

# **Exhibit A**

# **Schools to Learn From:**

## **How Six High Schools Graduate English Language Learners College and Career Ready**

**Authors: Martha Castellón, Tina Cheuk, Rebecca Greene, Diana  
Mercado-Garcia, Maria Santos, Renae Skarin, & Lisa Zerkel**

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**FINAL**

highly aligned instructional program, carefully targeted professional development opportunities geared at meeting the needs of teachers, numerous student supports, a shared culture of high expectations, and the ability to leverage external partners to support the school mission.

### **Who Are the People of New World High School?**

New World High School is home to a flourishing community of individuals. With a student body that represents forty countries and twenty languages, it is a beacon of diversity that boasts extraordinary results for its population of ELLs. Students at the school come from all over the world—including Ecuador, Dominican Republic, Nigeria, El Salvador, and many other countries—and some students speak three or four languages. Additionally, there is variety in terms of prior levels of schooling. Back in their home countries, students may have attended a private or public school or none at all. Furthermore, students arrive with different proficiency levels in their home languages.

Most students at New World arrive as newcomers with limited English proficiency. Throughout their high school career, however, they make significant progress. According to the School Quality Review, during the 2014-15 school year, for example, 88% of students at New World graduated within four years, as compared to the borough average of 62% (see Figure 2).<sup>80</sup> The review additionally points out that 45% of students graduated college ready as compared to the city average of 22%, and that post-secondary enrollment at New World (59%) is also higher than city (53%) and borough (43%) averages. One external provider noted the outstanding academic growth of the students:

I've been here five years...I have watched the students from their freshmen year when they are in level one to the time they are in chemistry. It's amazing. They come with very limited language skills, English language skills. And...they do so well. I think it's the credit of the training [the teachers] receive... The teachers have become very skilled at using these techniques to help these students to arrive at the level where they can actually take high-level courses, math and science courses...and do well.

The staff is also culturally- and linguistically-diverse. Administrators themselves speak four different languages— Spanish, Arabic, Albanian, and French—and the school hires teachers and staff that are sensitive to the needs of ELL students. The staff's shared cultural experiences with students help them to serve more easily as role models for students. New World is able to recruit its multicultural workforce through collaborations with local colleges, generating a pipeline that has attracted committed teachers to the school. Currently, five staff members at the school completed an internship at the site. The staff carefully reviews applications and résumés of prospective employees. Assistant Principal Mithat Gashi shared that they “take [their] time to thoroughly discuss challenges, expectations, and supports with prospective staff who apply for a position.” The result is a young, multi-ethnic, multicultural staff that is highly committed to the vision of the school.

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<sup>80</sup> [http://schools.nyc.gov/OA/SchoolReports/2014-15/School\\_Quality\\_Snapshot\\_2015\\_HS\\_X513.pdf](http://schools.nyc.gov/OA/SchoolReports/2014-15/School_Quality_Snapshot_2015_HS_X513.pdf).

**Figure 2. Demographic and Performance Data (2014-15)**

<i>Demographics</i>		<i>College &amp; Career Readiness</i>				
			School	Borough	City	State
Size	408	4-year Graduation Rate	88%	62%	70%	75%
Asian	14%	4-year ELL Graduation Rate*	53%	31%	33%	31%
African American	9%	College Enrollment Rate	59%	43%	53%	-
Hispanic	66%	College Ready	45%	22%	35%	-
White	8%					
English Language Learner	63%					
Newcomer	23%					
Former ELL	27%					
Students with Interrupted Formal Education (SIFE)	19%					
Free/Reduced Priced Lunch	95%					
Students with Disabilities	6%					

Source: schools.nyc.gov and data.nysed.gov

Notes: 4-year June graduation rates are presented. Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED. College enrollment rate represents percentage of students who graduated from high school and enrolled in a college or postsecondary program within six months. For information on college ready index, please see: [schools.nyc.gov](http://schools.nyc.gov).

College readiness rate represents percentage of students who met the City University of New York's standards for avoiding remedial classes.

