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**NEW YORK CITY DEPARTMENT OF
EDUCATION – DIVISION OF
PORTFOLIO PLANNING**
**Jonathan Levin High School for
Media and Communications**
February 13, 2013

1 [START RECORDING]

2 MS. MELLISSA: --public comment will be our
3 speakers. As you maybe you saw on the agenda
4 that's located outside our auditorium.

5 The format of tonight's agenda will include
6 a presentation of the proposal and presentations
7 by hearing participants followed by public
8 comment. Speakers should sign up at the - -
9 that's outside the auditorium.

10 Public comments can be no longer than two
11 minutes each. The time will be strictly
12 followed, the speakers will be informed when
13 your designated time has ended. There will be a
14 question and answer period. If you have a
15 question please write your question on the index
16 card that are on the tables outside the
17 auditorium. While public comments are taking
18 place staff will organize the questions into
19 categories and get them ready for the Q&A
20 period. Some questions will be asked directly
21 from the index cards and others will be batched
22 under headings in order to avoid repetitiveness.

23 Even though all individual questions will
24 not be asked in the forum tonight the answers
25 will be on the website prior to the town

1 meeting. If at the end of tonight's hearing
2 you still have questions, we encourage you to
3 direct them to us by calling the phone number on
4 the bottom of the fact sheet and the fact sheets
5 are outside the auditorium on the table. Or you
6 can send your question to us via email, which I
7 have also provided on the facts sheets. But
8 before we start I will give you the telephone
9 and the email address. So I'm reading the
10 telephone number now. The telephone number for
11 tonight's hearing if you have questions is (212)
12 374-5159, again (212) 374-5159. Or you can
13 email us at D09Proposals@schools.nyc.gov.

14 I will now introduce the panel, which has
15 been assembled for this meeting for the public
16 hearing. Charlene Nisirrus [phonetic],
17 Stephanie Chiseler [phonetic], Marc Sternberg
18 who - - the Superintendents. Nasbi Hoxha,
19 Principal of Jonathan Levin. Nora Mercado Vice
20 President of CEC 9. Nicole Graham-McCathern,
21 CEC 9. Vincent Rodriguez [phonetic], Principal
22 for the Bronx High School of Business, Alisha
23 Wango, Principal of DreamYard Prep. Janelle
24 Hinds, Academic High Schools of the UFT.
25 William Quintana, Principal of the Bronx High

1 School for Medical Science. I'm sorry I
2 shouldn't - - so they may be a little jumbled,
3 sorry. Elizabeth--okay. Constance Asio from
4 CCHS Bronx and Mr. - -. And Elizabeth Demchak
5 Principal of Claremont International and Darryl
6 White, Principal of Bronx Collegiate.

7 We also are also joined this evening by
8 Maria del Carmen Arroyo of the New York City
9 Council, as well as Barbara Powell, the Bronx
10 SLT Representative.

11 I will now to the program over to Deputy
12 Chancellor Marc Sternberg who will present the
13 proposal.

14 MR. MARC STERNBERG, DEPUTY CHANCELLOR:
15 Thank you Melissa and I'd like to thank everyone
16 on the panel for their presence this evening and
17 we have a lot to go through at this meeting
18 providing - - this evening, so we're going to
19 have to try our best. Including New York - -
20 for Policies, elected officials and of course we
21 have students and families from Jonathan Levin
22 High School. So I want to be brief with my
23 announcement this evening. The proposal then we
24 do have some comments from the principal of
25 Jonathan Levin, and the - - that are here.

1 Let me start with just a little bit of
2 format. I will - - hear from others in - -
3 comment, - - the public comment. I will engage
4 in questions engaging conversation with ballot
5 reading that has been discussed this evening.
6 And as Mellissa mentioned those of you who have
7 questions to submit those, you only have a few
8 more minutes to do that.

9 Let me start by explaining what tonight is
10 and what tonight is not. And I think it's best
11 to share what is. Tonight is not a decision
12 point, it is not a moment that which the Panel
13 of Education Policy decides their votes. It is
14 not a moment which the Chancellors decides how
15 this evening goes or not. We, the Department
16 asked us to be very brief - - about the - -
17 shared, a few of those - - but tonight is not a
18 decision point, it is also not a - -, at which I
19 and the Department, the City of New York intend
20 to convince the people in this room that we are
21 and that you are wrong. Tonight is a hearing,
22 tonight is an opportunity for us to engage in a
23 conversation. What I expect tonight will be is
24 and what I expect to hear this evening is a
25 serious and articulate and enthusiastic express

1 of support for this school from the students,
2 from its faculty, from its principal, from a
3 community that has committed, as are we, the
4 success of all students, from elected officials
5 and constituents that have a - - relationship to
6 this school.

7 The Department and in my role as Deputy
8 Chancellor who will read the portfolio today
9 asks and demands success for all of our schools,
10 for all of our students. And one of the things
11 that you will hear this evening my answers to
12 some of your questions and comments is that we
13 must not - - in how we pursue a strategy that
14 will produce improved outcomes for students. An
15 indication of this - - meeting and an indication
16 - - on the floor, we have some that are a few
17 concerns that are not--not new and that are not
18 - - and I always feel comfortable with some
19 understand from you all about how the school
20 committed has confront these performance test
21 and how it will prepare the New York - - to
22 address better. We see a school that has been
23 very bottom of the same - - all statewide - -
24 graduation. And a school that is in the 11th
25 percentile statewide in terms of a six year

1 graduation. We see a school that according to
2 our survey data, a survey data that is
3 administered annually to students, the faculty,
4 the parents of the school, according to students
5 range in the bottom of the sixth percent of all
6 high schools citywide in terms of some of the
7 questions are outdated and rigorous in my state
8 and in my schools. Do I feel safe here in this
9 building, am I challenged here, is there a
10 rigorous assignments that is preparing me for
11 college. And overall with all of the different
12 inputs that we see, qualitative and quantitative
13 the school ranks in the bottom 3% of all high
14 school citywide in terms of all high schools
15 rated.

16 And so we are asked, as we work to build a
17 system of great schools, we are asked is there a
18 capacity to generate dramatic - - for students.
19 And our thesis coming into this evening is that
20 the best approach is an unfortunate one - -. We
21 look forward--I look forward to hearing from you
22 about these and other major points and about our
23 assessment about the best course of action for
24 Jonathan Levin High School.

25 A few - - and I'll ask - -. Again tonight

1 we are discussing the phase out of Jonathan
2 Levin High School. Again New York we are--in
3 addition to the phase out are proposing to
4 replace that high school with a new district
5 secondary school that is a school that would
6 serve grades six through twelve, it is designed
7 to help--this is expecting to bridge students -
8 - towards graduation and college preparedness.

9 As you know a lot of high schools in
10 district schools that covers the students in
11 grades nine through twelve, it's takes students
12 through the citywide high school admission
13 process that is co-located with a number of
14 other organizations that I will briefly mention
15 here. We're going to hear from some of these
16 communities this evening, Bronx Collegiate
17 Academy, DreamYard Preparatory School, the Bronx
18 High School of Business, the Bronx High School
19 for Medical Science, Urban Assembly Academy for
20 History and Citizenship for Young, which itself
21 is in the process of phasing out. And Claremont
22 International High School will be a new school
23 that's in the process of phasing in here on this
24 campus.

25

1
2 On January 11th of 2013 the Department
3 published proposals to phase out - - of high
4 school based on the performance trends and other
5 things that I mentioned. And on February 5th,
6 the Department published amended proposals where
7 we provided information for phase out - - and
8 updated the description of the impact of the
9 current proposal of high school student capacity
10 map - - in the Bronx.

11 In a separate impact statement the
12 department has approved to open and co-locate a
13 new school in this building that would take the
14 place of on this campus if approved, again this
15 new secondary school, six to twelve, would be
16 the first school in the Bronx to offer an
17 educational program designed specifically for
18 over-aged middle school students and will
19 continue support students - - high school and
20 moving on from there to college from here.

21 If approved the new school would open in the
22 fall of 2013 with grades sixth and seventh.
23 We'll add additional grades each year until it
24 grows to completion to serve grades six through
25 twelve. The new school will have, as do many of

1 our schools in the Bronx and some schools - -,
2 the admissions method, giving priority to
3 students in Districts 7, 9 and 10.

4 So before we hear from others, our panel and
5 move to public comments I want to discuss the
6 impact of the phase-out for personal
7 occurrences. In the approved Levin High School
8 will no longer admit ninth grade students after
9 the conclusion of this 2012-2013 school year and
10 will continue to phase out one year at a time
11 until the year 2016 when it will close. Most of
12 our students will be able to complete high
13 school at Levin and we will continue to support
14 the school and the organization if they approve
15 the phase out process. Students may also apply
16 to finish school elsewhere if they wish through
17 the Public Choice System that the Department
18 runs, in a concert with the State Education
19 Department. You have to do a receipt by mail
20 applications over the course of the month of
21 March and the month of April if once the - -
22 approves this - - proposal, that's where
23 families would have the chance to do the Public
24 Choice Process to apply for other high schools
25 here in the Bronx or across the city as they

1 wish.

2 Okay that concludes my proposal
3 presentation. Back to you.

4 MS. MELLISSA: Thank you. Well I have a
5 presentation by Levin High School's - - team.
6 Well we are getting ready - - just a reminder if
7 you wish to participate in the public comment
8 portion of the agenda we're about to close
9 signups, so again right outside the auditorium
10 please sign up. If you have a question this
11 evening there are question cards that are
12 outside the auditorium. Please feel free to
13 fill them out and hand it to a staff member.
14 Thank you.

15 [Off mike question]

16 MS. MELLISSA: Oh yes, I'll - -.

17 MR. MICHAEL GRANT: Good evening and
18 welcome. My name is Michael Grant. I'm a
19 member of the Jonathan Levin High School - -.
20 I'm here in dual purpose, I'm also a holding
21 Chapter Chair of the UFT Union. Let me begin
22 with my pleasantries and welcomes. Mr. Deputy
23 Chancellor, Officials of the Department of
24 Education, Council and Representatives,
25 Officials of the UFB, members of the - -,

1 members of the clergy, parents and families,
2 students, ladies and gentlemen of the Jonathan
3 Levin School and to this of the - - John Levin
4 High School and pending closure by the DOE Board
5 known as the Department of Education of the City
6 of New York.

7 Now that I introduced myself and you know
8 from where I come from, I'm right here
9 addressing you. I am Michael Grant - - and
10 member of the SLT. I am serving in my second
11 term in capacity as the Chapter Chair of the
12 high school. At the early section of Jonathan
13 Levin I served as a volunteer, I'm also a member
14 of the SLT - -, my - - in teaching consists of
15 seven years at both - - and - - education in the
16 beautiful - - of our building. Prior to becoming
17 an appointed teacher I received my certification
18 as a teacher, I first student taught in a
19 public, anybody of course. And 2001 I responded
20 to a call from the then Board of Education which
21 changed - -, asking for assistance and the
22 teachers to come to the school of choice, they
23 closed the schools in the City of New York, - -.
24 I'm here ladies and gentlemen as a result of
25 answering that call.

1 I think we are too - - and it took the
2 responsibility of a science teacher completing
3 the - - certification with the DOE, so we thank
4 the DOE by this - - except for our few hiccups
5 in change of states. There was a very - - of
6 the very - - and probably my second year my
7 faith here is - -. My faith - - is beyond
8 anything - - high schools. She took me upstairs
9 to introduce me to a Board of Principals at the
10 schools where - - previews schools through this
11 - -. This was - -, I immediately educated
12 myself at first in service and public and - - a
13 teacher of formers students of the Jonathan
14 Levin High School, of Bronx High School of
15 Business, the Medical and the - - School, all
16 are full - -, I don't think any - - teachers at
17 - - the voice of such defeat - -. So I'm going
18 to just talk with a lady, I come from a rich
19 background of teachers and I don't know - -.
20 And the same teacher - - myself of the wonderful
21 success in the medical, business and - - school
22 which is in a vicinity of a separate - - and 60%
23 as a - - respectively at the number - - we're
24 talking in the year of 2003. The details - - at
25 least one or more inventor. - - what a

1 situation contributing to Jonathan Levin of
2 science - -, in science and in the first half of
3 the - - the chance. So when the Chancellor and
4 DOE is saying we lack the ability to change
5 rapidly I find that impacted - - the ability.
6 We have that ability and what we did and we were
7 - -. And you will see as we go, - - until the
8 restructuring of - - and the reports say that -
9 - high school - - information. - - we have the
10 ability, the ability is - -. We have that
11 ability, the teachers are - -. So the answer to
12 this question - - and I think the mind we are -
13 - in part with the DOE as - - a clear vicinity
14 as that. Just a moment. As can clearly be seen
15 even in the drastic drop of our - - from around
16 two - - to the current three and five - - until
17 destruction is the way. Each time the - -
18 safety, safety between the ELL and special needs
19 students. And we're going to find achieving - -
20 in our school report, I'm telling you you've got
21 - - field report. - - the time we are both as I
22 said - - proposal very frightening. - -
23 irrelevant towards our students, so understand
24 what I'm saying, I am - -. No other school on
25 our campus are - - and they stifle the - -.

1 It's just this - - everything is - -. Because
2 every school by power of nobody - - is respect
3 in our school. We should reveal that and in the
4 - - assessment that we lack capacity, completely
5 - - as former students they--we can do it, we
6 can break through. I don't think it would be -
7 - when these students leave and achieve the
8 stigma - - of 65.5%.

9 Information you can read that in this source
10 and our publication - - between the DOE's
11 education and impact statement that - -, the
12 school progress report and DOE's - - why - -,
13 why - - how can any of you - - decision of what
14 our school is like. I have a serious problem
15 with it, serious problem. - -, let it affect
16 what it should affect.

17 So the information of about the state - -
18 and - - position based on the subjects delays on
19 many of our students. Families, everybody, they
20 made it - - that is how they - -. They say it
21 is justice, it's also - - DOE. If you go into -
22 - and take drastic action as seen in the public
23 schools by the DOE should there be any internal
24 effort to its establishment. - - a solution of
25 the - - about this school rather than - -, one

1 school and they say last year we bring the
2 students up, - - these students thankfully among
3 schools. And then you will see the Jonathan
4 Levin High School - - that is the reason - -.
5 All right let's - -. I want to see Jonathan
6 Levin was established on - - in honor of one of
7 our following heroes, Mr. Jonathan Levin, who
8 was mother sits in our midst tonight. And by
9 asking--

10 [Applause]

11 [Crowd Chanting]

12 MR. GRANT: Okay. I think the DOE has
13 gotten the message. You were loud, you were
14 clear and I think that they have gotten the
15 message. Well I want a - - on that very lengthy
16 display of support. - - and respect of this
17 high school starting now.

