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**NEW YORK CITY
DEPARTMENT OF EDUCATION
DIVISION OF PORTFOLIO
PLANNING**

**General D. Chappie James
Middle School of Science
2/20/13
5:30 p.m.**

1 [START RECORDING]

2 MS. LAURA FEI JOO: Good evening, ladies
3 and gentlemen. My name is Laura Fej Joo and I'm
4 with the - - the facilitator for this joint
5 public hearing. This is a joint public hearing
6 with the Department of Education, Community
7 Education Council and the School Leadership Team
8 to discuss the proposed - - and replacement of
9 General D. Chappie James Middle School of
10 Science. Tonight's proceedings will be recorded
11 and transcribed. Before we begin the hearing,
12 we ask that anyone who wishes to speak during
13 the public comments portion of the evening, sign
14 up at the table at the back. Sign up is slated
15 to end at 6:15. If you have any question that
16 you want to be addressed during the question and
17 answer portion of the agenda, please write that
18 question on an index card--they are provided in
19 the back--and submit them to a participant at
20 the table. Only people who have signed up to
21 speak will be able to participate in the public
22 comments segment of the proceeding. So again,
23 at the back table where you came in, if you want
24 to sign - - speaking time, please do so. They
25 will close that about 6:15. If you have

1 questions you'd like posed at the question and
2 answer portion towards the end of this evening's
3 agenda, please write those on an index card,
4 index cards are available in the back at the
5 table where you came into the lobby, and you can
6 submit those to the staff members sitting at
7 that table and we will pose those questions and
8 answer those questions at the conclusion or
9 towards the end of the agenda. All panel
10 participants have been asked to be here no later
11 than 5:30 p.m. Now that we have started, if a
12 panel participant arrives late, he or she will
13 be given the time to speak at the first
14 opportune moment. We want to be respectful of
15 everyone's time. In addition to any of the
16 elected officials who arrive - - and different
17 times throughout the evening, if they wish to
18 speak, we will do our best to accommodate them
19 at the first opportune moment. Those who are
20 here to start with the public comments section
21 will be asked to speak first.

22 As you will see, the agenda is described on
23 the posters in the lobby. The format for
24 tonight's public hearing will include a
25 presentation of the proposal, a presentation by

1 the hearing participants followed by public
2 comment. Speakers should have already signed up
3 at the table in the lobby. Public comments can
4 be no more than two minutes each and this time
5 will be enforced to give everybody an
6 opportunity to speak. There will also be a
7 question and answer period following that.

8 Members of the audience, if you have a
9 question, please write your question on an index
10 card. They are supplied at the sign in table
11 where you arrived this evening. While the
12 public comments are taking place, staff members
13 will organize the questions into categories to
14 be able to answer them during the question and
15 answer period. Some of them will be asked
16 directly from index cards and others will be
17 batched under headings not to have duplication
18 and to avoid repetitiveness. Even though all
19 individual questions will not be addressed in
20 this forum tonight, although I believe they
21 might, answers to questions will be posted on
22 the DOE website prior to the - - . I will also
23 let you know during the comments section or - -
24 the presentations of the panel members. If
25 questions are asked during the public comments

1 or general comments, they will also be recorded
2 on index cards by Department of Education staff
3 and be answered during the question and answer
4 period. So they will not be directly addressed
5 when they are asked but they will certainly be
6 addressed during the question and answer period
7 if any comments include questions that are
8 posed.

9 If at the end of the hearing, you still have
10 questions, we encourage you to direct them to us
11 by calling the phone number at the bottom of
12 your fact sheet or send them to us via email,
13 also at the bottom of your fact sheet. So you
14 can call in or email us any additional questions
15 after this evening at the information contained
16 at the bottom of the fact sheet.

17 I would now like to introduce the panel
18 which has been assembled here for tonight's
19 joint public hearing. To my left in the first
20 seat, Mr. Reginald King, PTA President of the
21 school. Seated next to him is Mrs. - - , CEC
22 Member and School Leadership Team member here at
23 our school. To my right is Deputy Chancellor
24 Dr. - - Duregson. She'll be presiding over
25 tonight's hearing. And to my far right, Ainslie

1 Cumberbatch, Superintendent, District 23.

2 Does anybody--let me just pause for a
3 second. Does anybody need a translator - - ?
4 If you need a translator, please let us know.