\*4-year ELL Graduation Rate is for 2013-2014 (source: data.nysed.gov)

### III. School Leadership: Visionary, Strategic, and Instructional Leaders

I'd like to mention one thing that is very emblematic of [New World's] success. I think leadership is everything...I don't think you can have an outstanding school without a great *leader*, and in this case you have a great leadership *team*.

—External Provider

Steering the success of New World High School is its three-person leadership team, a group of energetic and passionate individuals who are highly invested in ensuring that all students receive a rigorous academic experience while obtaining English language proficiency. The three administrators—Principal Fausto Salazar, and Assistant Principals Mithat Gashi and Hassan Tmimi—having immigrated from Ecuador, Albania, and Morocco respectively, and frequently draw on their own experiences as learners of English to design a program that specifically meets the needs of its diverse student body. As one example, the principal in describing the social-emotional services at the school said, “I go back to my own experience as an immigrant. I was considered a middle class student at home, but [in school] I was at the bottom. You think that you'll never get out...so one of the things that we have is a very strong counseling team.” Staff that works with the leadership team describes them as close-knit, “finishing each other's

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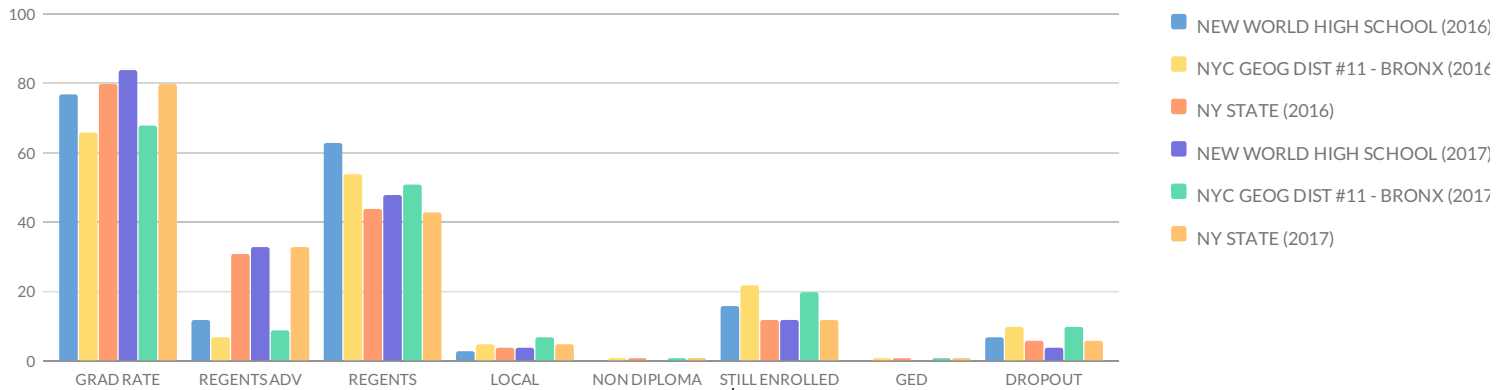
# NEW WORLD HIGH SCHOOL GRADUATION RATE DATA

## 4 YEAR OUTCOME AS OF JUNE

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - June. The Graduation Rate Data of high school as of the 4th year-August, the 5th year-June, and the 6th year-June are also calculated and available using the "Filter this data" function, below

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

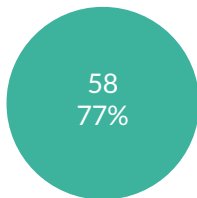
Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: [Diploma Requirements](#).



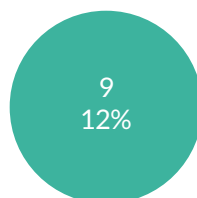
2016

ALL STUDENTS

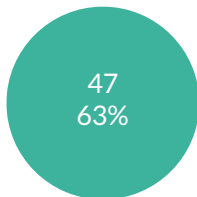
GRAD RATE



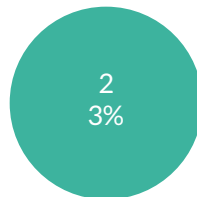
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA

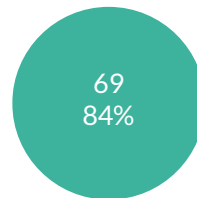


TOTAL STUDENTS IN COHORT: 75

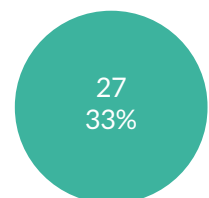
2017

ALL STUDENTS

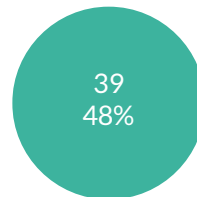
GRAD RATE



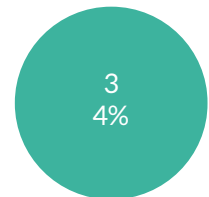
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 82

NON DIPLOMA CRED

0	0%
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STILL ENROLLED

12	16%
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GED TRANSFER

0	0%
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DROPOUT

5	7%
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NON DIPLOMA CRED

0	0%
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STILL ENROLLED

10	12%
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GED TRANSFER

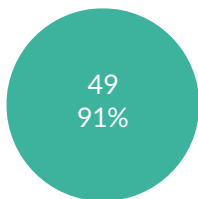
0	0%
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DROPOUT

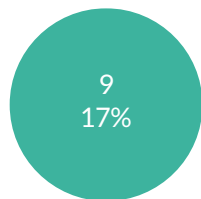
3	4%
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## NON-ENGLISH LANGUAGE LEARNERS

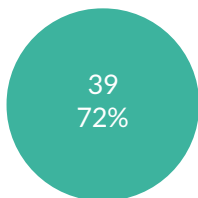
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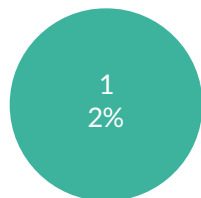
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 54

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

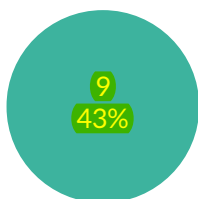


DROPOUT

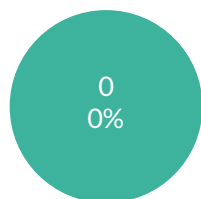


## ENGLISH LANGUAGE LEARNERS

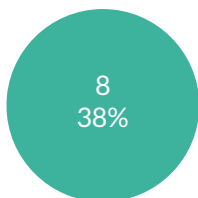
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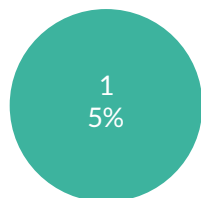
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 21

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

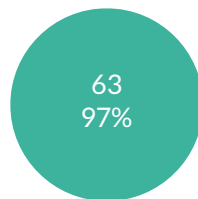


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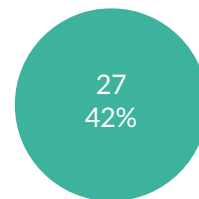


## NON-ENGLISH LANGUAGE LEARNERS

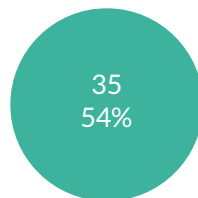
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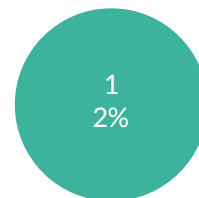
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 65

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

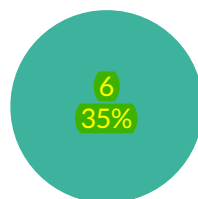


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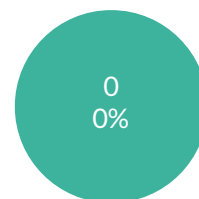


## ENGLISH LANGUAGE LEARNERS

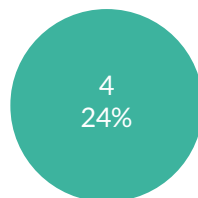
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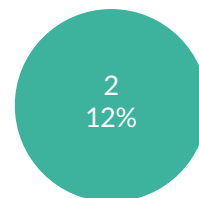
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 17

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

