



COMMUNITY

in New York City

Annual Report 2007

**FUND
FOR
PUBLIC
SCHOOLS**



PETER

Librarian,
Manhattan

CHRIS

Social Studies
Teacher, Manhattan

PAMELA

Kindergarten
Teacher, Manhattan

HELLEN

2nd grader,
Bronx

These are just a few of New York City's public school students, teachers, administrators, parents, and friends who make up The Fund for Public Schools' community. Together, we can make a difference in our public schools.

ALEXUS

Kindergarten,
Bronx

CHRIS

Mentee,
Bronx

MINERVA

Librarian,
Bronx

BRANDON

3rd grader,
Manhattan

RICHIE

10th grader,
Brooklyn

ANA

Dance Teacher,
Queens

LUKE

6th grader,
Manhattan

DARA

ESL/Humanities
Teacher, Brooklyn

ROCCO

Mentor,
Bronx

JOSÉ

Principal,
Manhattan

JENNIFER

4th grader,
Bronx

EVA

6th grader,
Manhattan

BEATRICE

Parent,
Bronx

Over the past five years, The Fund for Public Schools has played a critical role in the dramatic turnaround of New York City's public schools. **We have raised more than \$186 million in private funds from foundations, corporations, and individuals to support the New York City Department of Education's most critical reform efforts.** In addition, we have facilitated in-kind donations and encouraged involvement by New Yorkers to help keep the progress going.

This annual report describes the positive changes being made in schools across the city, affecting the daily lives of our public school students. In the following pages you will hear from members of the diverse community of The Fund for Public Schools about the impact of our work.

These improvements, along with many others, have brought New York City to the forefront of national public school reform. **I take a great deal of pride in being a part of this effort, and I congratulate all of our partners, donors, and friends for their vital contributions.**

But our work is not done. Despite all of the progress we have made, too many of our students still fail to graduate or meet state English and math standards. These are critical issues we cannot ignore.

Each of us can help tackle these problems. The individuals profiled in this report are just a few of the New Yorkers who have stepped forward, making the choice to create change. **I challenge you to make 2008 the year that improving our public schools becomes *the* cause for you and all New Yorkers.** Please join us in this effort – there are 1.1 million public school students whose futures depend on it.

Caroline Kennedy
Vice-Chair, Board of Directors

The Fund for Public Schools is the nonprofit organization dedicated to improving New York City's public schools by attracting private investment in school reform and encouraging greater involvement by all New Yorkers in the education of our children. The Fund plays a pivotal role in improving public education in New York City by strengthening the New York City Department of Education's relationship with the private sector, securing funding for critical education reform initiatives, helping businesses create partnerships and programs that support city schools, and raising public awareness about the public schools.

MEET THE FUND FOR PUBLIC SCHOOLS

The Fund for Public Schools has a definitive focus – meeting the top priorities of the New York City public schools. We seek to leverage our resources for the greatest and most sustainable impact on the quality of public education in New York City.

The Fund supports initiatives that reflect our mission to both attract private investment in the city's schools and encourage the involvement of all New Yorkers in school improvement. Our work falls into three distinct and complementary categories: seeding innovation, outreach and public awareness, and accountability. 2007 was a busy year across all categories. The following examples of programs are just a select few of the many we support:

Seeding Innovation. For four years, The Fund has worked to support Mayor Bloomberg and Chancellor Klein's *Children First* education reform initiative. Private funding has been critical to the success of *Children First*, enabling innovative new approaches to public education.

In 2007, The Fund supported the development and launch of the New York City Department of Education's (DOE) Accountability Initiative to give educators and parents more information about student achievement and school improvement than they have ever had before.

This past year, the DOE transitioned to a more nimble service-oriented organization, designed to support the instructional and operational needs of each individual school. The Fund secured critical resources to back the research, development, and implementation of this new model.

We continued to fundraise for the NYC Leadership Academy, which prepares school leaders to turn around many of the city's high-need schools. Additionally, we raised funds to train principals to lead non-traditional schools and programs geared towards those students most at-risk of dropping out.

The Fund also remained an incubator of partnerships that support our schools. The Fund has played this role for the NYC Partnership for Teacher Excellence, an innovative collaboration between the DOE, NYU, and CUNY to prepare teachers for success in high-need New York City schools.

Outreach and Public Awareness. A core function of The Fund's work is reaching out to all New Yorkers to build awareness of the state of our city's schools and to encourage involvement in them.

