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**NEW YORK CITY DEPARTMENT OF
EDUCATION - DIVISION OF
PORTFOLIO PLANNING
Global Enterprise School (11X541)
Phase Out & Replacement
1/28/11**

1 [START TAPE 1 SIDE A]

2 MODERATOR: Good evening, everyone. My
3 name is Gregg Bethile, I am with the Department
4 of Education acting as the moderator and
5 facilitator for this joint public hearing. It
6 is few minutes after six o'clock and I
7 appreciate your patience as we made sure
8 everybody had arrived.

9 This is a joint public hearing on the
10 Department of Education, Community Education
11 Council and The School Leadership Team to
12 discussed the proposed phase out of Global
13 Enterprise High School, [11X541]

14 Tonight's proceedings will be recorded and
15 transcribed. Before we begin the hearing,
16 anyone who wishes to speak during the public
17 time portion of the evening, sign up at the
18 table in the hallway. Sign up will end up
19 outside a little bit after 6:15. We will give
20 everybody about fifteen minutes from now to do
21 that. But, please, if you wish to speak tonight
22 as part of the public comment please make sure
23 you add your name to the list and that you get a
24 number.

25 Thank you, very much. If you have a

1 question that you want addressed to this
2 evening during the question and answer portion
3 of the agenda, please write that question on an
4 index card provided at the table in the back and
5 please submit that to the volunteer at the
6 table. Only people who have signed up to speak
7 will be able to participate in the public
8 comment and only those questions that have been
9 added to the index cards will addressed during
10 the Q&A period.

11 All panel participants were asked to be here
12 no later than 5:30 P.M. And now that we have
13 started, if any of the panel participants
14 arrives late, he or she will be given time to
15 speak at the first opportune moment. We want to
16 be respectful of everybody who signed tonight
17 including those of you that came out to speak.

18 There may be elected officials who show up
19 at different times throughout the evening. We
20 don't have any that have arrived just yet. If
21 they wish to speak we will do our best to
22 accommodate them at the first opportune moment.
23 Those who are here at the start the public
24 comment segment will be asked to speak first.

25 There are agendas around the room and

1 outside. The format tonight will include a
2 presentation of the proposal and presentations
3 by hearing participants, followed by public
4 comment. And then the Q&A period.

5 Speakers should have already signed up at
6 the table in the lobby. Public comments can be
7 longer than two minutes each. The time will be
8 strictly followed and speakers will be informed
9 when their designated time has ended. There
10 will be a timekeeper over on the left who will
11 flag you when you have about thirty seconds
12 left. And we do ask everybody to be respectful
13 of the time so that we can make sure that
14 everybody is heard tonight.

15 There will be a question and answer period.
16 Members of the audience if you had a question,
17 each of you had to write your question on a
18 postcard that is supplied at the sign in time
19 when you arrived this evening.

20 While the public comments are taking place
21 staff members will organize the questions into
22 categories and get them ready for the question
23 and answer period. Some questions will be asked
24 directly and others will be batched together
25 under headings to avoid repetitiveness. Even

1 though individual questions will not be
2 addressed at the forum tonight, the answers will
3 be put on the website prior to the panel's
4 meeting next week. If at the end of the
5 hearing you still have questions we urge you to
6 direct them to us by calling the number at the
7 bottom of the fact sheet or sending them in to
8 us via email, to the email address also provided
9 in the fact sheet. If they did not get a fact
10 sheet, they are available at the table outside.

11 I am now going to introduce the panel which
12 is assembled this evening for the joint public
13 hearing. I think I got everybody right, but
14 Frank Aporto from the School Leadership Team,
15 Claudia Giovanni from the UFT, Danette Fogel
16 from the School Leadership Team, Rocco
17 Marcolovich from the School Leadership Team,
18 Patrick Gannon from the CEC-11, Deputy
19 Chancellor Sante Taveris, Geraldine Taylor
20 Brown, the Superintendent, Michele Joseph the
21 principal, Jose Ponce, student representative on
22 the SLT, Anna Rosario from the School Leadership
23 Team. Is there anybody that I missed?

