
The Internationals Network for Public Schools: A Quantitative and Qualitative Cohort Analysis of Graduation and Dropout Rates

*Teaching and Learning in a Transcultural
Academic Environment*



Michelle Fine, Brett Stoudt and Valerie Futch
The Graduate Center, City University of New York
June 2005

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Table of Contents

Executive Summary	1
History	3
Teaching and Learning in a Transcultural Space	7
Building a Democratic, Transcultural Community	9
Crafting an Intellectual Home	15
Growing the Skills of Global Citizenship: Seeing 360 degrees and beyond stereotypes	19
Internationals as Transcultural Settings	21
A Quantitative analyses of International Networks' Incoming Class of 1998	23
Introduction and Methodology	23
International Networks' Dropout and Graduation Rates	26
Longitudinal Dropout and Graduation Rates	26
A closer look at:	
Gender	27
Language	28
Spanish Speaking Students	29
Age	30
GPA	31
Students in GPA Quartiles	34
Attendance Consistency	37
Credits	39
Years and Semesters	41
Summer School	41
College Program	45
Collective Analyses of Dropout Rates	45
Longitudinal Dropout, Graduation, and Discharge Rates	46
A closer look at:	
Gender	47
Language	48
Entry and Withdrawal Age	53
GPA	53
Attendance Consistency	55
Credits	55
Years	57
Summer School	58
College Program	59

Individual School Analyses of Dropout, Graduation, and Discharge Rates _____	60
Brooklyn International High School _____	60
Longitudinal dropout and graduation rates _____	60
A closer look at:	
Gender _____	61
Language _____	61
GPA _____	62
Years _____	62
Summer School Attendance _____	63
Manhattan International High School _____	63
Longitudinal dropout and graduation rates _____	63
A closer look at:	
Gender _____	64
Language _____	64
GPA _____	65
Years _____	65
Summer School Attendance _____	66
International High School at LaGuardia Community College _____	66
Longitudinal dropout and graduation rates _____	66
A closer look at:	
Gender _____	67
Language _____	67
GPA _____	68
Years _____	68
Summer School Attendance _____	69
Conclusions _____	71
References _____	75
Appendices _____	77
Incoming class of 1998 by outcomes (based on NYC data) _____	77
Withdrawal code breakdown _____	78
Language category _____	79

Executive Summary

A systematic analysis of the schools in the Internationals Network in New York City was undertaken to determine accurate cohort graduation and drop out rates over four, five, six and seven years; to examine the nature of the discharge records and to assess how these schools educate immigrant youth linguistically and in terms of academic content. The analysis was initiated because the schools were about to celebrate their 20th anniversary and the model was expanding dramatically.

A quantitative cohort analysis was conducted for three Internationals for the 1998 cohort. Qualitative focus groups were held with graduates from all three schools. Focus groups interviews were transcribed and individual student maps were gathered. The analysis is presented in full in this report.

Key findings suggest that:

1. **Graduation Rates.** Internationals' have extraordinarily high graduation rates compared to New York City as a whole and English Language Learner (ELLs) students in particular.
 - At the Internationals, the four year graduation rate is 63.4% compared to 51.9% for New York City students who were never English language learners, and 30.3% for students who were current ELLs.
 - By year five, Internationals' graduation rates rise to 81% and rise steadily until year seven when Internationals' graduation rates leap to 88.7%, compared to 69.2% citywide (never ELL) and 30.8% (current ELL).
2. **Drop Out Rates.** Internationals' drop-out rates are extraordinarily low.
 - The four year drop out rate is 5.2%, compared to 19.9% for New York City students who were "never ELL" and 31.5% for those who are current ELL.
 - At year five the drop-out rate is 7.9% and the seven year drop-out rate is 11.3% compared to 30.8% city wide.
3. **Four Year Graduation Measure.** These data suggest that a four year graduation measure is inadequate to capture the full impact of the Internationals. Five year is preferred, and an analysis up to seven years suggests that some students arriving from other countries, with little to no English, may need up to seven years to master the content of U.S. secondary education and the language, in order to be college ready.

4. **Discharges.** More than half of the discharges from these schools represent young people who left New York City, some to return to home countries and others who have traveled out of the City or the State.
5. **Gender.** There are no substantial gender differences, except that young women who drop out appear to represent a broader range of academic achievement histories than young men.
6. **Spanish speaking students.** Spanish speaking students who attend the Internationals graduate at a significantly higher rate than “Hispanic” students in the general population of the New York City public schools. By the seven year mark, 87% of Internationals’ Spanish speaking students graduate compared with 59.9% of New York City’s “Hispanic” students (many of whom were never ELLs).
7. **Enrollment in College during High School.** Almost all students at the Internationals who enroll in college courses during high school graduate. Among these students only 5% dropped out.
8. **Summer School.** Students at the Internationals who attend Summer school do not appear to have a graduation-advantage over those who don’t.
9. **Interrupted Education.** Students at the Internationals who have ‘sporadic attendance’ or extended periods of interrupted education are less likely to graduate than those who have consistent attendance. However, a full 78% of students with sporadic attendance nevertheless graduate, although many require more than four years to complete their high school education.
10. **Teaching, Learning and Democracy.** Graduates of the Internationals develop academic competencies in core content areas, as well as respect for and knowledge of their home country and language, an appreciation of other languages and cultures, a strong base in democratic education and a sense of social responsibility that is both local and global.

LEP students comprise one of the fastest growing subgroups in the country... The LEP student enrollment in U.S. schools increased by 95% from 1991 to 2001 while the total school enrollment grew by only 12%. Five geographically diverse states experienced 40 – 80% increases in their LEP populations between 1991 and 2001 (with New York's increase just over 40%).

Laura Batt, Jimmy Kim and Gail Sunderman, The Civil Rights Project at Harvard University, February, 2005

In the Fall of 2004, the Internationals Network for Public Schools contracted with the Graduate Center, CUNY for a systematic study of student graduation, drop out and discharge rates from the International Schools, schools expressly designed to serve recently arrive English language learners (ELLs). This report summarizes the findings of a systematic quantitative and qualitative analysis of three schools in the Internationals network, assessing drop out, graduation and discharge rates, as well as graduate explanations of how the school achieves such outstanding academic success with a population of immigrant students who more typically exit high school prior to graduation. We begin with a brief history of the International High Schools, move to an analysis of how graduates reflect upon the teaching relationships in these schools and end with detailed, statistical analyses of cohort graduation, drop out and discharge rates.

History

Almost twenty years ago, International High School at LaGuardia Community College opened its doors to 60 recently arrived immigrants in September of 1985. The school was a collaborative venture between the NYC Board of Education and the City University of New York. Years earlier, Janet Lieberman, Director for the Center for Articulated Programs at LaGuardia Community College, and an advocate for the creation of the school, had started another high school on the college campus in 1974, Middle College High School which sought out students who were at a high risk of dropping-out. The principal of Middle College High School, Cecilia Cunningham was concerned with how to best serve the English Language Learners at Middle College High School and LaGuardia was concerned about the numbers of young immigrants who were unprepared for college. Over the course of two years, Janet Lieberman and Cecilia Cunningham worked with other committed educators to open a high school that would provide a new model for educating English Language Learners.

Under the leadership of Eric Nadelstern, a vision and design was developed for a school that integrated English language instruction into all classes while supporting students' native languages. Students were to be taught in non-leveled, heterogeneous groups and engaged in experiential learning through career education and internship. Teachers and administrators worked collaboratively and creatively to serve students. In September of 1985, the founding educators wrote: "We recognize the importance of this enterprise and expect this new transcultural high school will be looked to as a national prototype." Indeed, as this report will document, the International High School model has emerged as a national prototype, recognized by the Annenberg Foundation, the Bill and Melinda Gates Foundation, the American Forum for Global Exchange, What Kids Can Do, The Young Citizen's Committee of New York, various departments of New York City and

the federal government, Jobs for the Future, Goldman Sachs Foundation, U.S. Department of Education, Project Arts, Stanford University School Redesign Network, Twenty-First Century Schools and the Golden Apple Award.

As a result of the success of International High School at LaGuardia Community College, a number of other International High Schools have opened. The three schools studied for this report –International at LaGuardia, Brooklyn International and Manhattan International -- formed a network in the mid 1990s called International Schools Partnership and created a council with representation from administrators and teachers from the three schools. The Partnership convened regularly, developed common performance based assessments and rubrics, shared resources and collaborated on curricular and instructional projects. After five years, monthly council meetings were discontinued, but the teachers, guidance counselors and principals of these schools have continued to collaborate on a variety of projects and initiatives and supported the opening of in 2001 of Bronx International High School.

In 2003, Claire Sylvan, then at International High School at LaGuardia Community College, was approached by the principals of the existing International High Schools to form a not for profit school development organization initially called the International Partnership Schools in response to growing interest particularly from the Bill and Melinda Gates Foundation in extending this model for educating immigrant youth beyond New York City. Founded in 2004 with generous support from the Bill and Melinda Gates Foundation, this organization, recently renamed Internationals Network for Public Schools (Internationals) partnered with the New York City Department of Education to open two new schools in New York City in the past year: Flushing International High School and International High School at Prospect Heights, Brooklyn. In 2005, in addition, two new International High Schools will open in the Bronx and in Brooklyn. All schools that comprise the Internationals Network have committed themselves to a common set of five educational design elements:

- **Heterogeneity and Collaboration:** Heterogeneous and collaborative structures that build on the strengths of every individual member of the school community optimize learning
- **Language and content integration:** Language skills are most effectively learned in context and emerge most naturally in purposeful, language-rich, experiential, interdisciplinary study.
- **Localized autonomy and responsibility:** Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential.
- **One learning model for all:** All learners, faculty and students, experience the same learning model which maximizes their ability to support each other.
- **Schools beyond four walls:** Expansion of the 21st century schools beyond the four walls of the school building motivates adolescents and enhances their capacity to successfully participate in modern society.

Internationals continues to support existing schools, strengthen and build the network of schools and plans to continue to open new International High Schools in both in New York City and throughout the country. Internationals Network for Public Schools has expanded significantly at just the moment when immigrant youth rates have soared, and the economic and social consequences for those not-graduating have grown more severe.

With the forthcoming 20th anniversary of the original International high school, as well as the substantial expansion of the model, in 2004 Internationals commissioned a statistical study of cohort graduation rates for those three schools which have been in existence long enough to have graduate/drop out cohorts required for analysis. Concerned that the standard metric of four year graduation rates did not adequately reflect the academic power of the school, Internationals sought a four, five, six and seven year graduation cohort analysis. While the International high schools are nationally and internationally recognized for holding onto students who come to this country with few academic skills and little English, educating them well, and for achieving high graduation rates and college going rates, the Executive Director of Internationals decided it was time to analyze systematically the extent, nature and variation of the schools' success.

The Graduate Center research team designed a mixed method study that combined statistical cohort analysis with focus group analysis of the educational relationships and practices, and the post-graduation impact of these schools. Given the particularly challenging population of students who attend these schools, and the high stakes consequences of not having a high school degree today, it was important to document student mobility and graduation rates systematically over four, five, six and seven years. This analysis marks a critical policy issue about how to measure school accountability, an issue to which we will return in the conclusions. We begin with a review of the focus group material on educational design elements of the Internationals.

Teaching and Learning in a Transcultural Academic Space

Schools are places full of energy. Like the Statue of Liberty, schools for international students carry a powerful obligation to nurture the gifts that young people bring to the schools and to meet their linguistic, educational, social and emotional needs. Schools for international students sit in at a distinct global nexus, representing the complex relations between nations in a world torn by conflict and war, and yet joined in profound and fluid interdependence. Laurie Olsen argues eloquently that in the United States, public schools have become the place in which we "mediate crises over diversity" (1997). Schools have come to be a primary site where U.S. struggles over immigration, national identity, democracy, imperialism, multiculturalism and linguistic diversity erupt and are worked through (Olsen, 1997) The International high schools represent a microcosm, a rich site in which to witness the everyday negotiations of education, linguistic and immigration policy in the lives of urban adolescents. (Suarez-Orozco and Suarez-Orozco, 2001).

In this study the Graduate Center team sought to investigate the ways in which the Internationals structure teaching, learning, school climate and assessment to assist the varied students who show up on their door, and to determine the graduation, discharge and drop outs for these students over time. Grounded in five core beliefs that are, at once, bold and ambitious even for an English speaking population, the Internationals have elaborated a powerful model for educational possibility. Committed to heterogeneity, language and content integration, autonomy and democracy, one model for all and schooling beyond the four walls, the Internationals' High Schools offer the nation an educational design for academic, linguistic, cultural and civic education in the public sphere. We constructed a mixed method study to determine how, and how well, this model operates on/with the lives of young people wandering into these buildings from across the globe.

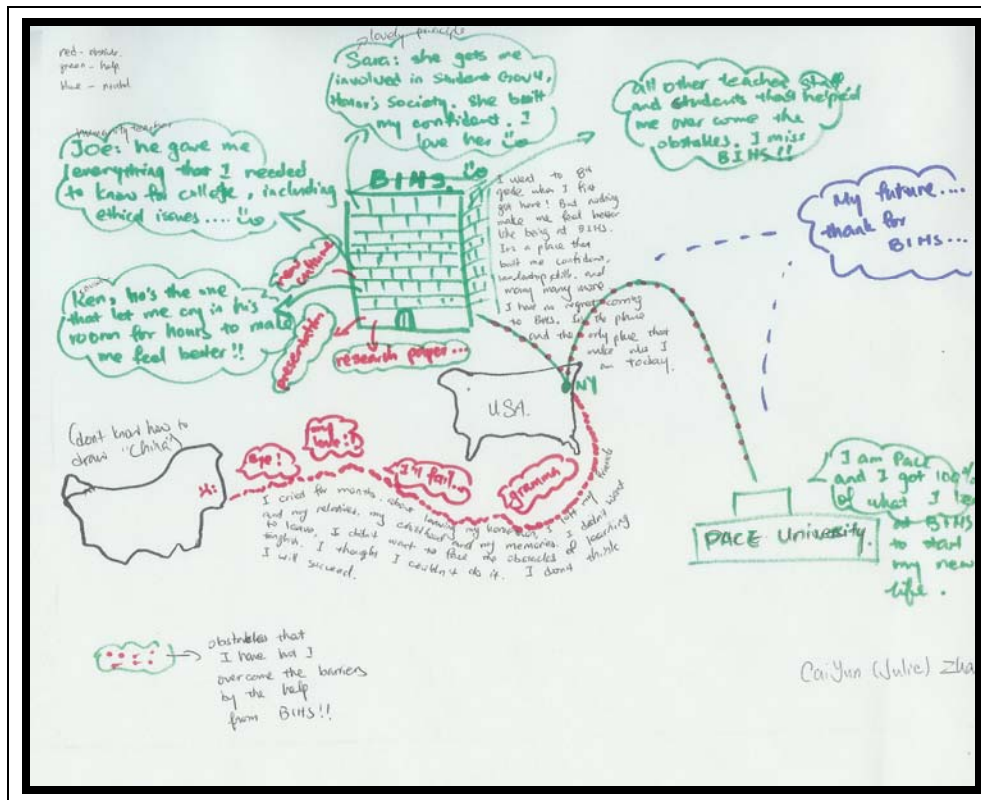
In order to appreciate the intellectual and linguistic environment created in the International High Schools and to contextualize the cohort graduation rates in an understanding of teaching and learning relationships, we felt that it was important to speak with students and graduates about the key elements of the Internationals which contribute to the school's academic and cultural success. To this end, we conducted a series of focus group interviews with graduates from three schools, asking them to describe their journey from home country to the U.S., their academic experiences at International and their post-high school reflections on International.

Focus groups were conducted at the three schools which have been in existence long enough to have graduating classes: Brooklyn International, Manhattan International, and International at LaGuardia Community College in Queens. Each group consisted of six members of previous graduating classes. One group drew from students who entered in the 1985 school year, whereas the other schools consisted of graduates from 98-03. The students were selected based upon post-secondary contact information. For the Brooklyn group we relied on the past principal of the school to recruit students with whom she was still in touch. For the other two schools, we relied upon post-secondary

contact information, as well as snowball sampling to find students to participate. Selection issues obviously limit the generalizability of the findings. Yet the common, resounding elements of educational practice that were repeated across the three schools and the many countries of origin, are particularly striking and speak broadly to the strength and reach of the Internationals model.

Focus groups allow participants to express a variety of views on specific questions, as well as build upon the comments of others and clarify/distinguish personal experiences within a larger setting. In addition, we utilized portions of the focus groups to gather individual data through various activities in which the participants created pictorial representations of their life "pathway" as well as written responses to various prompts. This provided us with the unique opportunity to gather group and individual data. Questions posed in the focus groups centered upon the experience of the students as adolescent immigrants to the United States, their time spent at the Internationals, the ways in which their culture/language was valued, and the things they feel they learned and carried with them to their current personal/career positions.

To open each focus group, graduates were asked to draw a picture of the journey from their home country to the U.S. Many, as in the map produced by Cai Yun below, identified the International Schools as a key site for social, linguistic, educational and emotional development, a "life raft" so to speak on their journey across the globe.



The focus group conversations reveal critical elements of International high schools as a transcultural intellectual and linguistic space. As in the map designed by Cai Yun, in her school she could “cry in his room for hours,” receive “help from BIHS” in overcoming obstacles, get “involved in the honors society,” and learn “everything that I needed to know about college, including ethical issues...”

In retrospect, graduates spoke of rigorous academic preparation, deep engagement with multiple languages and dialectics, a profound respect for varied cultures, active engagement with democratic decision making and academic projects in which life long learning and global citizenship were encouraged. Focus group comments of the graduates have been organized into three core themes:

International schools create a community of cultural and linguistic differences among adults and youth

International schools enable intellectual work that is rigorous, inquiry based and culturally rooted – where revision is the key to academic success

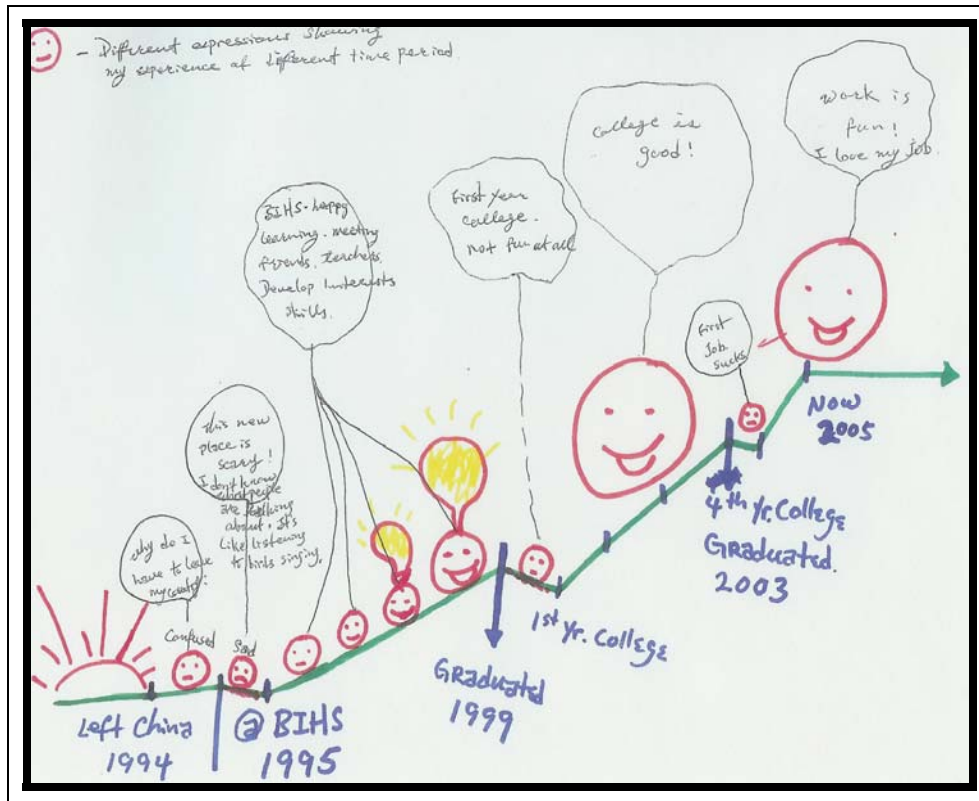
International High Schools encourage students to develop the skills of global citizenship and transfer their learning from International High Schools to colleges, work, family of origin, their children and their local civic engagements.

Building a Democratic, Transcultural Community

"... I think the teachers were very supportive. Because there were so many kids that didn't speak English when they come here for the first year. And, when they come here most of them are depressed and sad. And when they come here they see all these other kids who have the same situation as them, who are in the same situation as them. And they feel more relaxed and think ok I can deal with it."

- Petra, Romania, Manhattan International

Graduates spoke in consensus about the sense of community born within the walls of International high schools. The Internationals converted the frowns of immigration into smiles of academic and civic engagement, as portrayed in the map below.



Students from all of the groups expressed this strong sense of community in conversations peppered with a language of “family,” “respect” and “love” when they described relationships with peers and faculty.

"It's [International High School at LaGuardia] a very unique place. I don't know how it would have been for me if I went to another school ... where you have to go through a metal detector to go to the high school. And I said to myself, I didn't have that. You know, I mean, I didn't--like when we had [field trips] we all went together in the same bus. It was like brothers and sisters, you know. It was a really great experience. It was really like a family, and that's one of the things, I think, because of that, and the best moment of my life as a young person, I think, it happened here in this school."

- Graduate, first entering class of International High School at LaGuardia (1985)

"International High School for me was very, very different, because I came a background that has totally different culture... But, at school, I learn the teachers took great time and how to emphasize on that subject, to help you. Psychologically, emotionally--everything. I went through a lot, because in my culture, the girl usually stays home, told what they do. You have to stay there until you grow up and get married. .. I have a great time here, enormous learning. I learned a lot. And my teachers were not just teachers; they're like my family. Aunts and uncles. That's what I felt. And they gave me a great courage. It's like it's not the end of the world that you cannot do something, but you can accomplish something that's within your ability. And I did. I am a travel agent."

- Hulya, Graduate from Turkey, International High School at LaGuardia

Deep involvement in a polyphonic community, where everyone was learning English and everyone brought a distinct linguistic expertise, translated into a truly unique setting. The linguistic environment was at once safe and exciting; students were encouraged to take risks without fear of being laughed at. Graduates mentioned that despite all of their differences, many of the students were in “exactly the same situation.” They were recent arrivals to a foreign country where they did not know the language or culture. One focus group remembered, with humor and delight, their stumbles into English:

Francesca, Dominican Republic: "My best friend when I was here was Polish. She didn't speak English, I didn't speak English. I spoke Spanish, she spoke Polish. I remember my first words in Polish, she taught me, I'll remember them forever."

"...I think other people learned words in other languages...[few people talk]

Francesca: Happy birthday in Polish I learned my freshman year...

Raul: I can tell you "how are you" in Arab, and, uh, Polish, um, Chinese

...: I can ask you what time is it in Polish, and I can say thank you in Polish..."

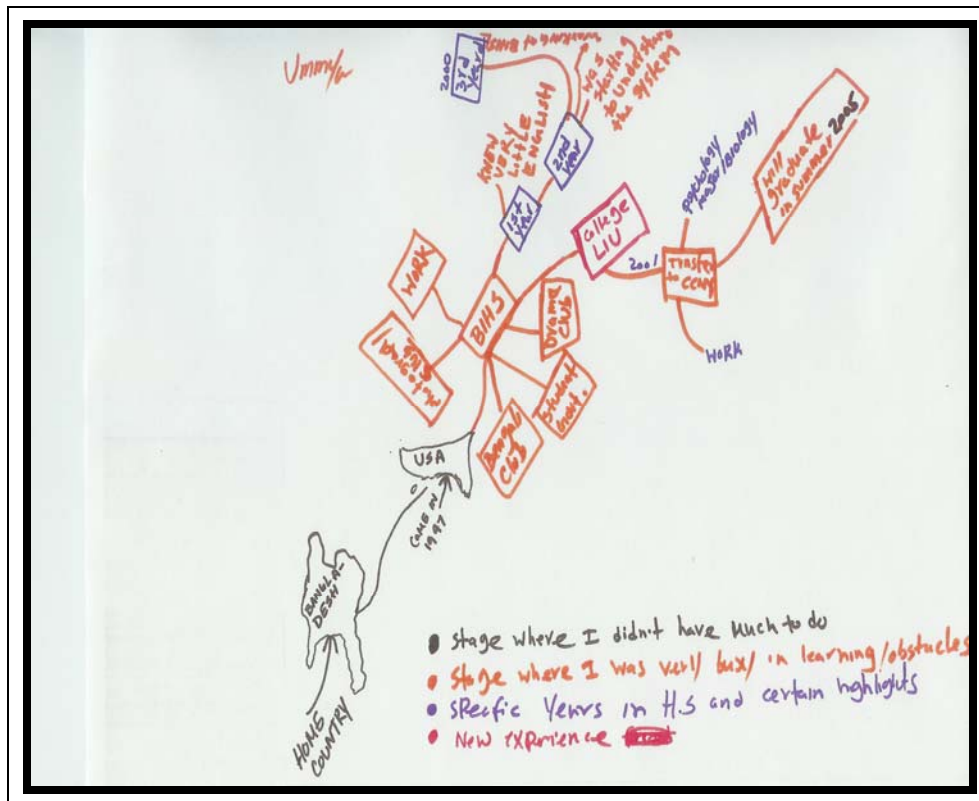
- Graduates, MIHS

Sharing words and language, as well as culture, provided a way of learning about self and others, new country and old. The struggle to master the English language, the struggle to understand each other despite not sharing a common form of communication, resulted in gaining a deep respect for each other.

"...yeah, I agree with you about the whole thing about learning about other cultures. Because not only do you learn, but you learn how to respect them. You know? You learn that we are different, and that that person, like, I don't know, maybe I just, I just think it's, it's, you learn how to see people with different eyes. I think after a year here, I was seeing different people from different nationalities different than how I saw it when I came here. Even though I came from a country where you have them all colors and sizes. But, its just you learn how this person is so smart in math, and this person is so good at drawing and you are like, wow, it's incredible. I think you learn how to respect that."

- Francesca, Dominican Republic, MIHS

Words were a common vehicle for expression, a form of identity, and a way of communicating that helped to create the diverse, yet close-knit, community that the students described. As a student from Bangladesh explains, once English was mastered, “I was very busy” with activities like the drama club, college, student government, Bengali Club....



By learning, growing, and maturing in a community rich in cultures and languages, the students did not fear the humiliation that many of them experienced in previous schools when they struggled to speak English. Consider this extended exchange on “embarrassment” experienced by immigrant youth in their large comprehensive high schools:

A: [Being with other students who are learning English] ... builds your confidence, I feel, it does, because like um, like in here, like since, like, the teachers of course, they know how to speak. But you, you don't feel like, you don't have that tension, like, oh, I'm gonna say something wrong, like, you know when, cause I felt that pressure when I went to the other schools, like the [other large] high school, like in the class, I didn't want to speak, I was like you have that pressure, like did I say this word the right way, or, and you're like, like, you don't want to speak, you just want to stay quiet. But in here, you have the freedom, you feel comfortable expressing yourself whether you're saying it in the proper way or the right way, you have that like...that like...mmm...not a gift, mmm, not a gift, you got that like you feel comfortable [D:freedom]...you have, you feel comfortable about it, you don't care if you don't say it the right way, but you don't have the pressure, that you like, oh I'm not gonna talk because they gonna laugh, or something like that...

F: they may laugh...[laughter]...but then...oh well, you say it then!

A: they might laugh, but it's not gonna be the same way, like, you know, when you go to the other schools and they're laughing, like oh this person, they're not laughing like in that way, oh this person doesn't know how to speak, you know, not with that, they might laugh like, it must sound funny the way I say it, but they not laughing because, oh this person doesn't know how to speak, you know...