In 2007, we launched *Keep It Going NYC*, a public awareness initiative designed to encourage all New Yorkers to get involved in our schools to help keep the progress going. Through television, radio, print media, outdoor advertising, and the Internet, we spread this message across the city.

We continued our Shop for Class program with New York City's vibrant retail community. Shop for Class gives every New Yorker the opportunity to support public school libraries by doing something everybody loves to do – shop. During the two-week Shop for Class period, participating retailers across the city pledged a portion of their revenues to The Fund to support public school libraries.

The New York City Mentoring Program, which partners organizations with our city's high schools to provide more than 40 mentoring programs to public school students in need of positive role models, celebrated its 23rd year. These dedicated volunteer mentors make a direct impact on students' lives – influencing positive choices in academics, career, and life.

Accountability. Accountability is a guiding principle of our work; The Fund is responsible for creating successful public-private partnerships with clear impact. To do this well, we conduct a rigorous process of vetting proposals, developing milestones and key success measures, and carefully monitoring the use of funds.

The Fund thoroughly considers the feasibility and appropriateness of projects before they are presented to funders, asking the tough questions prior to seeking private funding. We also monitor the success of programs through identification of key outcomes and milestones and track grant expenses to keep spending aligned with budgeting. Likewise, The Fund only embarks upon projects with clear benefits to New York City schools. Finally, The Fund independently evaluates programs when feasible. Together, these measures ensure we address the needs of New York City's more than 1,400 public schools.

By delivering on these objectives, we have earned a reputation for transparency and candor that we are proud of.

Public-private partnerships have been essential to delivering the school reforms our students need and deserve.
Joel Klein, Schools Chancellor

\$36.9 million
raised by
The Fund in 2007

More than
\$186 million
raised for NYC
public schools since
FY 2003

Charity Navigator
rated The Fund for
Public Schools

#3

on its Top Ten
List of "Slam-Dunk"
Charities.

MEET A STUDENT

1,000

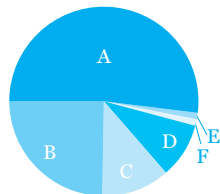
approximate number of applications for Columbia Secondary's first class of students.

94

students

enrolled in Columbia Secondary's first class, after a rigorous application process.

Columbia Secondary's Diversity:



- A. Hispanic: 52.1%
- B. White: 24.5%
- C. Black: 11.7%
- D. Asian: 9.6%
- E. Native American: 1%
- F. Other: 1%

Columbia Secondary School students were featured in

Latina

magazine's Latinos of the Year issue.

Sharon Duran, a sixth grade student at Columbia Secondary School for Math, Science & Engineering, represents the promise and the future of New York City's public schools. **A first generation New Yorker, Sharon is getting an education that will allow her to compete with the best in the world.**

Located at West 123rd Street in Harlem, Columbia Secondary is one of the new selective schools opened by the DOE. The Fund raised \$5 million in private dollars to support Columbia Secondary and six other new selective high schools. **This funding has allowed top-performing students like Sharon to enjoy an academically rigorous educational experience to which they would not otherwise have had access.**

These new selective schools are modeled after the city's existing, internationally renowned specialized high schools, such as Bronx Science and Stuyvesant. In these schools, students are surrounded by high-performing peers and encouraged to explore advanced academic interests and extracurricular activities.

A major focus of the effort to open selective schools is to ensure that the new schools' student populations reflect the ethnic, geographic, and economic diversity of our city. Columbia Secondary draws its student population from Manhattan north of 96th Street, creating more equitable access to these highly sought-after schools.

Sharon has worked hard on her engineering projects this year, such as building a cardboard chair that could hold the weight of two teachers. **These projects are typical of the school's hands-on, inquiry-based learning projects and the high expectations that come from the school's partnership with Columbia University.** Columbia Secondary's rich curriculum also includes classes in science-fiction literature, marine biology, mural painting, orienteering, and dance.



SHARON

Sixth grade student at Columbia Secondary School for Math, Science & Engineering

Why did you decide to come to Columbia Secondary?

I decided to come here because it was so diverse. When I came to the Bridge to School program [a summer introduction to the school] I saw how different Columbia Secondary was from other schools, and I really made up my mind that this was the school I wanted to be at.

What has been your favorite engineering project?

I liked our first engineering project. We had to build a container to keep an egg safe for an "egg drop" off the roof of the school. My group was one of the only groups whose egg survived the fall!