24 We are also joined by Barbara Gambino, who
25 is representative of the Network Support

1 Organization. Are there any members of either
2 the Panel on Educational Policy or anybody from
3 the Citywide Council on High Schools that is
4 here this evening to be introduced? [No
5 response]

6 Okay, thank you, very much. We are pleased
7 that some of our city officials may join us they
8 evening. If they provide their names and titles
9 and we will make sure we introduce them at the
10 appropriate time. And I will now turn the
11 program over to Deputy Chancellor Taveris, who
12 will present the proposal.

13 MR. TAVERIS: Thank you, Greg. Good
14 evening, Buenos Nachos. I want to give
15 everybody a big thanks for hurdling over snow
16 mountains, going through the slush, digging out
17 your cars and whatever you needed to do to be
18 here tonight. I really do appreciate that and
19 we all know that was a herculean task,
20 especially on a Friday night. So thank you for
21 being here present.

22 I also want to acknowledge the UFT District
23 10 representative, Jeffrey Hart, who is here
24 from the UFT. I also want to acknowledge the
25 principals of the other schools in the campus.

1 We have Sandra Burgos from the Aster Academy,
2 Lisa Fuentis from Columbus High School, Estelle
3 Heinz from CIMS, Jane Aronoff from Pelham Prep
4 and Michelle Joseph, who is here with us on the
5 panel.

6 What I do ask is that you be mindful of your
7 comments. I see a youngster here, so we want to
8 make sure that everything that we say is
9 appropriate as the youngster back there has a
10 little snack and is here to join support of the
11 school.

12 I do have to get through this document. So
13 pardon me for the procedural piece, but I do
14 have to get through it. So thank you,
15 everybody, thank you ladies and gentlemen for
16 being here this evening.

17 The joint public hearing was convened to
18 discuss the proposed phase out of Global
19 Enterprise High School. The decision to phase
20 out a school is not an easy one. We do not take
21 these decisions lightly. We examined many
22 factors and data before we propose a course of
23 action. We also reach out to families and
24 community members to get their opinion of what
25 is happening at the school.

1 Before I present the Global Enterprise High
2 School proposal I would like to say a few words
3 about why we are here today. All of us count on
4 our schools to provide a high quality education
5 to students and we must hold all schools to the
6 same standards and excellence because every
7 child in the city deserves the best possible
8 education.

9 When a school isn't getting the job done we
10 have to take action to insure its current
11 students don't fall even further behind and new
12 students will have better options.

13 Global Enterprise High School is located at
14 925 Astor Avenue in Community School District 11
15 in the Bronx. It currently serves students in
16 grades 9 thru 12. On December 20, 2010, the New
17 York City Department of Education published a
18 proposal to phase out Global Enterprise based on
19 its poor performance and the DOE's assessment
20 that the school lacks the ability to turn around
21 quickly to better serve students' needs.

22 On January 26 the EIS was amended to correct
23 the typographical and formatting errors, correct
24 the building utilization rate and explained the
25 methodology for calculating such rates. Clarify

1 certain past strategic support provided to
2 Global Enterprise and to clarify information
3 regarding the over-the-counter enrollment
4 process, but does not modify or revise the
5 proposal itself.

6 Global Enterprise performance data indicates
7 the school has struggled. Last year Global
8 Enterprise's four year graduation rate,
9 including August graduates, was 55% well below
10 the citywide average of 63%. Global
11 Enterprise's graduation rate ranks in the bottom
12 13% of high schools citywide. If regents
13 diplomas alone counted toward graduation, as
14 will be the case next year, the 2009-2010 full
15 year graduation rate at Global Enterprise would
16 have dropped to 24%, well below the citywide
17 average of 46%.

18 Global Enterprise earned an overall C grade
19 on its progress report last year, with a D grade
20 on students' performance, a C grade on its
21 progress and a B grade on student environment.

22 Last year only 69% of the students, first
23 year students at Global earned ten credits.
24 Global Enterprise ranks in the bottom 22% of
25 high schools citywide and at the bottom 31% of

1 high schools in the Bronx in credit
2 accumulation for first year students.

3 Based on these evaluations the DOE conducted
4 a comprehensive review of the school to
5 determine which supports and interventions will
6 best benefit its students and community.