F: [not like] you dumb because you don't know how to say it, that's not the thought that goes...

D: it was very interesting, I had a friend, um, she, she used to speak with a dictionary like I said, she used to look up every word and say it from the dictionary [laughter], it was very interesting because she was here for, for six months and she just started speaking like this [gestures with hands, snapping], you couldn't stop her, she went on and on and on about things, it was so fast, I couldn't believe that after six months she could speak perfectly, almost perfectly, and you could understand every word she says, and she was one of the best students in the class. And she said that she was ashamed to speak because she thought she had an accent. But when she actually realized that everybody has an accent here, and everybody has the same problems and concerns, she felt free to speak and she was great.

These students understood the common ground that they all experienced in trying to learn a new language. They also felt that their native language was valued. Many students expressed how vital this was for their transition to their new locale. They referenced a growing sense of confidence and leadership.

"I think the first thing was the leadership skills, because I was the president for the Honors Society and then the student government... [since going to college] I've brought speakers to Pace to help students get jobs internships, like the outside work, so that's what I got first [at International]. And then the second thing, I think, is the ... [confidence] ... I have... because of this school, it makes me like feel more comfortable and confident about who I am and when I go out, because people understand me, because people at school understand me. Teachers understand me. The principal does. So, that's what I got ... [from International School]. I got confidence."

- Julie, BIHS

The Internationals provide an environment where students transition to a new country and culture, without losing the past. Graduates did not report feeling pressured to become "Americanized." Instead they commented on their deepened level of respect for and knowledge of their country of origin. One young woman explained how much she learned about her native country, only after she arrived at International high school:

"Well, I came from China, and ... [INAUDIBLE] ... so many different cultures ... [INAUDIBLE] ... Then, I come here, and the teachers, the school actually liked helped me to learn about my own culture more. I learned actually like more about my Chinese culture in school ... [LAUGHS] I got a chance to see others' culture, but also I got a chance to explore my own cultures ... I was very interested in like Chinese arts, and not just fine art, painting, also, dancing

and stuff like that. So, the dance teacher here ... [I signed up and spoke with him] ... And they both like helped me in trying to find classes for the dancing or the arts, you know, outside. Because, you know, like, in a school, you don't have that opportunity ... [or back then] ... we didn't have like for this specific culture, courses for things like that. And then they looked out to other schools, and they finding like Chinese dance classes to learn and ... [learn ourselves] ... Like in the arts, like the art teacher, she will take me to museums and participate in art openings and introduce me to, you know, the outside, about Chinese culture. And it was good. And, after I learned all this ... [I met my] ... friends and painting, the arts, and then, in the senior year, I wanted to like have like the Chinese arts and culture let it stay in the school, you know, share with the other students. So, me and my friend, we started a Chinese class ..."

- Diana, Chinese, now working at a fashion design company, attending SVA

In many of their previous environments (countries or schools), as students these young people felt embarrassed or encouraged to 'stay only with our own.' In marked contrast, at the Internationals, in the midst of heterogeneity, collaboration, language integration and a single learning model for all, the graduates report an entirely different energy. Basking in an educational space of positive, transcultural knowledge and relations, at such a crucial developmental stage in their life, appears to have been indispensable and something they have treasured ever since.

And there is no price on the love that you can give. No matter what. Understanding and love. This is because I learned this from my International High School teachers. You can love and want, no matter what they are, where they came from--race, ethnicity, culture, or religion. That's what I believe. That's what I learned.

- graduate, BIHS

The democratic lessons of the Internationals were many, including a sense of being heard and respected, valued and "loved" for differences, strengths and needs. One young woman told a beautiful story about the birth of her child, well after she graduated; how she learned to love this child, born with blessings and disabilities, drawing on her experiences of 'love' and democracy at International.

"What I learned is something -- you don't have to expect love; you have to give love. Don't expect, just give. And love without doubt and anything, that's what I learned with my daughter. I have a special daughter; she's a Down's syndrome. She's right now eight years old. She goes to school, special education. The love that I learned from here, I did not receive that love from my grandmother. Because in my culture, the parents do not show or actually they don't tell you that they love you. And, but what I learned with this girl is love, understanding, and patience. And there is no price on the love that you can give. No matter what. Understanding and love. This is because I learned this from my International High School teachers. You can love and want, no matter what they are, where they came from--race, ethnicity, culture, or religion. That's what I believe. That's what I learned."

- Hulya, Turkey, QIHS

Crafting an Intellectual Home

The focus groups revealed much about the cultural and linguistic support that International schools provide to students; at least those students who ultimately graduate. While such support is clearly necessary for academic success, it is not, of course, sufficient. To this point, students described in detail the intellectual environment created and sustained throughout the International High Schools. They spoke very positively about one aspect of their academic program, the portfolio process which seemed to facilitate great confidence -- *in this non-native English speaking group* -- to write essays, revise, edit and produce quality papers.

"Another thing I take with me is that, I think that by the time I became a senior, the whole senior institute um, really focused on the research paper and the analytical essays, how to think analytically, how to break things down, and always think of those things when you write a paper, when you make a presentation about them, which has helped me in college a lot."

- Luences, Dominican Republic, MIHS

"... we're new immigrants and English is our second language, portfolio gives us more flexibility to understand ourself and to express ourself [sic]..."

- Julia, BIHS

Former students also commented on the academic strength of their internships and their close relations with faculty who provided academic scaffolding so that challenging projects could be undertaken and completed:

"... there are great programs outside of school that they provided here, like I..I've been in the, I think it's the ... [science subject school program] ... you know at the American Museum of Natural History up in Central Park. I've been there for two years in the genetic group, and I really latched onto that time, and that group, it's been a lot of fun there."

- Maya, BIHS

Graduates in the focus groups were very thoughtful about the intellectual advantages they experienced while working within a heterogeneous, collaborative environment and working toward portfolio assessments. One portfolio graduation requirement entails an in-depth study of an area of interest to the student and a full length term-paper. This process, in particular, provided students with analytical reading and writing techniques, experience with presenting themselves in a public speaking setting and opportunities for utilizing multimedia resources in presentations.

To the extent that students mentioned academic opportunities that were not available to them in the Internationals, some noted a lack of flexibility in the curriculum; e.g. a frustration that they didn't have access to Advanced Placement courses or more advanced courses. It should be noted, however, that these comments came from students who were in the earliest years of some of the schools. There have since been many curricular adjustments made to tailor the needs of the students. To this point,

recent graduates remarked most positively about their ability to enroll in college courses while in high school.

It was interesting to note how the Regents came up in conversations about college. While a few students felt as though they were less skilled at taking standardized tests than they should be, there was overwhelming support for the portfolio assessments with respect to the predictive validity once they arrived at college. Consider the following discussion on the pedagogical, intellectual and psychological benefits of a rigorous portfolio:

Ummya: I feel that blessed really to be in BIHS because it was such a comfort zone for me, you know. I didn't know any English. Didn't know where to turn to. I would come in the morning--and come early in the morning, you know probably one of the first students sometimes. And go home probably at eight o'clock at night. Actually not go home, go to work, we had a little business... And so, um I would get all my homework done and everything, so it was just a helpful zone and comfort zone and... And I would change things, if I were to change things, you know, but she said the, you know, the curriculum and the system has been changed and improved, like we did portfolio, and I think well, when we were graduating, they were working on changing the system, whether to take regents or portfolio, we were I think contemplating or debating, or students were debating or something like that, I don't know what's going on, so, I don't know, do you guys take the regents now or what?

Julie: I took English Regents. But after that, I went to Albany with, um I think it's ten students, with two teachers to protest. Yeah. Against the regents. It was fun. Because all my friends went to the courts and like try to convince the judge about the Regents. And then what they said was like I took the Regents like ten years ago, I mean, no forty years ago, and "it's fine with me" ... Because the thing is things have changed, there are immigrants in the city they [the judges] don't understand like how things are different like forty years ago. You didn't have computer forty years ago, or an internet, and stuff like that. You have to consider what's right here, right now. Not forty years ago. I mean, they just don't know anything about education but they are on the education board and stuff...that's just ridiculous

Q: How do you think your...specifically your experience as an immigrant taking the Regents, versus his experience. How do you think that that's...in what ways do you think that's different?

Julie (cai yun): um, I think that Regents doesn't represent who you are. Just that. Because portfolio, it's about how you develop your idea, into a on paper, and presentation to convince your audience, your teachers, and the students of what you think on that thesis that you made, or the science project that you did, and the math that how well you know about the math ... But the Regents, I just think you have to get the information like this, and then just memorize all of them, and then put it on paper. And it's nothing. It's just like a two-hour test to tell the college admissions like about who you are, and it just is not..it's not the right thing to do.

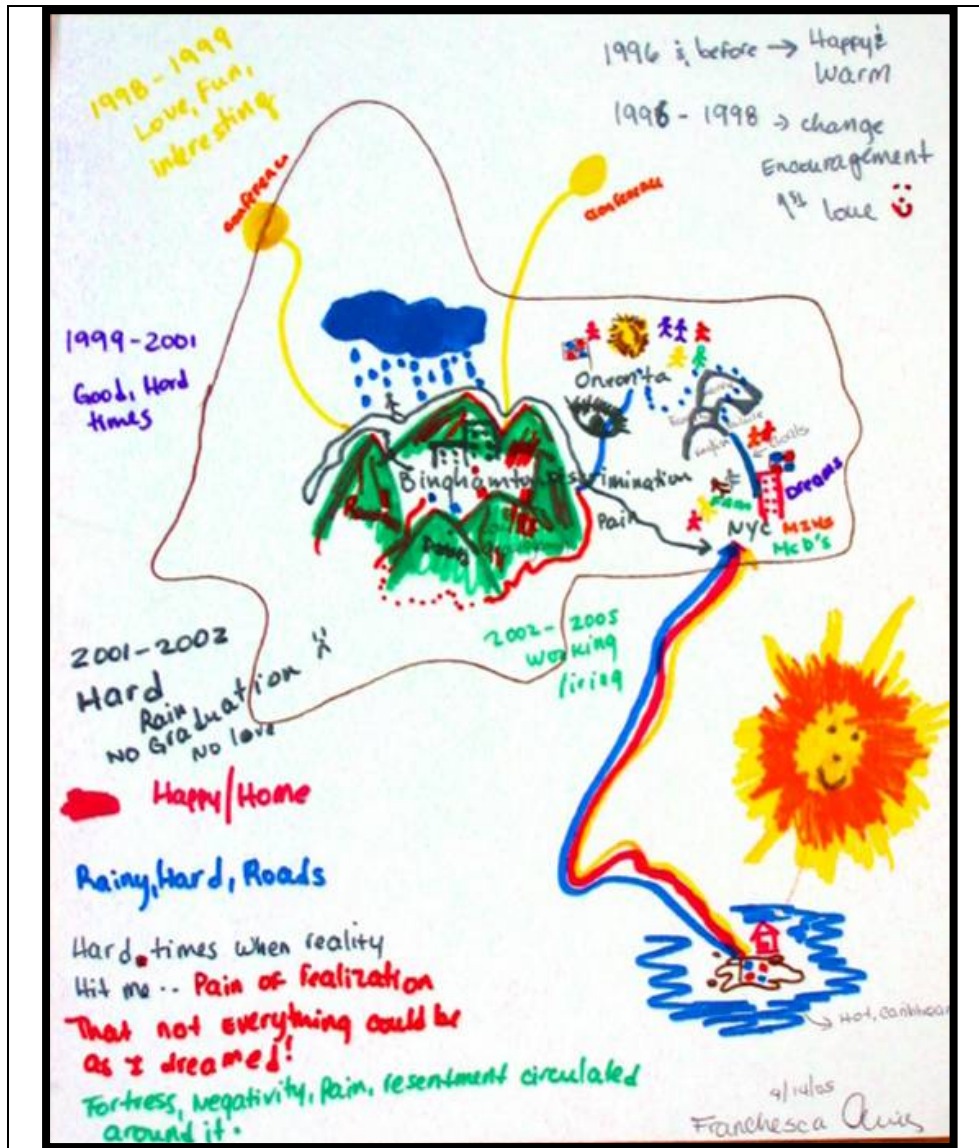
Ummya: Okay...I totally agree with you, it's probably not the right idea, um, portfolio, you get to work on it, you know, you develop your ideas, you write some paper, and you present your ideas in front of, you know, so many people, five six whatever, anyhow but um, I think, I work in the

testing office in CUNY, so I'm maybe speaking from a different perspective. I have seen students struggle taking the ACT and not passing it, because if you don't pass the ACT in CUNY then you will not be able to take your major curriculum, major courses, core courses. So, if you took a Regents, and you score 75 or above, you don't have to take the uh, ACT, that entrance exam at CUNY, so you are sort of like you know ahead of the game. And, But you have other [??] you can take the ACT on your own which is given by the American College Test Program or you can take the SAT and score 480 or above on each section, verbal or math, so that way you don't have to do the regents. I think, if there is a regents system, you take the regents, then it gives you a sense of what the majority of American school high school students go through and what they experience basically. Because, when I went uh, to college and I was speaking with my friends and, actually my sister also who is going to high school now, and she is talks about regents, this and that, and oh my god she has to prepare for the regents, and I'm said what is a regent? [laughter]... you know, I said what is a regents, because I need to help them, they are going to high school and I am going to college and they come forward to me, "can you help me?" You know, how is this, what is this and stuff like this, so I don't know exactly the set up of the regents and how it is done. So I think, um, either way it's fine, but regents, it gives you a broader perspective of what the majority of American student goes through, that's just it.

F: ... [some people in college are] like good test-takers, but they are very bad on research and stuff like that. They don't know how to use citations and stuff like that. Because when I go to college, I know how to do research papers. I know how ... [to do] ... a presentation, because nobody knew in my class like how to use PowerPoint. I don't know ... we--all of us--know how to use it.

F: And the research paper is special ... [and the portfolio] ... that's really useful in college.

Across schools, boroughs and years, graduates commented on how well their International education served them academically and socially in college. They agreed that the portfolio process prepared them well for tasks they would have to undertake in college courses. Attending a school in such a diverse environment taught them respect for and knowledge of cultures that others did not have. However, once they got to college (especially in upstate New York) a number said that they were surprised, shocked and disappointed to realize that higher education would be much more homogeneous and in some cases racist and traumatizing. Note Francesca's visualized emotional shifts while she attended the upstate SUNY system:



With their diversity valued during high school, a number of graduates noted that initially in college, rather than being part of a community, they were viewed as "other." To make matters worse, in these settings they frequently encountered people who were quite close minded, and not very interested in opening up. They came to appreciate the democratic diversity of Internationals even more so, after graduation:

One of the most important things, which, I don't know, sometimes I went to college, and I didn't realize, [I would meet new people and think/say] why you acting, why you generalizing? Why you say things like that? That doesn't make any sense. But it's because of my background, where I came from, where I went to school. I sat in my own classroom with people from five different nationalities, seven, eight, ten. You know, And it's all, we had to work together, we had to get the job done. And, you know, you can't disrespect me because we're not going to be team players if I disrespect you or you disrespect me. You know, so sometimes I was like oh my god where'd these people come from? But, they wasn't exposed, not exposed....(laughs)''

Privileged to have experienced rich diversity in high school, most of the graduates dealt well with what they viewed as a mono-cultural environment in college. Drawing on skills developed in the Internationals, they understood how to navigate the “dominant culture” and even the narrow-mindedness some perceived. Shocked, disappointed and angry at the contrast between their high school experience of diversity and the lack of respect for diversity within higher education, they made varied decisions. Many stayed. Some sought out and found multi-cultural learning communities or HEOP programs within the larger institutions. A number chose to leave and return to a setting where diversity was valued.

Growing the Skills of Global Citizenship: Seeing 360 degrees and beyond stereotypes

"Another thing [I learned]...I would say, um, knowing people from other cultures, but very closely, very unique. Because in New York City, you might learn about other ethnic groups in terms of what's generalized as stereotypes of those groups, but when you meet people from these ethnic groups you get to really learn about their culture, what their culture is really about, how they are as human beings, where they come from in their community -- Which is completely different to the stereotype..."

- Luences, Dominican Republic, MIHS

All of the students in these schools have experienced life in at least two different countries. They all speak at least two languages, understand the values of at least two cultures, and incorporate this hybridity into their everyday lives. In this sense, they are truly global citizens who challenge stereotypes because “when you meet people... you get to really learn about their culture” and because they had experienced the toxic arrows of stereotypes and weren’t going to throw their own.

Many of them discussed their global mobility as an ability to work with people in different cultures, a desire to live in and travel to foreign places, an awareness that their International High School experience raised in terms of thinking and acting globally. They understand and appreciate that culture and local context shape what people think, how they act, what they believe is true, what they challenge, and the power they give to authorities.

At the Internationals, students learn through democratic policies and practices. At the base of their education, they learned to ask questions, to inquire, to exercise their intellectual and civic freedoms:

"... one of the things I took with me [and I remember one of my teachers for this] first of all, as an immigrant, to question authority – always – never take anything as it is, always question it and express your opinion..."

- Luences, Dominican Republic, MIHS

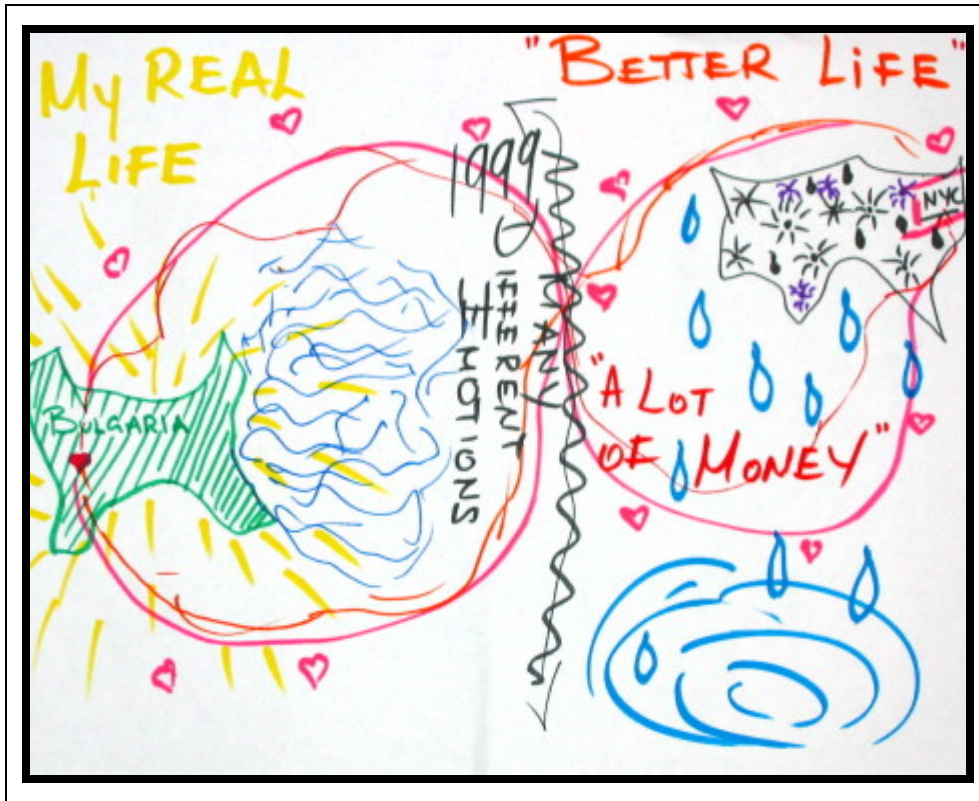
Graduates of Internationals are young people who see and desire a world that moves across nations, languages and cultures. They position themselves as citizens of the

world, voicing and acting with a commitment to social issues. While very much “American,” some nevertheless long to return “home.”

"... And, then I did decide, and I really wanted to go back to live in Turkey. I really do. So, I came back. I transferred from Hunter to La Guardia. Travel and Tourism major. I finished it. While I was attending La Guardia College, I had study abroad program. From Miami Community Dade, I got the grant. They paid my room and board, but my other bills I had to pay out of pocket. I studied in France at Southern France; it's in Provence, to learn the language and the culture. How it would have a great impact on my tourism industry, knowing that I had Turkish, English, and some French would help me, and the idea was me going back to Turkey, living there. [I] still have that."

- Hulya, Turkey, QIHS

While many see the U.S. as a “better life” financially, they bear strong ties to their countries of origin, to emotions of the past and struggles they left behind. As one young person drew:



Internationals as Transcultural Academic Settings

As an intellectual and cultural space of language, rigor and democracy, the Internationals Network for Public Schools may be considered a transcultural space; that is, an academic setting in which globally diverse groups of young people come together for a common experience of educational rigor, social safety in a sea of ethnic/national/linguistic differences while immersed in a language rich environment with English as the Lingua Franca. The space is trans- rather than mono- or multi-cultural because students are asked to interrogate and engage with their cultures/languages of origin, with English and U.S. culture, and with the broad range of linguistic and cultural possibilities.

In the International high schools, an academic and transcultural community grows between youth and adults, from school to neighborhood, through local concerns to global issues. All are dedicated to exploring difference, and all committed to the chemistry of working together, with intellectual and cultural tools, curiosity and depth.

It may be important to distinguish this environment from a mono-cultural space like the typical school where immigrant youth report feelings of shame and humiliation; where they remain silent until they privately master English. In a mono-cultural space, there is a unidirectional approach. English and the dominant American culture must be learned, but there is little appreciation of the rich ethnic, linguistic/national differences that immigrants bring into the space. Many graduates contrasted their International experiences with their time in such (mono-cultural) comprehensive high schools where "I was quiet all the time, because I was embarrassed or scared they would laugh at me." Others compared their International experience with their time at university, where almost everybody seemed to be "English speaking" and "White" and "it was such an uninformed community."

International students come to cherish the diversity work of their schools. Some even went on to distinguish the deep cultural interrogation and sharing of the International schools from other so called multi-cultural spaces - where many cultures may co-exist but there is no deliberate commitment to exploring this broad range of differences as a delicious, civic resource.

Engaging deeply with diversity, on complex levels, students at International High Schools practice and internalize the respect and tolerance necessary to live in a democratic society with a variety of people and ideas. In such a transcultural space, young people develop knowledge of and pride in their cultures of origin; enthusiastic embrace of U.S. culture and English, and playful engagement with languages and cultures of others.

The young people express this far better than researchers could. Consider an exchange between Frances and Luences:

F: I remember that too. My best friend when I was I was here was Polish. She didn't speak English, I didn't speak English. I spoke Spanish, she spoke polish. I remember my first words in polish, she taught me, I'll remember them forever. And we used to like draw little things, da! Da!da!, no!no!no!, ok! Ok! (pointing as if to a piece of paper). Ok! And trying to write down, and that encourages you to learn, cause you want to talk to your friends, like, ok we want to go upstairs to eat, um what time do are we meeting after school? But, I think, more than, more than just sharing, its like, you have an expert from each country in your class. So it's like, if I want to go and want to learn about Buddhism, most likely I can walk down the hallway I'm going to find three people who've been living under, under the religion and everything else throughout their entire lives that can tell me here's the book, here's the thing, here's what you gotta do, where you gotta go, here's what day is important, what not, you know? And that's how you learn about history. You know, and, and, look at the flags, I remember that I know the meaning of the Polish flag because my friend drew a mask, and she put the colors of the flag, and you know she said, even though my flag only has two colors they are very important because it means this and dadadadada...you know and I'm saying oh wow, and, you know, so things like that, its like you learn about the cultures because everybody here, whatever they do is going to be related to their country, is going to be related to the experience they've been through, to whatever they are going through in their lives. So, if you write an essay about a girl, you're going to write an essay about, if you are polish, about the polish girl who came to America, and I'm going to write about the Dominican girl who came to America....

D: and there's always something similar, between the Polish and the Dominican girl, there is always something similar. Even though they come from totally different countries, and, somewhere....you know....they have something similar, that's why they became friends, right?

The students and graduates of the Internationals are living 360 degrees. Some of them desire to return to their home countries, others wish to work with national newspapers in their native languages, a number expressed interest in teaching and helping immigrant youth. After experiencing their own personal migration, these students personally and collectively navigate this new and fascinating terrain due, in large part, to the lessons they learned from their time at the International High School. They are, of course, a national and international resource at a time when the U.S. needs to critically assess and reposition our global relations and transnational understandings.

A Quantitative Analyses of International Networks' Incoming Class of 1998

Graduation, drop out, and discharge rates, along with other relevant variables, were collected on the incoming class of 1998 for three International High Schools. The three schools are Manhattan International High School, Brooklyn International High School and International High School at LaGuardia Community College.

The methodological approach to the quantitative data involved five steps. The first step involved Valerie Futch and Brett Stoudt meeting with four experts in the field. Martha Foote, Bob Tobias, Norm Fruchter and Dorothy Siegal helped us learn about NYC public school data, particularly the methods used to calculate drop out and graduation rates, and recommended important literature to read.

The second step included beta testing one of the International High Schools. Valerie Futch, Reva Jaffe-Walter and Brett Stoudt spent several days at Brooklyn International meeting with staff and going through files. A list was made of the variables obtainable through those files.

In the third step, through the sources acquired from the first two steps, a working dataset was developed and data was entered. This process helped the researchers to understand what variables in the students' transcripts and files remained consistent, what variables needed to be modified and which needed to be dropped.

When all the data was entered into the matrix from the three International High Schools, the fourth step then consisted of a validity check. Data was examined for inconsistencies. Each student's entry date, withdrawal date, graduation date, semester attendance, age, cumulative credit, entry code and withdrawal code were compared against each other to assure accurate and feasible relationships. A large number of variables and relationships between variables were questionable. If the dataset could not be reasonably settled through variable comparisons, it was settled by returning to his or her files or discussing it with International staff. This step assured the most complete dataset possible given the available information.

The fifth and final step involved the statistical analyses. The dataset was further cleaned and modified. New variables were calculated from the entered variables such as age, how many years the student attended, and whether a student attended summer school. Techniques for exploratory data analyses were used to examine the data. Frequencies, averages and cross-tabulations were the primary statistical approaches used.

Drop out and graduation rate equations as well as the parameters used to define the incoming class of 1998 were constructed in correspondence with the definitions used by NYC Department of Education, the notes from expert consultations, and other relevant literature. Several sources were needed due to the inconsistencies in definitions. Student's high school trajectory was recorded in order to calculate "Longitudinal Rates" using formulas closely associated with those endorsed by The No Child Left Behind Act

of 2001 (NCLB)¹. The formula used to calculate the Longitudinal Graduation Rate (LGR) is:

$$\text{LGR} = \frac{G}{E - L}$$

Where:

G=The total number of graduating students who are considered part of the incoming class of 1998.

E=The total number of students who were considered part of the incoming class of 1998.

L=The total number of students from the incoming class of 1998 who legitimately were discharged from the school.

The formula used to calculate the Longitudinal Drop out Rate (LDR) is:

$$\text{LDR} = \frac{D}{E - L}$$

Where:

D=The total number of students from the incoming class of 1998 who dropped out.

E=The total number of students who were considered part of the incoming class of 1998.

L=The total number of students from the incoming class of 1998 who legitimately were discharged from the school.

The formula used to calculate the Longitudinal Discharge Rate (LDIR) is:

$$\text{LDIR} = \frac{DI}{E}$$

Where:

DI=The total number of students from the incoming class of 1998 who legitimately were discharged from the school.

E=The total number of students who were considered part of the incoming class of 1998.

The following definitions and parameters were used to duplicate the NYC Department of Education as closely as possible².

- Students were included in incoming class of 1998 if they entered International Schools as 9th graders in the 1998-1999 school year with 0-9 credits or 10th graders with 10 or more credits.

¹ See Christopher B Swanson's article "NCBL Implementation Report: State Approaches for Calculating High School Graduation Rates" from The Urban Institute Education Policy Center.