My favorite subject is engineering. You get to be really hands-on – you get to touch things and put projects together.

LENA

Library Media
Specialist at P.S. 150

Why did you become a librarian? When I was a teacher, I had no concept of what a librarian was. But I would use library books to engage my students. Eventually, the librarian at my school told me I needed to be in the library!

What were the benefits of getting your certification through PLUS? I've met so many colleagues through the program. There are so many teachers who are my peers and who have a wealth of knowledge to share. I feel very supported by PLUS – it's like a brotherhood and a sisterhood in the program. I'm not afraid to start a new career as a librarian.

The library is the center of information for students and for parents. I want to get parents more involved – to show them how important it is to read to students at a young age so that they grow up and love reading.



MEET A LIBRARIAN

Lena Hilliard is a library media specialist at P.S. 150 in the South Bronx, which serves more than 700 students in grades Pre-K-5.

Lena taught middle school for 20 years before becoming a librarian. **When she first came to P.S. 150, the school had no active librarian.** One of Lena's early tasks was to weed out old books from the collection – many of which were from the 1940s and '50s. Happily, she is now able to focus on building an up-to-date collection and is quickly changing what students think of as the role of the library and of the librarian. Lena encourages collaboration with classroom teachers to bolster their coursework with library materials. **She's purchased books to help bring classroom subjects alive and helps teachers incorporate technology and online research skills into their classes.** Above all, Lena focuses on how to help each student succeed. She notes, "As a librarian I want to empower students with the knowledge to compete in the 21st century."

Lena is one of more than 90 library media specialists who have been trained through Syracuse University's rigorous Preparing Librarians for Urban Schools (PLUS) program. **PLUS is a distance-learning program for library service in high-need urban schools.** The NYC PLUS partners include Syracuse University's School of Information Studies, the Institute of Museum and Library Services, the DOE, and The Fund for Public Schools. PLUS scholars take distance-learning classes while completing residencies, leading to a Master of Library and Information Science degree.

Lena started the PLUS program in January 2006 and will graduate this May. **For Lena, the distance-learning component of PLUS made it possible to obtain her degree and balance her career, her education, and her family.** Now, with her degree in sight, Lena is looking towards new opportunities to grow and strengthen her school library.

close to
150

library renovations
supported by
The Fund for Public
Schools

40
librarians

in the current
NYC PLUS class

MICHAEL

Manager of Network
Traffic Operations
at ABC

What got you started in mentoring? My own spirit of volunteerism, combined with the appeal of the program itself. The kids at LaGuardia are great and I really took to them.

DAMANI

Senior at Fiorello H.
LaGuardia High School
of Music & Art and
Performing Arts

Would you consider being a mentor someday? I would love to be a mentor to open up the eyes of tomorrow's youth. There's so much more than what you see in school. It's great and interesting to have someone else's perspective in life.

How has mentoring impacted your life? I know that I have a support system outside of school, or an extended family. [Mentoring] builds my social skills, intelligence, and level of maturity.



The mentoring experience has been extremely rewarding for me, and it can be for anyone because each pair gets to make the mentoring relationship their own.

MEET A MENTOR AND MENTEE

Michael Andrisani is a great example of one of the dedicated mentors in the New York City Mentoring Program. **Michael takes time out of his busy schedule, working as Manager of Network Traffic Operations at ABC, to mentor Damani Pompey.** Michael and Damani were paired up in 2005 when Damani was a sophomore at Fiorello H. LaGuardia High School of Music & Art and Performing Arts. But this isn't Michael's first mentoring relationship. **He has been a dedicated mentor of New York City public school students for 15 fulfilling years.**

Since 1983, the New York City Mentoring Program has helped businesses, organizations, and government agencies partner with public high schools throughout the city to establish mentoring programs. Participating high school students are matched with volunteer mentors from their schools' partnering company or organization. **Volunteers commit to mentor students for at least one school year, meeting at least four hours each month.**

Damani specializes in dance at LaGuardia High School, so Michael makes sure he takes advantage of the cultural opportunities available in the city, including dance performances at the Joyce Theater. The two also talk academics and college applications. But they make time for other favorite activities too – such as exploring new restaurants and enjoying a good burger now and then.

In 2007, Michael was honored by The Mentoring Partnership of New York as a Corporate Mentor of the Year. He notes, **“I’ve had a very fortunate life, and I don’t have any children of my own, so mentoring is a way for me to pass on all that I have to offer.”** At the same time, Damani keeps Michael connected to young people and all they have to offer him.