18 So I think it's necessary to want - - and -
19 - or to nip it in the butt and look at what our
20 lovely caring DOE - -. Close - - one somebody
21 and they were looking. All right, again I have
22 a big problem with that. There is absolutely no
23 excuse, I find no reason for bringing and - -
24 this moment, there are a number of solid, good
25 proof is there that actually give the--

1 [Applause]

2 MR. GRANT: Forward - - in giving the - -
3 Jonathan Levin, tragically the lead of - -. An
4 excellent opinion is going after the - - will
5 lead to a big cover from - -. We are not - - we
6 are - - for, we are wanted too. We are - - and
7 - -. Just incidentally for me a personal
8 opinion - - let's talk - -. We are not - -, we
9 are not - -, we can teach them to become - -.
10 And we will not have - - toward the public - -.
11 Oh and education, - -.

12 [Applause]

13 MR. GRANT: - - a mission to - - offers the
14 team of technology and a lot of it too that - -
15 we have had. A number very difficult comes to
16 us, they accomplish, they're bringing their - -
17 here. English, - -.

18 [Applause]

19 MR. GRANT: The DOE's gratitude is more
20 children that they say they need. They don't
21 have to wait - - anymore - -. And they know
22 because we have - -. Please, please. It will
23 please - -. We don't have information, - -
24 technology - -. We can - -, we are sitting
25 back, we are not sitting, we are going to fight

1 best as we can just like all of you where you
2 come from.

3 [Applause]

4 MR. GRANT: Another easy reason to - -
5 seemingly - - public is that they were - - I
6 will not be moved by disrespectfully DOE saying
7 that they will come talk to me, while I - - at
8 that point. The first thing was the All
9 American Summit - -, factors that's the way that
10 our children - - moving on the lowest turf
11 because points of that. Mr. DOE put it out
12 twice. I know - - lead to action and request -
13 - over here, twice.

14 [Applause]

15 MR. GRANT: The rest of it what will they do
16 with it if you - - by the lowest - -, moving to
17 the lowest turf. - - the report to our school
18 for that. Now with this one is - - for lowest -
19 - one - - get them to let them too. Don't
20 forget they give them points to get in there
21 too. We are - - what does the DOE expect, do
22 you expect - -.

23 [Applause]

24 MR. GRANT: - - father's are - - and don't
25 stand by the - -.

1 [Applause]

2 MR. GRANT: Because there is nothing sacred.
3 - - even the whole thing that I despise bringing
4 our - - who needs compassion and - -. The DOE -
5 - and still needs the city too. - -. And you
6 know something - - learning to be in - - return
7 and - - back for our - -. I know - - the DOE -
8 - especially this, this town is special and the
9 rest for we have been given, why have seriously
10 a number of low performers. Easy to - - the
11 DOE, - -.

12 All right moving on. You know what - -, I
13 don't know if you let our children come take
14 you--

15 [Applause]

16 [Crowd chanting]

17 [Video Presentation]

18 [Applause]

19 MR. GRANT: That was my presentation to you
20 and we have several people now who will tell you
21 a little more about their high school. - -.

22 [Applause]

23 MS. BARBARA POWELL: Good evening everyone.
24 I have a chair on the School Leadership, my name
25 is Barbara Powell and I am here with my students

1 - - all the members of the School Leadership
2 Team.

3 [Applause]

4 FEMALE VOICE 1: I'm - -, I'm the PTA
5 President.

6 FEMALE VOICE 2: - -.

7 [Applause]

8 FEMALE VOICE 3: Hi, I'm - - the School
9 President.

10 FEMALE VOICE 4: - - and I'm the student
11 representative.

12 FEMALE VOICE 5: - -. I'm a teacher in math
13 and English.

14 [Applause]

15 MS. POWELL: On behalf of the School
16 Leadership Team and the entire Jonathan Levin
17 High School for Media and Communications we
18 welcome you and we thank you for your presence
19 and your support this evening.

20 [Applause]

21 MS. POWELL: I am a member of the Jonathan
22 Levin High School for Media and Communications
23 faculty. We'll tell a story, we have supposed
24 to be telling a story here behind the - -,
25 behind the statistics.

1 [Applause]

2 MS. POWELL: First thing that I want you to
3 know is that our district, District 9, has been
4 in a status called DINIOD [phonetic], what does
5 that mean? It means that for eight years this
6 district has been typically as a district in
7 need of improvements.

8 [Applause]

9 MS. POWELL: As an adult of this status our
10 role is being fed as in this deceiving large
11 numbers of those - - things but at Jonathan
12 Levin High School we embrace that challenge.
13 The - - that we have a representing to you
14 tonight is going to be presented in context so
15 that you can better understand what the real
16 story is. I'm going to begin that story right
17 now with statistics from 2010 and 2011 for our -
18 -. As of - - 2010 we had 103 ninth graders.
19 For those levels over 92% of those students came
20 into our room as a status called Level 1. And
21 to make that clear to you just so you know, a
22 student who is deemed ready for high school work
23 comes in at Level 3. People all over the City
24 have work to do, we are still building. We want
25 our ELL and specialty students acquired to feel

1 that they need to be successful--

2 [Applause]

3 MS. POWELL: - - always doing what they're -
4 -. Because as I said earlier many of our
5 students come in at Level 1 and 2 which can
6 require up to two years of remediation of some
7 kind.

8 I will now present my next colleague Dr.
9 Leanne Rimes [phonetic].

10 DR. LEANNE RIMES: Hi everybody. - - from -
11 - through the - - I have provided. - -. This
12 is the front of - - skippers. Nobody's in here,
13 none of DOE's here, just - - and they do not
14 show up. They do other things, - - for our
15 school, be--contact the teachers and make more
16 visits. Be - - and - - I think it's - -. But
17 it's not always - - hear me because I don't
18 speak lightly. This is - -, this is - -. One
19 thing don't - -, no this is our period, what is
20 this. This is a little thing I'd to give the
21 coalition list. We have two types of coalition
22 list of the students, now we have graduation - -
23 in the school. - - which it was 2.3 and then -
24 - graduate - - and now we have barely only 1.35
25 - - on our list. So this will make sure that -

1 - with this.

2 Now this is like compared to - - of schools
3 that are in this - - so that you can see - -.
4 Compared our - - all the - - students - -, this
5 is - -. So being as - - this is a big start,
6 big - -. Thank you.

7 FEMALE VOICE 2: Okay so, so far this is
8 what it is that we have - - team, our district -
9 -. We have another - - student - -. We have
10 92% of the learning - - to ability to learn. We
11 have - - and - -. Really - - students - - where
12 do I put my children. Our transfer rate is 60%.
13 So this means that 60 out of 100 hundred, 90%
14 that - - came from - -. What happens is these
15 open seats are filled by the district, we don't
16 have a say in it. What also happens is if they
17 are - - they're not here long so they - -. So
18 they go to - - are 10+ - - within the first
19 year. This happens because this is what - -. A
20 number important - -, you can look a little
21 further at our seat requirement and also the - -
22 . If you look at English Language Learner
23 percentage of our student population currently,
24 and this is coming from--we just had to generate
25 - -, we have 39.2% English Language Learners.

1 We also have about 17, little over 17% special
2 education students, students who are special
3 needs. Our - - just look at students that are
4 in - - environment are - - and that is not - -.

5 But as compared to the City and this is
6 total population in the City you can see that
7 the percentage of English Language Learners is
8 only 14.3% as well as students in - -
9 environment fall in 9.7%. So for a visual look
10 here this is a typed graph that will show you
11 the - - to the number of successes as opposed to
12 - -. I don't think it would hurt if you would
13 have - - within this building. Clearly you can
14 see that JLHS has a higher percentage of
15 students with special needs as well as English
16 Language Learners.

17 [Applause]

18 FEMALE VOICE 2: Anyways with that being
19 said our English Language Learner reported
20 graduation rate is still above the City high
21 which is what 17.3%. We're going to - - despite
22 the challenges that our - -. Our six year
23 graduation rate showed that if we're doing more
24 time, the teachers are dealing with that. And -
25 - graduating classes.

1 FEMALE VOICE 3: So this - - is basically
2 the third class that is here - -. And you see -
3 - at 17, - -, we have - - accidents and we show
4 graduates. So now the total students that
5 graduate from our school is - -. Which is at
6 20%, 20% of our students in all of our classes -
7 -. Now this is - - of - - which would be - -.
8 As you can see the low percentage of - - they
9 have - - been demonstrated that each specific -
10 - are in the students - - where our message has
11 been - -, has gone - -. - - and the - - and
12 show me plenty what's going on. Now this is
13 about human rights because - - all of these - -
14 are based on human rights. - - you will see
15 that every year our school is - - with these
16 students. These students cannot respect this
17 path if we do not let them go on it.

18 [Applause]

19 FEMALE VOICE 3: Now this - - specific
20 pattern that they might - - better, the result
21 is - - that, - -. And education - - that the
22 growing - -. There was another - - increased
23 the number of - -. Now this also - - which is
24 not of the student population. Now - - of our
25 own students we bring nine, we have ten, eight

1 of which are newly arrived in this country.
2 Meaning they're at and where we put them - - or
3 - - for - -. For the tenth grade level eight
4 were with us, as - - six are - -. In grade
5 eleven, - - seven are - -. Now in most cases -
6 - of our students - -. So our - - would have to
7 be higher than that in order to - -. This is
8 the amount as of today. What does all this
9 mean, to the DOE this is normal. They crowd
10 them in here with - - as - -. They are - -.
11 However, - - as an official teacher - - students
12 that they've got a right to the school, - -
13 these are basically students who come in the
14 first day and they want to know what they need
15 to do to graduate high school. And a large
16 number come in - -. And that is - - teachers
17 every day and I have to teach them how - -
18 English as a second language, I have to teach
19 them basically how to adapt to the new culture
20 because realistically we are a world - -.
21 People are born in New York City and don't even-
22 -they don't know - -, so now we're - - other
23 countries, these young nervous students have to
24 tell them to take the same test and say okay
25 this is going to come naturally to you. Now if

1 I was that student I - - probably would skip,
2 but my students they - -. An example being - -
3 students got prepared to learn something. They
4 want to know this - -. They want to know how to
5 go - -. But I don't want to teach them about
6 this, I need to teach them about - -. And I try
7 my best and - - were you never see - - like - -.

8 [Applause]

9 FEMALE VOICE 3: And - - I have a number of
10 students who are in school and we have online--

11 [Crowd shouting]

12 FEMALE VOICE 3: So like I said - - school,
13 we have an active online community, if I recall
14 a lot - - than this right. And - - has - -
15 number of written emails from a - - who decided
16 it was amazing.

17 [Applause]

18 FEMALE VOICE 3: - - I want to know - -. And
19 the number of students from the Bronx and - -.
20 And some of English language maybe - - make or
21 break - - but it's still my priority. I would
22 think - - language very - - education and a
23 tremendous appreciation that our - - daily. I
24 am - - I'm certainly - -. I want you to
25 consider - - alternatives that would - - those

1 people and - -. Our school should not receive
2 a ding for--for this. The problem - - of how
3 our school is wrong and how - - team. We are in
4 the same building and we don't even feel like
5 it, - - special and - - education. They all put
6 us in - - it should have been - -. Without - -
7 where it has been. How are we - - professional
8 educator and great - - needs - -.

9 [Applause]

10 FEMALE VOICE 3: - - together and we've got
11 many people from the Bronx in order to give this
12 opportunity. Sincerely - -. - - and - - who's
13 all about further the - - that was here.

14 [Applause]

15 FEMALE VOICE 4: This will be our - -, this
16 is - - that takes us - - the country. They - -.
17 As of this month this is - - for this year, 17 -
18 - are being - - and 15% of them are - -. 75%
19 are getting level and 15% - - intermediate
20 level.

21 [Applause]

22 MS. POWELL: This is currently our - - but
23 currently not available. Regarding the
24 graduating class. As of June 2012 there were
25 100 students in the senior homeroom, homeroom -

1 -. And as of December 2012 we had 117
2 students. If this is - - students, 17 students
3 were added by the district. However those
4 students added by the district do not have
5 sufficient credits to be placed in our senior
6 class. Therefore our graduation rate for this
7 year had already been negatively affected. On
8 behalf of SLT and the - - in the community we
9 thank you for patience today. We're not done,
10 but we know data is - - kind of difficult this
11 evening and we thank you.

12 [Applause]

13 FEMALE VOICE 5: The school is a great
14 thing, the school changed my life. The
15 meaningful - - my mom - -. It made me feel
16 confident and even trusting. In - - under the -
17 - of this school I - - admiration. And I'm not
18 the only one who feels this way. There are many
19 other alumni who couldn't be here today, I know
20 - - feels, - - here's just a few. This is from
21 Shanay Garner [phonetic], she goes to the
22 University of Buffalo. "I for - - today and the
23 teachers who helped me. The example that my
24 teachers - - we are now remaining friends. This
25 school is history. I would not be where I am or

1 have ever achieved as much without the help of
2 this school." Shanay Garner, University of
3 Buffalo.

4 Now Ruth E. Hamilton [phonetic], she goes to
5 University of Vermont. "Attending Jonathan
6 Levin High School made a huge difference in my
7 life. - - and the University - - dance class.
8 With the extracurricular activities the school
9 and I helped me change and so many inspirational
10 people like - - and any - -." This was Ruth E.
11 Hamilton, University of Vermont.

12 Now a good story from a friend of mine who -
13 - from - -. I moved to - - today and I was the
14 Class of 2010. - - there are - - of the school
15 year I'm looking back from - -. As I'm looking
16 into my - - I have special thoughts of it for
17 all of my - - at high school. During this time
18 I got had to work a full time job and had to
19 take care of my ill mother. Attending - -, this
20 school has motivated me to push forward even if
21 I had to wait - - children. So one morning I
22 came to school to find out I had scored the
23 highest grade in - -. This is what makes it.

24 [Applause]

25 FEMALE VOICE 5: My school we're all - -,

1 we're all students together and one. And
2 we're the immediate family and our school is
3 just - -.

4 [Applause]

5 MS. SANTIAGO: Hello my name is - - Santiago
6 [phonetic] and I was - - a whole different race.
7 Jonathan Levin High School for Media and
8 Communications to stay open because teachers - -
9 , they don't want the school to leave, they
10 don't have to. They have class that don't want
11 to leave. The students feel that - - from this
12 room. - -. First, the national - -.

13 [Applause]

14 MS. SANTIAGO: --I wouldn't be here right
15 now. I have a child that - - that stood by side
16 though - - only - -.

17 [Applause]

18 MS. SANTIAGO: I went to school every day,
19 they talked and - - I - - and I know - - but - -
20 . Don't - - this school - - I would not be
21 here, please don't close this school, we need
22 it. We need this school. We need - - school.