7 The DOE also consulted the superintendent
8 and other experienced educators who have worked
9 closely with the school and held community
10 meetings with parents, school staff, to solicit
11 feedback. Based on the comprehensive review and
12 evidence that additional supports were not
13 working, the DOE believes that only the most
14 serious intervention, the gradual phase out and
15 eventual closure of the school will address its
16 long standing performance struggles and allow
17 the new school options to develop that will
18 better serve future students and the broader
19 community.

20 Global Enterprise is currently collocated
21 with Christopher Columbus High School,
22 Collegiate Institute for Math & Science, Aster
23 Collegiate Academy and Pelham Preparatory
24 Academy. All five schools enroll in grades 9
25 through 12. There is a also a District 75

1 school in the building that has an inclusion
2 program which services students with a range of
3 disabilities in grades 9 thru 12.

4 As some of you may know, the DOE is also
5 proposing to phase out Christopher Columbus High
6 School. I was here on January 20th to discuss
7 that proposal with the Columbus community. If
8 both Columbus and Global proposals are approved,
9 these schools will gradually phase out over the
10 next several years and two replacement schools,
11 including one school dedicated to serving
12 English language learners will begin phasing
13 into the building in 2011-2012, adding one grade
14 level per year until they reach their full
15 capacity.

16 At full scale these two schools would each
17 serve approximately 400 to 450 students n grades
18 9 through 12. The other schools in the
19 building, Collegiate Institute, Aster Collegiate
20 and Pelham Prep will continue to serve students
21 in grades 9 through 12. The YABC would not be
22 impacted.

23 Before we move to the public comment section
24 of the meeting I would like to briefly discuss
25 the impact of the proposal on current Global

1 students and families if it is approved. If
2 the proposal is approved, Global Enterprise High
3 School would no longer admit new 9th grade
4 students at the end of this school year.
5 Current students will be supported as they make
6 progress towards graduation while remaining
7 enrolled at Global. More detailed information
8 about enrollment options for current students is
9 provided in the fact sheet and enrollment FAQ
10 are available here tonight.

11 In cases where students do not complete
12 graduation requirements by June 2014, the DOE
13 would help support families and students to
14 identify alternative programs or schools that
15 meet the student's need so they could continue
16 their high school education after Global High
17 School completely phases out.

18 Thank you and I look forward to your
19 comments and questions later. I also want to
20 acknowledge that there are many tired students
21 who took some regents this week. I had an
22 opportunity to meet Tara, Maryellen and Joseph.
23 So thank you for being here. And also thank
24 everybody here on the School Leadership Team who
25 has made it their point to be here and

1 Superintendent Taylor-Brown. Thank you.

2 MODERATOR: The next presenter is Mr. Gannon
3 from the Community Education Council.

4 DR. GANNON: Yes, I am Dr. Patrick Gannon,
5 actually, but that's all right. So I just
6 wanted to tell you that as a member of the
7 Community Educational Council for this district,
8 we are here to observe and to represent you. We
9 don't have a position. We are an advisory role
10 kind of council. But I am here to listen to
11 your concerns and to take it back to my
12 committee next week and then we will come to our
13 position on the issues and we will use our
14 ability to advise the people who do have the
15 power to make decisions.

16 So I am not here to help you make a
17 decision. I just would like you to take the
18 opportunity to come to us. After all, the
19 Community Educational Council is for you and
20 your children.

21 MODERATOR: Thank you, very much, Dr.
22 Gannon. The next presenter will be
23 representatives from the School Leadership Team
24 that I understand have a presentation for us.

25 MALE VOICE: So thank you very much for

1 coming and supporting Global Enterprise.
2 Before we get started with our presentation,
3 that Mr. Taveris saw some of it last year and
4 Ms. Taylor-Brown saw it earlier this year,
5 sometimes other people say things better than we
6 can. So I am just going to take a second to
7 read what one of our colleagues said and which
8 reflects very well on our presentation tonight.

9 No one likes how no child left behind labels
10 schools as failures, even when they are making
11 broad gains. Parents, teachers and lawmakers
12 want a system that measures not just an
13 arbitrary level of proficiency, but student
14 growth and school progress in ways that better
15 reflect the impact of a school and its teachers
16 on student learning.