41

programs
participating in
the NYC Mentoring
Program
in 2006-2007

1,000+

students mentored
in 2006-2007
school year

96%

of senior mentees
surveyed reported
that they would
attend college.*

* Data from most recent assessment report, completed in 2005; next assessment is to be completed in 2008.

MEET A TEACHER

57
Arts
SPACE
grants awarded

Almost
\$650,000
raised for arts in
FY 2007

Ana Fragoso is a dance teacher for students in grades K-5 at P.S. 315, the School of Performing Arts, in Brooklyn. Originally from the Canary Islands, Ana performed and choreographed modern dance, jazz, and music videos before coming to the U.S. Once in New York, she earned a B.A. in Dance and an M.F.A. in Choreography.

When Ana first came to P.S. 315 five years ago, her students learned to dance on the school's stage in the auditorium. Although the stage provided space for the classes, it didn't provide the quiet and enclosed area that students needed to focus on their dancing, or the equipment a true dance program required.

In 2006, Ana applied for and received an Arts SPACE (Supporting Performing Arts and Creative Education) grant from The Fund for Public Schools for a dance studio. The new dance studio gave Ana and her students a larger, dedicated space outfitted with a dance floor, a mirror, and portable ballet barres.

Privately funded Arts SPACE grants enable schools to enhance their performance facilities. Schools that demonstrate a commitment to arts education have the opportunity to apply for up to \$20,000, with requests ranging from new stage curtains to lighting equipment and choir risers for auditoriums.

Today, Ana and her students have an inviting dance studio to study many forms of dance and movement – including West African dance, modern dance, ballet, yoga, and meditation – leading to increased strength, flexibility, and endurance. The arts also are infused throughout the school's curriculum, and the skills learned in dance – such as concentration, focus, and listening – accelerate learning across all subjects.

Ana says that the grant has been “amazing” for her school. She hopes that more schools have the opportunity to receive them, inspiring their students with the kind of dance space she has.

Dance has so much to offer, but we need the right space to feel safe while exploring. Without this, it's like learning to play the violin without the violin. The space is our violin.



ANA

Dance Teacher
at P.S. 315

How do your students feel about the new dance studio? I have so many kids who come with their parents to see the dance studio. They come in, they take off their shoes – they totally own the space and respect it. It's their dancing space.

How do you integrate dance into academics? Everything is integrated – the arts are connected to all the subjects in school. Each year themes are explored in academic classes, and we develop these themes from a creative and artistic point of view. The themes are an entry point to the arts and the arts become entry points for in-depth studies of themes from various subjects.

AUDREY

Parent of Audrin,
freshman

What did your fellow parents think about the Learning Environment Survey?

Most of the parents at the school work full-time – filling out the survey helped us to stop and reflect on the key issues affecting our children and provided a forum where we could discuss the feedback with the principal.

Why is it important to collect feedback from parents?

Parents want to have a voice in their school, and the surveys help all parents be heard.

What did you learn from the survey results?

We learned that our parents were quite happy about the direction of the school, but the results also revealed some areas for improvement and programs parents would like to see offered.

If parents want their child to be excited about school, they have to be involved in the educational process. The survey helps all parents have a voice.



MEET A PARENT

Audrey Carter is the proud mother of Audrin, a freshman at the Queens High School of Teaching, Liberal Arts and the Sciences.

Like most of the parents at Audrin's school, Audrey is incredibly busy. In addition to working full-time and taking care of her family, she attends every school event that she can. **To ensure that busy parents like Audrey have their voices heard, The Fund for Public Schools partnered with the DOE in 2007 to support and launch the first-ever Learning Environment Survey.** The survey gave teachers, students, and all public school households the opportunity to express their thoughts and opinions.

Audrey thinks the Learning Environment Survey was a great idea because it made her stop and think critically about the issues that influence her daughter's ability to learn and achieve. She was pleased that she and other parents could share their excitement and concerns – often for the first time – with their school and the Department of Education.

As a result of the Learning Environment Survey, many schools made critical changes to increase parental involvement. At a Parent Association meeting for the Queens High School of Teaching last fall, Principal Nigel Pugh discussed the results of the survey with the school community. Since then, the school has been working hard to improve its communication and family engagement through a number of events, including “bring your parent to school” days each semester, a monthly PTA newsletter, parent workshops, and academic enrichment programs.