23 FEMALE VOICE 6: I'm only taking a couple
24 minutes because - - and I've came - - to the
25 Board because I'm only concerned and that by

1 sinking the battle of the school - - and it
2 not being - -. Every--look over which way too.

3 [Applause]

4 FEMALE VOICE 6: I would like to - - one
5 that make the position of closing and - -
6 schools to come and - - Bronx school and take a
7 test that's not in your language and let's see
8 if you can pass it with - -.

9 [Applause]

10 FEMALE VOICE 6: This is directed to the
11 Deputy Chancellor. Hello, may I have your
12 attention please.

13 [Applause]

14 FEMALE VOICE 6: If you would - -, if I
15 could have your attention please, like you had
16 mine. Thank you. When you sleep on the job - -
17 you can't promise anything, we see, we see the
18 deal - -, we see what kind of deal, we've seen a
19 long time ago all the students that were brought
20 into this school and - - like expected for the
21 staff members to bend over backwards to help the
22 students graduate, okay, and look at what you
23 all see because I don't see anything - - see.
24 Because if I can see over the F that other
25 schools have why do you have some with a C, a B

1 and two C's that's on exception?

2 [Applause]

3 FEMALE VOICE 6: Next - - is the secondary
4 school. If the secondary school was if approved
5 you know we will know that's going to be - -.

6 [Applause]

7 FEMALE VOICE 6: We know - - you know - -
8 means. - -. What does the school - -, what's
9 in it for these teachers and staff members and
10 students to see where you are - -.

11 [Applause]

12 FEMALE VOICE 6: - - every staff members and
13 English graders, families, students we all are
14 together as one and we make a difference. We -
15 - where were you?

16 [Applause]

17 FEMALE VOICE 6: Thank you - -.

18 [Applause]

19 [Crowd chanting]

20 MR. NASIB HOXHA, PRINCIPAL: Good evening
21 everybody.

22 [Good evening]

23 MR. HOXHA: For those who don't know me I'm
24 Mr. Hoxha, Principal of Jonathan Levin High
25 School. I have to say this is a tough act to

1 follow. I appreciate all the faculty,
2 teachers, the students and parents that - -.
3 You know that teacher - - there's a meaning
4 behind that. We do know--

5 [Applause]

6 MR. HOXHA: There's a lot of staff out there
7 - -. The fact that you don't see that each of -
8 - hearing is that you don't see the work that
9 goes into the work of the kids that were
10 described. You don't see the people that are
11 the most - -. These kids are not helpers,
12 they're human beings, they come to this school.

13 [Applause]

14 [Crosstalk]

15 MR. HOXHA: --they have been coming here
16 unprepared, we don't complain though, we don't
17 care. What we care about is that they succeed.
18 Some of them probably got an A, some of them
19 probably got a B. Wow, that - - shows that
20 we're doing a great job. It's the same staff,
21 same administration. What happened. - -, right
22 - - safety, skipped our - -. Around - - are the
23 number of schools. We have more kids than any
24 other. I honestly have four neighbors and not -
25 - for many of our schools, we don't think about

1 it either. We don't care how many kids as
2 long as each and every one of us becomes
3 graduates. All right.

4 [Applause]

5 MR. HOXHA: That is what this is all about.
6 Some kids really don't want to - - and - - is
7 right, we were terrified - -. You know what
8 there was somebody at this school that made a
9 difference and changed our training, not since I
10 was standing, not since - - graduated.

11 [Applause]

12 MR. HOXHA: - - knows how to run the kids -
13 - never, the late nights - - were never - -
14 you're not going to see. We don't - - that. -
15 - but we care that you have decided to close.
16 We run and respect the media - - for a reason,
17 we want to have something that we will work for
18 this school. We can have five theaters, - -
19 into this school - - transfer rate. That means
20 it's right around 60, that means half of the
21 kids leave here before they get - -. That
22 doesn't sound - - the kids that do show up get
23 an education. We work hard - - this school and
24 the school - -. I had the pleasure of working
25 with - - when they made the model. Jonathan

1 Levin did the same thing - - did. Jonathan
2 was speaking at this school, working with kids,
3 support them, work - - with the teens, he'd be
4 with kids all the time. Right, the school is
5 named after somebody who showed he cared about
6 kids. This is a community, it's not a number.
7 I want to thank everybody for coming to support
8 this school. I hope, I hope that our kids have
9 a place to for many many years in this school.
10 And I hope this school stays open because you
11 know what our staff, our people, our kids, the
12 community we need this school open.

13 [Applause]

14 MS. MELLISSA: Thank you. And now we'll
15 hear from Ms. McCathern from CEC.

16 MS. NICOLE GRAHAM-MCCATHERN: Good evening.
17 I would like to say on behalf of the CEC staff
18 and the executive committee that's here today,
19 everyone from the President, the Vice-President
20 and the Treasurer is here. And I would like to
21 say that the CEC would not like to see the
22 Jonathan Levin High School for Media and
23 Communication closed for - -. We feel that our
24 schools in our district should be given a chance
25 to succeed. CEC not only worked with the - -

1 community organization and the families and
2 the communities we - - in to approve and make
3 this school a success for the students here.
4 And we just wanted to say as the students and
5 parents here we do understand your concerns but
6 it is - -. You have - - first before you get--
7 you don't get any service here. And I'll tell
8 you I barely couldn't understand. So you guys -
9 - your problems with your - - school, get the
10 funding for each student that's here. So don't
11 look at it just that you want to close the
12 school. It's look as if there's no services
13 here.

14 [Applause]

15 MS. MELLISSA: Thank you. We'll now from our
16 - - Mr. DeVeaux.

17 MR. ADHIM DEVEAUX: You know I've done two
18 of these now and it's probably the first time
19 you've said - -. There's so many parents and
20 student here and Jonathan Levin is completely
21 here for its students.

22 [Applause]

23 MR. DEVEAUX: The fact that I usually say
24 something - - but I'll try to stick my notes so
25 I don't get too emotional. Because this is not

1 - -. Two years ago they wanted to close my
2 school. And I appreciate those from Jonathan
3 Levin - - for those who came two years ago, so I
4 thank you again for your support.

5 You know - - I see the same lies they talked
6 about us, the same lies they told over and over,
7 the same lies - -. They say the same story
8 we've done all we can but despite our best
9 efforts we still - - UAAHC and we got to close
10 it. I'm noticing a trend here, I'm so mad - - a
11 branch of SLT put them up to it. Which I heard
12 them say we want to close Taft, they closed Taft
13 right. So their students in need there, okay -
14 - we'll close the school. Eventually that's the
15 way now, the students have to go somewhere. We
16 still have English Language Learners, we have
17 those with special needs, so they start going to
18 another school. Oh wow, that school is
19 underperforming - - let's close that school
20 there, now let's bring them to another school.
21 We see this sick strategy from a wicked panel
22 who's more concerned about breaking teachers
23 than educating children.

24 [Applause]

25 MR. DEVEAUX: So how--you know let's get

1 back to this - - report, breaking the
2 education. Now what kind of teacher would I
3 have if I had students that were struggling and
4 I'm - - to get rid of them, I'm going to talk
5 about how we're going to get rid of these
6 struggling students, send them somewhere - -.
7 Put them out of our school. I think Principal
8 Hoxha said it best, you know educated these
9 students. You want to take in every student,
10 you take what you get and you do what's best so
11 all of them can come together. That's what
12 education is about. I have several students
13 which makes--

14 [Applause]

15 MR. DEVEAUX: They're trying to break down
16 my school, I seen it in my school, it's a
17 terrible situation. We did a very simple thing,
18 we - - stats, we're an all boys school, we're
19 beating the city in graduating the boys, we're -
20 - awards, we're - - 10% to 15% higher than the
21 city, still want close the school, right,
22 there's nothing you can do when they think
23 particular numbers of wanting to see people do
24 better, they have - -. You know a few years
25 ago, almost two or three years ago, Bloomberg

1 ran the big city, how he was close 100 of
2 schools, never said anything about how we could
3 help them. I guess he would call - - education,
4 - - the funding of education statement. But we
5 see really it's a mis-education statement, we
6 see really the side--

7 [Applause]

8 MR. DEVEAUX: You know when you see these
9 commercials, they always show these commercials
10 when they're talking about - - last behind in
11 the nation around the world, all these test
12 schools. They show places like Finland and
13 Norway that we - - our education to be more like
14 these other places. Well if that true, I did
15 some research on the other places, none of those
16 - - schools have a strategy to get better. They
17 talk about future training, they talk about - -,
18 they talk about - - in the business community,
19 administration, teachers, nothing in these
20 places that - - America are doing by closing
21 their schools.

22 Let's put this away. And another thing that
23 I'm really concerned about and worry about as I
24 talk to young teachers. This is a - - has an
25 extra rippling effect in the fall. If this is

1 going to be the strength in the education in
2 New York City, is that when you have a
3 struggling mother, when you have a situation
4 over the year - -, when you have students that
5 are - -, where do we win, and we're going to - -
6 the school and hurt it. Why would anyone come
7 - - to help the most neediest of our children.
8 This is what - - needs to look at and when it
9 comes time to vote for the next Mayor make sure
10 we don't make the mistake we made the last time.

11 [Applause]

12 MR. DEVEAUX: Don't make the mistake that
13 we--talk to young people - - teach your
14 students, and they're like where should we go,
15 where can we teach. I'd love to come to New
16 York City, I'd love to - - luck of the draw.
17 But if this is the case, if you're going to pull
18 the help of the needs of our children and all
19 they're going to do is suffer through - - why
20 would we want to do this. We all care to work
21 with the best, we need something, but we want
22 children - - to take children wherever they are
23 and to take them and give them whatever help
24 that we can give them. So I'm - - disappointed.
25 Mr. Sternberg, I remember him from two years ago

1 and we had the conversation about my school
2 and I see now. You know I hope--I'm trying to
3 get to the good news, for the staff and the
4 teachers here. But I think to - - and I kind of
5 know where we're heading in other states. Truly
6 if anybody had a heart at all, if anyone cared,
7 if anybody - - we could see that you would keep
8 this school open. You know what that's not
9 their concern. So I ask all these students to
10 remember this day and write this down. Be very
11 careful that you never you allow - - to dictate
12 your pride. These people--when you go to this
13 PEP hearing there's going to be 13 people going
14 to a high school, 8 of them are - - they want to
15 get their paycheck probably. They're going to
16 make the decision--people can make the decision
17 on what best for you but unfortunately they're
18 making the decision what's best for their
19 pockets.

20 [Applause]

21 MR. DEVEAUX: - - this is our second, I've
22 been through - - if you don't work together, and
23 you guys are doing a great job on that. But
24 keep in mind don't you ever let yourself get
25 caught up in a situation like our Deputy

1 Chancellor and the people that work for the
2 DOE are in now. We've been around and actually
3 pushed aside because they - - are worried about
4 their money.

5 [Applause]

6 MR. DEVEAUX: What I wanted to say that
7 concludes this - - is something that I found
8 over these past couple of years. And that is
9 God is good and the - - is real. So be assured
10 that what these kids will do if schools are
11 closing around the city, they will be doing
12 great stuff. That day is coming, you going to
13 have 18 years of--

14 [Applause]

15 MR. DEVEAUX: --they said they're closing
16 your school what's the purpose of this? Why are
17 we coming and doing this. It's already a done
18 deal and they've already picked the next school
19 to take your place. Why are we even wasting our
20 time on a school night? I got an eight year
21 child - - and our principal going to - -. But
22 as this 50th anniversary, the 50th anniversary
23 of - - at our school, you know - - had a great
24 experience. I just want to share to you the
25 overall opinion and I'll be - -. This is - -.

1 He said you're just a character of a man, the
2 character of a man that wouldn't stand through
3 time of comfort and convenience. The way we
4 stand though time will tell in controversy. See
5 sometimes it's better to die - - than to take -
6 - things - -.

7 [Applause]

8 MR. DEVEAUX: --so don't be defeated here
9 and let's stand up and let's be known. So I
10 thank all the parents - -. We have to help our
11 people--

12 [Applause]

13 MR. DEVEAUX: --all right, - - education and
14 continue to pray for our rights that - -. So
15 don't just - -. Or even better, - - for the
16 experience.

17 [Applause]

18 MR. DEVEAUX: I'm going to leave you with
19 our school, everyday - - school we have a mantra
20 that we say with our students to help them - -
21 that they always can be in their mind strong,
22 look down upon injustice and to always - -
23 people themselves. I'd like to share that
24 mantra with the students of - -. Will the
25 students here please stand up.

1 [Applause]

2 MR. DEVEAUX: - -. Now repeat after me.

3 Sharpen your minds.

4 STUDENTS: Sharpen your mind.

5 MR. DEVEAUX: Tune your ears.

6 STUDENTS: Tune your ears.

7 MR. DEVEAUX: - - what you see.

8 STUDENTS: - - what you see.

9 MR. DEVEAUX: Understand what you read.

10 STUDENTS: Understand what you read.

11 MR. DEVEAUX: Minute by minute.

12 STUDENTS: Minute by minute.

13 MR. DEVEAUX: Hour by hour.

14 STUDENTS: Hour by hour.

15 MR. DEVEAUX: If you know history.

16 STUDENTS: If you know history.

17 MR. DEVEAUX: You know of the power.

18 STUDENTS: You know of the power.

19 MR. DEVEAUX: Jonathan Levin.

20 [Applause]

21 MS. MELLISSA: Now we'll hear from Constance

22 Asio of CCHS Bronx.

23 MS. CONSTANCE ASIO, CCHS BRONX: It's very

24 tough to follow that act. And I had a speech

25 prepared which I can't say right now. The only

1 thing I can say is that this is about the
2 education of the students, it's about up hills.
3 And if that is not achieved there has to be
4 someone who's accountable. Now if you say
5 parents and students, the children are giving to
6 the Department to be education. And if the
7 Department cannot perform it's task it cannot
8 punish those same children. For it is not - -
9 performance. It is the Department's job for
10 educating all of you. The Department is
11 accountable for the failure of the schools, not
12 the students. The students should have to - -
13 for an education from anyone when their parents
14 have given the job to the Department of
15 Education to perform it.

16 [Applause]

17 MS. ASIO: --who have not gone from bad
18 through the courses they - - and works to bring
19 it up to par, the Department is supposed to
20 support. I understand the CEO of - - they even
21 assured - - us. They are human beings who's is
22 - - in the charge of the Department to educate
23 them. They - - for parents who did not - -
24 worse performing - - today. But now this is - -
25 for the non-education of this school. For the

1 demoralization of this school, by telling them
2 that they are failures and what they are trying
3 to achieve.

4 [Applause]

5 MS. ASIO: --these students when they see, I
6 think we've been - - of each other, we forgot
7 who has to live the life of the students. The
8 students here have more - - to us than we do to
9 the - -. And we should start by saying so we
10 know how to build a school that will challenge
11 students to achieve - -. Thank you.