5 MALE VOICE: - - .

6 MS. FEI JOO: I would also like to let you
7 know, I believe we have some officials from some
8 of the unions. This is council supervisors,
9 administrators. Is Steven Rosen here? Okay.
10 And you're - - Smith? Okay. We'll recognize
11 you later in the program to be able to make a
12 comment.

13 I will now turn the program over to Deputy
14 Chancellor Duregson who will present the
15 proposal.

16 DEPUTY CHANCELLOR DUREGSON: Thank you Dr.
17 Fei Joo. I also want to acknowledge two members
18 in the audience. Deputy - - in the front and -
19 - also in the front here, who supports the
20 school. And also in our audience is - - Ward
21 which is - - also be here and our principals are
22 - - in the building. - - expected to be here
23 and offering support.

24 I'm here today to just talk about the next
25 steps in the phase out once we have - - March

1 11th, the - - meeting. So I want to thank all
2 of you for being here and hope that we can
3 answer your questions. This joint public
4 hearing was convened to discuss the proposed
5 phase out and replacement of General D. Chappie
6 James Middle School of Science. For the purpose
7 of tonight's hearing, I'm going to refer to the
8 school as Chappie James Middle School from this
9 point forward.

10 The decision to phase out Chappie James
11 Middle School is a difficult one and we do not
12 take this decision lightly. We - - many factors
13 before we proposed a course of action. We - -
14 families and community members in a discussion
15 about what is and what is not working in the
16 school before we determined whether or not phase
17 out is appropriate. All of us count on our
18 schools - - high quality education for all of
19 our children and we must hold all schools to the
20 same standard of excellence because every child
21 in the city deserves the very best possible
22 education. When a school isn't serving its
23 students well, we have to take action to insure
24 that the current students don't fall even
25 further behind and that future students will

1 have better options. - - students and families
2 here feel that their child is being well served
3 by - - school and tonight we might hear some
4 success stories and we - - hear a - - and we do
5 honor and respect and we want to hear those
6 stories. But we also need to consider what's
7 not working. And I say this - - sometimes a
8 school is not serving well every single student.
9 And we need to make sure that this doesn't
10 happen. These students deserve better.

11 As I mentioned earlier tonight, we will be
12 discussing the proposed phase out and
13 replacement of Chappie James Middle School. In
14 addition to the proposed phase out, we are
15 proposing to replace Chappie James Middle School
16 with a new district middle school. And that's
17 very important because we are phasing out - -
18 also going to phase in - - middle school.

19 Chappie James Middle School is located in
20 School Building K183 at 76 Riverdale Avenue in
21 Brooklyn, New York and serves children in grades
22 six through eight. Chappie James Middle School
23 is a district choice middle school - - students
24 - - District 23 middle school choice - - . It
25 is co-located with Riverdale Avenue Community

1 School and General D. Chappie James Elementary
2 School Science. Two zone elementary schools.
3 As a result of the proposal that was approved
4 last year, Chappie James Elementary School is
5 currently in the process of phasing out and
6 Riverdale Avenue Community School is currently
7 in the process of phasing in to replace it. On
8 January 11th, 2013, the New York City Department
9 of Education - - the proposals to - - replace
10 Chappie James Middle School based on its
11 longstanding - - struggles. On February 5th,
12 2013, the Department of Education published an
13 amended proposal which provided updated
14 information regarding the availability of a
15 school improvement plan for funding. These
16 proposals discussed the track record of Chappie
17 James Middle School, the - - educational - -
18 phase out and replace it is the best option for
19 the Chappie James Middle School community.
20 Chappie James Middle School's performance
21 mitigates the school has struggled and confirms
22 the - - assessment that the school lacks the
23 capacity to improve quickly to meet the needs of
24 all of its students. For example, Chappie James
25 Middle School earned a D in the 2011-2012