17 So let's look at the numbers and let's see
18 what our data tells us. In the past four years
19 the school environment, the survey that goes out
20 to parents, teachers and students, we scored a
21 121% gain on the number over the past four years
22 year to year. I think that speaks well for the
23 constituents of Global Enterprise and what they
24 have to say about how we perform our tasks here.

25 Each of the four components, academic

1 expectations, communication, safety and
2 respected environment are shown there. I notice
3 also in the educational impact statement that
4 there was some concern about safety of the
5 students here. I don't know where that
6 information came from. But as we see it has
7 been up, all of the indicators are going in the
8 direction that we would want them to go.

9 We expect our students to do more work,
10 better work and we give our students instruction
11 that is rigorous and challenging and most
12 importantly suited to their individual learning
13 styles. We don't cookie cut.

14 Student Progress: So over the past four
15 years we have seen that grow at a rate of 36%
16 and we attribute that growth to our habit of
17 individually programming every student for what
18 they need. Again it is that individualization,
19 the idea of every student needs different
20 things.

21 Weighted Regents Passing Rate: We can go
22 through these quickly, 19% gains, 53% gain in
23 U.S. history, all numbers coming directly from
24 the progress reports, science over 100% gain,
25 math almost 150% gain, global history 200% gain.

1 The numbers are great. The numbers show
2 very wonderful things, but we expect more from
3 our students. Numbers say one thing, numbers
4 mean nothing, it is the students behind the
5 numbers that mean everything.

6 More Global Enterprise Students received
7 regents diplomas than ever before last year.
8 People just throwing my things all over the
9 place. Five students received advanced regents
10 diplomas. The first time that has happened here
11 at Global. Six students graduated in three years
12 with regents diplomas, again, first time for
13 Global.

14 All of our indicators confirm very clearly
15 that GEA is a school not only with the capacity,
16 but also the appetite and ability to continue to
17 improve.

18 So I just want to go back to my comments
19 when I started of our colleague, no one likes
20 who no child left behind labels schools as
21 failures, even when they are making broad gains.
22 Parents teachers and lawmakers want a system
23 that measures not just an arbitrary level of
24 proficiency, not just a cookie cutter number,
25 but student growth and school progress in ways

1 that better reflect the impact of the school
2 and its teachers on student learning. And I
3 will give credit to the author of those
4 statements, that was Secretary of Education
5 Arnie Duncan in Arbet Bridge article January 2nd
6 of this past year in the Washington post.

7 So if Secretary Duncan agrees with us and he
8 was here to see our numbers and it seems like he
9 was writing for our numbers, I think that we
10 could all agree and all come to the conclusion
11 that certainly Global Enterprise is a school
12 that has the capacity to improve, wants to
13 improve, deserves to improve and will improve
14 given the opportunity to continue in that level.

15 Thank you very much for your time and
16 attention.

17 MODERATOR: I would also like to introduce
18 Constance Asadu, who is a member of the Citywide
19 Council on High Schools, who has asked to make a
20 quick comment.

21 MS. ASADU: The only thing I wanted to say
22 is that the conditions today are not conducive
23 to a public hearing. It is very difficult
24 getting here. I know the people that are
25 assembled here, mostly students and teachers who

1 were already in this building from this
2 morning. It has already begun to snow outside.
3 It is very difficult traveling on the buses in
4 the Bronx. You wait forty-five minutes to an
5 hour to get anything to get you anywhere. And I
6 think if you are going to have a public hearing,
7 it should be something that the public is able
8 to come to.

9 MR. TAVERIS: I appreciate your comment.
10 What I will do is that anybody who comes in
11 after 6:15 and wants to have the opportunity to
12 speak I will allow them, so they don't have to
13 come here in vein. I acknowledged that when I
14 spoke earlier, it is very tough getting around.

15 MODERATOR: Thank you, Mr. Asadu, I
16 appreciate the comment. Is there anybody else
17 on the panel that had any remaining comments
18 before we begin the public comment portion?
19 Thank you.