² See figure 121 in the Appendix to see which withdrawal codes correspond with discharges, dropouts, and graduates.

- Students were removed from the class if they earned no credits or no grades.
- Students were removed from the class if they had a discharge code which included transferring to another school, transferring to a GED program, receiving a full time employment certificate, or being over 21 years old.
- Students were considered graduated if they received a diploma, including a HS equivalency diploma.
- Dropouts included students who left school without enrolling in another school or GED program, did not receive a diploma (including a HS equivalency diploma), did not receive an acceptable discharge code, or had a missing discharge code with no other information available.

The quantitative segment of this report will be divided into three sections. The first will look at International Networks' Drop Out and Graduation Rates, relying upon the formula used by the New York City Board Education. We will begin with a look at the four through seven year drop out and graduation rates and then examine these rates further through gender, language, age of entry and withdrawal, GPA, attendance consistency, credits, number of years and semesters attended, summer school attendance and finally, college program attendance. Schools have been challenged about the practice of discharging students for illegitimate reasons. In the second section we have addressed this by creating a transparent process so that the reasons for discharge could be calculated. As you will see, almost 60% of Internationals' students are discharged because they leave N.Y.C. The final section will include a disaggregated analysis of graduation, drop out and discharge patterns for each of the International High Schools in the data base.

International Networks' Drop Out and Graduation Rates

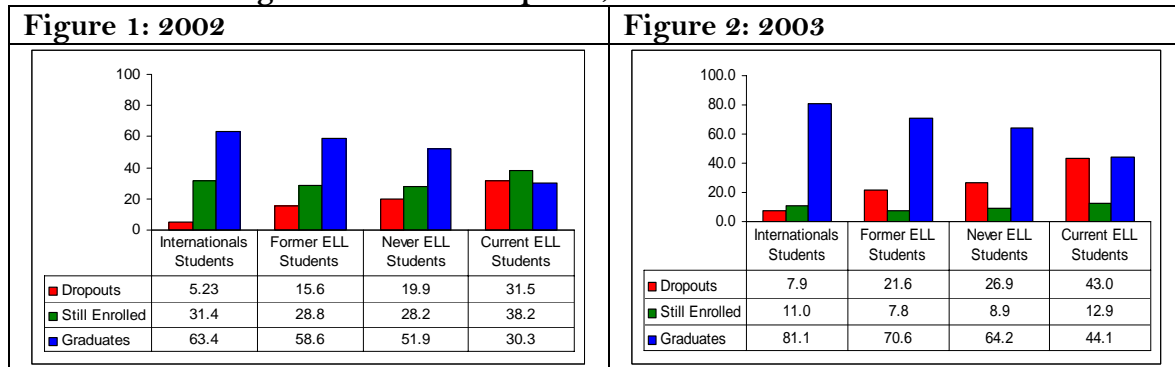
There are a total of 259 students between the three International High Schools that make up the incoming class of 1998. Of those students, 100 were officially discharged and therefore not used when calculating the drop out and graduation rates. The following section examines the aggregated drop out and graduation rates for the remaining 159 students.

Longitudinal Drop Out and Graduation Rates

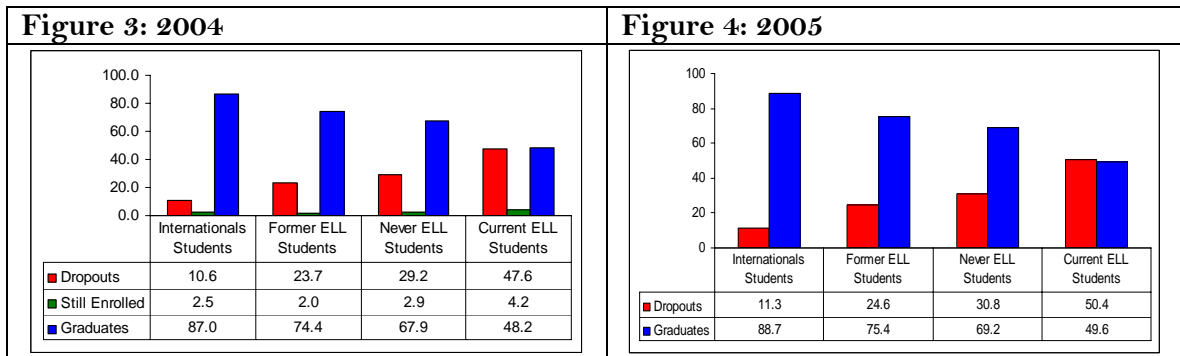
International High Schools have consistently higher four, five, six and seven year graduation rates as well as lower four, five, six and seven year drop out rates as compared to NYC's current and former ELL students as well as NYC's English proficient students.

Figures 1 through 4 represents the longitudinal drop out, graduation and enrollment rates for International students from the incoming class of 1998 compared to “former ELL students”, students who were always English proficient (“Never ELL Students”), and “current ELL students”³. While after four years (2002), 31.4% of the students are still enrolled at International High Schools (See Figure 1), after five years (2003) only 11% of the students remain (See Figure 2). The drop out rate between 2002 and 2003 increased only 2.7 percentage points while the graduation rate increased 17.7 percentage points (See Figures 1 & 2). After seven years (2005), the graduation rate is 13.3 percentage points higher than former ELL students, 19.5 percentage points higher than English proficient students, and 39.1 percentage points higher than current ELL students attending other NYC schools (See Figure 4).

Four through Seven Year Drop Out, Graduation & Enrollment Rates



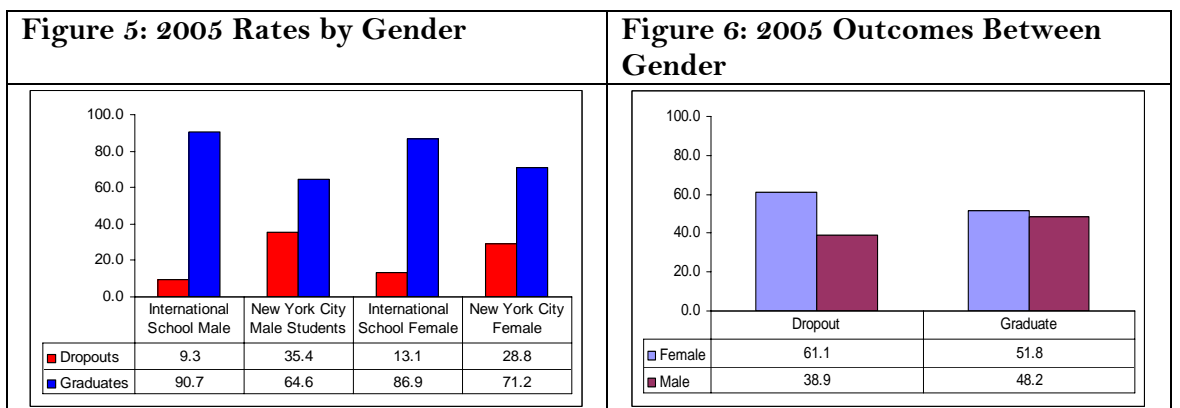
³ The 2002 NYC comparison data was derived from the “NYC Department of Education Class of 2002 Four Year Longitudinal Report and 2003-2004 Event Dropout Rates Report.” Since the seven year longitudinal report for the Class of 2002 is not yet available, the 2003-2005 NYC comparison data was derived from the “NYC Department of Education Class of 2001 Final Longitudinal Report: A Three Year Follow-Up Study.”



A Closer Look at Gender

Male and female International High School students have higher seven year graduation rates as well as lower seven year drop out rates as compared to males and females in other NYC schools.

Figure 5 represents the seven year (2005) graduation and drop out rates for female and male International Students compared to NYC rates by gender⁴. Figure 6 represents percentages between gender within the seven year drop out and graduation outcomes. While the City's data show female students more likely to graduate and less likely to drop out, that trend is reversed for the International High Schools; 90% of the International High School male students and 86.9% of the females students graduate after seven years (See Figure 5). Since there are 19 more females than males in the International High School's incoming class of 1998, females are also more likely to be both a dropout and a graduate (See Figure 6). Of those students who drop out, 61.1% are female (four more females than males) and of those students who graduate, 51.8% are female (five more females than males).

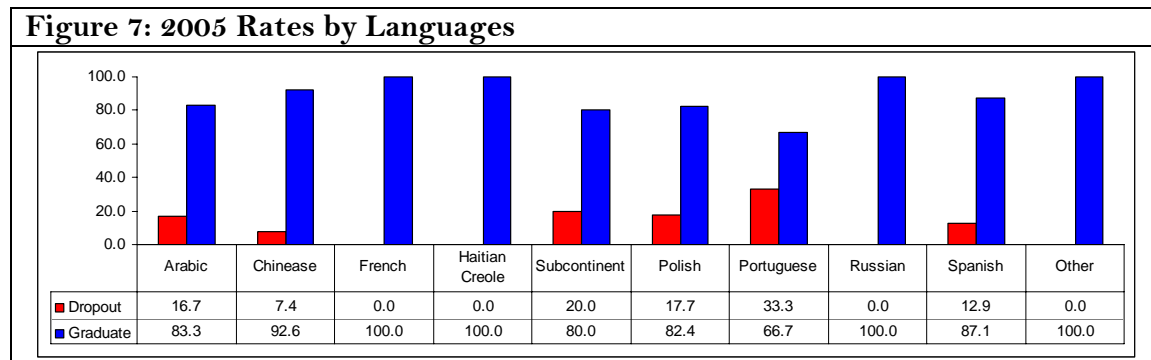


⁴ NYC outcomes are based on the longitudinal results for the incoming class of 1997.

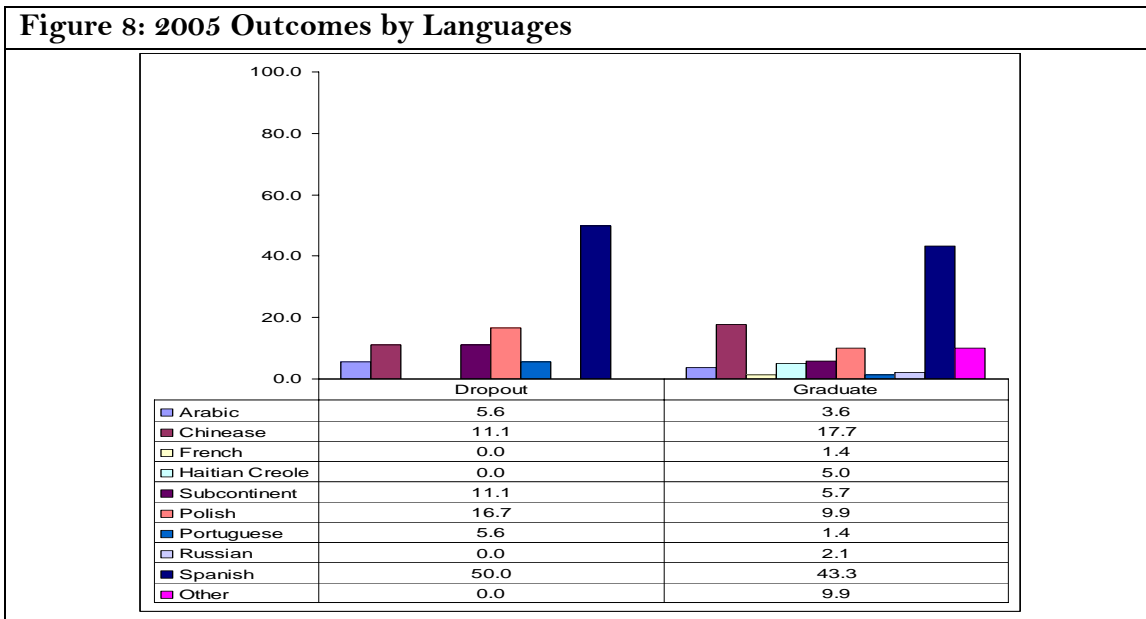
A Closer Look at Language

All language categories spoken by International High School students from the incoming class of 1998, except for students speaking Portuguese, had seven year graduation rates equal to or greater than 80%.

There were a total of 31 languages spoken by the International High School students from the incoming class of 1998. Figure 7 represents languages spoken by students broken down by seven year drop out and graduation rates⁵. Figure 8 represents percentages between languages within the seven year drop out and graduation outcomes. Six of the ten language categories have students who eventually drop out by the seventh year. 33.3% of the students who enter International High Schools speaking Portuguese, 20% of the students speaking languages associated with the Subcontinent, 17.7% of the students speaking Polish, 16.7% of the students speaking Arabic, 12.9% of the students speaking Spanish and 7.4% of the students speaking languages from China ultimately dropped out over seven years. Of those students who dropped out, 50% spoke Spanish. All language categories, except for students speaking Portuguese, had graduation rates equal to or greater than 80%. Of those students whop graduated, 43.3% spoke Spanish.



⁵ Languages like Spanish, Polish and French are not aggregated. However, languages spoken within a region are aggregated into a single category. For example, Punjabi, Hindi, Urdu and Bengali are languages spoken on the subcontinent of South Asia (e.g. India, Bangladesh, Pakistan) and therefore labeled in the graph and elsewhere in this document as “Subcontinent”. All Chinese languages are grouped together, such as Mandarin and Cantonese. Language categories such as these were guided by the language codes and categories as indicated by the NYC Department of Education. Note that “Other” represents languages that had less then 5 students in the sample or the student’s language was unknown. See Figure 123 in the Appendix to review how the languages are distributed within each category.



A Closer Look at Spanish Speaking Students

Spanish Speaking students at International High Schools have higher four year and seven year graduation rates than NYC Hispanic Students.

Figure 9 through 11 examines International High School students who speak Spanish (“International Spanish Speaking Students”) compared to International High School students who speak other languages (“International Non Spanish Speaking Students”) and NYC Hispanic Students⁶. Figure 9 looks at percentages between Spanish and non Spanish speaking students within the seven year graduation and drop out outcomes. Figures 10 & 11 compare the four year and seven year drop out and graduation rate of Spanish speaking students, non Spanish speaking students, and NYC Hispanic students. Spanish speaking students are the largest group of students who attend International High Schools. After seven years, Spanish speaking students make up 50% of the dropouts and 43.6% of the graduates. Spanish speaking students after four years had a lower graduation rate (56.6%) than non Spanish speaking students (68.4%) but a higher graduation rate and lower drop out rate (5.3%) than NYC Hispanic students (26% drop out & 41.1% graduation). Spanish speaking students at International had a higher rate of enrollment after four years than non Spanish speaking students and NYC Hispanic students. After seven years, Spanish speaking students had graduated at a similar rate (87.1%) as non Spanish speaking students (89.8%) and a much higher rate than NYC Hispanic students (59.9%). Spanish speaking students also have a similar drop out rate (12.9%) as non Spanish speaking students (10.2%) and much lower rate than NYC Hispanic students (40.1%).

⁶ The 2002 NYC Hispanic data are based on the longitudinal results for the incoming class of 1997. The 2005 NYC outcomes are based on the longitudinal results for the incoming class of 1997.

Figure 9: 2005 Outcomes Between Spanish or non Spanish Speakers

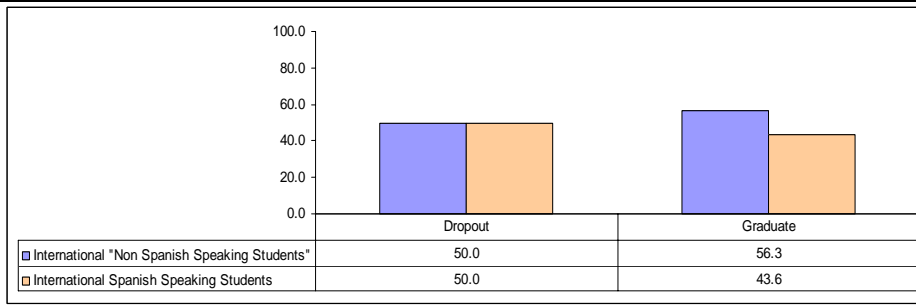


Figure 10: 2002 Rates by Spanish Speakers

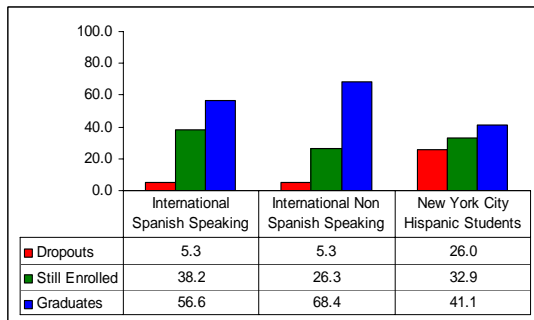
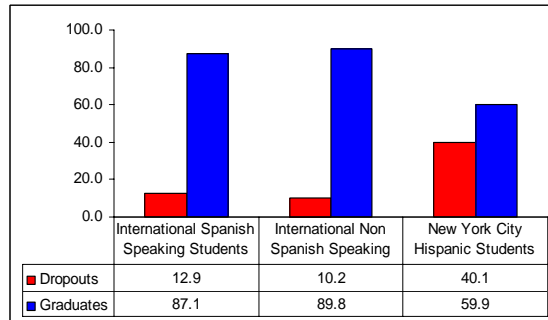


Figure 11: 2005 Rates by Spanish Speakers



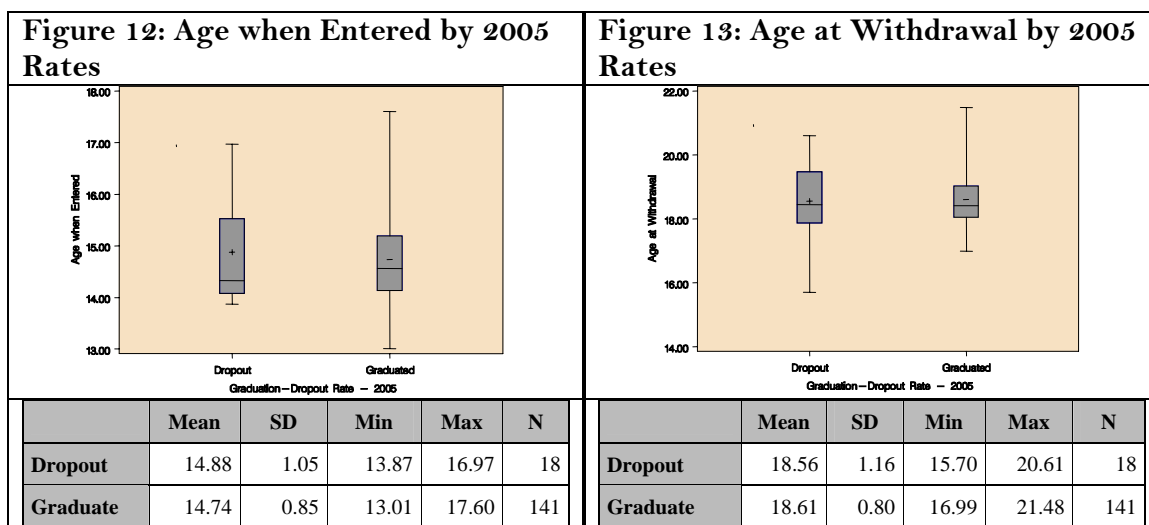
A Closer Look at Age

The average entrance and withdrawal ages are similar for students who drop out compared to students who graduate.

Figure 12 and 13 represent the student’s age at entrance and withdrawal broken down by the seven year drop out and graduation rates. Averages collapse student variability which can misrepresent their range of differences or similarities. We address this by using box and whiskers plots⁷ as well as more traditional averages⁸. The average entrance age for students who ultimately graduated was approximately 15 years old with a range from around 13 to 17 ½ . The average withdrawal age for students who ultimately graduated was approximately 18 ½ and ranged from around 17 to 21 ½. Students who eventually dropped out had, on average, similar entry (approximately 15 years old) and withdrawal ages (approximately 18 ½ years old) as students who graduated.

⁷. The graphs above the tables are called “box and whisker” plots. Each “box” and “whisker” represents the total range of age broken into quartiles. The line in the “box” represents the median meaning 50% of the ages fall above the line and 50% fall below it. The “+” symbol within the “box” represents the average. For example, the average entry age for graduates in the table (14.74) is the same value as the discharge value for “+” in the “box.” The entrance and withdrawal ages that fall within the box represent 50% of the values, the ages that fall within the upper “whisker” represents 25% of the values and similarly, the ages that fall within the lower “whisker” represent 25% of the values. For example, the minimum (13.01) and maximum (17.60) age of entrance for graduates are the same values that are represented at the ends of the “whiskers.”

⁸ The tables below the graphs represent the average entrance and withdrawal ages broken down by dropout and graduation rates The “mean” represents the average entrance and withdrawal ages. The “SD” represents one plus or minus standard deviation around the mean. The “min” and “max” represent the minimum and maximum values. The “N” represents the total number of students.



A Closer Look at GPA

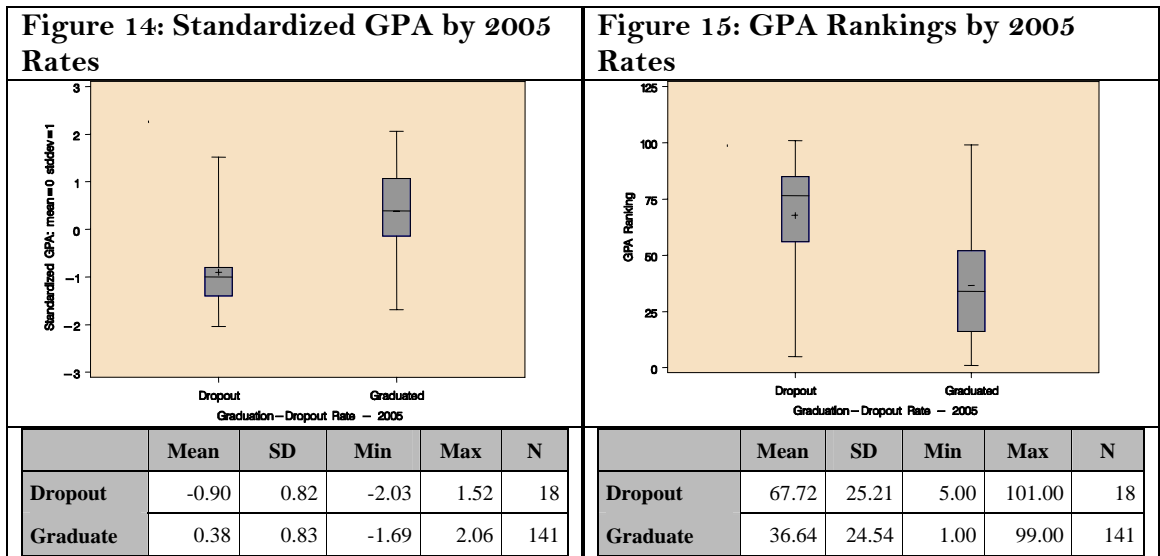
While most students who graduated had above average GPAs and most students who dropped out had below average GPAs, some students who dropped out had average and above average GPAs.

The distribution and scaling of grades differed between schools⁹. Three methods were used to address the differences: standardized GPA, ranked GPA and GPA quartiles. The first method, standardized GPA¹⁰, is illustrated in Figure 14 and the second method, ranked GPA¹¹, is illustrated in Figure 15. Both Figure 14 and 15 represent student GPA broken down by seven year drop out and graduation rates. Nearly 75% of the graduating students had above average GPAs while more than 75% of the students who ultimately dropped out had below average GPAs. However, as indicated by the rankings, at least one student who dropped out was 5th in her or his class suggesting reasons for dropping out other than academic. The average ranking for graduating students was approximately 37 and ranged from 1 to 99. The average ranking for students who dropped out was approximately 68 and ranged from 5 to 101.

⁹ Manhattan’s GPA was scored on a 100 point scale while Brooklyn and Queens scored their students on the traditional 4.0 scale. However, even within Brooklyn and Queens there were likely differences on how students were graded due to variations in context.

¹⁰ The first method standardized raw GPA of the entire incoming class of 1998 (including those who were discharged) within each school so that “0” equals the average student GPA for each school and each unit above or below zero represents one standard deviation. In this case, students with values above “0” are students with grades above average.

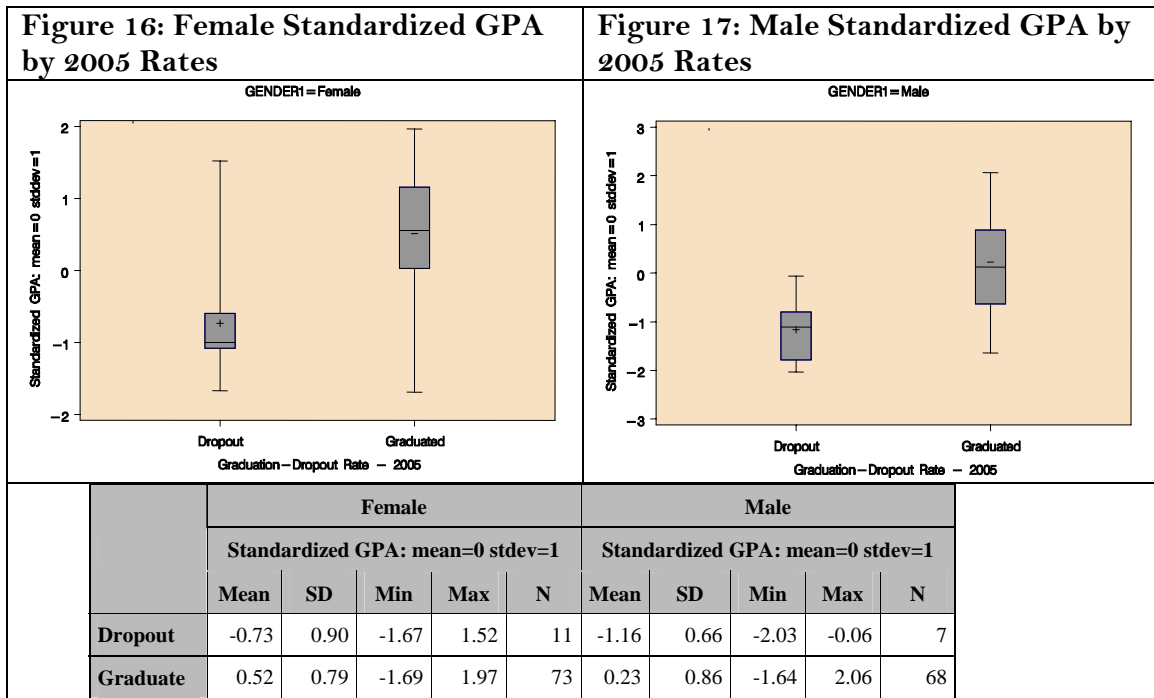
¹¹ The second method ranks the raw GPA within each school so that the students with the best grades receive lower scores. The student with the highest GPA in each school is first in their class and therefore received a “1.”



While all of the male students and most of the female students who dropped out had GPAs that were average or below average, several female students had GPAs above average.

Figure 16 and 17 represent standardized student GPA by seven year drop out and graduation rate and gender. The average graduating girl's GPA is higher than the average graduating boys' GPA. The average female grade exceeds 64% of the grades received by males¹². Approximately 75% of the girls' grades are above average and slightly more than 50% of the boys' grades are above average. Disaggregating by gender reveals that nearly 100% of the male students who dropped out had GPAs that were average or below average suggesting that their reasons for leaving may have been academic. Although most females who dropped out also had GPAs below average, several female students had GPAs above average indicating that their reasons for leaving may have not have been academic.