1 progress report including a D in student
2 progress, a D for student performance and a C
3 grade for school environment. Moreover, Chappie
4 James Middle School has a history of low
5 performance. The school has received a D on its
6 progress reports for the past three years. The
7 overwhelming majority of Chappie James Middle
8 School students remains at low grade level in -
9 - language arts and mathematics. Only 16 per
10 cent of students are performing at grade level
11 in - - language arts, putting the school at the
12 bottom 11th per cent of middle schools citywide.
13 Only 19 per cent of students are performing on
14 grade level in math putting the school in the
15 bottom four per cent of schools citywide. In
16 both subject areas, Chappie James Middle School
17 ranked at the bottom of District 23 middle
18 schools. Furthermore, Chappie James Middle
19 School was identified by the - - Education
20 Department as a priority school, one of the - -
21 schools in the state. - - continued to - -
22 performance, the Department of Education
23 believes that only the most serious intervention
24 of gradual phase out and eventually closure and
25 replacement of Chappie James Middle School will

1 address this longstanding struggle and allow
2 for new school options - - and this is - -
3 better serve future students and the community.

4 In the - - Educational Impact Statement, the
5 Department of Education has proposed to open and
6 co-locate a new choice middle school in this
7 building. If approved, the middle school will
8 eventually serve students in the sixth through
9 eighth grades - - students from the District 23
10 middle school choice process. In the 2013-2014
11 school year the new middle school will offer
12 priority to the fifth grade students who attend
13 or - - elementary school. Now I'm going to say
14 that again. In the 2013-2014 school year, the
15 new middle school will offer priority to the
16 fifth grade students who attend or who are zoned
17 - - to Chappie James Elementary School. It will
18 then fill the remaining seats through the
19 District 23 middle school choice process.
20 Starting with 2014-2015 school year, this
21 priority will no longer exist since all District
22 23 middle schools will be fully unzoned and will
23 participate in the District 23 middle school
24 choice process.

25 Before we move to the public comment section

1 of this meeting, I would like to discuss the
2 impact that this proposal of current Chappie
3 James Middle School students. If the phase out
4 proposal is approved, Chappie James Middle
5 School will no longer admit a new sixth grade
6 class after the closure of the 2012-2013 school
7 year. Chappie Davis Middle School will continue
8 to phase out one grade at a time until June 2015
9 when it will close. - - sixth and seventh grade
10 students will be supported at - - 203 as they
11 progress towards the completion of those schools
12 and transition - - school. Students - - schools
13 elsewhere. As far as - - choice process,
14 students at Chappie James Middle School will get
15 an opportunity of applying to transfer to
16 another middle school in the district.
17 Applications for this transfer opportunity will
18 be available to the students this spring for
19 enrollment starting in September 2013. Current
20 eighth grade students who have already applied -
21 - high school to the citywide high school
22 admissions process.

23 I want to thank you in advance for sharing
24 your feedback on this proposal tonight and we
25 look forward to hearing your comments and

1 questions. Thank you.

2 MS. FEI JOO: So I do want to just take a
3 moment to let you know that we are going to
4 close the sign in sheets for anyone wishing to
5 speak. So I'll make a final call for anyone in
6 this auditorium that would like to make public
7 comments and who have not signed up for it in
8 the back at the table. - - you can still take
9 index cards and write questions down for us to
10 answer during the question and answer period but
11 once that period begins, we will stop taking
12 those cards then. Okay.

13 I now would ask each panel member to make
14 any comments or make any statements you wish to.
15 We will start with Mr. Reginald King, PTA
16 President for Chappie James Middle School.

17 MR. REGINALD KING: Good afternoon. I have
18 a question for the Deputy Chancellor. How do
19 you justify space usage for four schools on this
20 small campus? I believe the new or the 2013,
21 September 2013, will require four principals,
22 four main offices, four secretaries, four parent
23 coordinators. That takes away space for the
24 students. How do you justify that? And if I
25 might ask a second question, with what you're

1 bringing in, how does that differ from what's
2 already here and why can't you put those same
3 resources into improving this school?