12 [Applause]

13 MS. MELLISSA: We will now hear from our - -
14 public education, I invite Councilwoman Arroyo
15 to give remarks followed by - - from - -.

16 MS. MARIA DEL CARMEN ARROYO: Aside from all
17 of this--thank you. Good evening everyone.
18 Thank you all for being here. I am so impressed
19 at this preservation. And I just want to say to
20 the Deputy Chancellor in here. Many times in
21 here and I see your story, we've all gotten the
22 BS and what I - - you is to get this school - -.
23 That while our communities throughout the city
24 have come - - so this is the first hearing of
25 five - - pending hearing--other schools that DOE

1 has announced action against. I'll see you
2 next week on the--

3 [Applause]

4 MS. ARROYO: --and I will see you at the - -
5 hearing for each one of those schools. There is
6 a huge consistent pattern by the Department of
7 Education. Over the last month and a half I
8 have received 20 emails from DOE and all I see
9 the phasing out of one school and the co-
10 location of another. I think you believe that
11 this is a done deal. I am going to have hope
12 that you understand that something is
13 drastically wrong in how the DOE has gone about
14 addressing the problems in the education system.

15 [Applause]

16 MS. ARROYO: --the parents here tonight at
17 this meeting who came to me to beg me to stop
18 them from closing their school. They have a
19 good principal, they're doing a great job but
20 they're going to phase out the school anyone.
21 So you assign administrative schools that
22 ultimately will end up closing anyway. I don't
23 understand the logic behind that, give our
24 school administrators and these incredible
25 educators the resources that they need.

1 [Applause]

2 MS. ARROYO: --let us be part of the
3 solution. Don't announce something that becomes
4 a - - with us and we don't want to have act and
5 get crazy with you because you don't listen to
6 what the panel is saying. You've done all these
7 public hearings and so in so far - - I refuse to
8 believe that there is no final decision on this
9 particular school and I refuse to believe that
10 there is no final decision on the - - Board and
11 I refuse to believe that there's not a final
12 decision on 385 and I - - that you have 277 has
13 decided not to close has a chance to turn - -
14 around. We have seen too many Boards. You have
15 tried to - - out of this Mayor you have opened
16 and closed more schools than I have lost track.
17 I have to been - - before, the finding of the
18 Board was - -. That's the English Language
19 Learners. No one - - with them, someone has to
20 send that I need--

21 [Applause]

22 MS. ARROYO: --care that my daughter's
23 counselor is required by law, maybe we should
24 let her drop out of school because she's wasting
25 tax payer's money. Read my - - because some

1 guidance counselor at Washington Irving High
2 School had bribed my mother to sign me out of
3 school. I know--I mean today that would be an
4 outrage, right, there would be a scandal in the
5 press that you were pushing students out of the
6 system. I know - - that we have incredible
7 educators in the system. I believe that these
8 educators do want to help. And have a deep
9 desire to educate our children regardless of how
10 bad things are. We're not helping the issue, we
11 are not at all. At the same level when you talk
12 to a subject, but how do we empower schools with
13 resources to make sure that regardless of the
14 level of the students, regardless of whatever
15 it's score was this year, that at the end of the
16 process they are educated and have been prepared
17 to succeed in life. Go to college or become a
18 marketer or any occupation, whatever that works.
19 But we will have to prepare them to succeed. So
20 - - a big catastrophe. Here goes a different
21 ending to this movie. Please give this school
22 an opportunity--

23 [Applause]

24 MS. ARROYO: --I have never seen so many
25 emails from DOE about breaking up schools and

1 co-locating schools. I don't know if you're
2 doing it last night or last year with the same
3 administration to have the whole failures of
4 schools - - there really are students who want
5 to live here and have the opportunity to
6 succeed. So if that presentation that was put
7 up doesn't - - with you, then I'm talking to the
8 wrong guy.

9 [Applause]

10 MS. ARROYO: --tonight presented by the
11 young people, it made me cried, but also very
12 very proud because all the children, all the
13 young people are not - -. They just need an
14 opportunity. Make this school the example from
15 our DOE deal with schools that are not
16 performing well they - -. Because after--

17 [Applause]

18 MS. JANELLA HINDS, VP, ACADEMIC HIGH
19 SCHOOLS, UFT: Good evening, I am the Vice-
20 President of Academic High Schools of the UFT.
21 Before I begin today I do have to acknowledge
22 all the - - here today.

23 [Applause]

24 MS. HINDS: --at the - - because it's with
25 your voices we can - - this, it's phenomenal and

1 our voices - -. No - - and however it turns
2 out you were absolutely incredible, you were not
3 a measure of failure by any means. It's all - -
4 .

5 [Applause]

6 MS. HINDS: --this school there's many - -
7 educator who is really don't mind being servants
8 of the young people. It's just like - - the
9 school right now. Someone who is begging for
10 education, someone who is begging - - to the
11 community. But - - failures. So now - -
12 struggle. This is about finding opportunity to
13 zoom into our alternations, what alterations. -
14 - to fit into our - - further. More - - at this
15 school than most schools - -. To insure some of
16 the things - - and this school committee picked
17 this group of students, who do you think they
18 are, education - - students. That is not
19 building, that is not building.

20 [Applause]

21 MS. HINDS: I'm just going over a few things
22 people said. - - this is not an - -
23 opportunity. I'm hoping that this is - - when -
24 - information and we'll take it back and - - to
25 grace the school in the community about the

1 future of this in the community. That is a
2 real important experience - - open. Who - - is
3 real - - education and stability - - and support
4 that the school is overrated, who are - -
5 students in the country. Who are self-contained
6 by - -, who are - - support from their
7 educators. With the additional resources and
8 development effectively connect with them. I am
9 implored to take this information back. These
10 times, this - - this commitment of the community
11 outpouring.

12 [Applause]

13 MS. MELLISSA: Thank you. What we're going
14 to do right now is just take a five minute
15 break. I know you're all in here for - -. When
16 we come back from break we'll move right into
17 public comments. So five or ten minutes--five
18 minutes. Five minute break and then--

19 [Break]

20 MS. MELLISSA: - -. Numbers 1 through 15.
21 - -. I am - -. After - - we can get started.
22 Now we will begin public comments. As a
23 reminder keep your comments to only two minutes.
24 - -. And we'll raise the sign - -. We want to
25 thank you for - - here. - - your comments.

1 Again the noise level, it's time - -. I ask
2 that you please - -. Okay sir.

3 (Background noise)

4 MR. RUDY ROBLES: Okay. Good evening - -.
5 We are amongst students, faculty of Jonathan
6 Levin High School and - - campus. My name is
7 Rudy Robles [phonetic] and I am the field
8 director - - counsel of school supervisor
9 administrator. I've - - principals - - of high
10 schools - - and high schools. I - -
11 respectfully before - - appearing at tonight's
12 high school. I started off - - and I left in
13 1998. And as I - - and I - - high school and -
14 - before - -. 10 years later it is still at the
15 same high school. - - high school. Jonathan
16 Levin was one of the first schools - - in - -.
17 One of the first - -. What does a parent do in
18 raising a child, you nurture them and you
19 support them. Well I see - - you wouldn't think
20 that a school like Jonathan Levin, you wouldn't
21 - - support. He wants to be known as an
22 education - -, that's what he wants his legacy
23 to be. Well I don't know about that. After 11
24 years and three consorts of chancellors, I - -
25 educators. And we - - organization, - - not

1 true but - - organizations - - to get this
2 right and it still doesn't have it right.

3 [Applause]

4 MR. ROBLES: And you see in a school like
5 this, with the staff, with the teachers, with
6 assistant principals and the principal, - - to
7 take notice of this. - - of the faith, the
8 excitement of Mr. Hoxha trying to put another -
9 - together. We built our house together - -. -
10 - was so good - - he showed me, he volunteered
11 to teach me and work with me with this
12 particular section of students. You know if I
13 were to be asked about Mayor Bloomberg I would
14 say that he should be on trial from educational
15 failures.

16 [Applause]

17 MR. ROBLES: If a parent can be brought up
18 on abuse and parental negligence well he should
19 be brought on educational negligence, no doubt
20 about it. Because he has not done a good job
21 with this school and 25 other schools around the
22 state. Thank you for your time.

23 [Applause]

24 MS. MARCIA MCDOWELL: Hello. My name is
25 Marcia McDowell [phonetic] and I'm the - -.

1 Jonathan Levin High School - - in order to be
2 - -. We have many - - inventions and many big
3 concepts with great ideas. We have managed to -
4 - our school and many people that share the same
5 passion.

6 When our - - few years ago, all I see is - -
7 . I was - - for some kind of - -. I would have
8 never thought that I would be going to another
9 high school. I had the chance to go to the - -
10 of Fashion of Design where the - -. And I did
11 it here - - all because of - -. I don't think
12 there's another - - that has - -. I know
13 there's a - - conversation of our moms and our
14 dad - - community be able to - - and they have -
15 - high school. Here is the - - students - - and
16 I want to go to a school that has the same
17 passion as me. It really - - have at Jonathan
18 High School can have - - or the same goals as
19 you. This is really - - of our family - -. No
20 one - - and - -.

21 [Applause]

22 MR. DOUG DURANT: Well good afternoon. My
23 name is Doug Durant [phonetic]. And I'm a
24 student here at Jonathan Levin.

25 All right so - - here at Jonathan Levin High

1 School for Media and Communications and I - -
2 see the importance of the school. This is
3 supposed to be - - what we do, for - -
4 communications - -. It really taught me that
5 reading and communications - -. Reading kind of
6 takes that direction because the - -.

7 [Applause]

8 MR. DURANT: --I mean - - of this school I
9 have a lot of chances to get into many programs
10 and many schools are offering opportunities and
11 programs and stuff if I'm selected - -
12 selection, there's many professional out there
13 we'd be able to work with and none of this would
14 have been possible if it wasn't for our school
15 Jonathan Levin. Another thing I wanted to add
16 is that this is a democracy and at school, I
17 mean you learn from other people right, I mean--

18 [Applause]

19 MR. DURANT: - - you should give more
20 consideration - - and I - - broken record but
21 we're just not numbers, we're not - -, we're way
22 more than that. And I would like to thank
23 everybody for coming out today and thank the
24 teachers for their teaching - - so interesting
25 for students, not just here's your grade, - -

1 it's more of a one on one and you actually get
2 to - - it's a lot for the teachers.

3 [Applause]

4 MALE VOICE 1: - - really I hope you guys do
5 take into consideration to - - to keep my school
6 because we really - -.

7 [Applause]

8 FEMALE VOICE 7: - - when the school - -.

9 FEMALE VOICE 8: (Foreign language)

10 FEMALE VOICE 7: - - recognize this school.

11 FEMALE VOICE 8: (Foreign language)

12 FEMALE VOICE 7: - - my son graduate high
13 school.

14 FEMALE VOICE 8: (Foreign language)

15 FEMALE VOICE 7: And he will notice by the
16 staff here.

17 FEMALE VOICE 8: (Foreign language)

18 FEMALE VOICE 7: And - - to my son.

19 FEMALE VOICE 8: (Foreign language)

20 FEMALE VOICE 7: - - for my son here.

21 [Applause]

22 FEMALE VOICE 8: (Foreign language)

23 FEMALE VOICE 7: - - my son, I have never -
24 - anything.

25 FEMALE VOICE 8: (Foreign language)

1 FEMALE VOICE 7: - - .

2 FEMALE VOICE 8: (Foreign language)

3 FEMALE VOICE 7: I have - - .

4 FEMALE VOICE 8: (Foreign language)

5 FEMALE VOICE 7: - - single family home. I
6 need you to feel the - - .

7 FEMALE VOICE 8: (Foreign language)

8 FEMALE VOICE 7: - - .

9 [Applause]

10 FEMALE VOICE 8: (Foreign language)

11 FEMALE VOICE 7: If I had - - now - - .

12 [Applause]

13 FEMALE VOICE 8: (Foreign language)

14 FEMALE VOICE 7: - - stand up for what we
15 believe. - - .

16 FEMALE VOICE 8: (Foreign language)

17 FEMALE VOICE 7: Everybody needs to know
18 this.

19 FEMALE VOICE 8: (Foreign language)

20 FEMALE VOICE 7: There is - - .

21 FEMALE VOICE 8: (Foreign language)

22 FEMALE VOICE 7: And if - - two little - -
23 in high school. - - .

24 FEMALE VOICE 8: (Foreign language)

25 FEMALE VOICE 7: It's so crazy.

1 FEMALE VOICE 8: (Foreign language)
2 FEMALE VOICE 7: Apparent for everything we
3 do.
4 [Applause]
5 FEMALE VOICE 8: (Foreign language)
6 FEMALE VOICE 7: - -. And it's so - -.
7 FEMALE VOICE 8: (Foreign language)
8 FEMALE VOICE 7: Every time I - -.
9 FEMALE VOICE 8: (Foreign language)
10 FEMALE VOICE 7: The same thing, I would
11 move closer to the high school.
12 FEMALE VOICE 8: (Foreign language)
13 FEMALE VOICE 7: And I feel - -.
14 FEMALE VOICE 8: (Foreign language)
15 FEMALE VOICE 7: I want - -.
16 FEMALE VOICE 8: (Foreign language)
17 FEMALE VOICE 7: - - out of school - -.
18 [Applause]
19 FEMALE VOICE 8: (Foreign language)
20 FEMALE VOICE 7: And I am a partner to this
21 school.
22 FEMALE VOICE 8: (Foreign language)
23 FEMALE VOICE 7: - - and I know this school.
24 [Applause]
25 [Crosstalk]

1 FEMALE VOICE 8: (Foreign language)
2 FEMALE VOICE 7: We need our school.
3 FEMALE VOICE 8: (Foreign language)
4 FEMALE VOICE 7: The next thing - - school.
5 FEMALE VOICE 8: (Foreign language)
6 FEMALE VOICE 7: And our teachers too.
7 [Applause]
8 FEMALE VOICE 8: (Foreign language)
9 FEMALE VOICE 7: - - .
10 [Crosstalk]
11 [Applause]
12 FEMALE VOICE 8: (Foreign language)
13 FEMALE VOICE 7: I know you can hear what
14 I'm saying.
15 FEMALE VOICE 8: (Foreign language)
16 FEMALE VOICE 7: I - - .
17 FEMALE VOICE 8: (Foreign language)
18 FEMALE VOICE 7: - - .
19 [Crosstalk]
20 FEMALE VOICE 8: (Foreign language)
21 FEMALE VOICE 7: My children work hard.
22 FEMALE VOICE 8: (Foreign language)
23 FEMALE VOICE 7: - - .
24 [Applause]
25 [Crosstalk]

1 FEMALE VOICE 8: (Foreign language)

2 FEMALE VOICE 7: And my - - children.

3 FEMALE VOICE 8: (Foreign language)

4 FEMALE VOICE 7: - -.

5 FEMALE VOICE 8: (Foreign language)

6 FEMALE VOICE 7: As to have faith.

7 [Crosstalk]

8 FEMALE VOICE 8: (Foreign language)

9 FEMALE VOICE 7: And this community - -.

10 [Applause]

11 MS. CRYSTAL LUCEARO: Good evening. My name
12 is Crystal Lucearo [phonetic] and I'm a parent
13 and my - -. He's in 7th grade and will start
14 here in 9th grade. And all I can say from what
15 I've heard from what I've seen from the school
16 and staff it's all about diversity,
17 communication, strength and togetherness. And
18 that's why the student - -. I've seen that at
19 the school and--

20 [Applause]

21 MS. LUCEARO: --the staff communicates with
22 the parents, - - communicate with the children.
23 They know where they're at and - - they know
24 about them, they help them to survive this - -
25 environment outside in this community. We are

1 all coming from poverty, we're coming from
2 many different issues that affect this community
3 and this how - - enjoy, this is like a second
4 home, it's a family where we help each other out
5 in order to succeed - -.