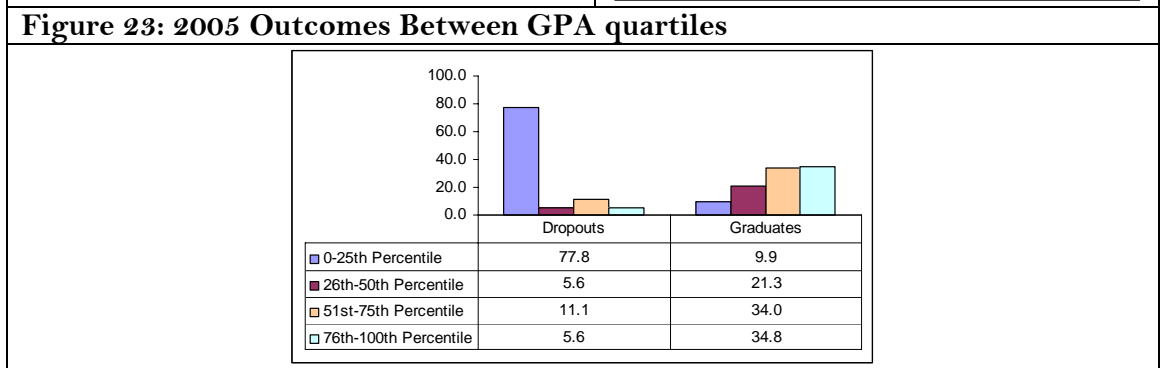
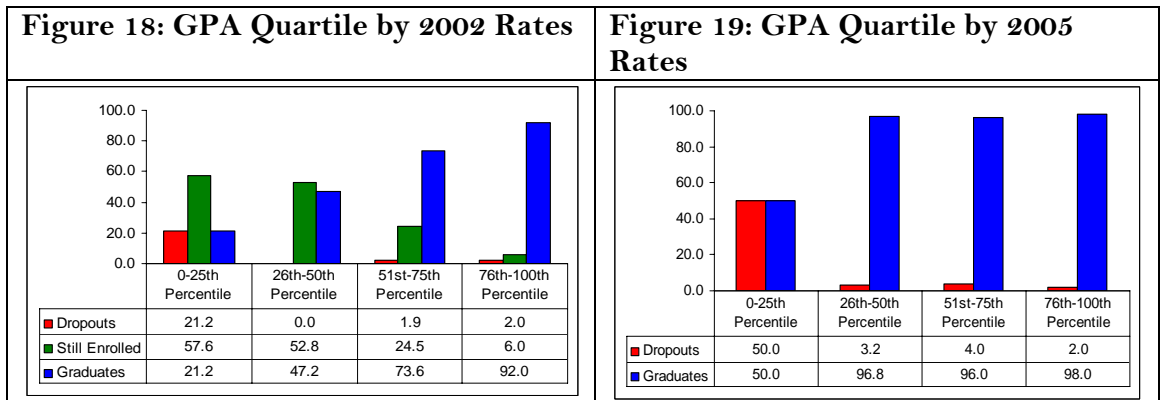
¹² This is determined by using Cohen's d to calculate the effect size between the average GPA of graduating female and male students. The effect size is .35 which indicates that 75.6% of the girls' grades overlap with the boys' grades (24.4% do not overlap). No differences between girls and boys would have an effect size of .00 and would mean that the average female grade exceeds 50% of the grades received by males.



Half of the students in the lowest 25th percentile drop out over seven years. These students make up 77% of the total dropouts at International High Schools.

A third method to examine grades is through GPA quartile. Figure 18 illustrates the GPA quartiles by four year rates and Figure 19 illustrates the seven year rates¹³. Figure 20 represents the percentages between quartiles within the seven year drop out and graduation outcomes. Higher performing students were more likely to graduate in four years while lower performing students were more likely to drop out or still be enrolled. Only 21% of the lowest performing students graduated in 2002 while 92% of the highest performing students graduated in 2002. Over half of the students below the 50th percentile were still enrolled after four years. More than 95% of the students with GPAs that fall above the 25th percentile graduated after seven years while only half of the lowest academic performing students (25th percentile or lower) graduated after seven years. Over 77% of the total dropouts are students whose grades fall within the lowest 25th percentile.

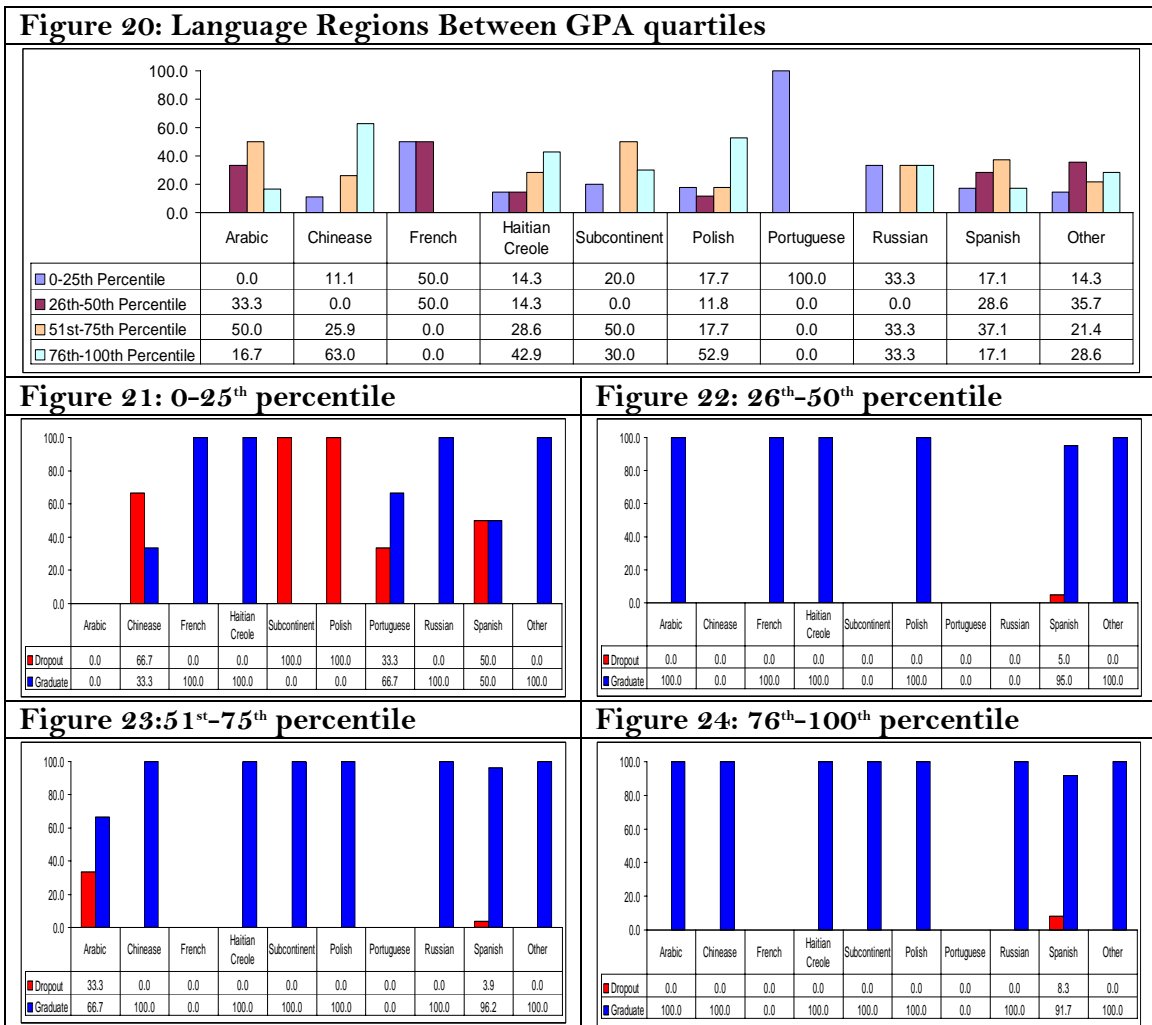
¹³ GPA quartile was calculated by dividing the total raw GPA distribution of all the students from the incoming class of 1998 (i.e., discharges, dropouts, graduates) within each school into four parts; the first part representing students who fall within the lowest 25th percentile, the second representing students between 26th-50th percentile, the third representing students between the 51st-75th percentile and the fourth representing the 76th percentile and higher.



A Closer Look at Which Students are in the GPA Quartiles

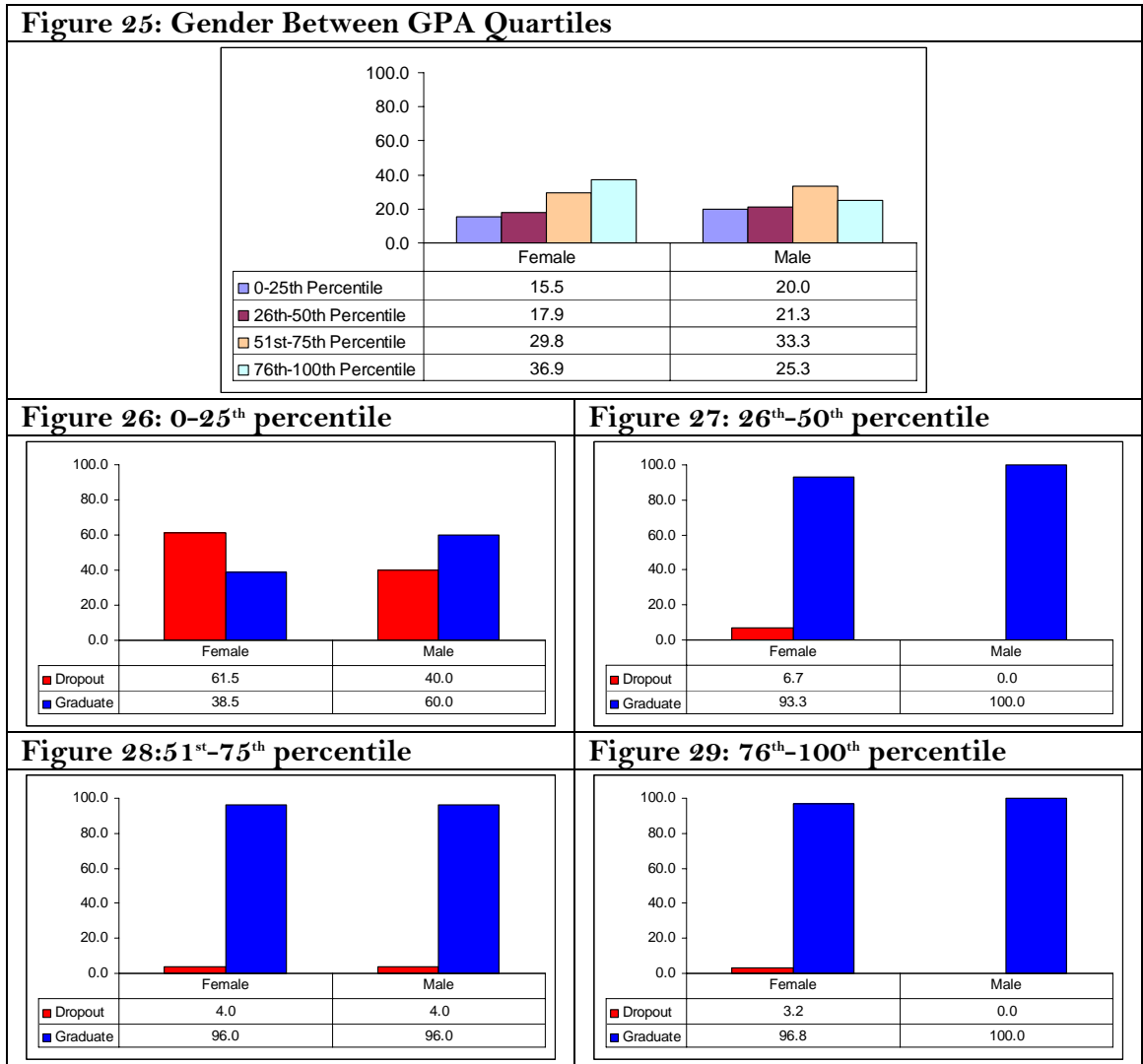
All of the students who spoke Portuguese were part of the lowest GPA quartile, while more than half of the students who spoke Polish and languages associated with China were part of the highest GPA quartile. Almost all of the students speaking Portuguese, Polish and Chinese graduated over seven years.

Figure 20 represents the percentage of students who make up the GPA quartiles within each language. Figures 21 through 24 represent seven year drop out and graduation rates for students within languages and separated by GPA quartile. Over 66% of the students who spoke Arabic, Haitian Creole, Polish, Russian and languages associated with China and the Subcontinent had GPAs in the top two quartiles; almost 100% of those students graduated. All of the students who spoke French and Portuguese were part of the lowest GPA quartile, although most of those students eventually ended up graduating as well. On the other hand less than a quarter of the students who spoke Polish, Spanish and languages associated with China and the Subcontinent were part of the lowest quartile but 50% or more of those students ended up dropping out.



More than half of the female students in the lowest quartile dropped out, while less than half of the males in the lowest quartile dropped out.

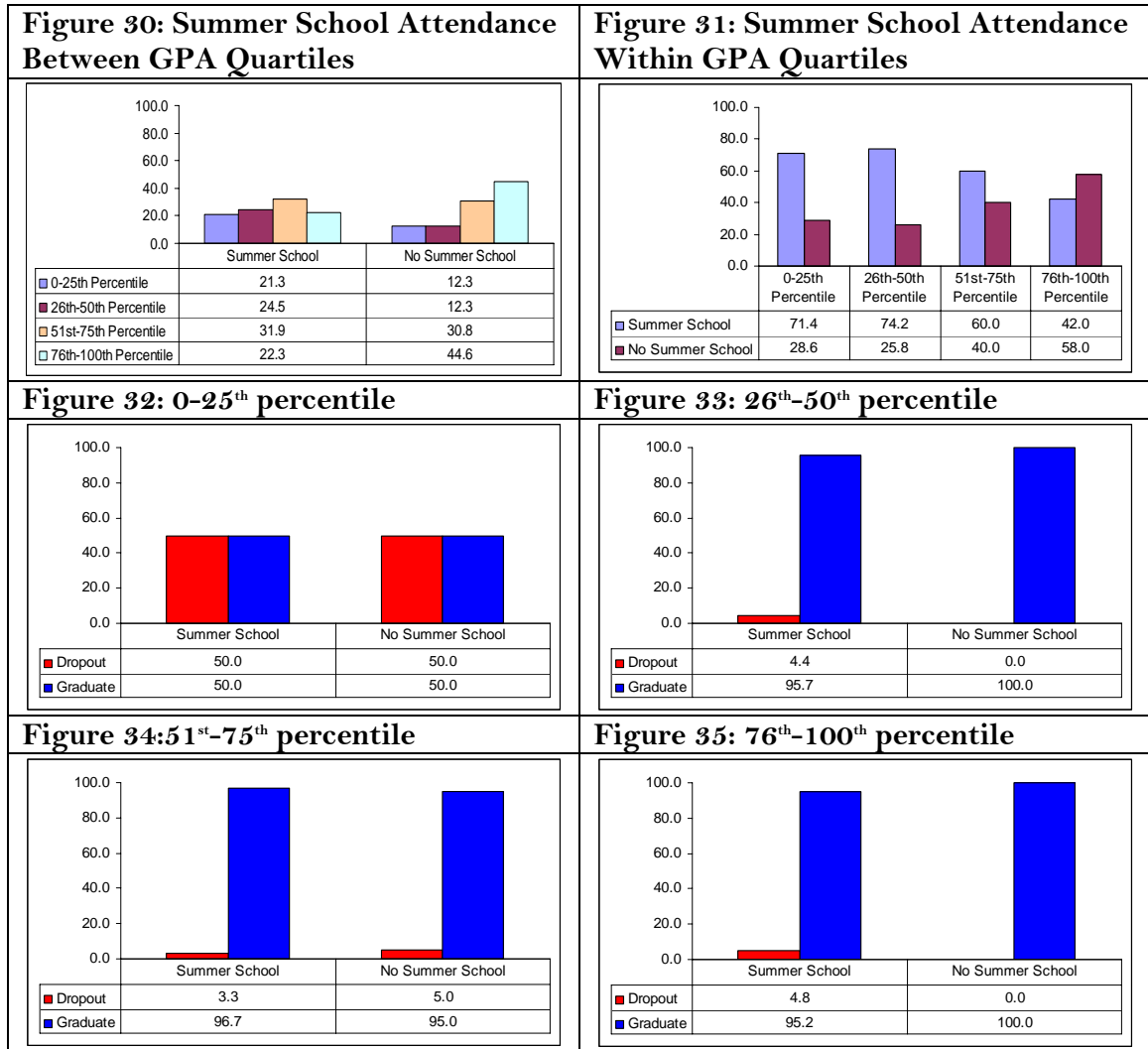
Figure 25 represents the percentage of students who make up the GPA quartiles within gender. Figures 36 through 29 represent seven year drop out and graduation rates for students within gender and separated by GPA quartile. Almost all of the students in the highest quartile graduate. A greater percentage of females are in the highest GPA quartile than males and a smaller percentage of females are in the lowest GPA quartile than males. More than half of the female students in the lowest quartile dropped out, while less than half of the males in the lowest quartile dropped out. Females have a dropout in every quartile.



Students in the lowest quartile who attended summer school were just as likely to drop out or graduate as students in the lowest quartile who never attended summer school.

Figure 30 represents the percentage of students who make up the GPA quartiles within summer school attendance. Figure 31 represents summer school attendance within GPA quartiles. Figures 32 through 35 represent seven year drop out and graduation rates for students within summer school attendance and separated by GPA quartile. There is a linear relationship between GPA quartile and summer school participation. The number of students that did not attend summer school increased as the GPA quartiles increased. However, only in the highest GPA quartile did students who never attended summer school out number those who did. Over 75% of the students who never attended summer school are part of the upper two GPA quartiles and nearly all of those students graduated. Students in the lowest two quartiles are much more likely to have attended summer school. However, slightly more than half of the students who attended summer

school were in the top two GPA quartiles and nearly all of those students graduated. Students in the lowest quartile who attended summer school were just as likely to drop out or graduate as students in the lowest quartile who never attended summer school.

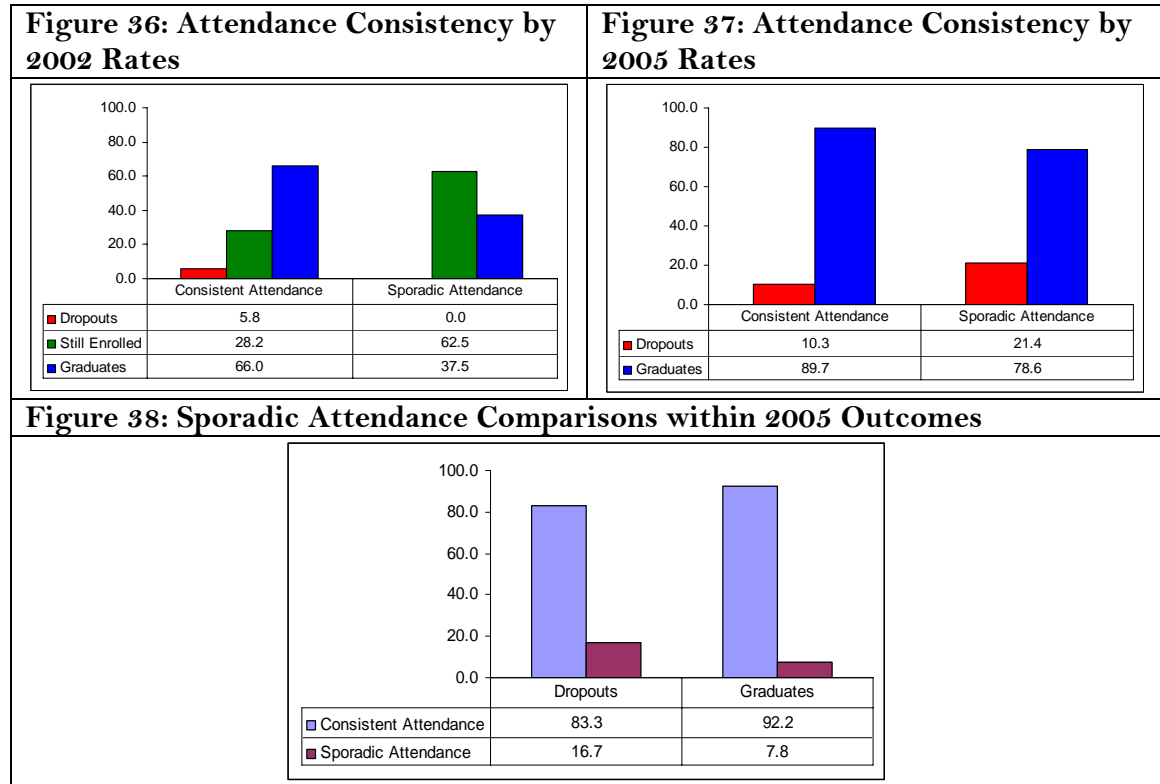


A Closer Look at Attendance Consistency

Over 78% of the students with sporadic attendance graduate. However, students with “sporadic attendance” (defined below) are more likely to be enrolled after four years and less likely to graduate after seven years than students with consistent attendance.

Figure 36 through 38 is meant to address the potential tendency for international students to have a sporadic attendance throughout the trajectory of their career. We have defined sporadic attendance not in terms of daily attendance, but as students who withdrew for a period of time and then returned. Figure 36 examines the four year drop out and graduation rate for those who have sporadic attendance compared to those who

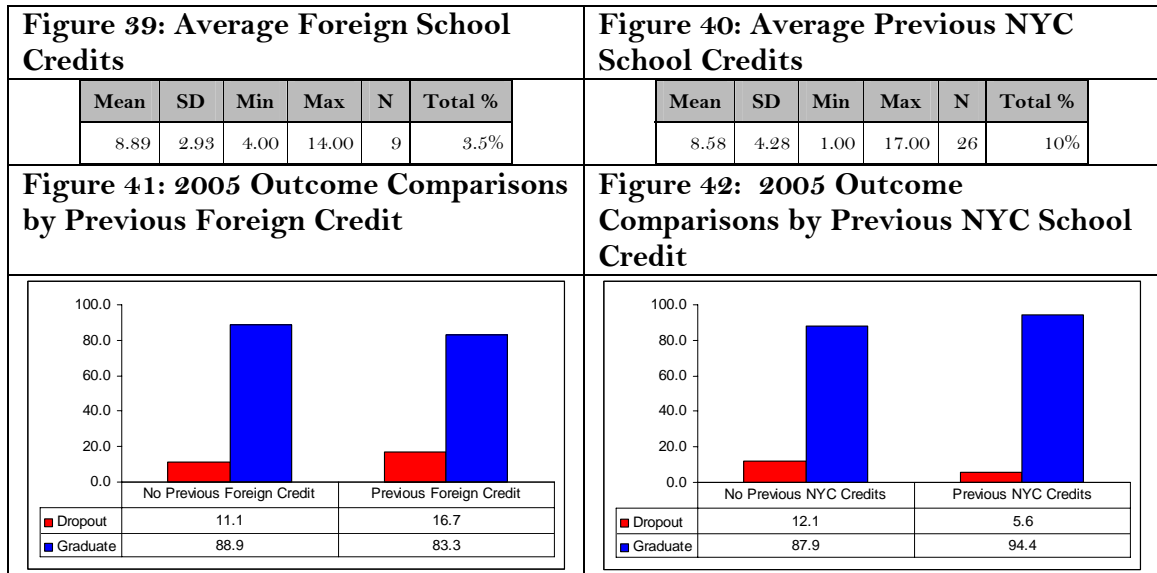
have had consistent attendance and Figure 37 examines only seven year drop out and graduation rates. Figure 38 represents percentages between sporadic attendance within the seven year drop out and graduation outcomes. Eighteen students or 6.9% of the incoming class of 1998 had sporadic attendance. The far majority of students who drop out and graduate have consistent attendance, although students who dropped out are more likely to have had sporadic attendance than students who graduated. Students with sporadic attendance are more likely to still be enrolled after four years and less likely to graduate after seven years than students with consistent attendance. Still, over 78% of the students with sporadic attendance graduate.



A Closer Look at Credits

Students with foreign credits were more likely to drop out than students without foreign credits while students with NYC credits were less likely to drop out (5.6%) than students without NYC credits (12.1%).

Figures 39 through 44 represent the amount of foreign and NYC credits students had before arriving at International High Schools. Figure 39 and 40 represent total averages for previous foreign and NYC credit¹⁴. Figure 41 and 42 display the seven year (2005) drop out and graduation rate comparing students who either did or did not have previous foreign or NYC credit. Figures 43 and 44 look at the percentage of students with foreign or NYC credits within seven year drop out and graduation outcomes. Most of the students had no previous foreign credits; 3.5% of the students from the incoming class of 1998 had previous foreign credits. They had between 4 and 14 credits with an average of almost 9 foreign credits per student. Students with foreign credits were more likely to drop out (16.7%) than students without foreign credits (11.1%). Most of the students had no previous NYC credits; 10% of the students from the incoming class of 1998 had previous NYC credit. They had between 1 and 17 credits with an average of over 8 ½ NYC credits per student. Students with NYC credits were less likely to drop out (5.6%) than students without NYC credits (12.1%).



¹⁴ The “total %” represents the percentage of students who entered International Schools with previous foreign or NYC credit.

Figure 43: Previous Foreign Credit within 2005 Outcomes

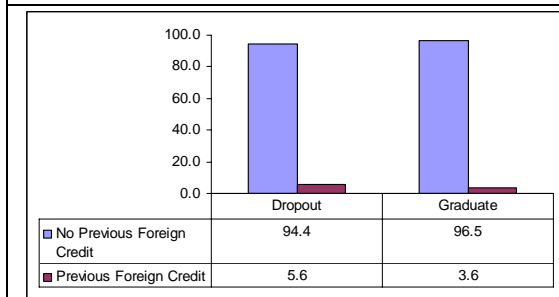
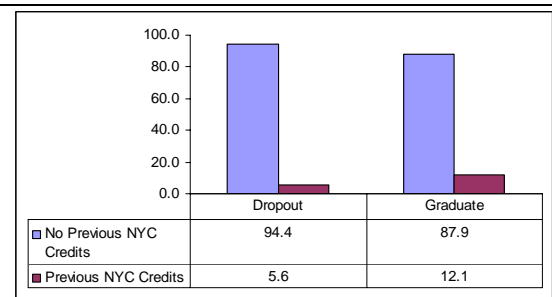


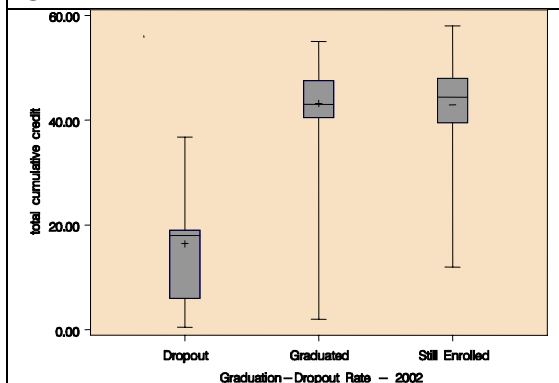
Figure 44: Previous NYC Credit within 2005 Outcomes



Students who graduated and students who were still enrolled after four years had, on average, similar cumulative credit.

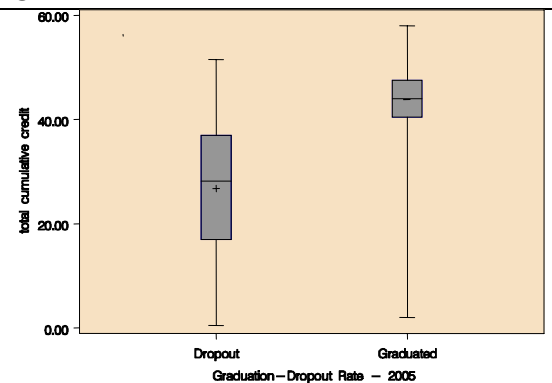
Figures 45 and 46 represent the cumulative credits broken down by four and seven year drop out and graduation rates. Students who graduated and students who were still enrolled after four years had, on average, similar cumulative credit. At four and seven years, approximately 75% of the students who graduated had over 40 cumulative credits with an average of 43.24 (2002) and 43.81 (2005) credits¹⁵. After seven years, approximately 75% of the students who dropped out had accumulated 20 credits or more with an average of 26.78 credits.