4 DEPUTY CHANCELLOR DUREGSON: I'll answer
5 those questions a little later. Thank you. I
6 will answer them though.

7 MS. FEI JOO: I did mention that during the
8 public comment. We will take those questions
9 down. The staff will be writing questions and
10 we'll answer them at one time during the
11 question and answer portion of this evening's
12 agenda. Our second speaker is Miss Fara - - ,
13 CEC member and School Leadership Team member.

14 FEMALE VOICE: Thank you. - - .

15 MS. FEI JOO: Okay, she'd like to pass her
16 comments. Mr. Cumberbatch? Superintendent
17 District 23. Do you want to offer any comments?

18 SUPERINTENDENT AINSLIE CUMBERBATCH: No.

19 DEPUTY CHANCELLOR DUREGSON: I'll answer the
20 questions at the end.

21 MS. FEI JOO: Okay. So we will now move to
22 the public comments portion. I will ask the
23 staff of the Department, please bring me the
24 list for public comment. - - please line up.
25 I just - - the list so I could properly

1 introduce you to the audience. Any other
2 community officials here this evening? Before I
3 let you speak, if you could just give me one
4 second. I would like to provide an opportunity
5 for any council, CSA council supervisors and
6 administrators, if Mr. Rosen or a representative
7 from that - - is here. I'm sorry?

8 VOICE: - - .

9 MS. FEI JOO: Okay. Please feel free to
10 make a statement or make some comments. I
11 apologize. I have Steven Rosen - - .

12 MS. MILDRED BOYCE: I'm Mildred Boyce
13 [phonetic].

14 MS. FEI JOO: Miss Mildred Boyce, CSA
15 Representative. Thank you.

16 MS. BOYCE: Well, this is - - . I've been
17 to the school a couple of times and - -
18 distressed over this constant closing and I
19 wanted - - some of the teachers in the school
20 and - - second time - - . That's not - - .
21 It's distressing because I've been an educator
22 for many, many years. - - . It's been a long
23 time and I don't necessarily know how much
24 changing so many schools on a regular basis is
25 going to change anything. And let me - - .

1 What is - - tell me I've said to more than two
2 dozen schools closure. The latest one - -
3 that's destined for the scrap heap. Do not - -
4 any particular pattern. - - . - - from the
5 state, several are proficient qualitative - - .
6 One - - actually has a principal who exceeds
7 expectations and - - rating of below level. The
8 - - . The DOE - - children and parents. - -
9 students who are already suffering setbacks and
10 who - - school - - . Many of them have been
11 turned away from the city's new schools for
12 reasons of poor academic performance or for
13 coming from families - - . Many of the students
14 are - - performance needs that are likely to be
15 - - . This is a - - strategy for turning
16 schools around. And I - - . The gentleman
17 said, you know, - - resources but sometimes I
18 think - - how resources are being used.
19 Sometimes, I'm not going to say that - - another
20 issue that is on the original list - - whether I
21 - - . I've seen some - - and some that haven't.
22 But I think - - sometimes it loses what you're
23 really trying to achieve. And I think just - -
24 but I - - . When I was with these teachers at - -
25 - they were so despondent and so - - . - - and

1 what do we tell the children and the families
2 - - . - - middle school - - . I am fortunate
3 to have grandchildren at a Catholic school that
4 was closed and my biggest concern is how are
5 they able to adjust to going to a new school.
6 What should we - - . Some of them do and some
7 of them don't. So I think that - - more mindful
8 of what the effect is, not only monetarily but
9 on - - .

10 MS. FEI JOO: Thank you. - - order of the -
11 - public comments, I'd like to ask the United
12 Federation of Teachers Union representative
13 Uallin Smith--Ulin [phonetic]? I apologize - -
14 pronounced your name - - .