6 [Applause]

7 MS. LUCEARO: --let me tell you, the day you
8 do this I'm going to - - social worker. What
9 happens to my family - - the schools will close,
10 we help each other out.

11 [Applause]

12 MS. LUCEARO: --the children, that's the
13 reason right there, that what we have for our
14 future. Our future presidents, our future
15 lawyers, our future educators, our future youth
16 pastors, whatever they will choose to be. But
17 they will be the best in what they already are.

18 [Applause]

19 MS. LUCEARO: --opportunity for them to
20 succeed in whatever they choose to do. Good
21 night.

22 [Applause]

23 MS. LETICIA CHAPMAN: Hello. My name is
24 Leticia Chapman [phonetic] and I graduated from
25 Jonathan Levin High School - -.

1 [Applause]

2 MS. CHAPMAN: I graduated in the year 2008.
3 That wasn't that long--it was quite a while ago.
4 But one thing that I do know is that things have
5 not changed. This is the same school when I
6 went to school in 2008. It's the same teachers
7 and the same type of students. The only
8 difference is that they have a lot of support in
9 - -.

10 [Applause]

11 MS. CHAPMAN: When you look at the numbers
12 and look at how well my class did and the class
13 before it. And you look at the numbers and you
14 look at the class of 2013/2012 you have to know
15 that what happened. Looks like the teachers
16 didn't change. - -.

17 [Applause]

18 MS. CHAPMAN: This - - right here is like a
19 - -. A person could only say that I probably
20 wouldn't be where I am right now in my life if
21 it wasn't for the parents and the support. When
22 I first packed up to go to high school this was
23 the only school that - -. I didn't know if it
24 was what I wanted to do but it sounded pretty
25 cool. When I got here all I wanted to do was -

1 -. And you - -. He taught me a lot of
2 different things, he taught me a lot of - -, he
3 taught me how to - -, there are things that he
4 did the first day. - - in stride, the educator
5 - - today, it was not the education that I had
6 in 2008.

7 [Applause]

8 MS. CHAPMAN: I know that a lot of people
9 coming today - - Deputy Chancellor and they have
10 passion. And I'm sure that they wanted to - -
11 but something happened - -. So I'm just
12 commenting today - - to talk - - how people
13 treat us here. - -. When you got back to work
14 and you have to report what you saw here today,
15 I want you to let them know that Jonathan Levin
16 is not just a school and we are not just
17 numbers. We are people, we are families and
18 this is our home. This is our--

19 [Applause]

20 MS. CHAPMAN: --the school who it's - -.
21 Speak up - - and I don't know how many people
22 can say that they go back to their alma mater,
23 people say - -. Closing the school would mean
24 that a lot of our students would be - -. This
25 school is more than just a space for you to put

1 a new school, it's an added - -. This is a
2 family, this a home, this a - -. This is
3 Jonathan Levin.

4 [Applause]

5 MALE VOICE 2: Good evening everybody, my
6 name is - -.

7 [Applause]

8 MALE VOICE 2: - -. I come from - - I'm a -
9 - over here, my - -. - - and worked from 12:00
10 all the way to 11:00 at night. On top of that I
11 had to - - from 10:00 in the morning all the way
12 to 12:00, I'd come back to do two classes. Now
13 - - before me. Because I was - -, don't - - the
14 school. Everybody here has to go - - they go to
15 - -. I - - nothing for my - -. I did a lot - -
16 students. He didn't want me - - and I told him.
17 The last thing - - place I've ever been - -
18 months and then the--

19 [Applause]

20 MALE VOICE 2: --right now - - which I have
21 - - of - - computer - - which - - a career and a
22 senior - -. And it's just a wonderful
23 experience. And - -.

24 [Applause]

25 MALE VOICE 2: - -. You have students - -,

1 public school - -. - - go to class - -. I
2 had an - - of the - -.

3 [Applause]

4 MALE VOICE 3: Good evening people. My name
5 is Edgar Rattis [phonetic]. I'm the - - here at
6 the - -. I've been to countless meetings make
7 you aware of how I feel about this - -.
8 However, today is a very, very sad day. Sad
9 because we will not - - the DOE is going - -.
10 It is a chance that - - because certain people -
11 - high school. And we - - the school. It is
12 sad because instead of - - we saw from here,
13 it's a change. The people have said that my
14 school hasn't - - however if you want to - -.

15 [Background conversation]

16 MALE VOICE 3: - - and even - - will we not
17 - - school. We understand that a group - -
18 needs grades - - easy for me. You can't expect
19 - -. So what do we get by closing the school?

20 [Applause]

21 MALE VOICE 3: Why do we get by closing out
22 - - and moving these families. You have been
23 selected to return the school, no - -.

24 [Applause]

25 MALE VOICE 3: - -. I hope you and your

1 colleagues never to places of business, - -.

2 And this is the reason it's - -. Thank you.

3 MS. MELLISSA: Thank you, next speaker.

4 FEMALE VOICE 9: I'm - -. I can count for
5 you - -. And my partner - - and we can fight
6 this if we believe in it. - - with three or
7 four and have a reason for a system if it was
8 not going to be a program - - graduating. And
9 the people have been so patient with the staff
10 because - - you know they been very patient and
11 they - - student and they took the time with the
12 students and - - and we--what does that say - -
13 let's close things down now. You know - - I
14 mean I have grandchildren that have a job - -
15 years, you know and if we didn't close - - there
16 is - -.

17 It's just amazing that being a part - -
18 being a part of the school has changed my life
19 over and over and I - - really have to - - thank
20 everyone here and the staff - - teachers,
21 everyone. Everyone, families, teachers. - -
22 was a great communications teacher. And one
23 thing that I wanted to say to you guys is that
24 the reason why - - programs - - communication
25 because if - - who stayed in America, - - people

1 like - -. And the fact that - - number one
2 all these are - -, they're all - - right. So by
3 keeping them away from - - programs, you - - and
4 I can't find - -. But - - is growing and these
5 are the type of media programs that helps - -
6 children - - and we - - the things that - -.
7 But I'm not going to - - but the things that - -
8 actually - - school. And I'm so glad that - -.

9 [Applause]

10 FEMALE VOICE 9: --close the school, you
11 know - - like this but we have amazing - -
12 children - -.

13 [Applause]

14 MS. MELLISSA: Thank you.

15 MR. JOSHUA TORRES: Hello. I'm Joshua
16 Torres [phonetic]. I've graduated from this
17 school in 2012. I - - without saying wow. I'm
18 speechless, I'm disappointed and most of all I'm
19 discouraged. After I - - because when I found
20 out that the one place that actually changed my
21 life of possibly being closed down or phased
22 out. I didn't know what to say. That was my
23 reaction - -. And that sometimes I was - - as
24 to why I wasn't - -. I had - - to see this
25 place so - - in particular because my teachers

1 are always - -. My teacher - - make it to see
2 them today. - - myself down, to fake myself out
3 because this place--you couldn't - - place to
4 threaten to take away from many of the students,
5 - - to work at - -. And at last but not least,
6 and most importantly people who were responsible
7 for how I do, - - future generations down the
8 line and future who serve, I will. This - - has
9 given you an indications has changed my life.
10 And this was the least I could do in return.
11 And I'd like to say one last thing.

12 I believe that everything happens for a
13 reason. - - for a reason is that - - had a
14 great privilege and that great privilege is to
15 each and every person that has everything I owe
16 to you Jonathan Levin High School for Media and
17 Communications. Thank you.

18 [Applause]

19 MALE VOICE 4: My name is - -, I'm a
20 graduating student from Jonathan Levin High
21 School for Media and Communications. Sorry, I'm
22 a little nervous. I think this self-contained
23 classroom - -. At this age I had a sense of
24 pride knowing that I could accomplish whatever I
25 put my mind to. No matter how I felt, no matter

1 - - could justify, no one - - pass through
2 nothing and - - so much, this - - it is really
3 small but when you see the world it can be
4 really big.

5 One of many of my goals was to come back and
6 repay the school and teachers for the
7 opportunities I have in this point of my life.
8 I go to school full time and I work full time.
9 I work for - - Brothers and I go to NYC
10 Community College.

11 [Applause]

12 MALE VOICE 4: - - teachers that showed
13 interest in me. A lot of people talked to me
14 but I - - my way that--what I remember is just
15 like - - being next to me. I wish I could - -
16 how I appreciate you and how much I acknowledge
17 that you actually showed me. - - has got--I
18 just spoke to - - kid like me who's making it in
19 the world and he probably - - so proud of the
20 whole world. Thank you.

21 MS. MELLISSA: Thank you.

22 MR. THOMAS BRADLEY: Hi my name is Thomas
23 Bradley and I'm current a student here at
24 Jonathan Levin High School. - - I was a
25 representative - - and director. This school

1 has been the only changer for me. When I was
2 in 9th grade I was underweight and no matter
3 what they - - the school - - developed me. The
4 assistant principal - - achieve the person that
5 I am today. After - - accepted to - -. Our
6 student connection is a learning road - -
7 education for - - and it goes on with Principal
8 Hoxha to - - every year. In addition to the - -
9 for the last 17 years we have produced the
10 student - - which is already excellent work - -
11 and many grad school students and since then it
12 has - - space where - -. This year the - -
13 presented an award for - - students - - spaces.
14 Over 60 schools participated - -. Jonathan
15 Levin High School had won - - program. They
16 have - - program for students who have - - plans
17 to work on the - - every year. In addition to
18 being talented students in photography. These
19 programs also give students the tools they need
20 to succeed in today's competitive world. Their
21 teachers have successfully prepared them to
22 compete for the - - and career but they also
23 give the skills and confidence they use to - -
24 photography to hone in their critical thinking
25 in all of their potential skills. Through

1 photography they can get to see the world
2 they're living. They are poised and they are
3 confident. You should see the way - - they - -
4 themselves - - incorporate all of this after
5 they - - in the corporate place where a lot of
6 them work. There is a great - - for all of us.
7 And - - we don't see this - -. The activities
8 provided produces these students and all the - -
9 schools - -. Jonathan Levin High School is
10 clearly doing something write and it would be a
11 real pity to keep the - - school.

12 [Applause]

13 MR. BRADLEY: And 20 years from now I will
14 tell my children that the only school they're
15 going to is Jonathan Levin High School.

16 [Applause]

17 MS. MELLISSA: Thank you. At this time I'm
18 going to - - 16 through 30. If I could have - -
19 submit - -. So right now the people that should
20 be standing in the aisle to participate are 16
21 through 30. 16 through 30.

22 MS. CONNIE BARRETT: Good evening my name is
23 Connie Barrett - - high school - -. And it's my
24 pleasure to be here, thank you. We have - -
25 here at the high school. We have a school with

1 no prior - -. That's a lot of schools that's
2 - -. It's been my honor to welcome students to
3 Jonathan Levin High School - - many of my
4 students tonight and I teach - -. The success
5 that I see and I see it consistently, you should
6 know by now - - high school across the city we
7 are standing policy, rigor. And - - Jonathan
8 Levin High School has a made a new selection - -
9 education.

10 It was once said a picture is worth a
11 thousand words and those are all the wonderful
12 words that were here tonight. And right now - -
13 New York City - - the town of Manhattan. There
14 are - - why Jonathan Levin High School students
15 by breaking - -. I do, on another notes, when I
16 do get to see the talent that comes in - -.
17 When - - Jonathan Levin High School, I wanted to
18 find - - school what would make me - - come
19 pouring out, now I see. It has been my delight
20 to meet Jonathan Levin High School students and
21 graduates - -. They give me - - and
22 inspiration, - - find out these articulate
23 individuals who are also great in the community.
24 What I see in this school, I see the real talent
25 here, the - - community that nurtures, - - and

1 challenges each student. The students appear
2 - - get developed and they don't - -. They know
3 that they have been given a gift by being
4 enrolled in this school. I believe everybody
5 here should be made aware of the real chemistry
6 here at this school. This for me is one - - of
7 excellence in New York City high schools.

8 [Applause]

9 MR. DON JONES: Good evening everyone. I'm
10 Don Jones [phonetic]. And I work at Jonathan
11 Levin High School. Everyone who knows me knows
12 it probably impossible to be under two minutes
13 but I can do this. I have a feeling. Only two
14 words popped in my head tonight which were
15 mentioned at the very beginning here. Those two
16 words were rigor and capacity. And both of
17 those words have some little - - in my heart
18 because I know from - - here tonight, - -
19 everything is possible. And looking around, - -
20 constantly showing that the reasonably - - this
21 year and the DSA, document entry and navigate
22 fields. I would say that's harder than any
23 school considered, any school. At least we
24 accomplish with all the students that it comes
25 with these two words and it was hard to do that.

1 Having accomplished the rigor not to mention
2 they continue the capacity not - -. And that is
3 something that you have to look at. - - at the
4 top when you come to us, right now on the
5 monitor it is going non-stop since we've been
6 here of 500 photographs completed over 10 years
7 by students that have come to this school.

8 [Applause]

9 MR. JONES: Of the 15,000 - - students, you
10 have a problem with some of our grants, the
11 programs that we go to, the different things
12 that we accomplish. There are list of all the
13 contest. We don't put these - - because like
14 the name, we put them here because we want.

15 [Applause]

16 MR. JONES: --we humans don't like the fuss,
17 they selected us. They - - contest, Cable
18 Vision, Time Warner, they selected us. And this
19 is something that cannot be denied. It could
20 never be denied, never. It is something that
21 the character here that the - - like. And one
22 day we'll - - and no one knows - - we'll just
23 think of the pride that is in this school. And
24 this pride didn't come to a lack of effort or
25 cooperation from the Department, the - - was - -

1 . I tell you guys that all the time. Beauty
2 - -, beauty is not only skin deep, you need to -
3 - the video. You need to be able to speak, to
4 communicate, to do all of these things in order
5 to accomplish this and that is rigor. And you
6 got it done and that is the capacity.