Figure 45: 2002 Rates by Cumulative Credit



	Mean	SD	Min	Max	N
Dropout	16.44	11.24	0.50	36.75	9
Graduate	43.24	6.59	2.00	55.00	109
Still Enrolled	42.90	9.02	12.00	58.00	54

Figure 46: 2005 Rates by Cumulative Credit



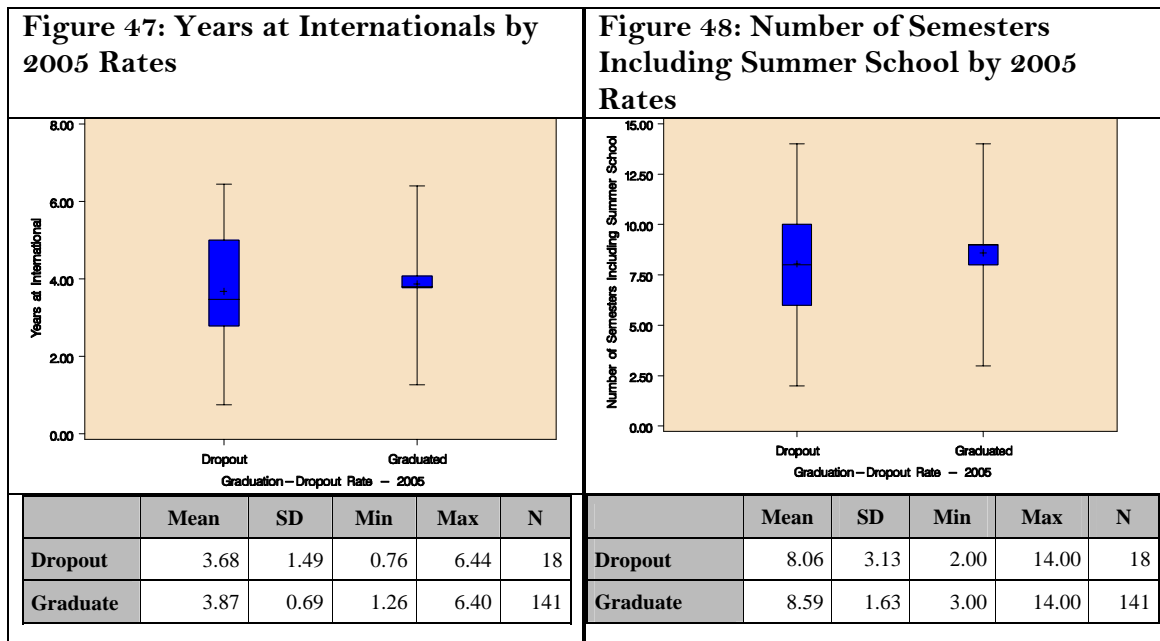
	Mean	SD	Min	Max	N
Dropout	26.78	15.01	0.50	51.50	18
Graduate	43.81	6.35	2.00	58.00	141

¹⁵ Some graduates had as low as 2 credits because they transferred to a GED program and graduated with a high school equivalency diploma, which counts as a graduation for International High Schools.

A Closer Look at Years & Semesters

Students who dropped out spent, on average, nearly as much time at International High Schools as the graduates did.

Figure 47 and 48 represent the average length of time students spent at International High Schools in both years and semesters broken down by the seven year drop out and graduation rates¹⁶. Most of the students graduate within 4 years or 8 semesters. The average length of time for graduates is 3.87 years or 8.59 semesters. Dropouts on average spend nearly as much time as the graduates; 3.68 years or 8.06 semesters. At least one dropout spent nearly 6 ½ years or 14 semesters at International before dropping out.



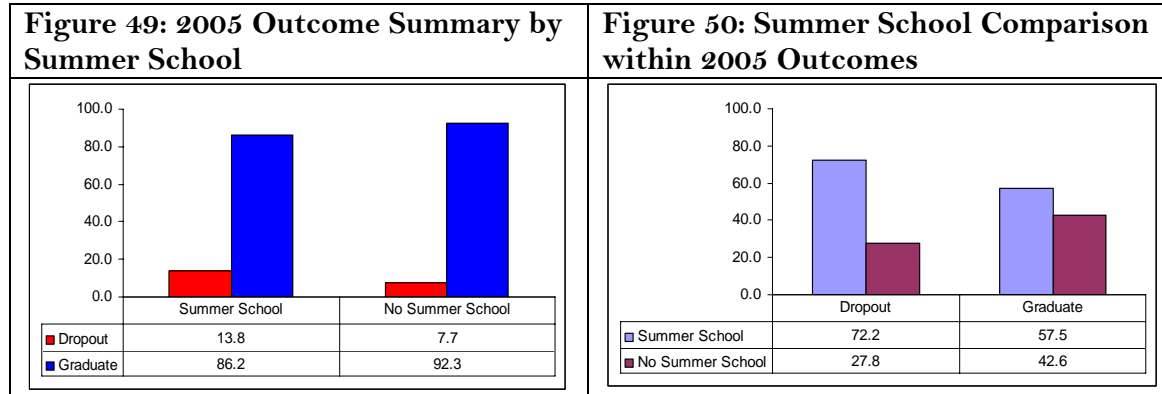
A Closer Look at Summer School

The drop out rate is lower and the graduation rate is higher for students who did not attend summer school as compared to those who did attend summer school.

Figure 49 and 50 represent students who attended summer school at least once in their career compared to students who never attended summer school. Figure 49 represents the seven year drop out and graduation rates by summer school attendance. Figure 50 compares summer school attendance within seven year drop out and graduation outcomes. Of the 259 students from the incoming class of 1998, 129 attended summer school at least once in their career (130 students never attended summers school). Of those who dropped out 72.2% had attended summer school. Of those who graduated

¹⁶ Figure 17 includes the summer semesters for those who attended summer school classes. For example, a student who graduates in 8 and 1 summer semester would receive a 9 while a student who graduates in 8 semesters and never went to summer school would receive an 8.

57.5% of the students had attended summer school. The drop out rate is lower (7.7%) and graduation rate is higher (92.3%) for students who did not attend summer school as compared to those who did attend summer school (13.8% drop out rate and 86.2% graduation rate).



Over 85% of the males and over 63% of the females who dropped out attended summer school. More than half of the male and female students who graduated attended summer school.

Figure 51 examines summer school attendance by gender. Figure 52 and 53 examine the seven year drop out and graduation rates within summer school attendance and gender. Figure 54 and 55 examine summer school attendance within seven year outcomes and gender. A slightly greater percentage of males attend summer school (61.3%) compared to the percentage of females who attend summer school (57.1%). Males who never attended summer school had a higher graduation rate (96.6%) and lower drop out rate (3.5%) than females who never attended summer school (88.9% & 11.1%). Male and female students who attended summer school had similar graduation and drop out rates (87.0% & 85.4%). Over 85% of the males who dropped out attended summer school while over 63% of the females who dropped out attended summer school. More than half of the male and female students who graduated attended summer school.

Figure 51: Summer School Attendance Within Gender

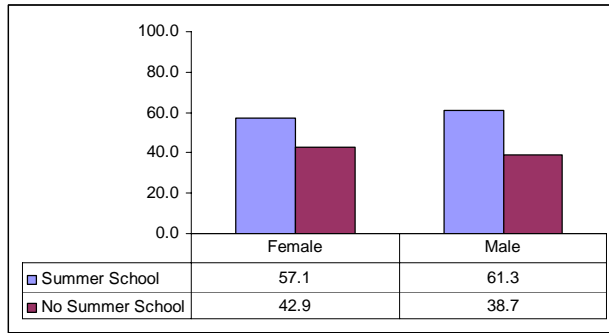


Figure 52: 2005 Outcomes for Females within Summer School Attendance

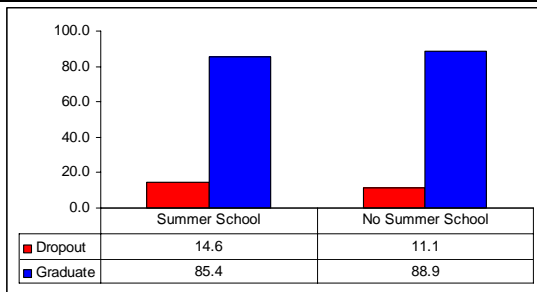


Figure 53: 2005 Outcomes for Males within Summer School Attendance

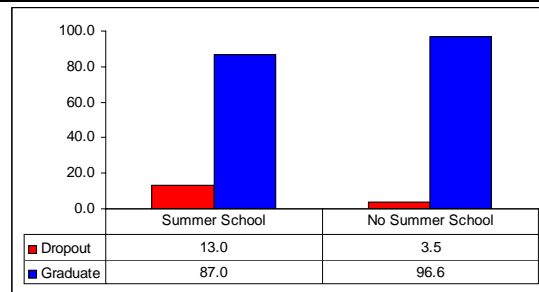


Figure 54: Female Summer School Attendance within 2005 Outcomes

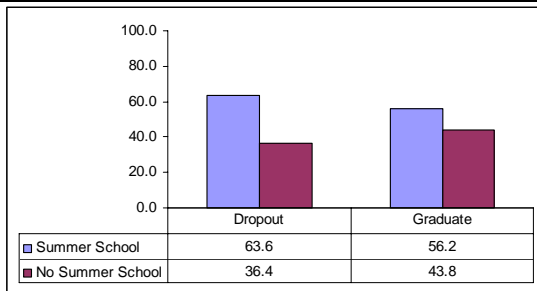
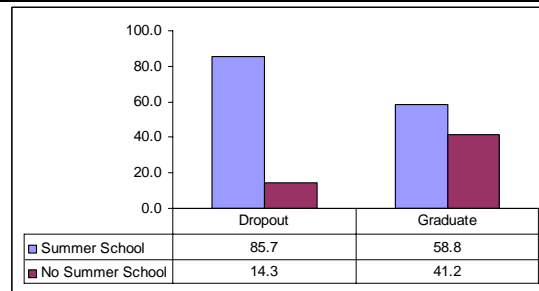
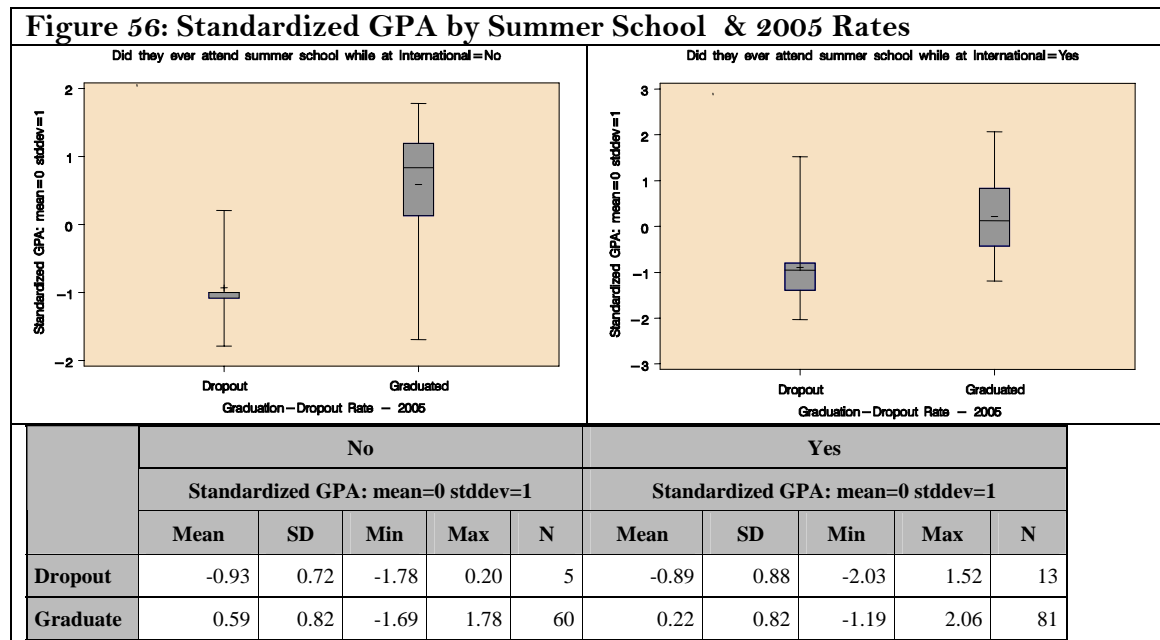


Figure 55: Male Summer School Attendance within 2005 Outcomes



The graduating students' GPA who participated in summer school was, on average, higher than the graduating student's GPA who did not participate in summer school.

Figure 56 examines standardized student GPA by summer school attendance and seven year rates. The left side represents students who did not participate in summer school and the right side represents students who did participate in summer school. The average graduating student's GPA who did not attend summer school is higher than the average graduating student's GPA who did attend summer school. The average GPA of students who did not attend summer school exceeds 67% of the grades received by students who did attend summer school¹⁷. More than 75% of the student's grades who did not attend summer school are above average and slightly more than 50% of the students' grades who did attend summer school are above average. Disaggregating by summer school attendance reveals that most of the students who did not attend summer school and who dropped out had GPAs that were average or below average. Although most students who attended summer school and who dropped out also had GPAs below average, several of these students had GPAs above average.

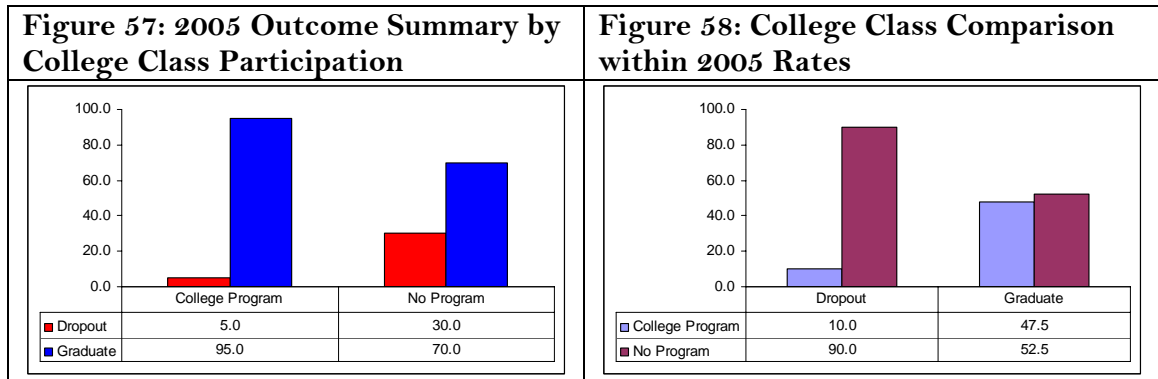


¹⁷ This is determined by using Cohen's d to calculate the effect size between the grades of graduating students who did and did not attend summer school. The effect size is .45 which indicates that 69.8% of the graduating students' grades who did not attend summer school overlap with the graduating students' grades who did attend summer school (32.2% do not overlap). No differences between graduating students who did and did not attend summer school would have an effect size of .00 and would mean that the average students' grades who did not attend summer school would exceed 50% of the grades received by students who did attend summer school.

A Closer Look at College Classes

Almost all of the students who took College Classes while in high school graduated over seven years while only 5% of dropped out.

Figure 57 and 58 represent students who attended college classes at least once in their career compared to students who never attended college classes. Figure 57 represents the seven year drop out and graduation rates for students who did and did not attend the program. Figure 58 compares students who did and did not attend college classes within seven year drop out and graduation outcomes¹⁸. Of the 168 students in Manhattan’s incoming class of 1998, 23% of the students (21 individuals) attended at least one college class during their high school career. 95% of the students who took college classes graduated while only 5% of them dropped out. Of those students who dropped out, 10% attended college classes, and of those students who graduated, 47.5% participated.



Collective Analyses of Discharge Rates

The previous section only examined those students from the incoming class of 1998 who dropped out or graduated from International High Schools. This section examines what happened to all 259 students from the incoming class of 1998 by including the 100 official discharges into the equation.

¹⁸ Note that we only had data on this variable from students who attended Manhattan International.

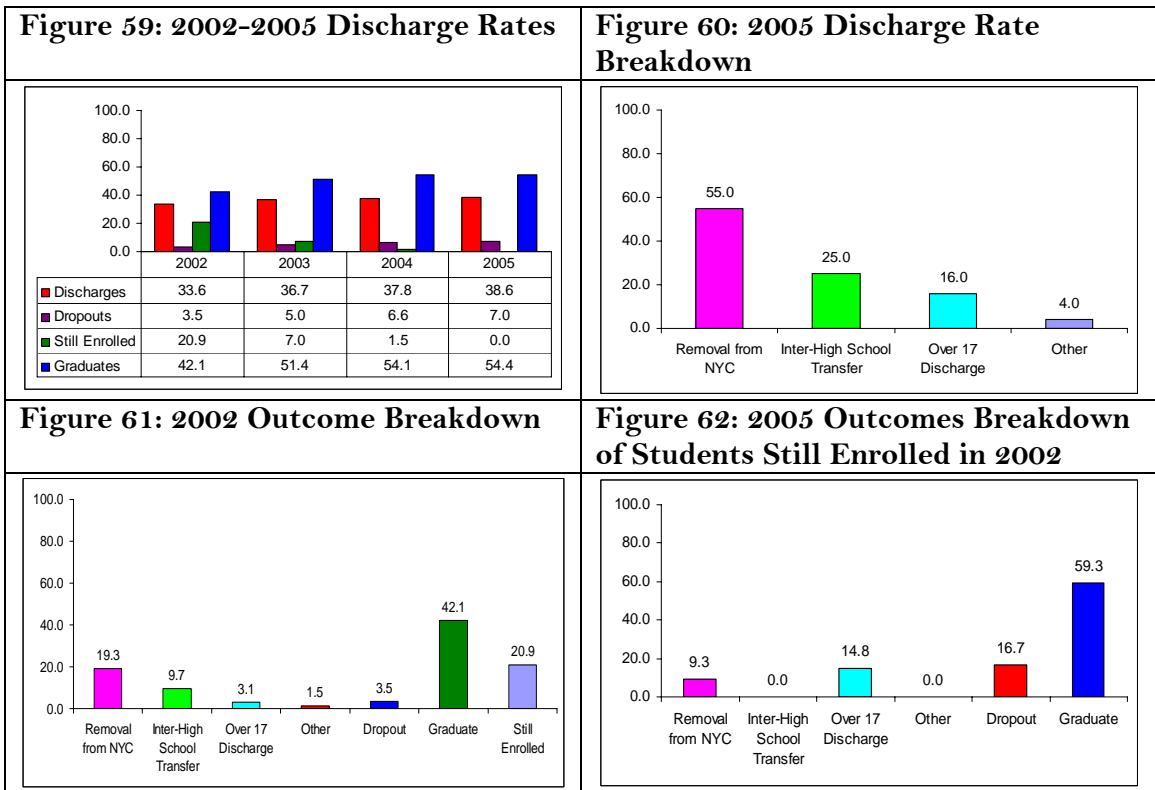
Longitudinal Drop Out, Graduation, & Discharge Rates

Almost all of the discharges occur within four years. Of those students still enrolled in 2002, 31.5% either dropped out or were given an over 17 discharge by the seventh year.

Figures 59 through 62 were developed in response to the growing concerns that students over 17 are being “pushed out” of their schools through discharges because it does not count against the school’s drop out rate¹⁹. Figure 59 represents the four through seven discharge rates. Figure 60 breaks down the 2005 discharge rate (38.6%) into four specific categories: “Removal from NYC”, “inter-high school transfer”, “over 17 discharges”, and “other discharges”²⁰. While the first two categories are considered low risk for drop out, the “over 17” category is considered high risk for drop out. Figure 61 represents the 2004 discharge rate broken into the three specific categories. Figure 62 represents the seven year discharge outcomes of the 20.9 percent of students who were still enrolled as of 2002. Almost all of the discharges (87%) occur on or before the fourth year (2002). After seven years (2005), 84% of the discharges involved withdrawal codes such as inter-high school transfers and removal from NYC while 16% of the discharges involved withdrawal codes with high risk of drop out. As of 2002, 6.6% of the total students from the incoming class of 1998 were dropouts or received an over 17 discharge. Of those students still enrolled in 2002, 59.3% went on to graduate while 31.5% either dropped out or were given an over 17 discharge by 2005. No students who were still enrolled after four years transferred to another school.

¹⁹ See “The Public Advocate for the City of New York & Advocate for Children’s “Pushing Out At-Risk Students: An Analysis of High School Discharge Rates”.

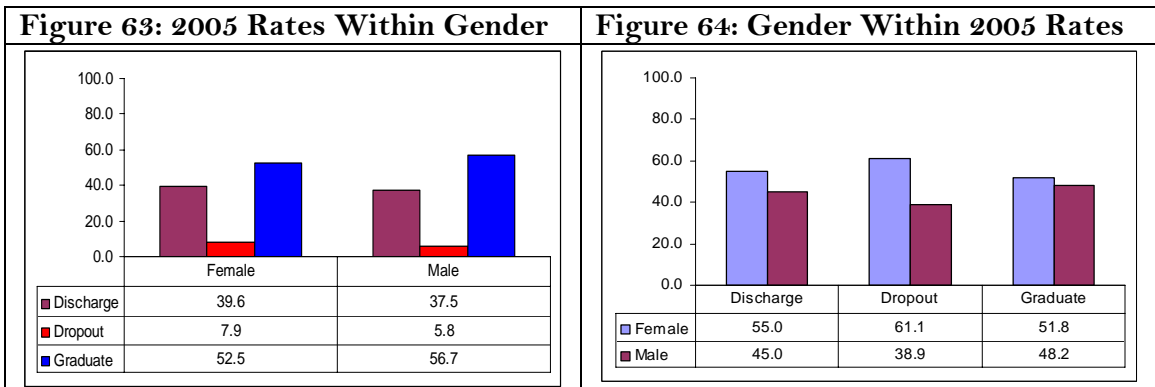
²⁰ See Figure 122 in the Appendix to review how the withdrawal codes are distributed within each discharge category.



A Closer Look at Gender

Seven year discharge rates are similar for females and males although the majority of discharges from International High Schools are women.

Figure 63 illustrates the seven year (2005) discharge rates for female and male students. Figure 64 illustrates percentages between females and males within the seven year discharge outcomes. Seven year discharge rates are similar for males (37.5%) and females (39.6%). A little more than half of the boys and girls who enter International High Schools as part of the incoming class of 1998 end up graduating with International over seven years. Of those students who are officially discharged, more than half (55%) are women.



A Closer Look at Language

Students from the incoming class of 1998 who spoke French, Portuguese, and Arabic had the highest discharge rates.

Figure 65 represents seven year discharge rates within student language categories. Figure 66 represents the language within seven year discharge outcomes. More than 61% of the students from the incoming class of 1998 who spoke Spanish, 70% of the students who spoke Haitian Creole, and 67.6% of the students who spoke Chinese graduated in seven years. More than 64% of the students from the incoming class of 1998 who spoke Arabic, 75% of the students who spoke French, and 70% of the students who spoke Portuguese were discharged. Of the students who were discharged, almost 30% of the students spoke Spanish.

Figure 65: 2005 Rates Within Languages

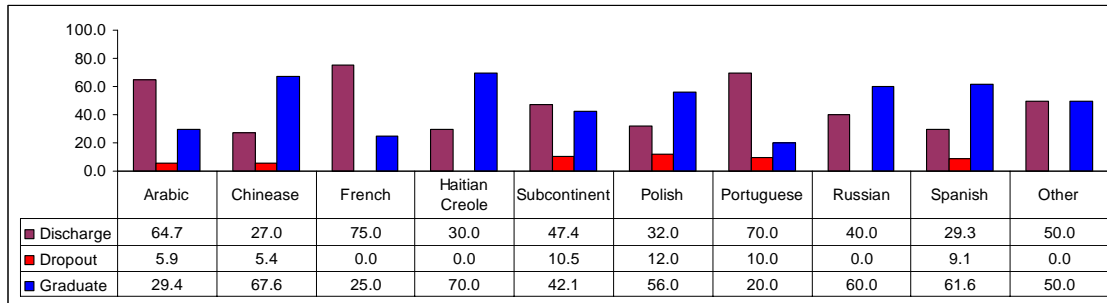
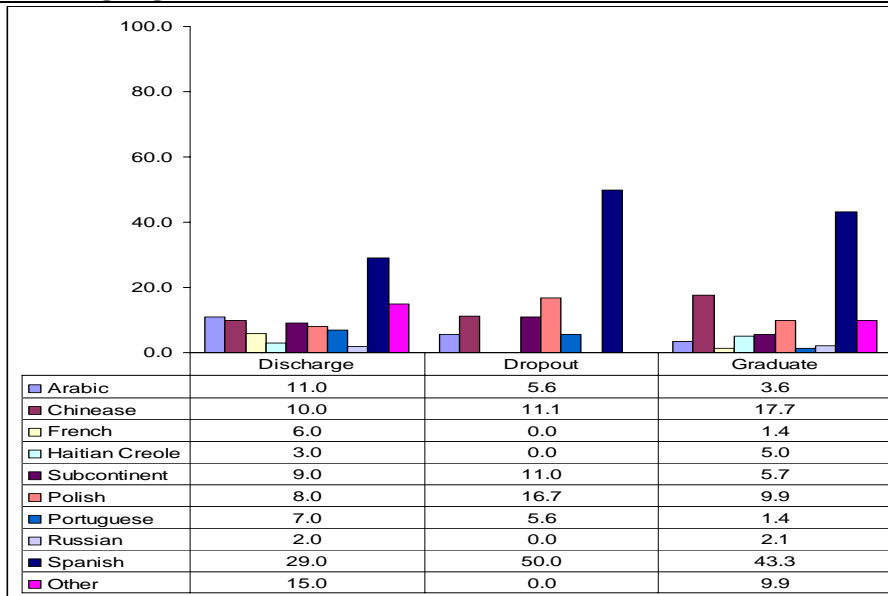


Figure 66: Languages Within 2005 Rates



A Closer Look at Trajectory of Student Outcomes through Language

Students who speak Spanish and students who speak Subcontinent languages associated India, Bangladesh and Pakistan were more likely to be still enrolled after five years.

The following cross-tabulations follow the trajectory of student outcomes over seven years through their native languages. Figure 67 examines students' outcomes in the fourth year. Figure 68 examines the five year outcomes for students who were still enrolled in the fourth year. Figure 69 examines the six year outcomes for students who were still enrolled in the fifth year. And figure 70 examines the seven year outcomes for students who were still enrolled in the sixth year. These tables help to answer, "Who are the students who need more than four years to graduate, and particularly, who are the students who need more than five years to graduate." The tables suggest that students who speak Spanish and students who speak Subcontinent languages associated with India, Bangladesh and Pakistan were more likely to be still enrolled after five year and therefore need more than five years to graduate.

