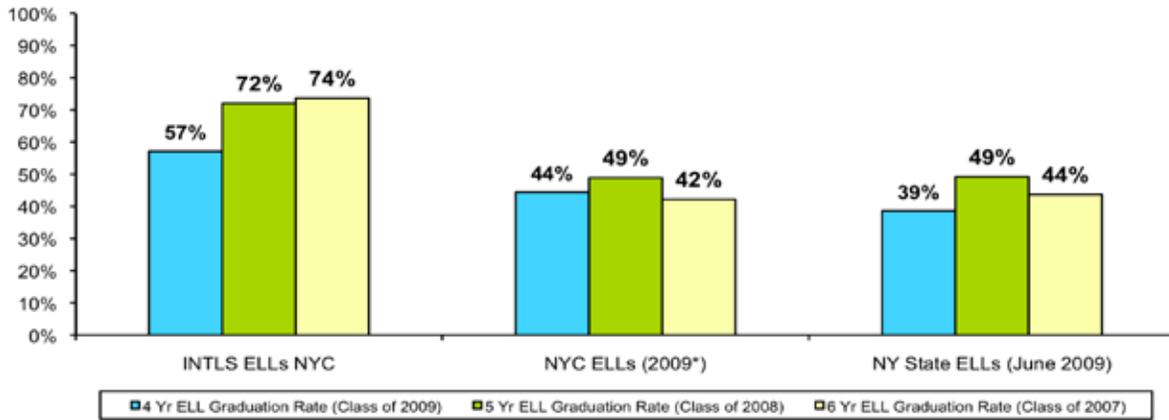


“Every single person in the world has a struggle, no matter what religion you are, what race you are, what language you speak,” said teacher Christina Zaverucha, “everybody connects on that level with each other and I think one of the ways of telling a great story is to look at your life and the struggles that you’ve had and how they’ve made you stronger.”

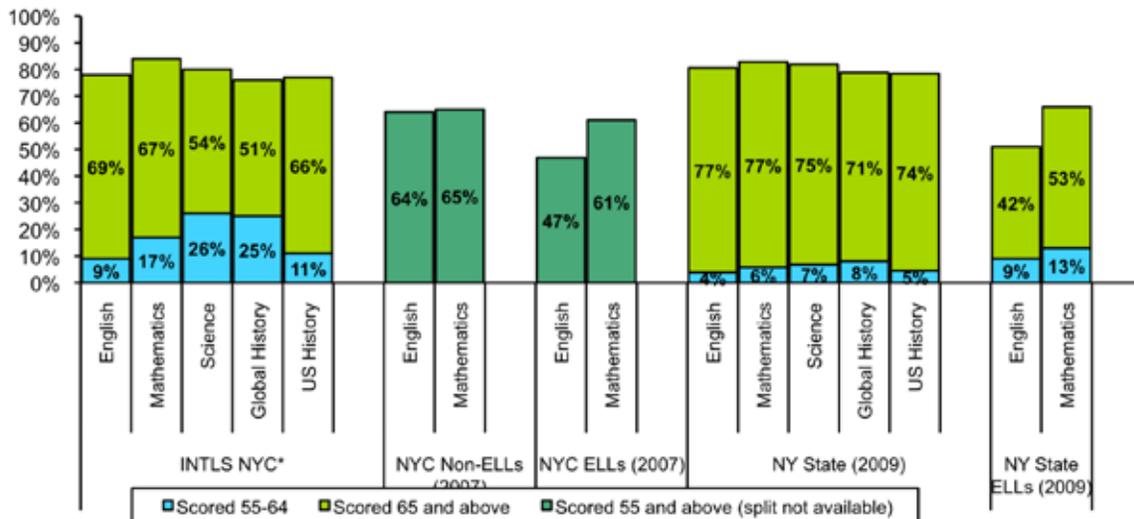
“They are not perfect, and there are errors,” said student Maria Velez, but this shows the development of their English and the ability of “finding the power of their personal voice.”

# Student Outcomes

**NYC Schools with Graduating Classes:  
4-, 5 and 6-Year ELL Graduation Rates (2009)**

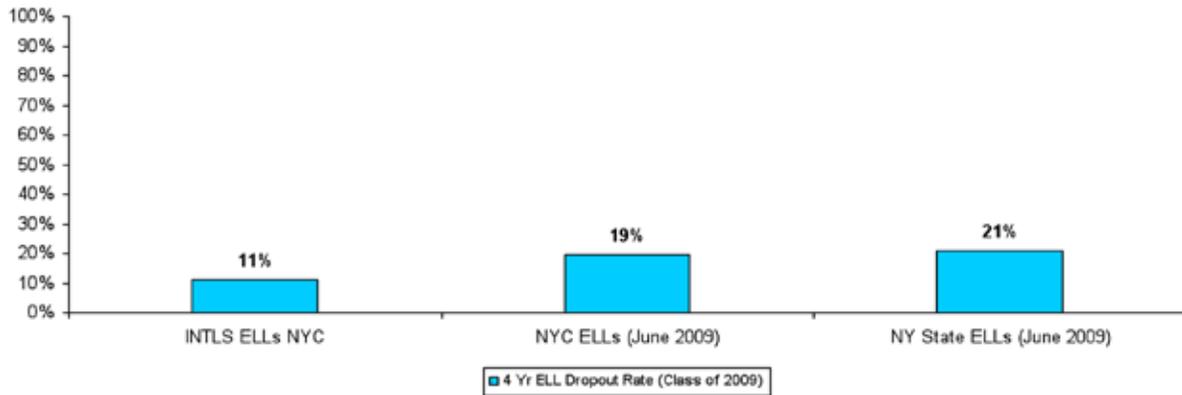


**NYC Schools with Graduating Classes:  
2009 Cohort Regents Passes**

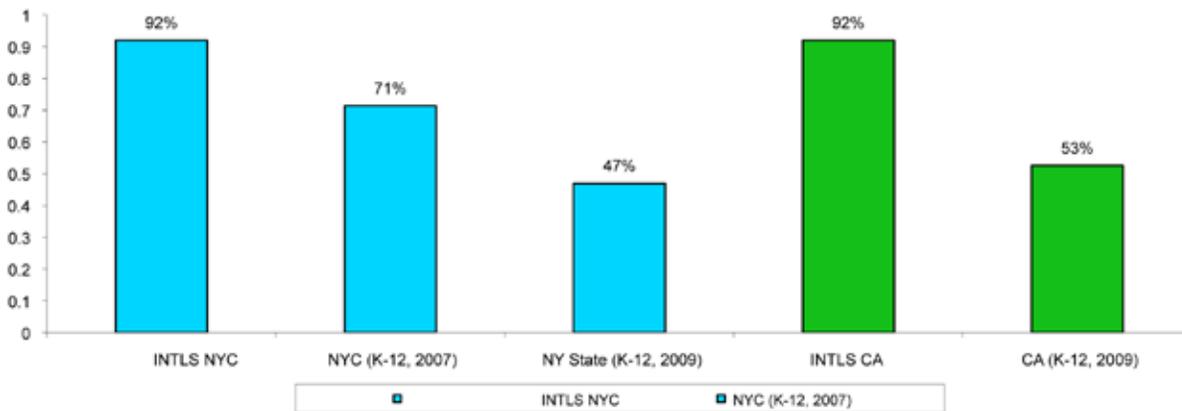


# Student Outcomes

**NYC Schools with Graduating Classes:  
4-Year ELL Dropout Rate (2009)**



**NY & CA Schools: Reduced/Free Lunch Rate (2009)**





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