20 We have now conclude the formal
21 presentations and I will ask the next set of
22 public speakers to line up at the one microphone
23 that we have this evening for public comment. I
24 will introduce speakers five names at a time to
25 make sure that everybody has the opportunity to

1 prepare themselves.

2 If you would like to submit your comments
3 after you've made them, if you have them in
4 written form, I am certainly happy to take them
5 from you and add them to the record or you can
6 hold them until the end.

7 You are reminded that the public comment
8 must be limited to two minutes. At this point
9 we have about twenty-two speakers signed up,
10 which should take us close to an hour. I will
11 try and be respectful if people are finishing
12 their comment, I will try not to cut folks off,
13 but we ask that nobody kind of move into the
14 five or ten minute grandstanding speech. We
15 will try and hold to the time, but don't feel
16 rushed when you are up there if you are just
17 trying to finish your last thought.

18 The time will be kept by a timekeeper over
19 on the left. He will be holding up a sign when
20 you have thirty seconds left to signal you and
21 when your time is up and we ask that you are
22 respectful of those signals and try and wrap up
23 your comments.

24 Again as Deputy Chancellor Taveris said and
25 I just saw a couple of people arriving, if you

1 did not have the opportunity to add your name
2 to the list and were delayed by travel we do
3 still have people manning the tables outside and
4 if you will give your name to them they will
5 make sure they get it to me before the public
6 comment period ends.

7 With that said I would ask the first five
8 speakers to line up behind the microphone here
9 and that includes number one Leon Cassel, number
10 two Nancy Lopez, number three, Maria Pacero,
11 number 4 Anna Rosario and number 5 it looks like
12 Mr. Maldinado representing DC-37. If the five
13 of you can line up behind the microphone to
14 gather your thoughts and we will start in just
15 one second.

16 Thank you. A number of people have odd
17 numbers that go above number twenty-two. We
18 didn't have as any people sign up on the even
19 list, so do have speakers up to number 27. So
20 you are covered. Mr. Cassel, I will turn it
21 over to you for your two minutes.

22 MR. CASSEL: Yes, my name is Leo Cassel, I
23 am a guardian of a parent here at GEA. Now as we
24 now one-third of the students at the school are
25 special ed, one-fifty are English language

1 learners and you EIS is provided seven
2 alternative schools on page 16 on the document.
3 And there were six RA league schools for these
4 students to go to. Three out of six of those
5 schools are performing at grade F, okay. There
6 four of six of those schools have a graduation
7 rate as lower than this school. Five out of six
8 of those schools give little chance for grade
9 level 1 and 2 go get admission.

10 Three out of six of those have no business
11 curriculum as this school has. And three out of
12 six of them their progress report is worse than
13 here. And none of them are in District 11, that
14 is part of here students.

15 For the special ed part of 10, those schools
16 are either closing or restructuring themselves.
17 Six out of ten of them have a graduation rate
18 that is lower than here. And two of those
19 supposedly located in this district.

20 So based on those data I don't think it is a
21 very wise thing we are doing to move these
22 students from this school to something that is
23 performing at or below what is going on here.
24 It is like cutting your nose to spite your face
25 and we should have a better response to this

1 system and this school.

2 Thank you.

3 MODERATOR: Thank you.

4 MS. PEREZ: [Spanish]

5 MODERATOR: Hold on a second.

6 MS. PEREZ: I am a proud parent that belongs
7 to the school because my son is in the 12th
8 grade. He has demonstrated very good progress,
9 more so than in past years. The teachers are
10 very respectful with the students and right now
11 the worry that I have is that the younger one,
12 he happens to really like the same school that
13 his older sibling belongs to.

14 So my worry is to know whether or not they
15 are going to accept him in or if they are not
16 going to accept him.

17 And in conclusion I would just like to say
18 that I am very proud parent to say that my
19 student was able to get through this and he did
20 it at this school. And I think it would be
21 lovely if the same opportunity was offered to
22 his younger sibling.