Figure 67: Student Outcomes in the Fourth Year

Student Outcomes in the Fourth Year					
Specific Languages	Outcomes - 2002				Total
Frequency Percent Row Pct Col Pct	Discharged	Dropout	Graduated	Still Enrolled	
Arabic	8	1	4	4	17
	3.09	0.39	1.54	1.54	6.56
	47.06	5.88	23.53	23.53	
	9.20	11.11	3.67	7.41	
Chinese	10	1	24	2	37
	3.86	0.39	9.27	0.77	14.29
	27.03	2.70	64.86	5.41	
	11.49	11.11	22.02	3.70	
French	6	0	1	1	8
	2.32	0.00	0.39	0.39	3.09
	75.00	0.00	12.50	12.50	
	6.90	0.00	0.92	1.85	
Haitian Creole	3	0	6	1	10
	1.16	0.00	2.32	0.39	3.86
	30.00	0.00	60.00	10.00	
	3.45	0.00	5.50	1.85	
Subcontinent	6	1	5	7	19
	2.32	0.39	1.93	2.70	7.34
	31.58	5.26	26.32	36.84	
	6.90	11.11	4.59	12.96	
Other	15	0	8	6	29
	5.79	0.00	3.09	2.32	11.20
	51.72	0.00	27.59	20.69	
	17.24	0.00	7.34	11.11	
Polish	8	1	14	2	25
	3.09	0.39	5.41	0.77	9.65
	32.00	4.00	56.00	8.00	
	9.20	11.11	12.84	3.70	
Portuguese	6	1	2	1	10
	2.32	0.39	0.77	0.39	3.86
	60.00	10.00	20.00	10.00	
	6.90	11.11	1.83	1.85	
Russian	2	0	2	1	5
	0.77	0.00	0.77	0.39	1.93
	40.00	0.00	40.00	20.00	
	2.30	0.00	1.83	1.85	
Spanish	23	4	43	29	99
	8.88	1.54	16.60	11.20	38.22
	23.23	4.04	43.43	29.29	
	26.44	44.44	39.45	53.70	
Total	87	9	109	54	259
	33.59	3.47	42.08	20.85	100.00

Figure 68: The Five Year Outcomes for Students Still Enrolled in the Fourth Year

The Five Year Outcomes for Students Still Enrolled in the Fourth Year					
Specific Languages	Outcomes - 2003				Total
Frequency Percent Row Pct Col Pct	Discharge	Dropout	Graduated	Still Enrolled	
Arabic	3	0	0	1	4
	5.56	0.00	0.00	1.85	7.41
	75.00	0.00	0.00	25.00	
	37.50	0.00	0.00	5.56	
Chinese	0	1	1	0	2
	0.00	1.85	1.85	0.00	3.70
	0.00	50.00	50.00	0.00	
	0.00	25.00	4.17	0.00	
French	0	0	1	0	1
	0.00	0.00	1.85	0.00	1.85
	0.00	0.00	100.00	0.00	
	0.00	0.00	4.17	0.00	
Haitian Creole	0	0	1	0	1
	0.00	0.00	1.85	0.00	1.85
	0.00	0.00	100.00	0.00	
	0.00	0.00	4.17	0.00	
Subcontinent	0	0	3	4	7
	0.00	0.00	5.56	7.41	12.96
	0.00	0.00	42.86	57.14	
	0.00	0.00	12.50	22.22	
Other	0	0	5	1	6
	0.00	0.00	9.26	1.85	11.11
	0.00	0.00	83.33	16.67	
	0.00	0.00	20.83	5.56	
Polish	0	2	0	0	2
	0.00	3.70	0.00	0.00	3.70
	0.00	100.00	0.00	0.00	
	0.00	50.00	0.00	0.00	
Portuguese	1	0	0	0	1
	1.85	0.00	0.00	0.00	1.85
	100.00	0.00	0.00	0.00	
	12.50	0.00	0.00	0.00	
Russian	0	0	1	0	1
	0.00	0.00	1.85	0.00	1.85
	0.00	0.00	100.00	0.00	
	0.00	0.00	4.17	0.00	
Spanish	4	1	12	12	29
	7.41	1.85	22.22	22.22	53.70
	13.79	3.45	41.38	41.38	
	50.00	25.00	50.00	66.67	
Total	8	4	24	18	54
	14.81	7.41	44.44	33.33	100.00

Figure 69: The Six Year Outcome for Students Still Enrolled in the Fifth Year

The Six Year Outcome for Students Still Enrolled in the Fifth Year					
Specific Languages	Outcomes - 2004				Total
Frequency Percent Row Pct Col Pct	Discharge	Dropout	Graduated	Still Enrolled	
Arabic	0	0	1	0	1
	0.00	0.00	5.56	0.00	5.56
	0.00	0.00	100.00	0.00	
	0.00	0.00	14.29	0.00	
Subcontinent	1	0	0	3	4
	5.56	0.00	0.00	16.67	22.22
	25.00	0.00	0.00	75.00	
	33.33	0.00	0.00	75.00	
Other	0	0	1	0	1
	0.00	0.00	5.56	0.00	5.56
	0.00	0.00	100.00	0.00	
	0.00	0.00	14.29	0.00	
Spanish	2	4	5	1	12
	11.11	22.22	27.78	5.56	66.67
	16.67	33.33	41.67	8.33	
	66.67	100.00	71.43	25.00	
Total	3	4	7	4	18
	16.67	22.22	38.89	22.22	100.00

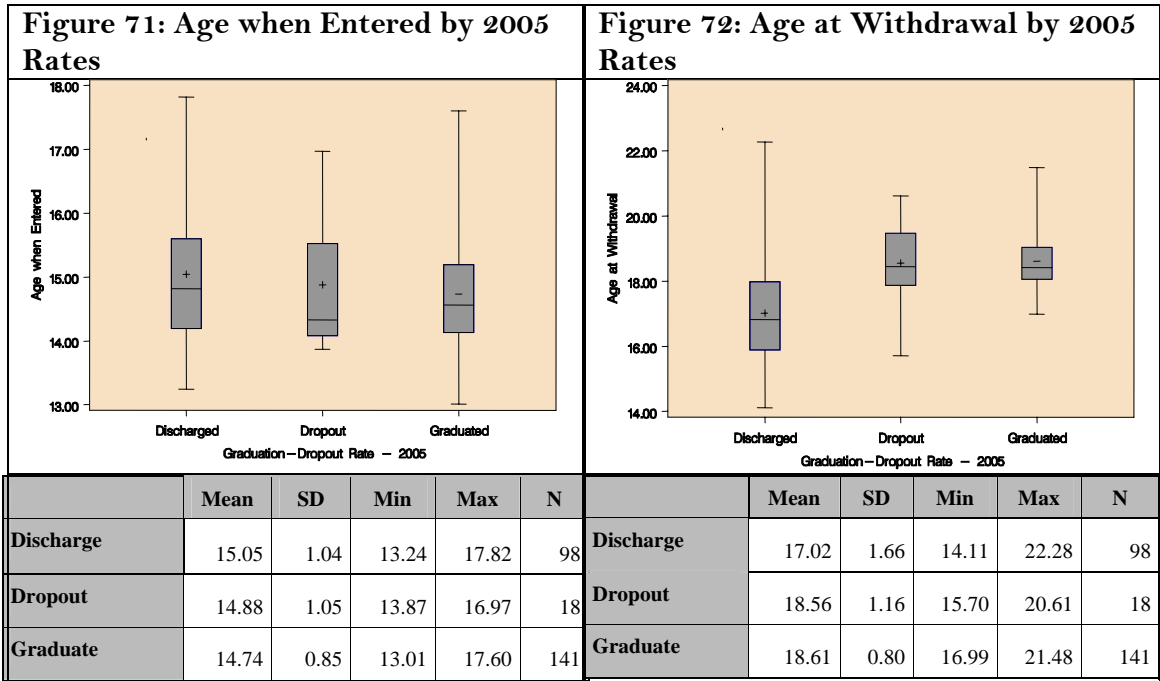
Figure 70: The Seven Year Outcomes for Students Still Enrolled in the Sixth Year

The Seven Year Outcomes for Students Still Enrolled in the Sixth Year				
Specific Languages	Outcomes - 2005			Total
Frequency Percent Row Pct Col Pct	Discharged	Dropout	Graduated	
Subcontinent	2	1	0	3
	50.00	25.00	0.00	75.00
	66.67	33.33	0.00	
	100.00	100.00	0.00	
Spanish	0	0	1	1
	0.00	0.00	25.00	25.00
	0.00	0.00	100.00	
	0.00	0.00	100.00	
Total	2	1	1	4
	50.00	25.00	25.00	100.00

A Closer Look at Entry & Withdrawal Age

Discharged students were on average older upon entry and younger upon withdrawal than students who graduated or dropped out.

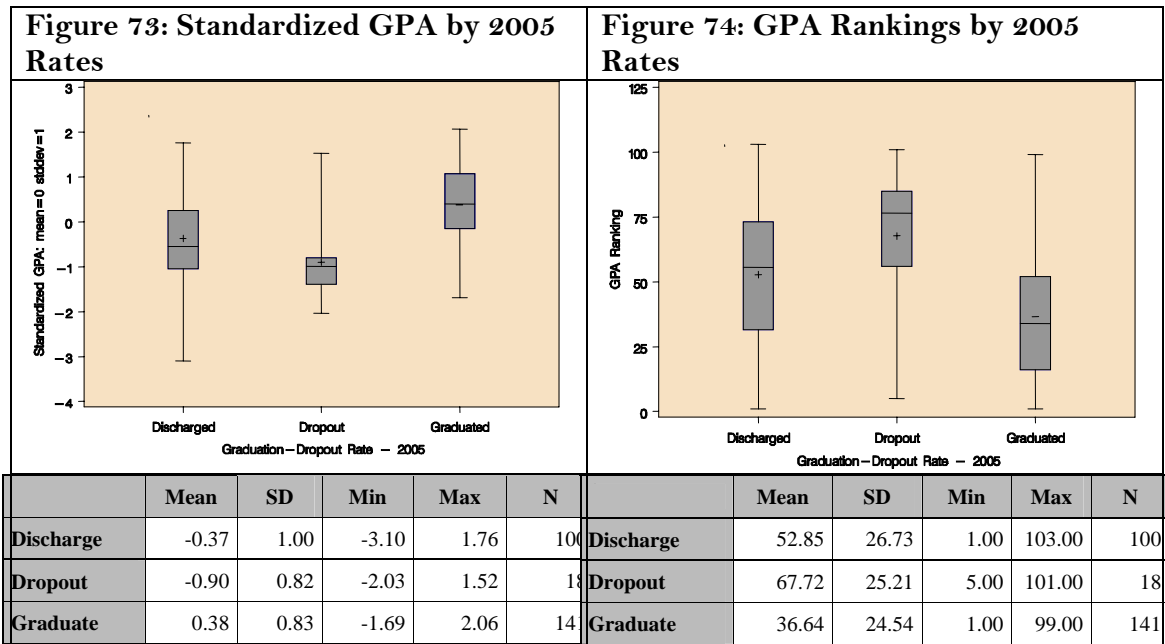
Figure 71 and 72 represent the student’s age at entrance and withdrawal by seven year discharge rates. The average entrance age for students who ultimately were discharged was approximately 15 years old with a range from around 13 to 18. The average withdrawal age for students who ultimately were discharged was approximately 17 and ranged from around 14 to 22. Discharged students were on average older upon entry and younger upon withdrawal than students who graduated or dropped out.



A Closer Look at GPA

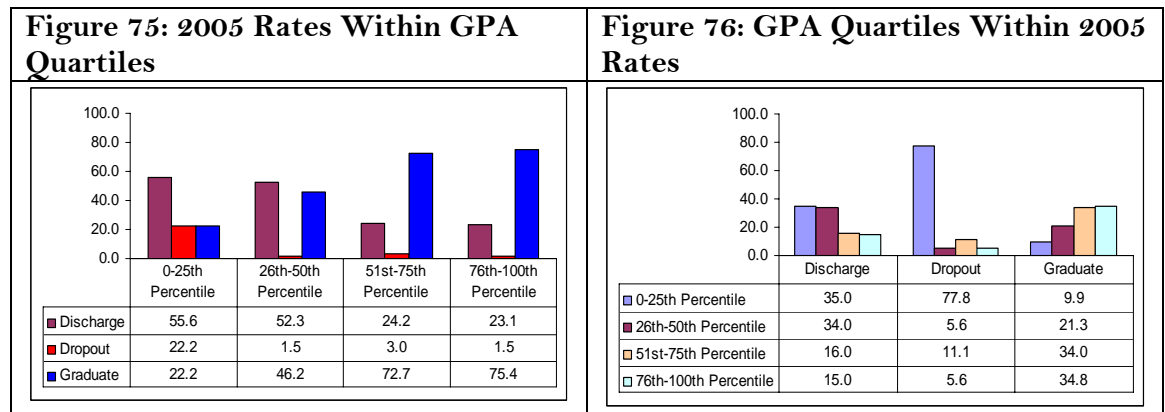
More than half of the discharged students had standardized GPAs at or below average however discharged students ranged from the highest to the lowest GPAs.

Figure 73 represents the standardized GPA and Figure 74 represents the ranked GPA by seven year discharge outcomes. The average standardized GPA for students who were discharged was lower than graduating students but higher than students who dropped out. More than half of the discharged students had standardized GPAs at or below average. The average ranking for discharged students was approximately 53 and ranged from 1st in her or his class to 103rd.



Lower performing students from the incoming class of 1998 were more likely to be discharged.

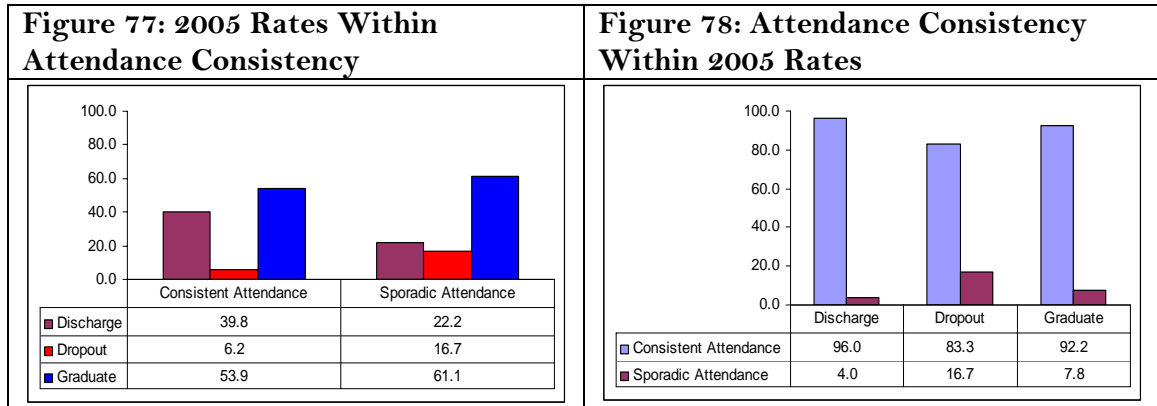
Figure 75 examines seven year discharge rates within GPA quartile. Figure 76 examines GPA quartiles within seven year discharge outcomes. Lower performing students are more likely to be discharged. Over 55% of the students in the 0 to 25th GPA percentile and over 52% of the students in the 26th to 50th GPA percentile were discharged. Of those discharged students from the incoming class of 1998, nearly 70% occupied the two lowest GPA quartiles.



A Closer Look at Attendance Consistency

Less than a quarter of the students who left International High Schools and then returned again were eventually discharged.

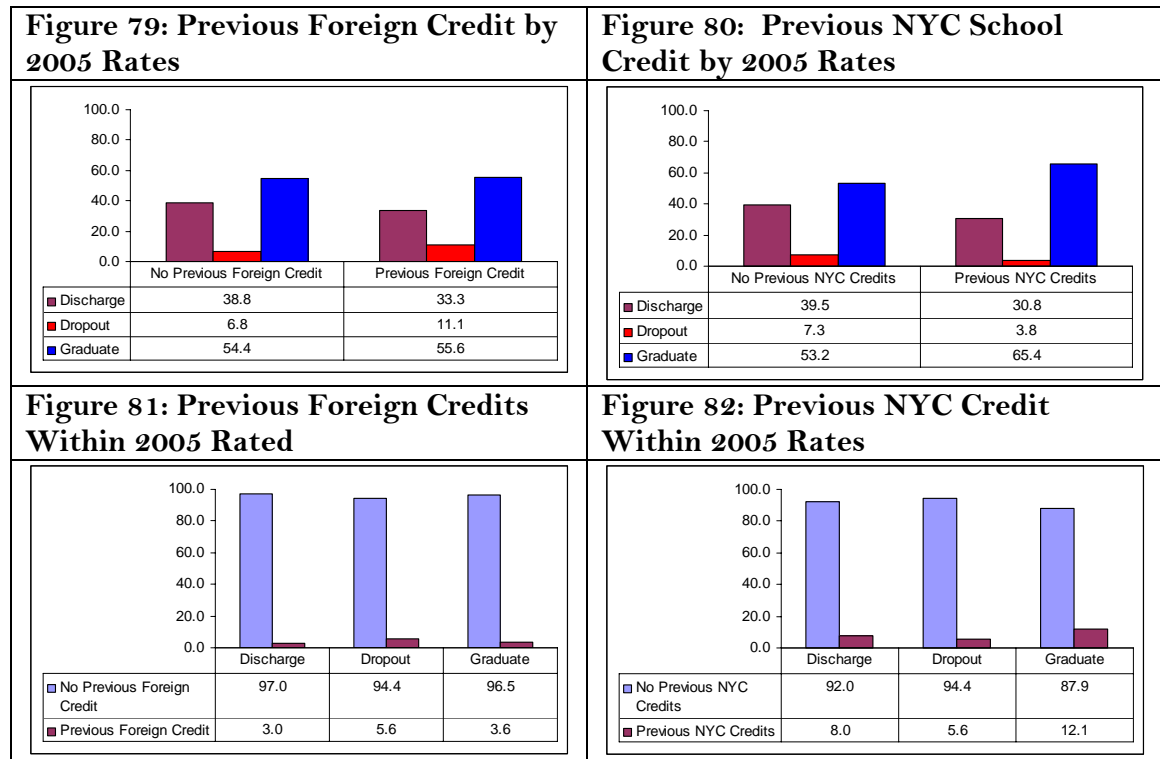
Figure 77 examines seven year discharge rates within attendance consistency. Figure 78 examines attendance consistency within seven year discharge outcomes. Of those students from the incoming class of 1998 who were discharged, only 4% had sporadic attendance during their career at International High Schools. Of those students who had sporadic attendance during their time at International High Schools, 22% were discharged while 39.8% of the students with consistent attendance were discharged.



A Closer Look at Credits

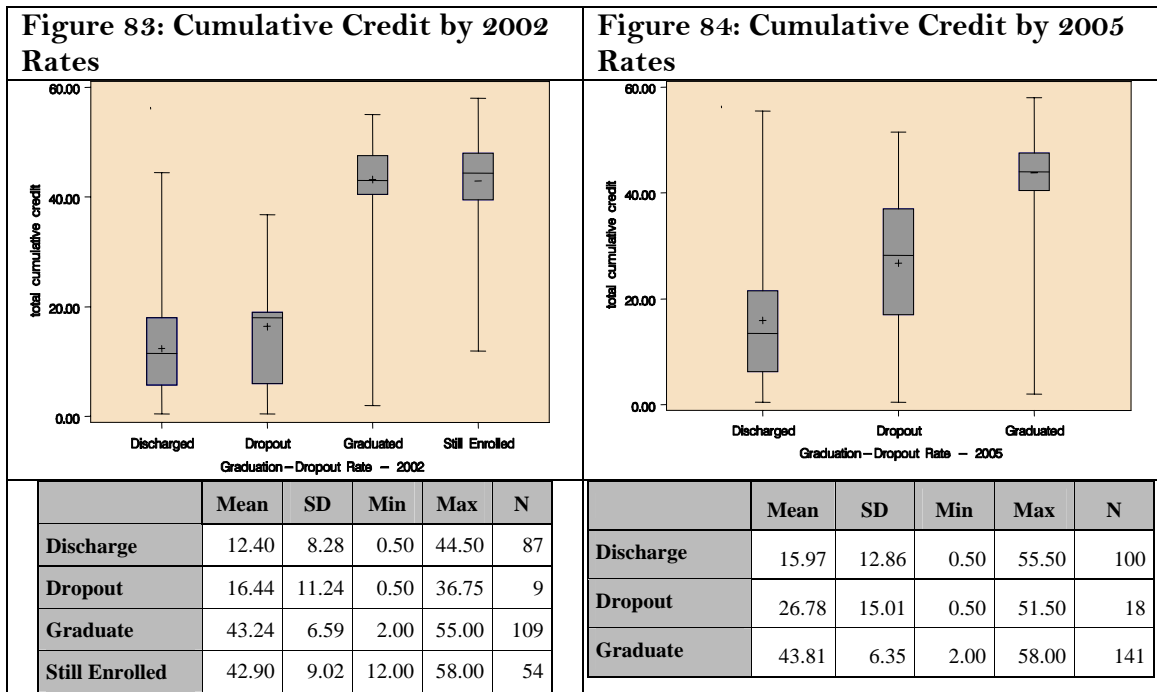
More than 33% of the students who had previous foreign credits and more than 30% of the students who had previous NYC credits were ultimately discharged from International High Schools.

Figure 79 and 80 represents the seven year discharge rates within previous foreign and NYC credits. Figure 81 and 82 represents previous foreign and NYC credits within seven year discharge outcomes. More than 33% of the students who had previous foreign credits and more than 30% of the students who had previous NYC credits were ultimately discharged from International High Schools. Of the students who were discharged from the incoming class of 1998, 3% had previous foreign credit and 8% had previous NYC credit.



Students who were discharged within four or seven years had, on average, fewer cumulative credits than students who dropped out or graduated.

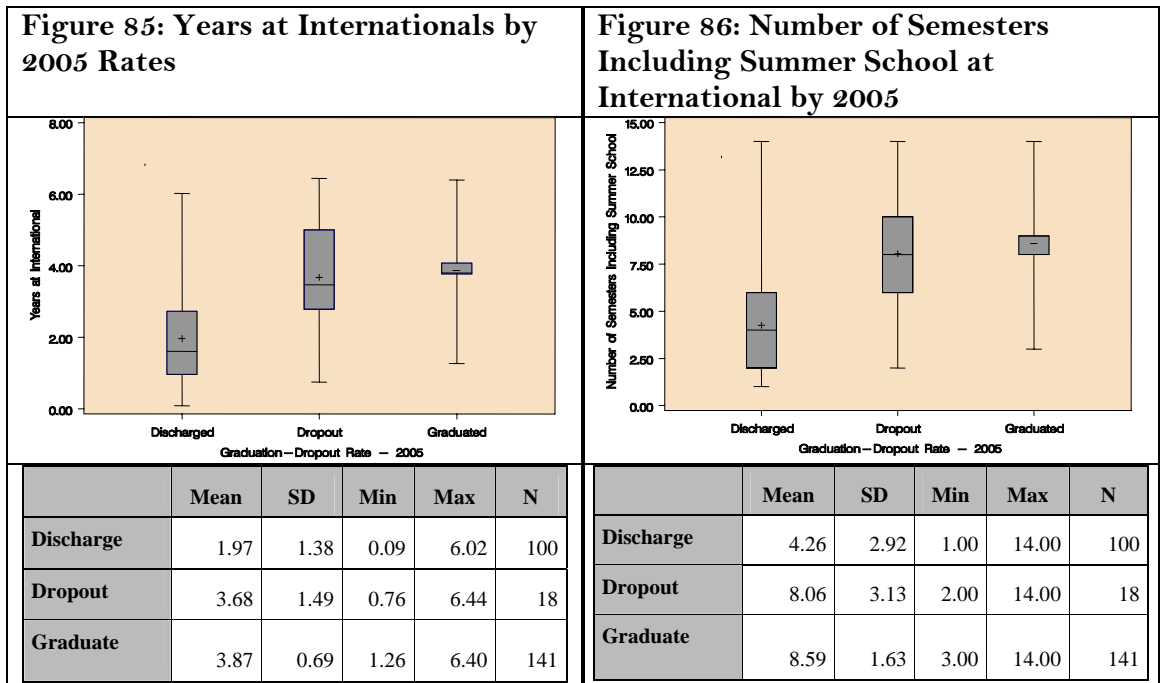
Figure 83 and figure 84 represent the students' cumulative credits by four year and seven year discharge outcomes. Students who were discharged within four or seven years had, on average, cumulative credits less than students who dropped out or graduated. The average four year cumulative credits for students who were discharged was approximately 12 ½ with a range from .5 to 44.5. The average amount of cumulative credits over seven years for discharged students was approximately 16 with a range form .5 to 55.5.



A Closer Look at Years

Discharged students from the incoming class of 1998 spent, on average, approximately half the time at International High Schools as graduating students did.

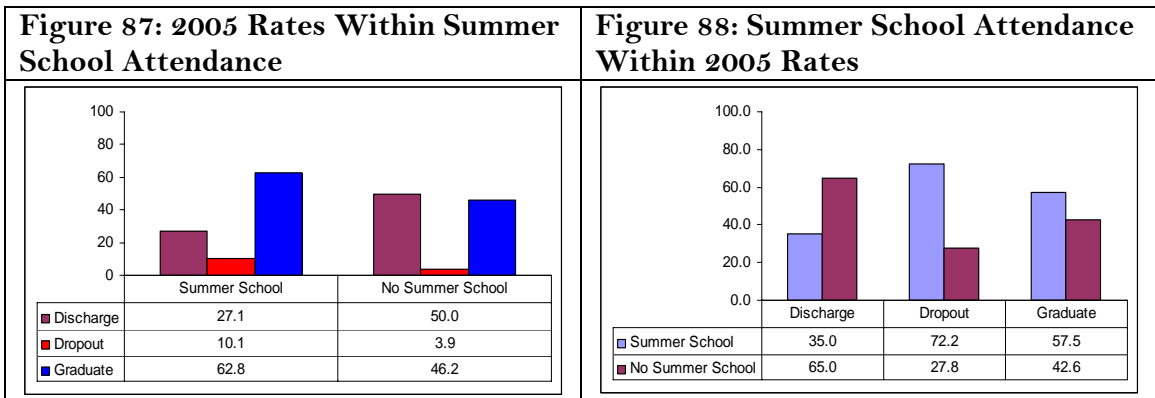
Figure 85 and 86 represent the number of years and semesters (including summer school attendance) students spent at International High Schools broken down by seven year discharge outcomes. Discharged students spent, on average, approximately 2 years or slightly more than 4 semesters at International High Schools before being discharged. Their time ranged from .09 to 6.02 years or 1 to 14 semesters. On average, discharged students spent, 1.9 years less and 4.33 semesters less than students who graduated.



A Closer Look at Summer School

Students who never attended summer school were more likely to be discharged than students who did attend summer school.

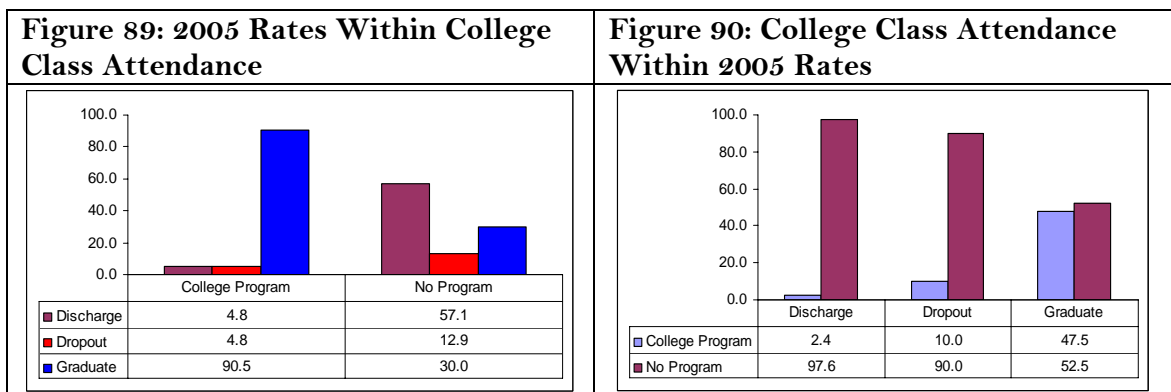
Figure 87 examines seven year discharge rates within summer school attendance. Figure 8 examines summer school attendance within seven year discharge outcomes. Of those students from the incoming class of 1998 who were discharged, 35% had attended summer school during their time at International High Schools. Of those students who attended summer school at International High Schools, 27.1% were discharged while 50% of the students who never attended summer school were discharged. Of the 259 students from the incoming class of 1998, 62.8% of the students who attended summer school graduated while less than half, 46.2% of the students who never attended summer school graduated.