Audrey is excited about what the future holds for her daughter. **She knows that through involved parents like herself and a dedicated principal, the possibilities are endless for Audrin and her classmates.**

1 out of every 12

New Yorkers over the
age of 10 participated
in the survey.

The survey was the
**largest
ever**

collection of
feedback from public
school constituents
in the U.S.

MEET A CORPORATE PARTNER

\$6.3
million

raised from
corporations in 2007

46

corporate gifts
of \$25,000
and up in 2007

Jim Fitzgerald is the President of the North Atlantic Region of Wachovia Bank, one of the many valuable corporate partners of The Fund for Public Schools. **Wachovia makes education one of its priorities for its charitable contributions and community partnerships.** Since 2004, Wachovia has generously supported New York City's public schools through contributions to programs including the NYC Leadership Academy, New York City Teaching Fellows, professional development for science and arts teachers, and other key initiatives.

For corporations like Wachovia, The Fund plays the critical role of ensuring accountability and fiscal responsibility for its investments in our city's schools. The Fund works with the DOE to create project milestones and success measures, ensuring the effectiveness of the programs supported by donors such as Wachovia.

In addition to the charitable contributions that Jim oversees at Wachovia, he also gets involved personally to help support our schools. Jim has volunteered to teach students about the banking industry and how to manage a bank account. He said this was an extraordinary experience, as many of the students didn't even know what a bank account was. Jim also volunteers with local nonprofit PENCIL to be a Principal for a Day, where he partners with a middle school to provide much-needed support and resources.

Jim believes that the strength of the communities in which Wachovia operates is directly influenced by the quality of their educational opportunities. **Jim says, "There's an obligation for organizations to contribute when they have something to offer. That's an underlying principle of our company."**

Supporting public education isn't just the right thing to do, it's also just good business.



JIM

*President of the
North Atlantic Region
of Wachovia Bank*

Why is it important to Wachovia to support public education?

We want to be really good citizens within the communities in which we operate, and we think education has the most meaningful impact.

How do you quantify the return on investment for the programs you support?

We try to build specific target outcomes into the proposal process. The Fund has been very successful in meeting those targets, delivering good financial oversight and written progress reports.

How does The Fund provide accountability for your investments?

For the NYC Leadership Academy, The Fund is providing an independent evaluation from a leading research firm. As far as we're concerned, that's awesome. That means it's easy for us to measure whether the program is consistent with where we want to lend our support.

DAWN

Proprietor of
One Girl Cookies

How did you decide to be involved in Shop for Class? Dave and I try to pick and choose causes that we believe in on a personal level. I am a big proponent of the public schools and wanted to do what I could to help.

What excites you about the program? Shop for Class is a way that small businesses like mine can really be a part of the public schools. With Shop for Class, you are not just giving a donation, but are part of a larger mission to make a positive change in New York City's public schools. It's a way that I can make a difference.

It's extremely important to give back to the community. From the perspective of a business owner, it's these children who are supporting my business. I have the responsibility to give back.



MEET A SHOP FOR CLASS RETAILER

Dawn Casale and her husband David Crofton are the proprietors of One Girl Cookies, a quaint cookie shop in Brooklyn's Boerum Hill neighborhood. **In 2007, Dawn and David joined retailers across the city to support our public schools through Shop for Class.** Through the program, retailers donate a portion of their revenues to fund critical improvements in public school libraries.

These generous donations support the Library REACH (Revitalizing Education for Adolescents and Children) program. Library REACH is a competitive grant program run by The Fund that enables schools to apply for up to \$10,000 to purchase books, furniture, technology, and other resources to improve their libraries. **Since the program's inception, 117 REACH grants have been awarded to schools citywide.** Shop for Class demonstrates the change that is possible when committed individuals come together to support a cause.

Growing up, Dawn saw how food can bring seemingly disparate people together in warm and positive ways. Now she brings that philosophy to her work at One Girl Cookies. **During Shop for Class, Dawn partnered with local retailer Acorn – A Brooklyn Toy Shop to host a lemonade stand in support of Shop for Class and public school libraries.** Many Brooklynites stopped by to sample cookies, make donations, and learn more about how they could get involved to strengthen our city's public schools.