15 MS. UALLIN SMITH: That's fine - - . I am
16 saddened to be standing here at another school
17 closing. - - five years as District
18 Representative, - - . I myself taught in a
19 middle school that was phased out over three
20 years. One school was closed. You destroyed
21 that family - - that school community. Closing
22 schools, it does not. I've seen it. I've lived
23 there. It does harm the students. They don't
24 have the teachers, the parents community. This
25 is an example that - - not work. 183 was here

1 four years ago. - - . Less than five years
2 old. And here we are again talking about
3 closure. And I think about the middle school
4 students that are here and they - - . And when
5 you take away something that - - what is the
6 psychological and emotional effect on the child
7 because there is some negative impact on the
8 children. And Mr. King asked a question, what
9 are you going to do then? - - one can't - - to
10 this school. I've seen - - for the past four
11 years. They had troubles but they - - . And
12 when the new administration - - this year, it's
13 unfortunate that someone from the DOE, you know,
14 they don't come in and take a look at what - - .
15 They give the teachers and administrators the
16 students - - . Because this community is
17 different from - - . It's different from
18 Bayside. Our needs are different. Our - - is
19 different. So, therefore, once they get to this
20 school, it should be different from other
21 communities. And - - there's a trend of closing
22 schools if they don't do well and given enough
23 time. New York State, when a school wasn't
24 doing well, they give the school money,
25 resources and time, real time to make a change.

1 And it's - - dealing with Mr. - - at this
2 point - - it's too late, the path they always -
3 - close the school. Their records - - they vote
4 to - - school. For once I want someone to step
5 in and take a look at the school and talk about
6 real change instead of coming in and telling the
7 parents - - students your school is the next
8 school that they're closing. And - - a D first
9 year, second year, third year, you can't
10 evaluate - - and make a change. After year one
11 or two come and say we're going to make a
12 change, we're going to help you, we see that
13 you're struggling, we see that you need help.
14 And this is the help we're giving you as opposed
15 to turning parents lives upside down, students
16 lives upside down, placing four schools in this
17 one building and the impact that's going to have
18 on the students, on the staff, on
19 administration. Closing schools, it does not
20 work and - - our kids. We have to do better
21 because this is not - - . Thank you.

22 MS. FEI JOO: - - speakers in order.
23 Speaker one, Latoshia Wheeler. Speaker two,
24 Reginald King.

25 MR. KING: I've already said--

1 MS. FEI JOO: You've already spoken?
2 Speaker three, Veronica Mokey . Speaker four,
3 Mark Miley. Speaker five, Miss Mildred Boyce--
4 you made your comments. And Speaker Six, - - .
5 - - . We will begin with Miss Latoshia Wheeler--
6 -did I say--

7 MS. LATOSHIA WHEELER: Latasha [phonetic].

8 MS. FEI JOO: Latasha. Thank you.

9 MS. WHEELER: Thank you. All right,
10 everyone, last year when we went through this
11 process, we were told that many - - needed to be
12 changed and - - circumstances this has happened.
13 However, we were not given an - - chance to see
14 that the school can make it and the proposal is
15 up for a vote. - - second proposal which in
16 fact more than just - - . - - . - - children.
17 - - . I have a son in this building. He's in
18 the - - school. He's in second grade. So
19 incorporating four schools into the building,
20 that means - - space that we don't have. Like
21 we have - - space now. So during - - how do you
22 - - other school? And then the proposal to put
23 Chappie in 183 was, because of the failure of
24 PS183 about four or five years ago, that phase
25 out process didn't work in the past so what

1 would be different now? And how do you - -
2 impact on the - - public school in - - ? - -
3 we're told that - - . And ACS could come at any
4 time and take our children because of a lack of
5 - - . However from 8:00 in the morning until
6 three o'clock, you got to have our children so
7 you should be providing some of - - too. Like
8 change the school time - - . Then too, why
9 would - - because of the grades. I understand
10 that we in the school that's - - . The school
11 is not - - kids - - . We need something to
12 change it. But by changing it, adding four
13 schools is not a benefit at all. It's
14 benefitting in a certain - - . - - necessary
15 to have - - here. Then add that - - so that way
16 the 634 could phase out - - two schools in the
17 building instead of four. That's a big
18 building. It's like - - the parent as well.

19 MS. FEI JOO: Our next speaker is Miss
20 Veronica.

21 MS. VERONICA MOKEY: I heard Miss - - and
22 more or less you said that - - that they had
23 received an F?

24 FEMALE VOICE: No, I said - - .

25 MS. MOKEY: That's what I'm saying. And

1 isn't a D considered passing for some of the
2 students?