7 [Applause]

8 MR. JONES: --God loves you and God loves -
9 - communication. Thank you.

10 [Applause]

11 FEMALE VOICE 10: Good evening - - as I
12 stand before that the - - before you is that God
13 knows and I want to make a reference
14 specifically to the Deputy Chancellor to get
15 this started. We have worked every - -
16 impossible for 25+ years--

17 [Applause]

18 FEMALE VOICE 10: --we have grown a path - -
19 as the key - -, these kids aren't--these kids
20 here in - - to come to this school to - - to
21 create magic--

22 [Applause]

23 FEMALE VOICE 10: --every child that is here
24 they talk to professionals from every - - who
25 have found a - - that did lots of work. So I

1 just want to take a - - now in order to
2 respect. I want to tell a story because I know
3 what these kids are learning so I'm going to
4 tell a story.

5 - -. A 14 year old young girl grew up in
6 the South Bronx in a poverty stricken
7 neighborhood. Single - - home, the odds were
8 stacked against her. The year is 1974, - - she
9 has confided in her grandma - - so she comes to
10 the school, John Taft High School, she - - games
11 and draws and - - period but there she stood.
12 And an open door welcomed her. 4 years later
13 there she stood, a young - -. You see there's a
14 scholarship to NYU, there she stood, going to
15 graduation and an open door welcomed her. Let's
16 - - too. As if we make it proud we took that
17 young girl in 1974 who went to Taft High School.
18 And today this - - in 2002, a young - - from
19 school from another country, her eyes - -.
20 She's a real - -. But she could handle anything
21 because there was an open door. Five years
22 later, Syracuse University, - - communications,
23 first on the Dean's List, graduated, why,
24 because there was an open door. - - people
25 don't think because there's an open door who

1 happened to be me. After school in 2002 - -
2 who takes an average student - - make here
3 because there was an open door - -. I went to
4 the counselor of the open door because these
5 open doors don't shut at Jonathan Levin High
6 School for Media and Communication.

7 [Applause]

8 FEMALE VOICE 10: --it's vindictive of a
9 population that we currently have here. She was
10 - - but because of the administration, because
11 of the staff, because of the pattern she
12 continued to - -. And she - - from a school who
13 we call - - for the education of students. I
14 wonder if the panel team will not get a shut
15 door, wake up to an open door.

16 [Applause]

17 FEMALE VOICE 10: Society may not - -
18 between me and those students, - - take them
19 from - -. But Jonathan Levin High School has -
20 - who are honest. There I stood, there she
21 stood, there's a whole country of open doors.
22 Tonight I - - to - - operation what I think that
23 S-O-L S-O-T-T has done their job already. The
24 only that I want to present to you is the vision
25 of the open door. And that open door - - high

1 school for me and a higher education. If you
2 went to another high school where they shut
3 their doors, they're just - - everybody else,
4 for someone like Senator Julio [phonetic] or
5 Martin Luther King. But those - - remain open.
6 Because once they are shut we have shut out the
7 future of a generation that hasn't - - they
8 haven't touched the--

9 [Applause]

10 FEMALE VOICE 10: So I'll just say this in
11 conclusion. The open door along the door.
12 Thank you and God bless you.

13 MS. MELLISSA: Thank you.

14 MALE VOICE 5: Before I get into this I want
15 to give something - -. The year 2002 - -
16 office. It was a quite - - time. My - - was
17 very - -. At that time I was in a poor - - in
18 my country - -. I went to look for - - with
19 hope to get - - we get on - - how many years
20 ago, three years ago. We got - - and leave the
21 school that we come to, most of our children to
22 come over here. Now we have the capacity, you
23 say that - - school without - - you see - - it's
24 just a shame for all the schools to close, it's
25 a shame.

1 The essence of moving it was simply that -
2 - high school we didn't want to - - for us. And
3 we saw our ability and the - - ability. There's
4 enough ability at Jonathan Levin High School for
5 Media and Communications at a public school.
6 Public school that teach the American business
7 better than - -. In our - - we have - - just
8 like the immigrants who are being told - -. If
9 they come we will accept them. In addition we
10 are focused on the ability of - - students who
11 are special needs. I told them - - our
12 students. It's okay that - - not really
13 necessary. But every time I see the students I
14 believe that - -. And if we teach them to - -
15 to us the purpose of the - -. No child left
16 behind.

17 So now I'm hoping that - - tell us that
18 students are coming from foreign countries, they
19 are not English speaking countries and - -
20 accept them in the schools because if - - we
21 have to - -. If we compare in contrast the - -
22 the former high school, - - education policies
23 of no child left behind, - - the educational
24 policies, there's a strong evidence that
25 probably - - high school students - - by years.

1 In short we make - - it's talking about a new
2 proposal of school that is educational - -.
3 After we work - - include not communication.
4 It's accustomed. I want you to check out the
5 stuff that we've done. All the students - -.
6 As a - - we want to - - have any student who - -
7 closed. We will fight nail and tooth for our -
8 -. Thank you very much.

9 [Applause]

10 MS. MELLISSA: Thank you.

11 [Applause]

12 MALE VOICE 6: My name is - - and I'm a
13 guidance counselor here at Jonathan Levin High
14 School for Media and Communications. The first
15 thing I'd like to do is I'd like to say how
16 proud I am and how privileged I am to serve with
17 the staff that works - - in the evening and day
18 hours. I would to - - the bureaucrats - -.

19 [Applause]

20 MALE VOICE 6: --every day they put in eight
21 hours or more with these students, when the deal
22 with bureaucrats are nowhere to be found. I
23 would like to say also how proud I am of the
24 parents and families of our students who
25 struggle and sacrifice every day to make sure

1 that these children are here to learn and get
2 an education. Working together as a team and
3 these deal with the bureaucrats are nowhere to
4 be found.

5 [Applause]

6 MALE VOICE 6: I would like to say also
7 importantly students, to the beautiful students
8 here who despite with the deal book says, our -
9 - students comprised - - the students every year
10 - - regardless of whatever the - -, statistics
11 that don't take - - young people who we have
12 here today. I am very proud of my students, I'm
13 very proud to be a faculty of this school. And
14 I'd like to say I'm here tonight to be able to
15 work as a servant with you guys.

16 [Applause]

17 MALE VOICE 6: Earlier this evening the
18 Deputy Chancellor expressed that he has concern
19 with our level of performance. And out of
20 respect for you sir I believe that our school
21 also has some concerns - - the DOE--

22 [Applause]

23 MALE VOICE 6: I would like to say that our
24 students in the school in December and in
25 January - - of our support we receive from the

1 DOE. I'm the only person here and I will - -
2 anybody. I will - -.

3 [Applause]

4 MALE VOICE 6: --if this is true, they would
5 have worked - - students supported and
6 especially supportive roles like - -. I been at
7 this school - - for a year - -. If anyone here
8 - - our students who support us all this time,
9 they're here. I love my students, anybody here
10 feel that they support us - -. So when does it
11 - - to stop without - -. My definition of the
12 word - - is you know it's there, you're
13 initially at fault. If anybody can deal with us
14 how they're supposed to they should deal with
15 maybe at least two students, maybe at least two
16 teachers - -. But that hasn't been done. So
17 this is a - - we have strength in our students
18 who I thought about - - I thought it was very
19 sad but I'd like to have a word - - a student
20 who said you all closing this school is wrong
21 because - - this. And you guys make - -
22 supported to - -. The DOE maybe - - back
23 whatever - - we would - -. The people's voices
24 are being heard, - -.

25 [Applause]

1 MS. ALICE: Good evening everyone, my name
2 is Alice - -, I'm - -. And I would hope you - -
3 so this will be the first buses - -. I would
4 like to say that education is important to - -
5 it's the most beautiful name for those of you
6 who may not know. Education is supposed to be -
7 - if you thought that - - we are ready, you were
8 thinking - -. Children have school to perform
9 at daily. I - -.

10 [Applause]

11 MS. ALICE: You need to help with our
12 schools not to close them. Thank you.

13 [Applause]

14 MS. TRACY: Good evening everyone. My name
15 is Tracy on behalf - -. Ashay, ashay
16 [phonetic]. And I teach at the Urban Assembly
17 Academy for History and Citizenship for Young
18 Men.

19 [Applause]

20 MS. TRACY: - - if you want - -. Now we're
21 closing also and I need to share with you is
22 that although we may be down we're not out,
23 we're never out.

24 [Applause]

25 MS. TRACY: - -. And I need to share with

1 you that when you talk about a - - initiative
2 and power in the voice of public, educating boys
3 of color. Every time you turn on the television
4 - - everybody's dollar for improvement for boys
5 of color, all right. When you do that please
6 know that Jonathan Levin and other schools maybe
7 on the - - and - - Academy and - -, you have
8 boys of color. You have Latinos, you - -.

9 [Applause]

10 MS. TRACY: --the reason I'm teaching at - -
11 school because let me tell you we have the
12 strong young men to recreate this community.
13 And these strong men will leave here today,
14 these young ladies have young men to marry and
15 to - - to their children. Now I want to share
16 something else with you. A question that you
17 can take back to your public school. Who
18 evaluates the evaluators?

19 [Applause]

20 MS. TRACY: --because my experience with the
21 DOE is every year they'll come out with
22 something new - - but the reason is not coming
23 through. So if you're not - - down my throat
24 telling me I have to teach it to my children
25 then give them an assessment - -.

1 [Applause]

2 MS. TRACY: --my students - - is about to -
3 -. Because one of the - - students gather the
4 power to learn. Is this a good idea, should we
5 try it. No, but you want to come there with the
6 - -, if we try it and it doesn't work, the
7 children fail and then you shut us down--

8 [Applause]

9 MS. TRACY: --I see it so I'm saying is if
10 you want it that you're going to close us down
11 every time again. - - I have another - -
12 everybody - - this is my job, it's called the
13 administration - -. It's important that you
14 follow it because the numbers that you see are
15 the numbers - - is important. The numbers that
16 you see in connection that Mayor Bloomberg - -.
17 Over 25% of those eligible to vote voted. So
18 that means 75% of the people who were capable of
19 voting didn't vote. So we need to change our
20 stuff. People you think now but we got to go
21 through another week with these people in power.
22 So that means we're going to - - people to make
23 a decision that affects our sons. Let's not do
24 that so from now go to - - teacher or come see
25 me, get one of these if you all are turning 18

1 go home - -. The people who are going to
2 support you, exactly what it is that you want.
3 Schools - - for you. And we don't to eliminate
4 schools - - the schools. Peace and love you
5 all.

6 MS. MELLISSA: Thank you.

7 MALE VOICE 7: I'm a teacher. Listen sir,
8 Deputy Chancellor is your time as high power to
9 overrule if your boss helps you - - total
10 disregard of the - -. But it's not perfectly,
11 this school should be thought more about not
12 closed. If you're - - don't. I mean enough.
13 You see no evil, hear no evil, speak no evil.
14 But do play with evil people now - -. The idea
15 is to - - who once walked the halls of Taft High
16 School. His name was Jonathan Levin. And he
17 would have stood right where I'm standing now.
18 And he would have walked down the aisle of this
19 very auditorium and stood where you are sitting
20 right now, Mr. Deputy Chancellor. He was once
21 standing right here, on that stage behind you
22 and in front of a class just about - - class - -
23 . Jonathan Levin was a young America with a lot
24 of doors open for him and he chose to become a
25 teacher. He must have had a friend who helped

1 bring it to him making that choice. When he
2 could of chose the path that would bring him a
3 lot more money and a lot faster. But like all
4 good teachers he wasn't in it for the money. He
5 was in so that he could--he was not in it so
6 that he could move up the ranks and continue - -
7 the Department of Education off-site, the
8 Department of - -. If he wanted to get himself
9 into a position where he could make more money
10 by sitting at the meetings like this, closing
11 schools down and pretending that a school was
12 failing. Now, he wouldn't have chosen that
13 self-serving politically embracing that - - that
14 you have chosen Mr. Deputy Chancellor. I've
15 never met Jonathan Levin but I wish I had.
16 Jonathan Levin walked these great corridors and
17 hallways and I'd like to believe that his spirit
18 is still here.

19 [Applause]

20 MALE VOICE 7: This spirit to teach and to
21 give lives on through the work of every teacher
22 in this building. And in this system he was
23 devoted to giving help, to help us and help
24 develop us. The spirit of Jonathan Levin cannot
25 be closed. You might close the Jonathan Levin

1 school but you'll never close the spirit of a
2 young man whose name is before us.

3 [Applause]

4 MALE VOICE 7: And on the street out front
5 and in the hearts of the teachers who are deeply
6 - - and devote to save the ideas of Jonathan
7 Levin - -. The currently schooling movement has
8 nothing to do with education and everything to
9 do with - - and union bussing and DQFI's power
10 of operation. But you missed the calculator,
11 you missed the calculator, you created this
12 small school Mr. DOE, Department of
13 Revisteration [phonetic]. He was calculating on
14 the impact of creating a Jonathan Levin School,
15 the Jonathan Levin School makes - - agenda. You
16 can spin your minds and think about until the
17 day that you wouldn't - -. But you cannot hide
18 the fact that you are sacrificing the children
19 of New York City. New York City is the living
20 agenda. The Jonathan Levin School is bigger and
21 - -, bigger than a DOE and - -.

22 [Applause]

23 MALE VOICE 7: We won't be closed, nobody -
24 - can close that down. The spirit of Jonathan
25 Levin will come back to haunt you.

1 [Applause]

2 MS. MELLISSA: Thank you. Just - - before
3 we continue, if you have written testimony that
4 you would like to submit please feel free to
5 hand it to one of these gentlemen right here or
6 to somebody in the front. If you have written
7 testimony that you'd like to submit. Thank you.

8 [Applause]

9 MS. CAROL LEVIN: Good evening you wonderful
10 principals, administrators, teachers, staff,
11 parent and most especially students. I'm Carol
12 Levin, John's mother.

13 [Applause]

14 MS. LEVIN: So you might think that I'm very
15 protective about keep this school open. And
16 you'd be most correct. The other point to make
17 is that I feel that as badly about other schools
18 being close as I do about Jonathan Levin High
19 School because at Jonathan Levin High School are
20 not happy. The school has underserved their
21 students is the Department of Education that had
22 underserved Jonathan Levin High School.

23 [Applause]

24 MS. LEVIN: Right before he died he had
25 written a grant because he felt that being here

1 was a very good career plan for students to be
2 able to create and express themselves. To use
3 their imaginations, to use all different
4 properties. And the grant came through but
5 unfortunately it came through after he was
6 murdered. But that was the beginning of the
7 media center, a few TVs were bought and other
8 equipment. But now this media center that John
9 so loved has done so many incredible things with
10 it. It's like--

11 [Applause]

12 MS. LEVIN: And I just hope that everything
13 that has happened tonight will help keep the
14 doors open although I don't feel particularly
15 optimistic about this. I really feel that it's
16 time for education to be determined by educators
17 and not businessmen.