A Closer Look at College Class Attendance

Over 90% of the students who took college classes graduated over seven years while only 30% of the students who never participated in these classes graduated over seven years.

Figure 89 examines seven year discharge rates within college class attendance. Figure 90 examines college program attendance within seven year discharge outcomes. Of those students from the incoming class of 1998 who were discharged, 2.4% had attended the college classes at least once. Of the discharged students who attended college classes, 4% were discharged while 57.1% of the students who never attended college classes were discharged. Of Manhattan's students from the incoming class of 1998 who never attended college classes, only 30% ended up graduating over seven years while 90% of the students who were apart of the college program graduated over seven years.

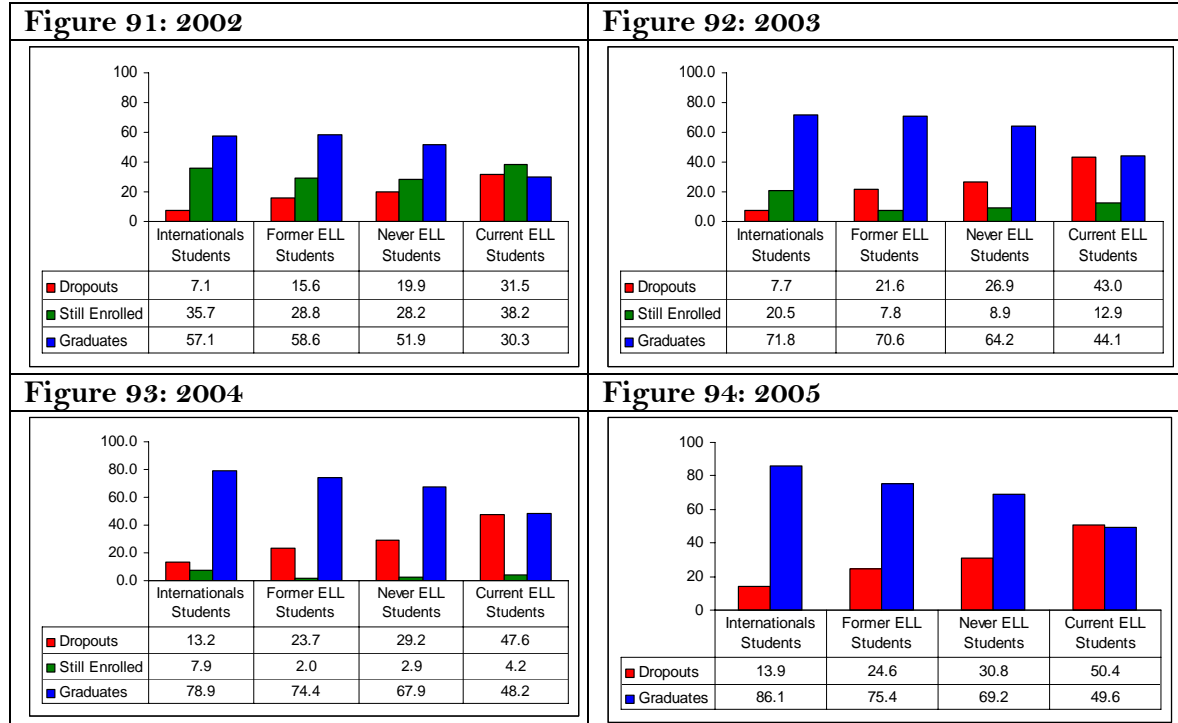


Individual School Analyses of Drop Out, Graduation & Discharge Rates

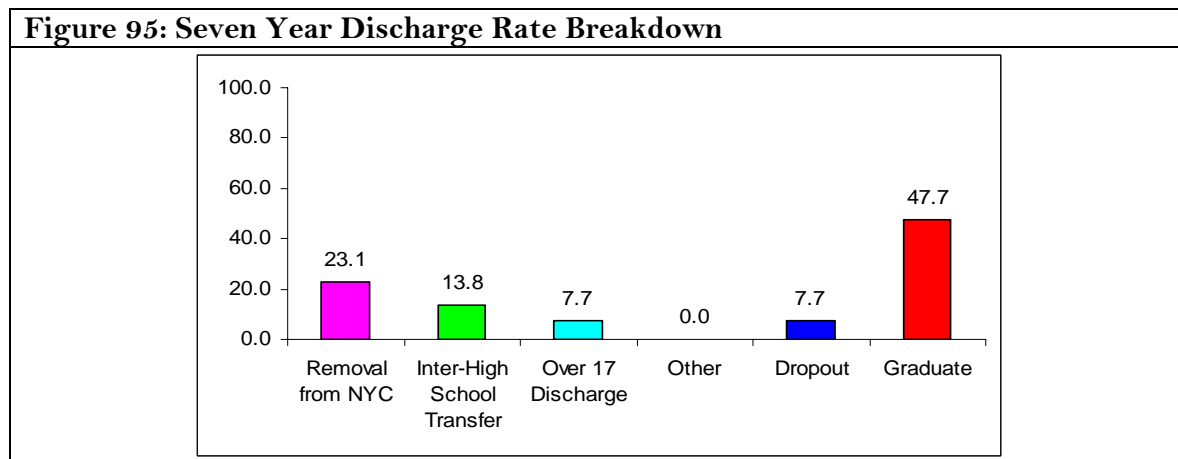
The next section disaggregates the data by schools to examine the variation within Brooklyn International High School, Manhattan International High School, and International High School at LaGuardia Community College