Dawn notes that, as a business owner, she appreciated the cross-section of retailers involved in Shop for Class. **From big names like ABC Carpet & Home, Gracious Home, and Bliss to niche stores like Fishs Eddy, Slope Sports, and Tribeca Treats, retailers demonstrated their commitment to the public schools.**

More than

75

participating retail locations across the city in Shop for Class 2007

600 cookies

donated to the Shop for Class lemonade stand

\$1.1 million

in Library REACH grants awarded to date, impacting close to 115,000 students

FINANCIAL REPORT

Fiscal Year July 1, 2006 to June 30, 2007

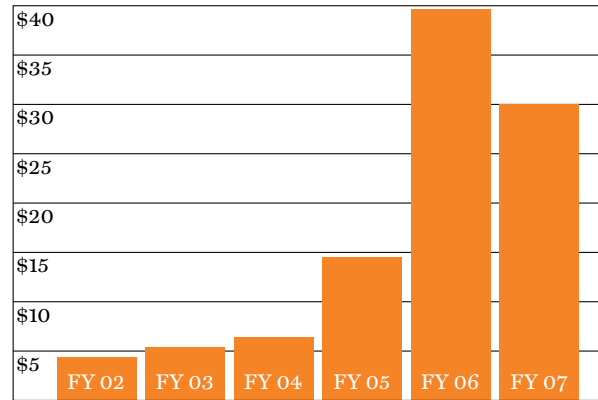
In 2007, The Fund for Public Schools raised \$36.9 million to support initiatives of the DOE and the NYC Leadership Academy.* Support raised for the Leadership Academy was \$6.9 million in 2007, up from \$5.7 million in 2006. In addition, during this period, foundations, corporations, and individual donors provided more than \$30.0 million in pledges and contributions to the DOE. This is down slightly from the peak in 2006 of \$39.6 million, when several large, multi-year pledges were received. In fiscal year 2007, the net assets of The Fund for Public Schools increased by \$9.8 million, resulting in total net assets at fiscal year end 2007 of \$45.7 million, compared to net assets of \$35.9 million one year earlier.

These strong financial outcomes are the direct result of the momentum created by the *Children First* reform agenda, its results, and the sense of potential it has created across the city and across the country. Our ability to maintain the level of funding that we see in 2007 reflects the recognition by our supporters that critical, ground-breaking work is taking place on a system-wide level at the DOE.

Spending for program services was approximately \$20.6 million in fiscal year 2007, up from \$17.0 million in the previous fiscal year.

Funds Raised for NYCDOE

Fiscal Year July 1 – June 30 (in millions)

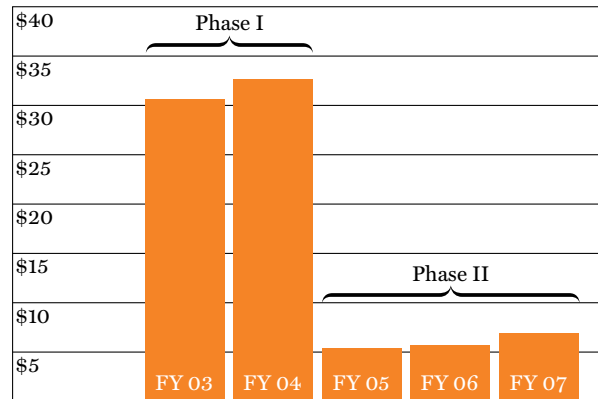


Growth rate: 46.8%

The growth rate is calculated based on a compound annual growth rate.

Funds Raised for NYC Leadership Academy

Fiscal Year July 1 – June 30 (in millions)



During the Leadership Academy's start-up phase (Phase I), all costs were supported by private funds. During Phase II the Leadership Academy transitioned to a public-private partnership, with the DOE assuming certain costs previously included in the Leadership Academy's budget.

Note: From FY 2002 to FY 2007, The Fund received \$16.6 million in World Trade Center funds, in addition to funds raised for NYCDOE and NYC Leadership Academy.