3 MS. FEI JOO: We will take the questions
4 down. I just want - - .

5 MS. MOKEY: First of all, you're talking
6 about - - closing schools and opening more
7 schools. More classrooms to over-populated
8 areas. This school is - - next year by adding
9 another school. The money that is spent is like
10 a divorce. You're ripping apart communities and
11 families. That's all you're doing because when
12 a school gets closed, it's shoving more students
13 into overcrowded schools. And then you said
14 they're failing. You're failing the teachers,
15 that's what you're doing. Because it's not
16 fair. - - communities you are like voyeurs.
17 You just receive paychecks it seems. You need
18 to give the three schools an opportunity to
19 survive. You need to fund them. You can't put
20 a fourth school in when you haven't given the
21 proper moneys to the first school to survive and
22 have the proper staff here. - - closing any
23 school doesn't psychologically help any
24 students. - - . The classroom sizes must
25 remain less than 25 students in any classroom.

1 Small classrooms will perform the schools that
2 have an A grade. Moving children around all the
3 time and having children to now find new routes
4 to school gives the parents as well as the
5 students less opportunity to have more families
6 which is what school is supposed to teach about
7 building communities, not destroy them. Now the
8 opportunities that are in each one of your
9 neighborhoods should be the same opportunities
10 afforded to each one of the students here.

11 That's - - .

12 MS. FEI JOO: Thank you. Mr. Mark Miley?

13 MR. MARK MILEY: I just want to say - - is
14 doing the same thing over and over and over and
15 over again. - - . You're not - - . You're
16 just shuffling - - over and over exactly - - .

17 MS. FEI JOO: Our final speaker is - -
18 Cooper.

19 FEMALE VOICE: - -

20 MS. COOPER: - - . This will be - - Mr.
21 Reginald King said and Miss - - . Definitely
22 emotionally disturbing and emotionally
23 exhausting for our parents to continue to have a
24 phased out school. If a school is not doing
25 well and they're not meeting the academic

1 performances that are demanded by the DOE, I
2 believe that money should be allocated into the
3 schools to help them better educate our
4 students. Continuously phasing out schools and
5 just opening - - our children - - and our
6 community doesn't fulfill them because the
7 schools are closing because they're failing. So
8 these children know that this is a failing
9 school and our schools are closing because, you
10 know, it's not - - in their mind actually what
11 we're promoting is - - . So if we have the
12 funds to open up another school, those funds
13 should be allocated to the schools that are
14 failing and appropriated the right way so our
15 children will have a better chance at success so
16 - - our school isn't succeeding not failing.
17 Mom, am I going to a failing school, they're
18 phasing out because we're failing - - children.
19 That is - - . So - - I guess I'm pleading that
20 the money that you have to open up a fourth
21 school just like Mr. King and Miss - - said, if
22 you could just allocate to our school to find
23 the proper resources that can be used so our
24 children can succeed.

25 MS. FEI JOO: We've now concluded the formal

1 presentations and the public comments. We
2 will now begin the question and answer period.
3 So we actually categorized the questions that
4 came up this evening both in the comments that
5 people made and ones that were handed in into
6 three categories and so we will again both be
7 reading them tonight to answer those questions,
8 be posting them on the website as well as if you
9 ask any additional questions, we'll post those
10 as well. Any question not introduced tonight
11 will be answered on the website. If you have
12 additional questions at the conclusion of the
13 end of tonight's proceedings, we ask that you
14 direct them to us via the phone number or email
15 address at the bottom of the fact sheet. I will
16 turn the microphone back over to Deputy
17 Chancellor Duregson who will take us through the
18 three clustered sets of questions. Thank you.