Brooklyn International High School

Longitudinal Drop Out and Graduation Rates

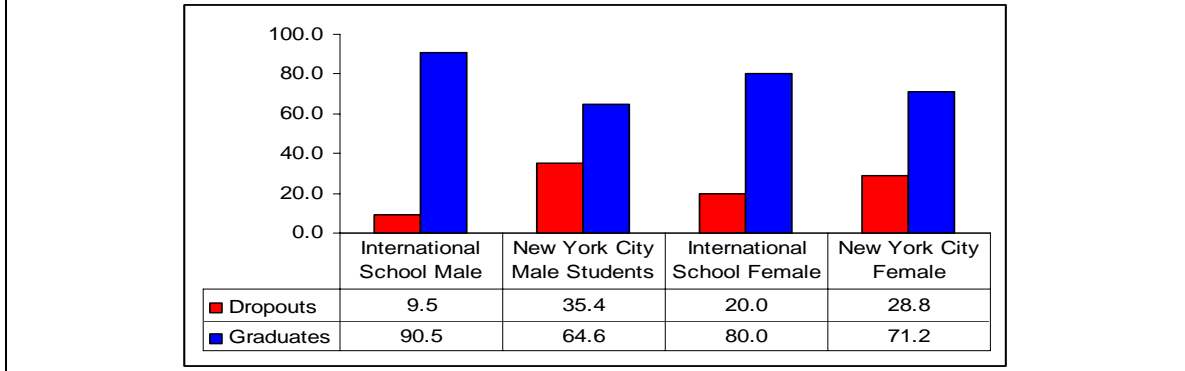


A Closer Look at Discharge Breakdown



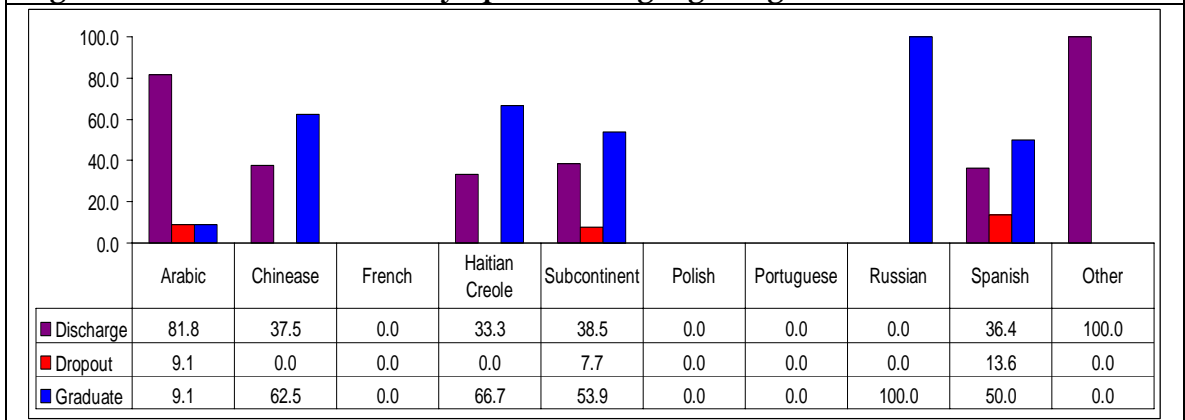
A Closer Look at Gender

Figure 96: Seven Year Rates by Gender



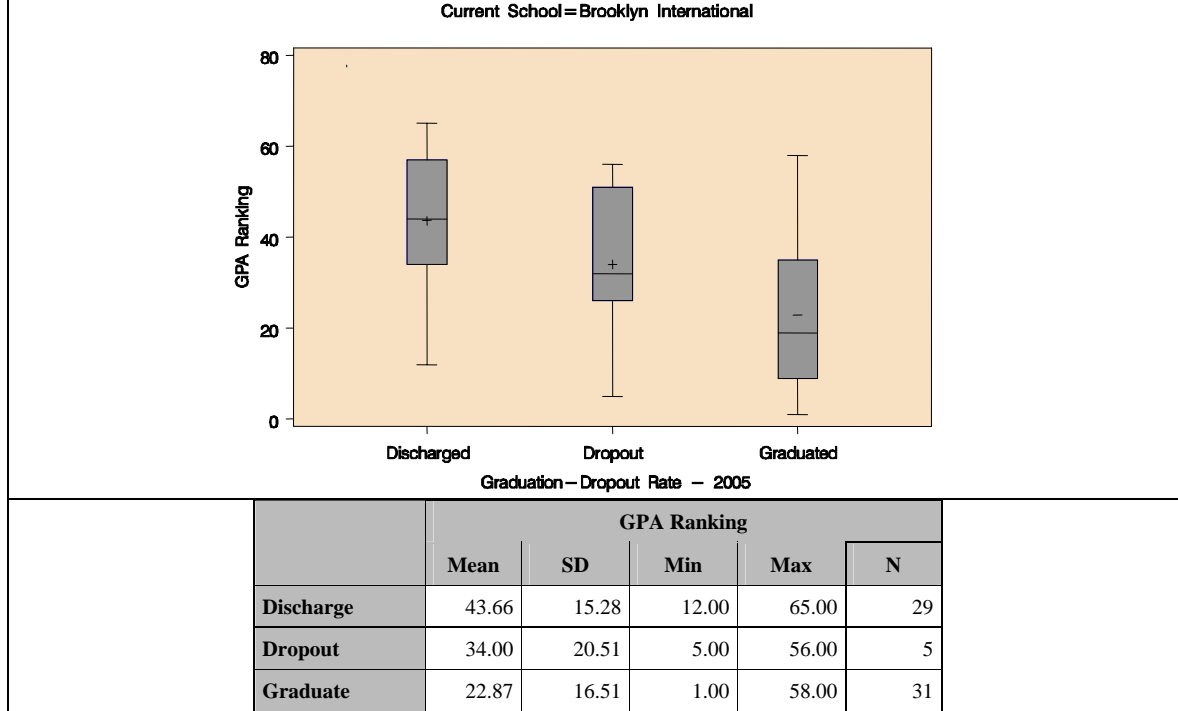
A Closer Look at Language

Figure 97: Seven Year Rates by Specific Language Regions



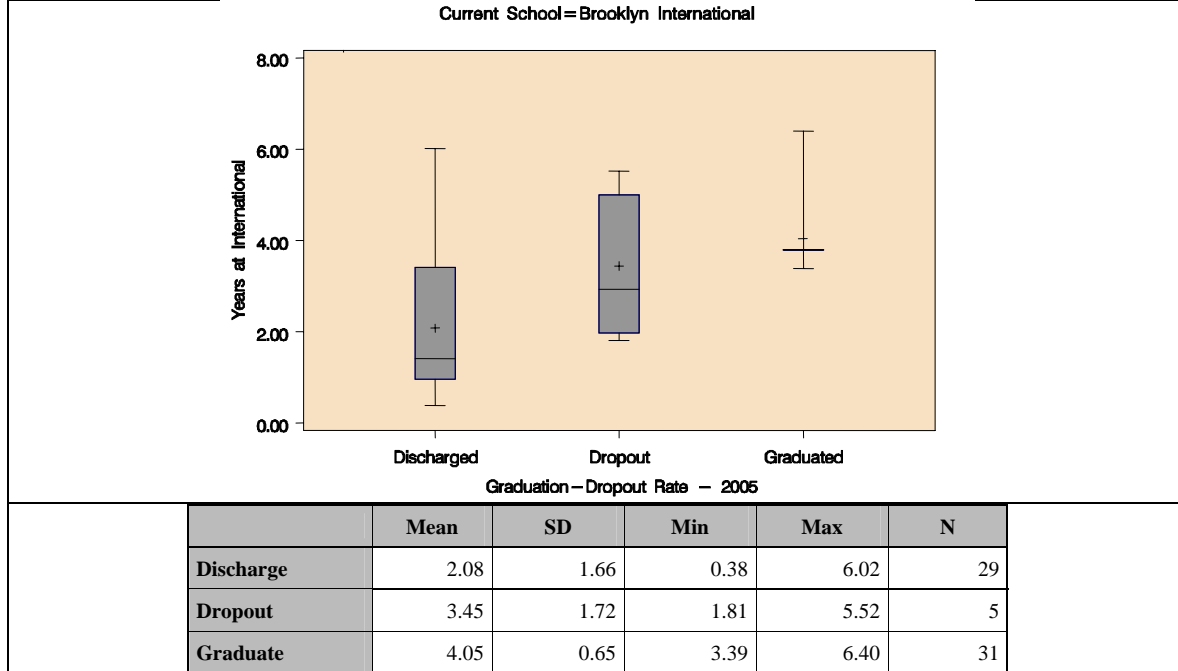
A Closer Look at GPA

Figure 98: GPA Rankings by Seven Year Rates

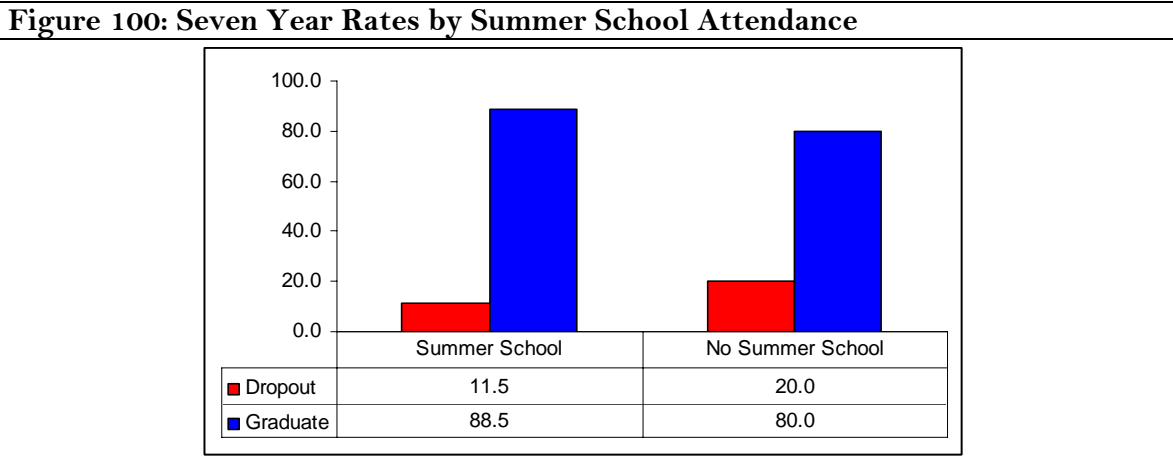


A Closer Look at Years

Figure 99: Years at International High Schools by Seven Year Rates

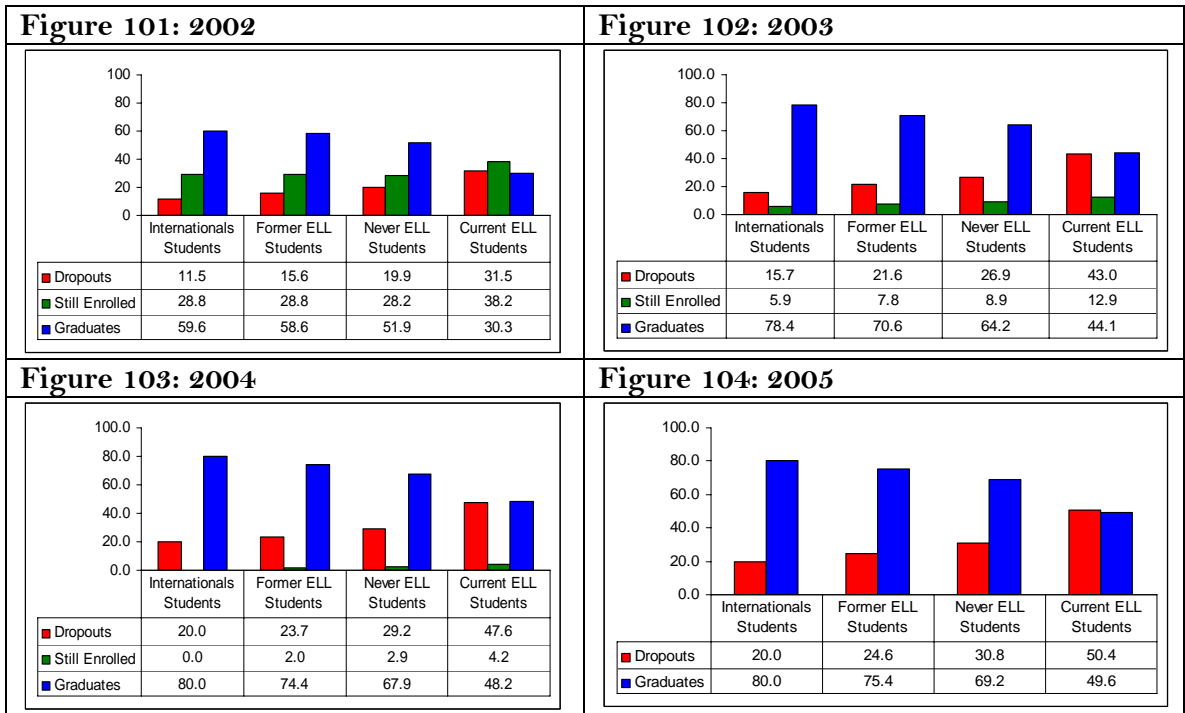


A Closer Look at Summer School Attendance



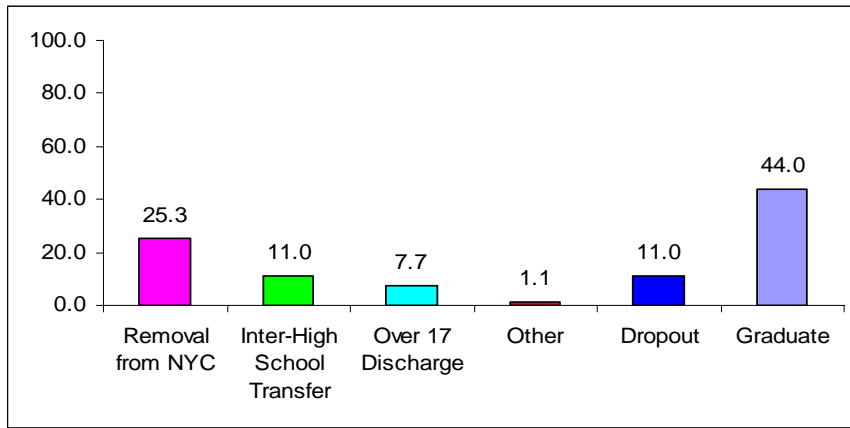
Manhattan International High School

Longitudinal Drop Out and Graduation Rates



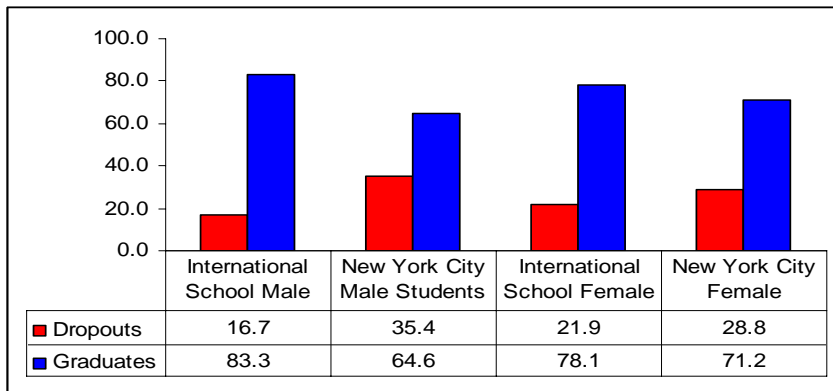
A Closer Look at Discharge Breakdown

Figure 105: Seven Year Discharge Rate Breakdown



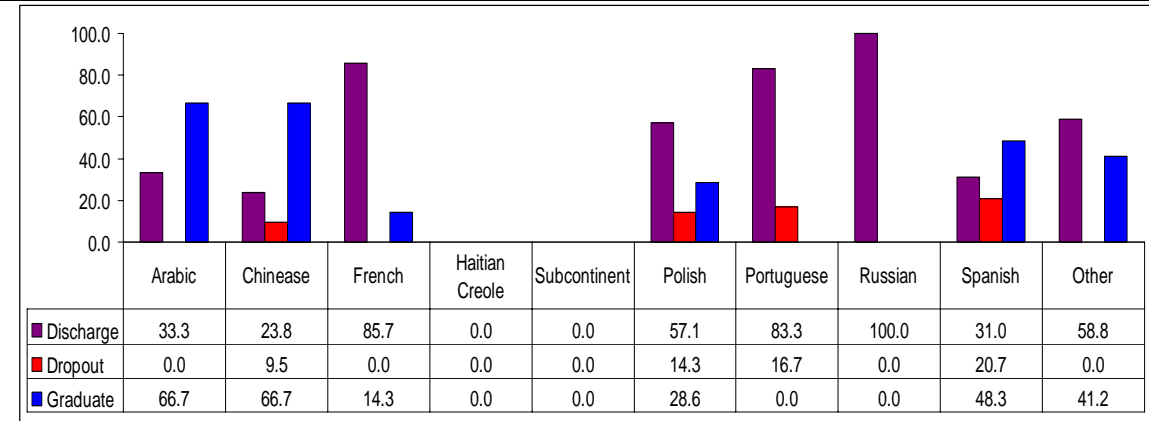
A Closer Look at Gender

Figure 106: Seven Year Rates by Gender



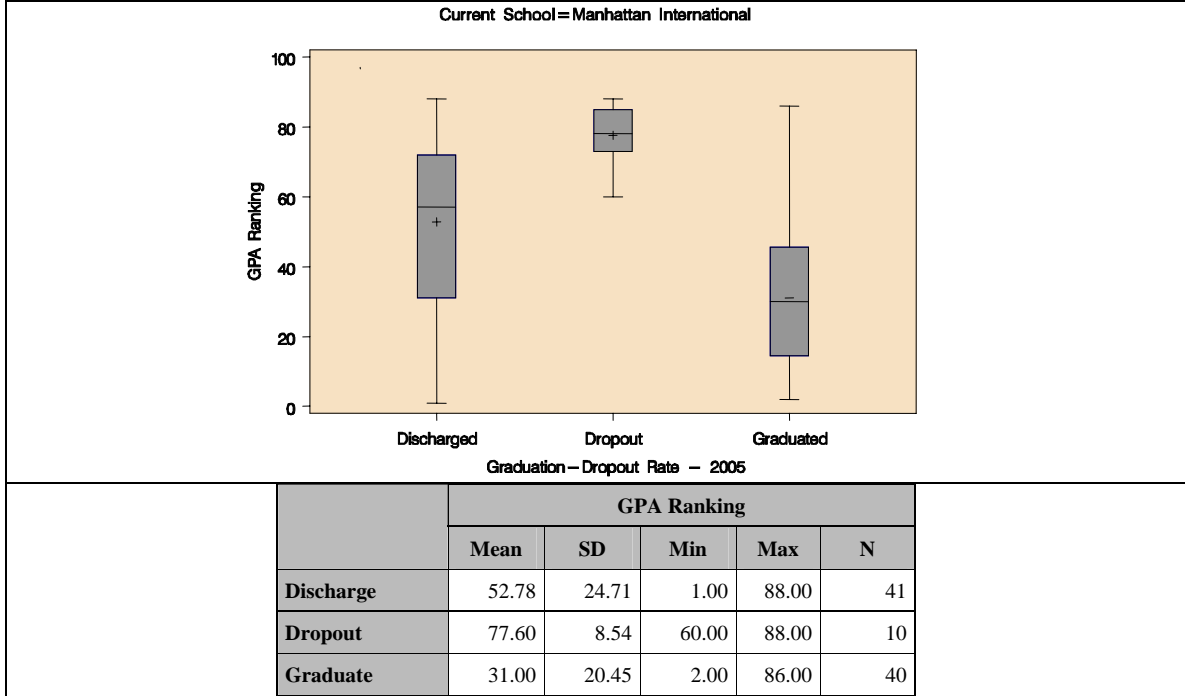
A Closer Look at Language

Figure 107: Seven Year Rates by Specific Language Regions



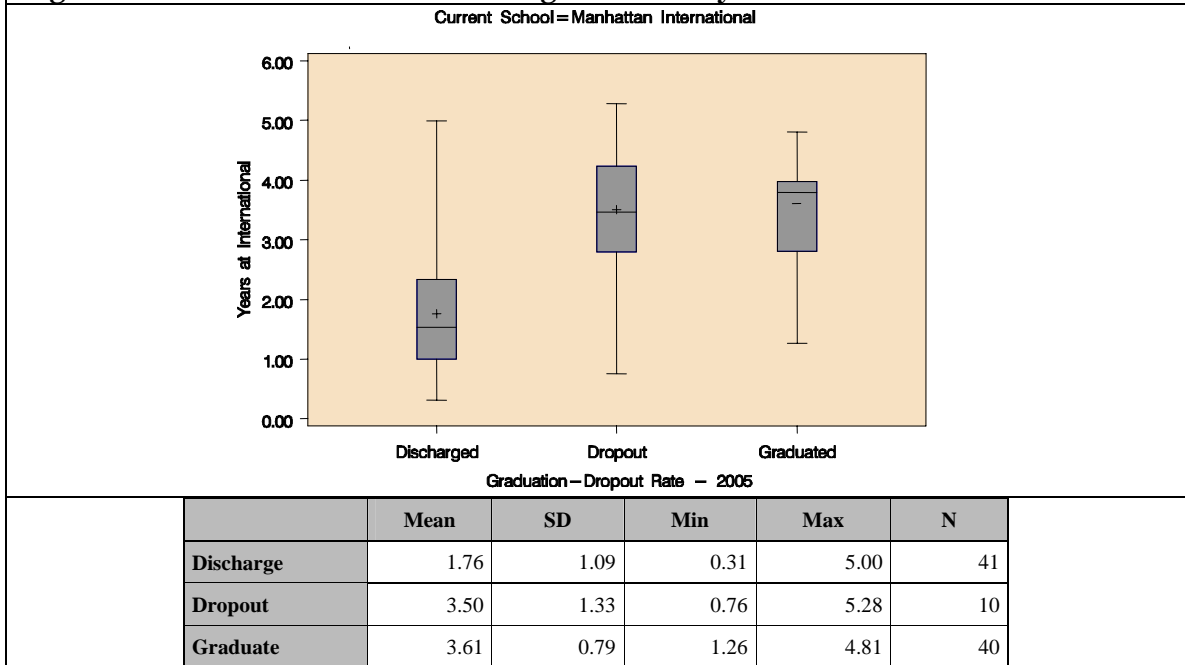
A Closer Look at GPA

Figure 108: GPA Rankings by Seven Year Rates



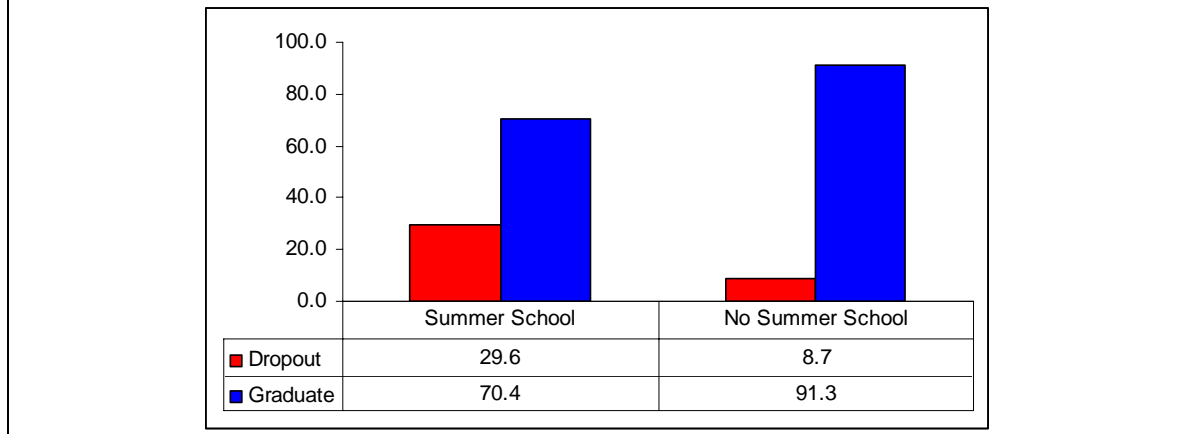
A Closer Look at Years

Figure 109: Years at International High Schools by Seven Year Rates



A Closer Look at Summer School Attendance

Figure 110: Seven Year Rates by Summer School Attendance



International High School @ LaGuardia Community College

Longitudinal Drop Out and Graduation Rates

Figure 111: 2002

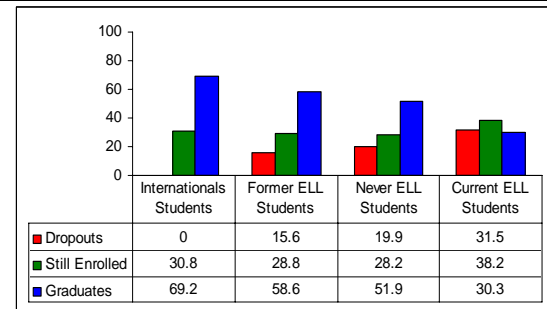


Figure 112: 2003

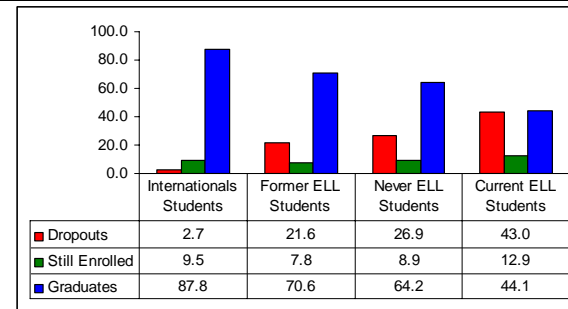


Figure 113: 2004

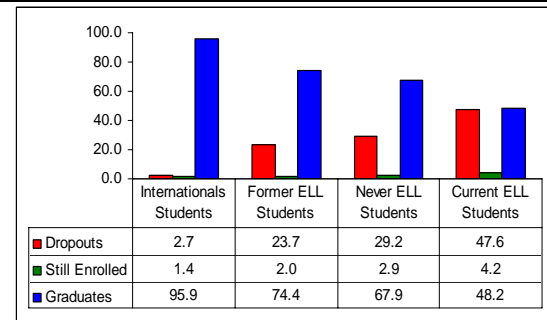
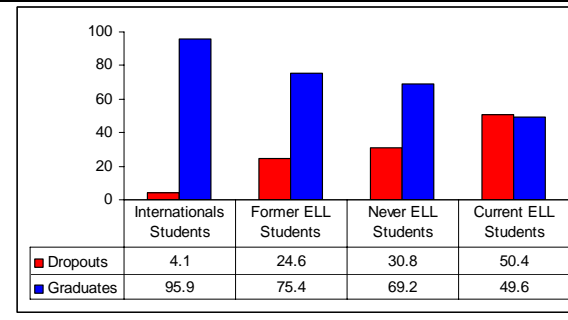
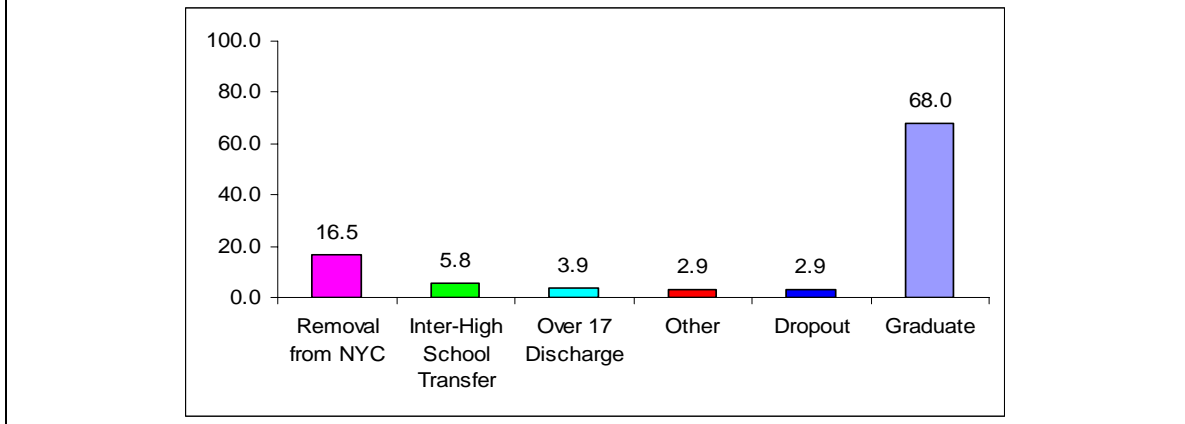


Figure 114: 2005



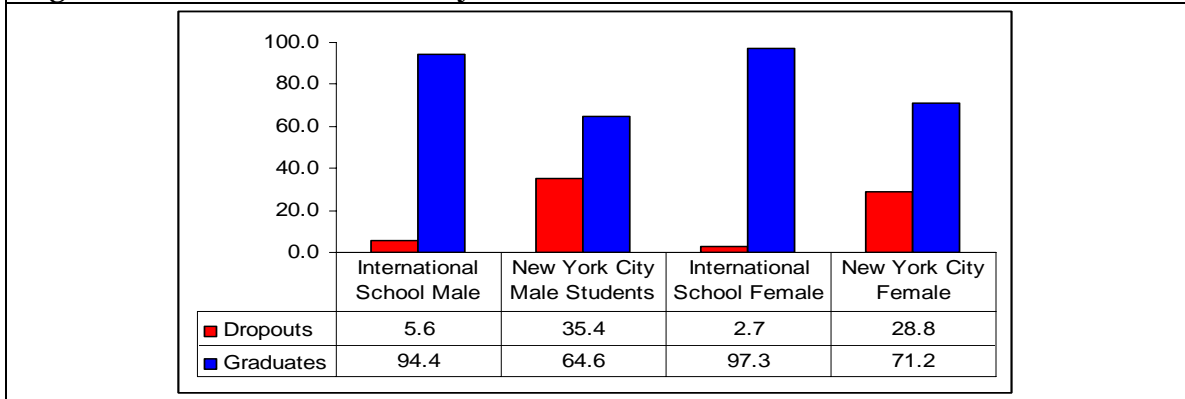
A Closer Look at Discharge Breakdown

Figure 115: Seven Year Discharge Rate Breakdown



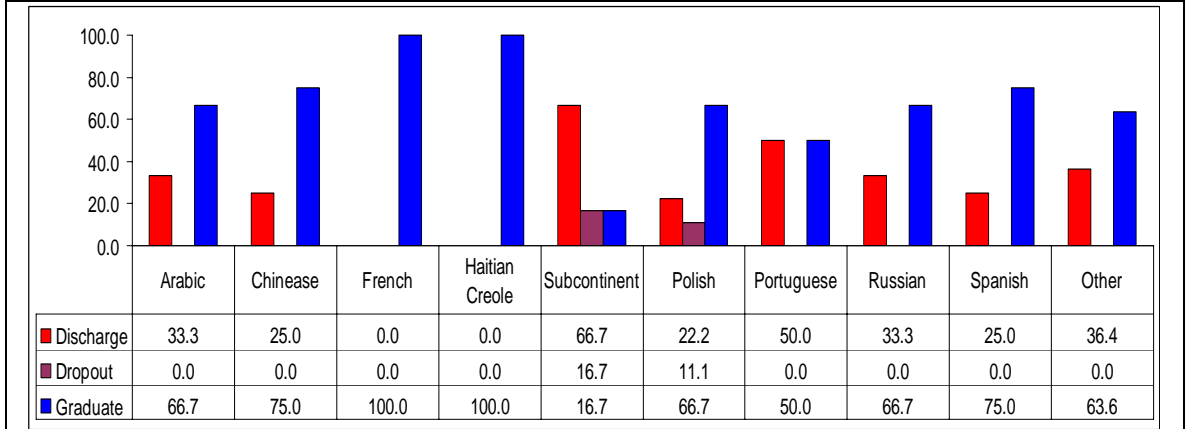
A Closer Look at Gender

Figure 116: Seven Year Rates by Gender



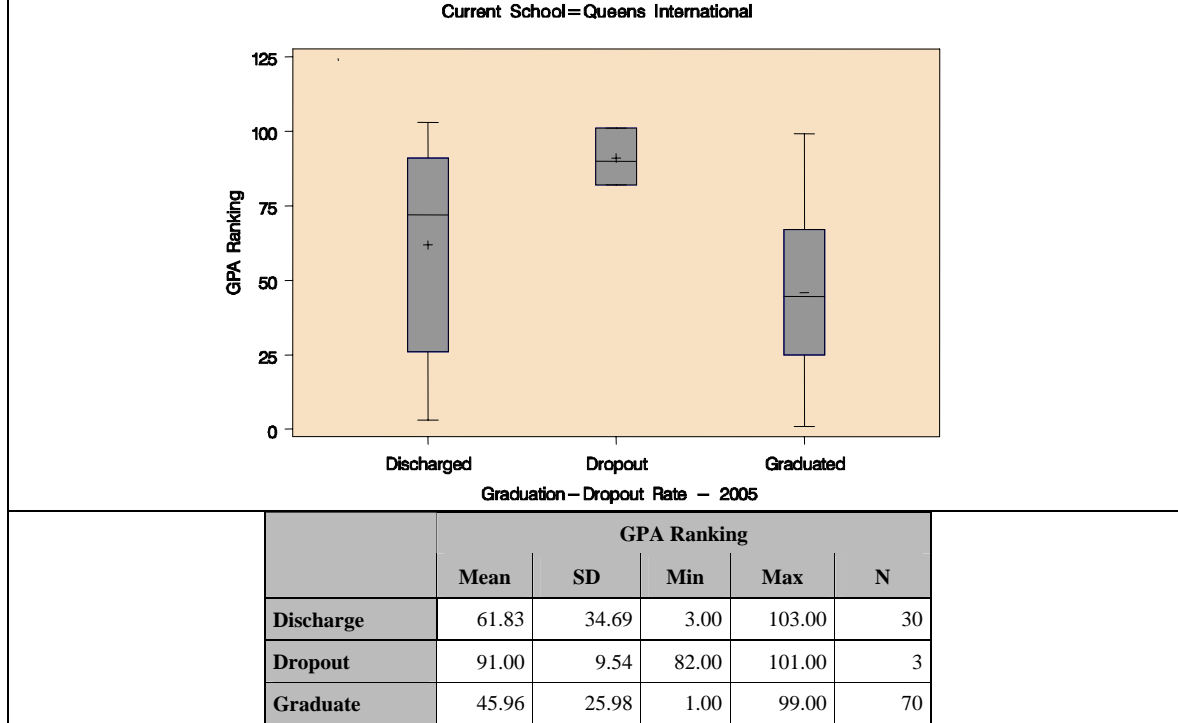
A Closer Look at Language

Figure 117: Seven Year Rates by Specific Language Regions



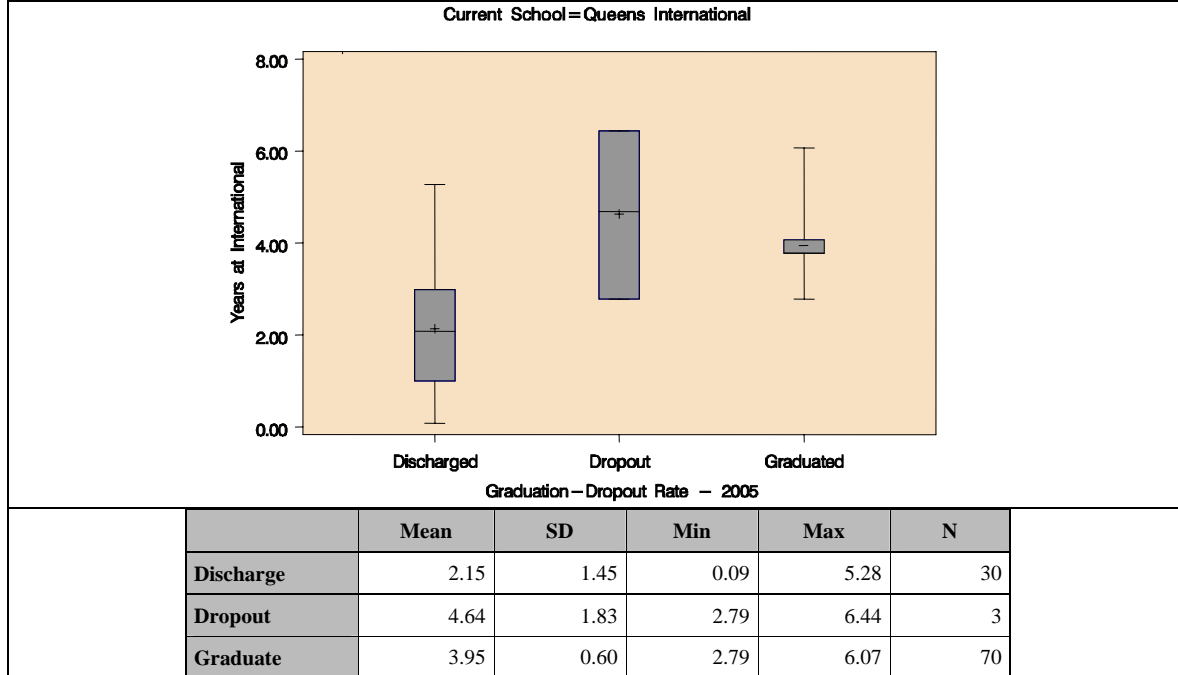
A Closer Look at GPA

Figure 118: GPA Rankings by Seven Year Rates

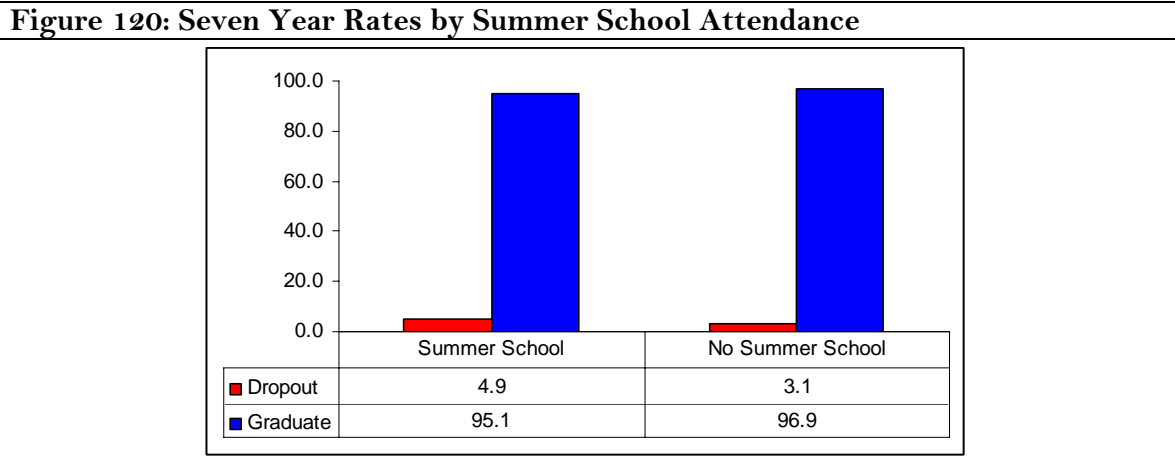


A Closer Look at Years

Figure 119: Years at International High Schools by Seven Year Rates



A Closer Look at Summer School Attendance



Conclusions

This study reveals both the impressive educational design and the extraordinary academic success achieved by the Internationals Network. We draw two major conclusions from this work.

First, students in the International high schools in New York City significantly out-perform their peers in terms of graduation rates. The International high schools have developed an academic culture and performance assessment system in which students persist and graduate at rates far in excess of their peers throughout the New York City public school system. Whether we consider four, five, six or seven year graduation rates, students in the Internationals have significantly higher graduation and lower drop out rates than students in the full NYC system, former ELLS and other ELL students. From the narratives of graduates, these educational experiences serve them well in their post-graduate pursuits.

Second, the International high schools represent a national and international model for intellectual, linguistic and civic education for youth from across racial, ethnic, gender and class lines. These schools hold promise for building transcultural communities of understanding and action, by bringing together diverse youth and working with ‘differences’ as sites of strength.

A series of policy issues may be important to consider.

Particular concerns around NCLB and LEP students.

- **Four year graduation standards.** The quantitative data gathered on the Internationals are striking for the success evidenced in graduation rates over time. These data raise a significant issue for national and local policy, and for the NCLB. All schools, and particularly those serving poor, working class and/or ELL students, should be measured on the basis of graduation and drop out rates over the course of four, five, six and seven years. **Four year graduation rates are a fundamentally inadequate measure of school success. That the Internationals retain and graduate so many students at five, six and seven years is a measure of the extraordinary academic press, support and success of these Schools. The youth who graduate in their fifth, sixth or seventh year are simultaneously learning a new language and a new culture, while trying to master rigorous high school content. Some of these students have experienced ‘interrupted educations’ due to political and economic conditions in their homelands. For purposes of accountability, these schools should be credited positively for their ability to maintain and graduate such a substantial percentage of youth who are beating the odds, over four, five, six and seven years.**

- **Testing LEP students as part of AYP.** A policy brief published recently by The Civil Rights Project at Harvard University writes: "Clearly, NCLB has increased accountability for LEP (limited English proficient) students and their schools. Unfortunately, the law has unintended consequences that could label a school as needing improvement simply for enrolling a large LEP population. Researchers, policymakers, and practitioners all want LEP students to become proficient in English and to master academic content. However, limited research exists on how to appropriately and fairly include LEP students in accountability systems. Nevertheless, many states test LEP students using existing systems that are principally designed for English speakers. Until this research-policy schism is bridged, LEP students' achievement test scores should not be used to deliver high-stakes sanctions but rather to make diagnostic decisions about how to better support these students." In New York City, we have already begun to see the perverse consequences of this policy, in the dramatic spikes in 'discharge' rates of ELL students. The Public Advocate for the City of New York, in a report entitled, "Pushing out At-Risk Students: An Analysis of High School Discharge Figures" found that in order to keep school performance levels up, principals across the state are employing a variety of strategies to counsel "at risk" students including ELLs to transfer to GED programs or to discharge these students. A longitudinal study shows that 51% of English Language Learners from the class of 2001 dropped out of high school.

Related to the concerns voiced by the Harvard University Civil Rights Project and the Public Advocate for the City of New York, at the Internationals:

- **Academic Power of Portfolio Process.** The portfolio assessment process appears to be crucial to the academic success of students at Internationals and beyond. While students express concern about being under-prepared for standardized tests, their writing abilities and confidence – in high school and in college – are directly related to their experiences with portfolio assessment. The Internationals should retain portfolio assessment, even as they prepare to incorporate other assessments, such as the Regents. In order to develop this multiple measure assessment system and strengthen this particular aspect of their academic programs, the Internationals might develop a structure to formally share their experiences and learnings about integrating the portfolio system with testing requirements both in their network of schools and with educators nationally and internationally.
- **The Five Regents Mandate/Multiple Assessments.** The introduction of high stakes testing in New York State is already beginning to affect the academic aspirations and success of low income and particularly immigrant youth. Most psychometricians agree that single high stakes testing is unreliable and unethical. For a population of students for whom English is not their native language, the consequences can be severe.

The consequences for the drop out rate among this population of students, and how revisions of the portfolio process will impact the rich academic environment of writing, revision and presenting that infuses the Internationals will need to be closely monitored in the coming years. In a call for multiple assessments, which is compatible with the policies and practices of over 26 states in the nation, the Internationals have argued, “We need to develop assessment practices that allow Internationals to accurately demonstrate the success of their ELL students. We would like to see the implementation of policies that utilize multiple measures of assessment for ELLs performance that extend beyond the use of a single set of test scores, to include portfolio assessment and that include opportunities for students to demonstrate their abilities in their Native Languages.”

Sustaining The Cultural Diversity of Internationals

- There is a unique cultural chemistry produced by the varied ethnic and linguistic groups in any one school. The success of these schools may be due, in part, to this very rich diversity. These schools may be quite different if they become more singular in their demographics.

The qualitative and quantitative data presented here confirm what many have assumed: that the Internationals represent a national model for educational success. Built on bold and rigorous principles of educational practice, these schools are exemplars not only for immigrant youth and English Language Learners, but for youth throughout urban, suburban and rural America.

References

Batt,L. Kim,J. and Sunderman,G. (February 2005). Policy Brief: Limited English Proficient Students: Increased Accountability under NCLB. Cambridge: Harvard University Civil Rights Project.

Olsen, Laurie. Made in America: Immigrant Students in Our Public Schools. The New Press. New York: 1997.

Public Advocate of the City of New York, (2002) Pushing Out At-Risk Students: An Analysis of High School Discharge Figures. (November 21, 2002): New York, New York.

Suarez-Orozco, Carola and Suarez-Orozco Marcelo M. Children of Immigration. Harvard University Press. Cambridge, Massachusetts: 2001.

Appendix

Figure 121: Incoming Class of 1998 by Outcomes (based on NYC criteria)

Withdrawal Code	Seven Year Outcome			
	Discharge	Dropout	Graduate	Total
Transfer to another NYC Public School (Pre Jr. High or Special Sch.)	2	0	0	2
Full time employment certificate	1	0	0	1
Admitted to parochial school	1	0	0	1
admitted to NYC private school	1	0	0	1
Removal from NYC	55	0	0	55
Over 21 (include over 21 sp. ed.)	2	0	0	2
IEP diploma	0	0	1	1
Local diploma	0	0	138	138
Received HS equivalency diploma	0	0	2	2
Enrolled in aux services for HS	7	0	0	7
Enrolled in NYC public eve. HS	1	0	0	1
Enrolled FT GED outside NYC system	5	0	0	5
Other - dropout	0	17	0	17
Travel hardship	1	0	0	1
No longer interested in the program	9	0	0	9
Accepted through HS admit to spring program	8	0	0	8
Other - transfer	7	0	0	7
Missing code	0	1	0	1
Total	100	18	141	259

Figure 122: Withdrawal Code Breakdown²¹

Withdrawal Codes	Withdrawal Code Categories						
	Dropouts	Graduates	Inter-High School Transfers	Other	Over 17 Discharge	Removal from NYC	Total
Transfer to another NYC Public School (Pre Jr. High or Special Sch.)	0	0	0	2	0	0	2
Full time employment certificate	0	0	0	0	1	0	1
Admitted to parochial school	0	0	0	1	0	0	1
admitted to NYC private school	0	0	0	1	0	0	1
Removal from NYC	0	0	0	0	0	55	55
Over 21 (include over 21 sp. ed.)	0	0	0	0	2	0	2
IEP diploma	0	1	0	0	0	0	1
Local diploma	0	138	0	0	0	0	138
Received HS equivalency diploma	0	2	0	0	0	0	2
Enrolled in aux services for HS	0	0	0	0	7	0	7
Enrolled in NYC public eve. HS	0	0	0	0	1	0	1
Enrolled FT GED outside NYC system	0	0	0	0	5	0	5
Other - dropout	17	0	0	0	0	0	17
Travel hardship	0	0	1	0	0	0	1
No longer interested in the program	0	0	9	0	0	0	9
Accepted through HS admit to spring program	0	0	8	0	0	0	8
Other - transfer	0	0	7	0	0	0	7
Missing code	1	0	0	0	0	0	1
Total	18	141	25	4	16	55	259

²¹ These categories were guided by the “NYC Department of Education Public Accounting Handbook: Forms and Code Tables.”

Figure 123: Language Category (with 5 or more in each category)

Languages	Arabic	Chinease	French	Haitian Creole	Subcontinent	Polish	Portugese	Russian	Spanish	Other	Total
arabic	17	0	0	0	0	0	0	0	0	0	17
spanish	0	0	0	0	0	0	0	0	99	0	99
romanian	0	0	0	0	0	0	0	0	0	2	2
polish	0	0	0	0	0	25	0	0	0	0	25
cantonese	0	6	0	0	0	0	0	0	0	0	6
mandarin	0	13	0	0	0	0	0	0	0	0	13
fukinese	0	1	0	0	0	0	0	0	0	0	1
burmese	0	0	0	0	0	0	0	0	0	2	2
french	0	0	8	0	0	0	0	0	0	0	8
korean	0	0	0	0	0	0	0	0	0	3	3
slovak	0	0	0	0	0	0	0	0	0	3	3
chinese	0	17	0	0	0	0	0	0	0	0	17
serbo-croatian	0	0	0	0	0	0	0	0	0	2	2
vietnamese	0	0	0	0	0	0	0	0	0	2	2
portugese	0	0	0	0	0	0	10	0	0	0	10
filipino	0	0	0	0	0	0	0	0	0	1	1
hungarian	0	0	0	0	0	0	0	0	0	1	1
wolof	0	0	0	0	0	0	0	0	0	2	2
japanese	0	0	0	0	0	0	0	0	0	1	1
russian	0	0	0	0	0	0	0	5	0	0	5
greek	0	0	0	0	0	0	0	0	0	1	1
ukrainian	0	0	0	0	0	0	0	0	0	1	1
haitian creole	0	0	0	10	0	0	0	0	0	0	10
macedonian	0	0	0	0	0	0	0	0	0	1	1
punjabi	0	0	0	0	2	0	0	0	0	0	2
thai	0	0	0	0	0	0	0	0	0	1	1
hindi	0	0	0	0	2	0	0	0	0	0	2
bengali	0	0	0	0	13	0	0	0	0	0	13
albanian	0	0	0	0	0	0	0	0	0	2	2
urdu	0	0	0	0	2	0	0	0	0	0	2
ibo	0	0	0	0	0	0	0	0	0	1	1
unknown	0	0	0	0	0	0	0	0	0	3	3
total	17	37	8	10	19	25	10	5	99	29	259