18 [Applause]

19 MS. LEVIN: Education is not a business,
20 it's a public service, it's how we educate our
21 young. It's not for the citizens. And for
22 people determining what happens in school who
23 never sat in front of a classroom it's sounds
24 absolutely astounding. Well I could on but you
25 said two minutes. So I want to thank you for

1 your patience for those of you who have stayed
2 the night. And victory might be an option.

3 [Applause]

4 MR. SHIRA: Good evening. I'm Mr. Shira and
5 - -. For those of you familiar with the - - it
6 makes a generation. You have to acknowledge - -
7 . A machine in the office in man full of facts
8 and figures whereas one - -. That you created
9 right through the end. You spent a lot of - -
10 on it as the stupid - -. But I'm not - -, the
11 Department of Education and their wisdom sees no
12 way to - - meeting with - -. Totally oblivious
13 to the fact numbers are not educators. At
14 school we're not a separator and students are
15 not a set of numbers, they are human beings.

16 [Applause]

17 MR. SHIRA: We are innocent bystanders to
18 the DOE - - our school closure has had - - the
19 right action for failure to the school system.
20 This school system is not a failure, the long
21 arm of DOE has failed us. As simply wanting to
22 be heard, as something - - but that doesn't all
23 mean we are values and have some teacher
24 referred as the - - of school or as students.
25 This is not the way to do it. The school's DOE

1 report card if you look at it, the DOE has - -
2 . After-school programs have been canceled.
3 Tutoring programs have been cut and we are
4 supposed to be improving every year? But the
5 DOE has shut us down. I forgot. The right axle
6 is punctured, do you believe that? Do you
7 believe that?

8 [No]

9 MR. SHIRA: We have major leak amongst us
10 and in some students that are late to - - entry
11 with us. Something again that might as well
12 break but we're supposed to improve each year.
13 Perhaps the DOE can show us how, again I forgot.
14 The right axle is punctured do you believe that?

15 [No]

16 MR. SHIRA: We have actually put in simple
17 unit teaching in institutes. - - is already
18 spent and start blaming - - on the teachers.
19 And during the transition from these untested
20 and unfunded programs we are supposed improve in
21 leaps and bounds. Perhaps the DOE can show us
22 how. Again, the right axle, sorry I forgot, is
23 punctured. Do you believe that?

24 [No]

25 MS. MELLISSA: I'm just going to let you

1 know - - is up.

2 MR. SHIRA: Do you believe that?

3 [No]

4 [Applause]

5 MR. SHIRA: - - the right axle of - -
6 fixation on data as it relates to - -. The
7 axle's been punctured by our DOE, we have
8 everything else, Jonathan's, Jessica's,
9 Raphael's, Stephanie's, Cynthia's and many more.
10 These are our students, human beings and honest
11 - - for someone - -. In closing - - the right
12 axle.

13 MS. MELLISSA: Thank you.

14 MS. LYNN ROSENTHAL: My name is Lynn
15 Rosenthal. I just wanted to say that I - - at
16 one hearing - - high school. And thankfully for
17 all the teachers who literally - -, there's not
18 one teacher that is not - - break down at this
19 school. That know that I was struggling, by the
20 end of senior year I was talking AP English and
21 AP Science and even though - - I had teachers
22 willing stay - - with me. I had teachers who
23 every day would ask me - -. I had teachers
24 begging me and this is what this school is
25 about, teachers being there for you.

1 [Applause]

2 MS. ROSENTHAL: There are teachers here that
3 are willing to help. And I know the school, the
4 school has been everything to me to go and have
5 a personal - -. I have - -, he's afraid about -
6 -, who friends who. This is a fun - - that we
7 love, we like it. And I would think anybody
8 here - - Mr. Rosa [phonetic], Ms. Acosta
9 [phonetic], I think seriously this school is a
10 family and they've all been here since me and I
11 don't think they should close it.

12 [Applause]

13 MS. MELLISSA: Thank you. Next speaker.

14 MR. JOE PATRICK: Good afternoon everyone.
15 My name is Joe Patrick. And I came to Jonathan
16 Levin in 2007. I'm currently - - and most of
17 those students are honors. Jonathan Levin is
18 more than just a school, it's a family that
19 sticks together. Teachers - - like Jonathan
20 simply - - that I had the honor. - - and
21 overall the - - it still feels like with the
22 students will stay after the long day that they
23 had. This goes to the rest of them at - -. It
24 was like our family. Principal Hoxha always
25 makes sure that the doors of the school are

1 open, if you need - - you have to go for it.
2 This school helped me make it to 18 and my
3 goals. I got the chance to - - in high school
4 so tremendous. My favorite teacher Ms. Perez
5 [phonetic] also helped me in getting my high
6 school diploma. My brother's in college because
7 of her. She encouraged me to - -, she was - -.
8 She was my role model. Regardless every person
9 who went through high school years - -. If
10 every single staff member at the school was - -
11 academic - -. I was - - basketball team. This
12 past year unfortunately I lost my mother. It's
13 still hard, I have a hard time with it because I
14 just - -. But Jonathan Levin teaches us that -
15 - overall attitude of - -.

16 [Applause]

17 MR. PATRICK: So they have a - -, so yes
18 that school means so much to me and to - -. I'm
19 hoping that the school will - - and also stay
20 open for another school year.

21 [Applause]

22 MS. MELLISSA: Thank you. Next speaker. I
23 think - - if everyone - -. Please speak.

24 MS. OLIVIA: Hi my name is Olivia - - but
25 you know me at 218713100. Don't forget, I'm not

1 a fricking number. Because of you I have a
2 number. But for this school I'm a - -, I'm a
3 dancer, I'm an English learner, I'm a leader.
4 But most of all I'm a legend. This is who I am.
5 I was ready to come to high school because I was
6 bullied in my grade school. I would pray
7 everything I used to go through because my
8 family - -. Because - - and they used to put me
9 into a garbage can and they - -. I was
10 frightened, I didn't want to go that high
11 school, I told my mom I didn't want to that high
12 school I don't - -. I am Olivia.

13 [Applause]

14 MS. OLIVIA: - -. I wrote this for you. I
15 do not care, when I'm special to people I - -.
16 Remember when I was - -. I knew but other
17 people do so many things to people it was not
18 fair. Those people - -.

19 [Applause]

20 MS. OLIVIA: And when I start here, I found
21 out - - with you that I exist--

22 [Applause]

23 MS. OLIVIA: I found out I do exist. Even
24 my mind - -. And eventually it could have been
25 - - it could have been a lot worse. But when

1 the people--when I got to stay here this is
2 for you. Hi, I'm Olivia and I'm full of - -. A
3 simple - - three days now I'm - - adjusted.
4 Then - -, then - - and I'm a believer. A
5 student teacher in my new high school - -. You
6 can be an uncle, a client but this is for you -
7 - stupid - -. You won't - - our dreams.

8 [Applause]

9 MS. OLIVIA: You been the - - education
10 having put - - execution. Be a supporter not a
11 hater--

12 [Applause]

13 MS. OLIVIA: --how anyone can - - in the
14 Bronx, please change your ways.

15 [Applause]

16 MS. OLIVIA: - - in the Bronx. Well this is
17 not, we've had - -. We don't give up easy.
18 People in the Bronx don't - - easy. I love the
19 people there and I have four years in this
20 country. And you can come and stay - -. And
21 now I'm - -, the only - - and people know how
22 much - -.

23 [Applause]

24 MS. OLIVIA: - - and well why don't you try
25 and give us a second chance, thank you.

1 MS. MELLISSA: Thank you.

2 FEMALE VOICE 12: Hi my name is - -, I'm a -
3 - high school - -. Everybody's gone. But I am
4 here though, I want to - - that I we don't want
5 this school close because it's the only place
6 where everybody goes. We can learn at some
7 place, - - who we can share. If you close this
8 school where do the kids at school, where they
9 going? I'm a senior I - - to close. But - - at
10 this point. But they won't do. Please we need
11 it open, we have a dream and all the dreams come
12 from our schools. Thank you.

13 [Applause]

14 MALE VOICE 9: Hi I'm - - from the great
15 northern state of - -.

16 [Applause]

17 MALE VOICE 9: This school has raised some
18 men into young - -. Jonathan Levin. His life
19 had - - the hills would be in the - -. Hey
20 maybe I'm not the - - family but I'm not always
21 - - and I still think it's--that's a - -. We
22 come together standing to hope to make a
23 difference.

24 [Applause]

25 MALE VOICE 9: And just like you - - that we

1 get to see but - -. The Levin family will
2 never break about apart. Just like the - -
3 family, - - show support to my fellow - -, I
4 stand here today for both of you. It's a big
5 support - -. Education for kids it sucks,
6 education is the key to survival so when I'm
7 here tonight if the school is closing down I'm
8 blaming you for the survival. I'm feeling
9 people would much rather have our people starve
10 with their education and leave us - - tonight.
11 With no education you create poverty, with
12 poverty you create violence. With violence you
13 create looting and with looting you create
14 shooting. So I need you to smile for - -.

15 [Applause]

16 MALE VOICE 9: Now if you want to come over
17 here, I will never bow down if - - I will stand
18 on my feet and move into - - and tell you that I
19 remember feeling because you can never get near
20 my heart or my brothers and sisters hearts and
21 tell them that they can leave. Because if you
22 do actions say more than words.

23 [Applause]

24 MALE VOICE 10: Thank you. Good night
25 everybody. Now if you look at the time it would

1 be question and answer right now but I'm not
2 really feeling them.

3 FEMALE VOICE 12: Call the rest of the
4 numbers?

5 MALE VOICE 10: So I think it's time that we
6 stop - - and - -. It's not that full. - - his
7 job it to make sure that - - and fix them. I'm
8 not sure we understand how it works and I'm not
9 sure everybody still here understand how it
10 works. There is a problem that's why we're here
11 tonight, there is a problem right? All right
12 I'll take those nods as a yes. The problem is
13 we have so many students - - schools which give
14 us a - - and so - -. That's why it's supposed
15 to be shut down, wants us to be shut down. But
16 - - shut down because it's not seeing standing
17 on the stage and getting - -. Everybody knows
18 that Jonathan Levin High School for Media and
19 Communication, everybody knows that we have
20 great staff, great students. Nothings perfect,
21 nothing's going to be perfect, nothing ever was
22 perfect. An A, a B, a C is passing. It is low
23 but it's passing. Like I said if someone's not
24 perfect that doesn't mean that it doesn't get
25 recognized. So a C I would maybe want to show

1 the board it's not a high level it's just a
2 normal. There's ways to work at it. If you
3 don't like it then you help them work at it.
4 Give them money-- Where's the treasurer at, she
5 must have left. Okay well give them money
6 instead of - - might be better. Money doesn't
7 always make everything better. Now's not the
8 time to - -. But you don't have to buy
9 something sometimes to make it the better thing
10 to do. It's just - - that's makes it a little
11 bit better. So instead of trying to - - you
12 too, stop giving so much money, don't give much
13 more money. I watched this speech, I think
14 right after the Super Bowl - - and so he might
15 cut all the money they give - - help us and
16 stuff. How - -. The other times this happened,
17 - - help but they don't see it as much money as
18 we do. So organize - - and just cut all the
19 money if you want to but don't cut all the - -.
20 Put more - - into it, put more time into to it.
21 It seems like a - - strategy. You know what I'm
22 saying, I know you've been around here for a
23 long time, have you. Okay. So everybody, don't
24 back them, don't - - but like I said - -, we
25 have to develop a job as well - - for 2010, for

1 the - - about to change my whole future,
2 let's not close our schools down, no.

3 MS. MELLISSA: Thank you. Next speaker.

4 MS. LESLIE O. WARD: Good evening. My name
5 is Leslie O. Ward. And I'm here - - for this
6 school. Now I would like to say that before I
7 start I'm not going to speak with disrespect,
8 with attitude or with rage. You have already
9 know everybody know that's the - - no child left
10 behind, so why are you closing down the school
11 for. Why - -.

12 [Applause]

13 MS. WARD: Closing down the schools - -. I
14 believe that this - - potential to do better.
15 When I came here it was - - I've been here two
16 years. I drove to found with the teachers. In
17 January I took the U.S. History region exam.
18 And when I came, when I - - but then - - who is
19 our own U.S. History teacher stayed with me at
20 4:30 too and offered to help me. And - - passed
21 - -.

22 [Applause]

23 MS. WARD: The teachers - - but the second
24 tiers. You may not know but the teachers know
25 but I failed math, I - - from Ms. Hall. She

1 helped me. When I thought I couldn't do it,
2 she pushed me in the morning and I ended up
3 doing my test. One of my teachers said, Ms.
4 Cain, who said remember the time that you took
5 your education, remember the - -. So if I'm
6 going to do this I'm going to this for myself
7 and I'm going to stand up tall with my face held
8 high. And I'm going to say I wrote history, I
9 wrote this thing. Who--

10 [Applause]

11 MS. WARD: - -. And even that I'm going to
12 be a lawyer, watch me be it too. Thank you.

13 [Applause]

14 FEMALE VOICE 13: I'm going to make - -
15 please it's already 10:00 and you'd like to go
16 home. So just - - read what's supposed to
17 present. He stated, my name is Jovanni and I'm
18 a freshman at Jonathan Levin High School. I
19 feel some kind of - - because of the 61% of our
20 school are ELL or IEP. I'm one of the students
21 that have the IEP. And I'm 13 years old and I'm
22 in the ninth grade. I would love for the school
23 to remain open then I would also graduate from
24 Jonathan Levin. I feel that the staff at
25 Jonathan Levin really care for us. They take

1 the time to make sure that we're informed
2 about - -. As an IEP student I get extra help
3 when I need it and I enjoy the sports they have
4 at Jonathan Levin. I basically like the
5 baseball team. I'd like to go to college with a
6 scholarship. And I will achieve my goal with
7 the help of the staff of Jonathan Levin.

8 Jonathan Levin is my second home and I treat
9 the staff members like they're my family. We
10 come together as one to make a difference. I
11 just have one question for the Chancellor. And
12 remember this is coming from my ninth grader who
13 is 13 years old. His question is, people like
14 the Mayor, why is it that there's no more
15 schools closing in Staten Island. And I told my
16 son that's a very good question.