19 DEPUTY CHANCELLOR DUREGSON: Thank you. I -
20 - not easy - - to have. I understand what
21 you're going through - - and children are our
22 concern. And I want you to know that we do want
23 the - - conducive to learning and - - that
24 they'll succeed and they'll do well. So I'm
25 going to answer the three questions that we have

1 here. And the first question, - - echoed by
2 some of you in the audience. Is there - - for
3 all those schools. And the answer is yes, we
4 believe there's enough space in the building to
5 accommodate all students and schools - - . The
6 total capacity of the building is 760 students.
7 Currently the building serves 534 students. - -
8 utilization rate of only 70 per cent. Next year
9 with the four schools in the building, there - -
10 will be between 521 and 611 students or 69 to 80
11 per cent utilized. When all schools are - -
12 phased in, the utilization will be 75 per cent
13 to 87 per cent in 2013 to 2016. Each school is
14 going to see at least this minimum - - space for
15 the citywide structural footprint. Excess needs
16 will be shared among the schools as determined
17 by the Office of Space Planning and the building
18 councils. Ultimately, we believe there is more
19 than enough space to accommodate. However, when
20 the principals get together, they will talk
21 about - - space, they will talk about the space
22 that the school needs. And I think that the
23 cooperation that's there with the parents, the -
24 - , the principals of each building when they
25 have the building council meeting - - or even

1 before this - - happens, that there should be
2 enough space for all four schools. And each
3 year will look a little different.

4 The second question is why General D.
5 Chappie James Middle School of Science, why is
6 it - - for a phase out? We do want to address
7 what's different and the decision to phase out
8 the school. We count on all of our - -
9 education for all of our children and that's
10 what everyone wants and - - we talked about this
11 evening and it takes serious - - if a school is
12 not meeting the standards. Under this
13 administration, New York City has in place 122
14 of our - - performing schools with different
15 options - - students. We opened 596 - - in the
16 last 10 years. The Department of Ed has
17 proposed to close less than one per cent of the
18 new schools that have been opened since 2002.
19 We hold all schools to the same standards and
20 have proposed Chappie James Middle School for
21 phase out because we do not believe the - - to
22 turn the school around quickly enough can
23 improve - - students that we have - - . The
24 overwhelming majority of the students will
25 remain in grade level - - only 16 per cent of

1 students are performing on grade level in ELA
2 putting the school at the bottom 11 per cent of
3 the middle schools citywide and only 19 per cent
4 of the students perform on grade level in math
5 putting the school in the bottom four per cent
6 of middle schools citywide. Which means that we
7 need to - - do better. These are hard decisions
8 to make and we take serious action to insure
9 that we're providing all of our students with
10 access to high quality education.

11 And the final question is, and someone wrote
12 this. Why is the science lab not being used.
13 If there's a science lab - - school, I think
14 that we - - . The seventh and eighth grades do
15 use the science lab - - --

16 FEMALE VOICE: [Interposing] No.

17 DEPUTY CHANCELLOR DUREGSON: --so - - is a
18 science lab and the seventh and eighth grades -
19 - . - - will continue that access to the
20 science lab if the phase out is approved. And
21 also, you know, typically in the school that has
22 - - principals - - they share the lab. So the
23 middle school students will continue to utilize
24 the lab. There are - - classrooms that - - but
25 we will post the questions on the website and I

1 understand - - talk to you about - - .

2 MS. FEI JOO: Thank you. We've heard many
3 significant comments this evening. We
4 appreciate the feedback and contributions to
5 this hearing. The information will be shared
6 with Panel for Educational Policy. They both
7 will get the transcripts and they will be posted
8 with the--the questions will be posted on the
9 DOE website - - as well as public review. The
10 Panel for Educational Policy will have its
11 hearings with - - this proposal on March 11th,
12 2013 at Brooklyn Technical High School at 29
13 Courtney Place in Brooklyn. Public comment - -
14 . The phone number listed on the back of your
15 fact sheet until March 10th at 12-midnight. You
16 may submit - - by calling - - or - - emails to
17 the address at the bottom of the fact sheet.
18 Thank you all for coming. This joint public
19 hearing is officially adjourned. Thank you.

20 [END RECORDING]

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C E R T I F I C A T E

1
2 The prior proceedings were transcribed from
3 audio files and have been transcribed to the
4 best of my ability.

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10 Signature: Doreen Angermayr

11 Date: February 22, 2012

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