Statement of Income and Expense for Fiscal Years 2007 and 2006

	2007 July 1 – June 30	2006 July 1 – June 30
SUPPORT AND REVENUE		
Contributions and Grants*	\$30,042,238	\$39,624,665
Fee Income	31,988	81,753
Donated Services	794,858	779,293
Realized & Unrealized Gains on Investments	52,656	(384)
Interest Income	962,368	562,570
Total Support and Revenue	\$31,884,108	\$41,047,897
EXPENSES		
Grant Expense:		
Grants to DOE	\$19,042,937	\$17,059,219
Awareness Initiative	1,613,300	0
	20,656,237	17,059,219
Supporting Expense:		
Management & General	839,240	814,340
Fundraising	581,488	570,998
	1,420,728	1,385,338
Total Expenses	\$22,076,965	\$18,444,557
Increase in Net Assets	\$9,807,143	\$22,603,340
Net Assets – Beginning of Year	\$35,917,813	\$13,314,473
Net Assets – End of Year	\$45,724,956	\$35,917,813

Copies of the complete audited financial statements from which this information was excerpted are available upon request.

* The Fund seeks and accepts contributions on behalf of the NYC Leadership Academy, a separate nonprofit entity. For fiscal years 2007 and 2006, amounts of approximately \$6.9 million and \$5.7 million were pledged or committed in support of the Leadership Academy, respectively. These contributions are received by The Fund and transferred to the Leadership Academy. In keeping with generally accepted accounting principles, the contributions received for the Leadership Academy are not included in the financial statements of The Fund.

DONORS

\$1,000,000 and above

Beat the Streets Wrestling, Inc.	The Kovner Foundation
The Broad Foundation	The Carroll and Milton Petrie Foundation
The Carson Family Charitable Trust	The Riggio Foundation
Michael & Susan Dell Foundation	Robertson Foundation
Bill & Melinda Gates Foundation	Mortimer B. Zuckerman

\$500,000 - \$999,999

Stanley & Fiona Druckenmiller	Kenneth G. Langone
The HWG Fund, Inc.	The Judy and Michael Steinhardt Foundation

\$100,000 - \$499,999

Anonymous	Paul and Sonia Jones
Booth Ferris Foundation	Lexmark International, Inc.
Carnegie Corporation of New York	Macy's East, Inc.
CIT Group	Nike, Inc.
Entertainment Industry Foundation	Smith Richardson Foundation
Burton M. & Sandra Freeman	Louisa C. Spencer
General Electric Foundation	Amani Toomer Foundation
Goldie Anna Charitable Trust	The Wachovia Foundation, Inc.
The Marc Haas Foundation	The Wallace Foundation
The Heckscher Foundation for Children	

\$50,000 - \$99,999

American Express Foundation	The Prudential Foundation
Fischell Enterprises	Phillip D. Rosenthal
Vera and Imre Hecht Foundation	The Shubert Foundation, Inc.
Abby S. & Howard P. Milstein Foundation	Turner Broadcasting Systems, Inc.

\$25,000 - \$49,999

Bank of America	HSBC Bank USA, N.A.
Citigroup Foundation	Ezra Jack Keats Foundation
The Council of the City of New York	The Peter Jay Sharp Foundation
Doshi Diagnostic Imaging Services	Ray Romano
Kim S. Fennebresque	Rock and Roll Hall of Fame Foundation
Freeman Harrison Family Foundation	Robert Solty
Genesis Foundation, Inc.	White Rose Food
Grubman, Indursky & Schindler, P.C.	Working In Support of Education
John G. Heimann	

\$5,000 - \$24,999

ABC Carpet & Home	HSBC Bank in the Community (USA), Inc.
AEA Investors LLC/Aetos Capital	Interpublic Group
Altman Foundation	Colleen Johnson
American Century Foundation	King World Productions, Inc.
American Express Travel Related Services Co., Inc.	Abe & Francis Lastfogel Foundation
American Girl Place New York	Lawrence Lavine
American International Group, Inc.	Bernard Madoff
Anonymous	McGraw-Hill Companies
Anthony Sheehan Living Trust, DTD	Merrill Lynch & Co., Inc.
Asprey	Monterey Fund, Inc.
Big City Volleyball League	Moody's Foundation
Bloomberg L.P.	Morgan Stanley Foundation
Lawrence B. Buttenwieser	Stephen C. Moss
Cadbury Schweppes Americas Beverages	Vincent Mulford Foundation
CBRE/CB Richard Ellis	<i>New York</i> magazine
Christian Casey, LLC	New York Mercantile Exchange Charitable Foundation
Cisco Learning Institute	Norma Green Family Foundation
Comedy Partners	North Fork Foundation, Inc.
Crosswicks Foundation, Inc.	Revolution Studios
CSX Corporation	Robert Romano
Davis Polk & Wardwell	Rory Rosegarten
Dedalus Foundation, Inc.	Salesforce.com
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