17 [Applause]

18 MS. MELLISSA: Thank you. And if we can - -
19 56 through 59.

20 MR. CHARLIE MILLS: How are you, my name is
21 Charlie Mills [phonetic]. I'm here today to
22 remind you of the importance of - -. Jonathan
23 Levin High School for Media and Communications
24 have the students who attend it now and - -. I
25 got to - -, make your best with - -. I want to

1 start it now. I started the students for - -
2 for society. Today it's about the students.
3 Every student attending at this school has the
4 opportunity thinking that they will help in
5 society as well. I believe they can fixing up
6 Jonathan Levin High School for Media and
7 Communications - - to every student in - - to
8 honor our students and future students and
9 ultimately this is part of a legacy of Jonathan
10 Levin himself and this is ours too. The
11 students don't - - and students here today make
12 a difference as well.

13 [Applause]

14 MS. MELLISSA: Thank you. - - number 59.

15 FEMALE VOICE 14: The impact coordinator of
16 the schools of a sophomore isn't easy. Yet
17 according to the - - property making it the
18 poorest district in the nation according to 2010
19 U.S. Census Bureau. I often think that - -
20 visions like supermarket - - war but at times
21 when they visit, if they visit - - if they need
22 help at all. The most important thing means
23 owning - - not - -. And it - - to be a case
24 when all - - pull up in the - -, those that are
25 homeless and the doctor checks for all cavities

1 then you go through this country and then you
2 go - -. Then you go visit your friends back
3 home, you may hungry but this has to do with the
4 culture and education should be the top priority
5 on everybody's list no matter what circumstances
6 we are facing.

7 However, the closing of the school further
8 sparks situations common to a broken home. And
9 at Jonathan Levin as a strong support as we are
10 the family here at Jonathan Levin. Okay I'm
11 nervous.

12 [Applause]

13 FEMALE VOICE 14: I here today because I too
14 am a product of a broken home. The one raised
15 in - - of society also. I am discovered as a
16 dove only at Jonathan Levin - -, imagine you
17 begged - -. Please don't close Jonathan Levin,
18 providing the support and then for everybody who
19 lives in this community. Be - -, be a part of
20 my family here at Jonathan Levin.

21 MS. MELLISSA: Thank you.

22 MS. SHEILA RICE: Good evening, my name is
23 Sheila Rice. And you don't - - of the student -
24 - time in the sun, doing videos and stages and
25 everything else that going on. - - save our

1 school.

2 [Applause]

3 MS. RICE: I came to - - in '72 right from
4 home and I was a special education teacher. I
5 was excited, nervous, unsure what was going to
6 happen - - that - - right before me. Mentoring,
7 I see the teachers this year and the
8 administrators - -, Ms. David [phonetic], Ms.
9 Lahare [phonetic], Mr. LaBrone [phonetic] and
10 Mr. - -. Just the - - supported me on my
11 journey. With all the common - - and tough love
12 are surely the way to offer that same education
13 to my student today.

14 Today I feel it will be a strong - - who's
15 then made - - is there for our children and
16 other people like you. I do remember how many
17 of our students, alumni, faculty and friends,
18 this is more than a school, it's a family, a
19 home for many children who walk through these
20 doors and more would like to. I'd like to - -
21 the children of homes. The teachers here work
22 hard to - -, our students work hard to - - in
23 many programs. Regardless of this outcome this
24 evening I am proud of the accomplishments of my
25 family and students. You can close down the

1 doors but never our spirits. - - change
2 minds. Because this school has never changed
3 the mind of every child that comes here and they
4 certainly change minds. Thank you Principal
5 Hoxha, thank you my colleagues and most
6 importantly thank you all of my children.
7 Jonathan Levin High School we came together as
8 hearts and minds. So keep - -.

9 [Applause]

10 MALE VOICE 11: First of all I'd like to
11 talk me, myself. I - - of this school. I
12 graduated in 2007, I was in the special ed
13 program of this school. I went to the - - of
14 New York but I didn't get - - and I went - - by
15 myself, no - -. Which is to say the teachers
16 here would never - - with students that had
17 challenges or language or disabilities. They
18 can do the job, they taught me. As a matter of
19 fact before I came to this school I was in the
20 ninth grade at another school. When I was in
21 that school I didn't even have the passing. - -
22 that was before my time. They're shooting at
23 each other there and - -. Jonathan Levin High
24 School auditorium - - we are one, not - - as
25 students but as educators you're all - -. What

1 did he do? Did he sacrifice a great career,
2 did he sacrifice - - educator - -. Or clearly
3 you - -, the competition like we have for the
4 Grammy's, the competition where we worked for
5 bowling or whenever we do something. And - -.
6 But anyway we're - - make them join, get them
7 out in career service. That's the job they love
8 right there, you can't tell me anything
9 different.

10 [Applause]

11 MALE VOICE 11: --I understand, yes. You
12 have a challenge, none of these people have had
13 challenges different and guess what they just do
14 the same. They still working in the same.

15 [Applause]

16 MALE VOICE 11: - - I'm made the decision to
17 - - here. I think all of these educators who
18 were surrounding me, even though it might - -
19 necessarily right, they still made sacrifices
20 and they still try to make us everything. To
21 make us hats and - - but the same results. It
22 worked for me, I'm saying it right here in front
23 of you. That's an education.

24 [Applause]

25 MALE VOICE 11: --not only - - but a lot of

1 us did and that says to the - - of the legacy
2 and if people still provide students the proper
3 education guess what you're going to - -
4 Jonathan Levin and all these people, please
5 don't. Thank you.

6 [Applause]

7 MALE VOICE 11: And I held this thing so
8 long I didn't even have to write it down. This
9 is the last thing you got before you go.

10 [Applause]

11 MR. RON BISHOP: Good evening. I'm Ron
12 Bishop [phonetic]. I worked at every high
13 school. Bring back every high school. How do
14 you think they do at - -. Is it just - -. For
15 my contract I seen students from all over - -
16 Buffalo, Mexico, Agora, - - makes it - -. I
17 barely - - right now - -. And we - -. So now -
18 - now - -. I go to school - - in the - -,
19 Puerto Rico, in Korean, in San Juan and they
20 don't go to school. It's too late for them to
21 start so why go - -. They want to school, they
22 want to go to school and they go to the school
23 cafeteria, that's how we want them to do it. -
24 - when you got it every year, every year. So -
25 - they can't do anything, they want - - to

1 school. At least they - - school, this - -
2 this is not - -. People having their story of
3 they went here. You have the things - -. They
4 want to go to school, they want to - -. Even in
5 the morning they give me a school program, - -.
6 Or give me the teacher to see my grades of my
7 school too. Thank you.

8 MS. MELLISSA: Thank you.

9 MALE VOICE 12: Before I start I just want
10 to say that everybody from - - that just leave
11 and - - spirits. This was about that. The
12 principals, the leaders they car. And before I
13 say anything I just want to - - the DOE needs to
14 get a report.

15 I - - let me for the - - school just for the
16 fact that education is promised and - - for the
17 fact that we like it better and we appealed to
18 the head of the DOE to the - -. And we made
19 just like this - - we are the beginning, we - -
20 and we are - - because we don't know - -. But
21 the system seemed to let us down - - I don't
22 even try to take it back down - - you know we
23 don't try to take it back - - we still - -.

24 [Applause]

25 MALE VOICE 12: I do recall - - in the

1 school system there's no baseball team, - -
2 baseball dream - - going to college and I got
3 scholarships so it's like - - but I want to
4 state the fact that the system is so corrupted,
5 and people would rather see us down. We're not
6 going to do that right.

7 MS. MELLISSAH: Thank you.

8 MS. KATHERINE: My name is Katherine and I
9 graduated from--

10 [Background conversation]

11 [Applause]

12 MS. KATHERINE: --the - - everybody started
13 - - and then came to - - and that promised
14 everything for the student. There's people that
15 have a kid and don't have family there to
16 support you, they need - -. I started as a
17 freshman in this school. And right now - - in
18 the United States. One - - means that when they
19 started - - me they were going to cut us and - -
20 this - - strong in the community that work here,
21 that is after - -. And the schools are empty,
22 they're empty.

23 MS. MELLISSAH: Thank you.

24 MR. WILL: Will - - here. When I was - -
25 did some very - - and from - - about - -.

1 That's why to me there is a - - pack to me
2 they don't get that. And our constitution
3 guarantee that right. - - of my name, say that
4 too. So who are you to violate the contract.
5 When - - I'm - - the king of this in my family.
6 Like I said, but the schools are - -. If more
7 schools, New York schools are - - the old
8 schools - - one school gets to - -. When one
9 school is broken it's better - - for those kids
10 who are - - to be repaired. When one school is
11 - - like something because - - can be a strong
12 - -.

13 [Applause]

14 MR. WILL: - -.

15 MS. MELLISSA: Thank you.

16 FEMALE VOICE 14: Good evening. Good
17 evening - - it's now evening - -. I'm the host
18 of - - but tell me one thing, in a school
19 building - - every school makes - - grade, their
20 - - culture but we pulled through. There's a
21 much deeper world. My school was - - we have -
22 - we get - - about just - - you are not as a
23 culture. And that calls for the school to - -.
24 So when you come to dinner by the - - we go to -
25 - together, we go the school progress together -

1 -. - - when you come home, schools are good
2 schools like that within the city - -. And the
3 children - -. And the - - they change, if you
4 do change it we want to see, that's what
5 progress is, and - - start believing in yourself
6 - -. It's not - - but not the destruction guy.
7 They don't give you a chance to build the
8 future. The school - - it's really - -. That's
9 it.

10 [Applause]

11 FEMALE VOICE 15: I want to make a point
12 here - -, I graduated in 2009 and then took a
13 job at - - of education.

14 [Applause]

15 FEMALE VOICE 15: I was thinking and you - -
16 why were - - you became a teacher because they
17 never had a teacher like you. And I - - like
18 here and - - she's not the teacher who's - -
19 until 5:00 on - -. She doesn't have the teacher
20 that makes sure that I have the application for
21 college. To say - - teacher and - -. She
22 preferred to become a teacher. I overheard - -
23 in her grade who - - the schools that are - -
24 elementary schools, I worked at 5, PS40, I
25 worked at - -. Thank you for having me.

1 [Applause]

2 FEMALE VOICE 15: - - to thank - - and I
3 should mention teachers - - and don't forget
4 any. So my children will - - and her - -. And
5 - - her mind, I will - - and they - - me out.

6 [Applause]

7 MS. MELLISAH: - -

8 MR. STERNBERG: So there were actually not
9 too many people that submitted the cards. But I
10 wanted to - -. Excuse me, first of all let me
11 share with you all what - -, share with you all
12 what how I experience what I know this to me.
13 And - - to the questions that I posed at the
14 beginning and the questions that I asked to be -
15 -. The schools citywide this evening you heard
16 for Jonathan Levin High School. As I expected,
17 beyond my expectations, I heard a spirit and
18 very - - expressive fashion - -. I heard it
19 from current students, I heard it alum, John
20 jumped on the stage in spirit. I heard it--I
21 heard it from the teachers - -, in this school
22 and also - -, Mr. Siros is still the principal
23 over there.

24 [Applause]

25 MR. STERNBERG: He's probably still there

1 and the - - families are we are very
2 fortunate to have him. He's here - -. Someone
3 talking to the students here apparently know
4 what's happening at this - - and I'll go back to
5 celebrate that and frankly my days as a teacher
6 - - and then becoming principals of our schools
7 - - and would have been less - - if I had the
8 opportunity to serve with Mr. Siros and again we
9 heard from - -. And - - to be a part of the
10 process, so many of these students remind me so
11 much as my other students. - - everything that
12 - -.

13 So I touched and have given me and the
14 Department something - - and you have my
15 insurance that as I'm talking - - and tomorrow,
16 the Chancellor and my colleagues, I will take
17 back your contents and your passion and your
18 spirit - - will be a very difficult decision
19 process. Which leads me back to where we
20 started at the beginning of this very intense
21 evening. Like I said questions and everybody
22 has to confront it. We see a school that is
23 struggling. I see a school that has great
24 passion and great spirit and - - that. At the
25 same time I see a school that's struggling to

1 meet the needs of its students. And I
2 completely heard and acknowledged from many of
3 you the educators spirits. And so when we look
4 at the student population here and when we look
5 at the resources that are - - here we have to
6 ask is it a path forward that will dramatically
7 improve results and when we look at it--and I
8 appreciate you guys giving us your answer and I
9 have heard that answer loud and clear. There's
10 been a lot of conversations about the
11 demographic of this school, the students making
12 up this school. And I want to take a minute to
13 explain how we understand this information and
14 how we assess the performance - -. It is clear
15 from year end from your principal - - and
16 probably many teachers that - - and this is the
17 - - population, some data was shared about the
18 percentage of this school, I designated this
19 having English as a second language and having
20 IEP. The way that we have - - is - - and with
21 that being said we will take - - in New York
22 City and we work them in - - their performance,
23 we work to create an apples to apples
24 comparison, we work to find - - average schools
25 that serve for that student population - -. And

1 then in the case of the high school comes
2 from schools across the state. It includes
3 Bronx region, one of the schools on this campus.
4 - -. It includes schools from Brooklyn, from
5 Queens, from - - and the Bronx. And again
6 schools - - the same, it would be difficult for
7 - - students to serve them. And - - so there's
8 students at the same grade in IEP and at the
9 same level generally, students who are learning
10 English as their second language--ma'am I would
11 appreciate you listening, simply to present how
12 we do this, you obviously don't know how we do
13 this. But when we look at the performances at
14 the school and compare it to other schools
15 that's sort of the same group of students
16 receiving the same need - - the same resources
17 and the same support what we school and that's
18 what we know. We see the school that is
19 producing a four year education at a 30% when
20 there are similar situations - - resource at
21 schools or campuses like this on - - that are
22 producing low - - nearly double that. And so we
23 - -. And the other question we still need to
24 address is how can we--what is the path for, we
25 know that each school year looks promising, what

1 is the capacity of these organization that
2 can dramatically improve outcomes for the
3 students that get served. We will continue to
4 seek answers for those questions, we will
5 continue to do that through - - conversations,
6 here at the school. We have a couple of our
7 colleagues that tweet and we will continue to
8 look for an answer that we know you want. If we
9 can't find that answer then we will - -. But I
10 can assure you it's not - -. It's the - - of
11 this Board and we appreciate your time. So
12 let's start with questions right here.

13 MS. MELLISSA: We have heard in long
14 conversations - - and we appreciate you coming
15 out. All information shared here will be - -
16 policy which will be on March 11th, 2013 at
17 Brooklyn Technical High School in Brooklyn.
18 Public comment can be submitted via email or - -
19 . You may submit by fax (212) 374-5159 or via
20 email d09proposals@schools.nyc.gov. This
21 information is also on the fact sheet that were
22 handed out this evening. We thank you for
23 coming. This - - hearing.

24 [END RECORDING]

25

C E R T I F I C A T E

The prior proceedings were transcribed from
audio files and have been transcribed to the
best of my ability.

Signature

A handwritten signature in cursive script, appearing to read "Susan [unclear]".

Date February 19, 2013

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