23 That's everything, thank you.

24 MODERATOR: Ms. Pacero.

25 MS. PACERO: Good evening, everyone. I am

1 Ms. Pacero a science teacher and a member of
2 the school - - team. I just would like to ask
3 this question, why close a school when it is
4 improving and I would say that it is based on
5 what Mr. Ricordo has presented. And that was
6 June 2010. And in six months time we have
7 another increase, which is 25% increase in
8 Regents diplomas, 30% increase in students
9 enrolled in College Now and AP classes and
10 another 50% increase in students earning
11 advanced regents diplomas. And if not is not
12 quick enough, I don't know what is.

13 MODERATOR: Ms. Rosario.

14 MS. ROSARIO: The question that I have is
15 this, why hasn't there been an answer given as
16 far as the closing of the school? If the
17 school has displayed a very notable increase and
18 improvement, not to mention that it could also
19 bring certain consequences to our children that
20 are working towards multi university, and for
21 them to be trying to enter these colleges and
22 universities when really these are students that
23 feel that they have been labeled as part of a
24 school that was closed down for low efficiency.

25 MODERATOR: Ms. Maldinado?

1 Ms. MALDINADO: Good evening, my NAME IS
2 Ms. Maldinado and I am a school aid for Global
3 Enterprise Academy and I am very thankful to be
4 part of GEA.

5 Here is the problem that I have, the
6 Department of Education claims that they
7 projected, foresee GEA to do worse in the
8 upcoming years. If the DOE projected that GEA
9 will do worse, why was not a system or resources
10 given to help fix our school? What type of
11 administration would watch an educational
12 institution fail and fall apart without offering
13 any assistance?

14 MS. LEVY: Hi, I am Karen Levy and I have
15 been a librarian here for about nineteen years.
16 I spoke last week for Columbus, because I am a
17 campus librarian and the reason why I am here
18 besides supporting Global is because all of
19 Global students use our new library and they
20 worked on our library for over five years too,
21 as well as everyone else on this campus and they
22 deserve to stay here to use that new library.
23 So that's the first thing I want to say.

24 The second thing I want to say is I want to
25 talk about two very important facts. Global has

1 graduated more students in 2010 than ever
2 before. It went from 50.9% to 55% and that is
3 including the students who dropped out of school
4 or have never shown up.

5 Our current numbers are showing that this
6 graduation rate will grow past 55%.

7 FEMALE VOICE: It just doesn't make sense.
8 If my doctor told me that I had an iron
9 deficiency that would cause me not to be able to
10 be excellent in daily activities, would not he
11 as a doctor, a professional in medicine, provide
12 me with what I need to help me be the best
13 person possible? Will he slowly watch my
14 condition worsen or die, of course not. Why,
15 because his job is to heal.

16 What is the DOE's job, to close schools or
17 to educate youth?

18 MS. LEVY: Lastly, I feel despite the lack
19 of services that the DOE has provided it has not
20 stopped us from improving. We have proven that
21 we are capable.

22 Thank you.

23 MODERATOR: The next round of speakers to
24 come to the microphone, Sterling Roberson, Lenny
25 Rodriguez, Angelina Justian, Danette Provo and

1 Estelle Guerina.

2 MR. HURO: Jeff Huro, District 10
3 representative for the UFT, speaking on behalf
4 of Mr. Roberson who I believe is stuck in
5 traffic and the bad conditions coming uptown.

6 Good evening to the panel, educators,
7 students. Let's be clear here, why are we
8 here, because the mayor has done this. If the
9 mayor was a teacher would you have been given
10 tenure for all the invisible things he has done
11 in education, absolutely not.

12 He has put this school and this community in
13 a position here of coming before this committee
14 where I can guarantee you almost no one on this
15 distinguished committee has set foot in the
16 school at any time to observe the programs and
17 the work that the teachers and students and
18 parents have done in the school.

19 But yet these same individuals aren't here
20 looking at us and wondering why we are here. We
21 are here because the staff, the administrators,
22 the students and the community are dedicated to
23 do the work that needs to be done here.

24 Where are the resources that have been
25 promised to the school? Staff development

1 nonexistent. Staff development does not mean
2 that someone comes in for one day, walks around
3 the room with a clipboard, takes a peep in your
4 classroom and then leaves and you never see that
5 person again. Mentoring is not someone sitting
6 on a committee reading statistics saying this
7 is what the school has not done and this is why
8 the school needs to be closed.

9 When a doctor goes into training he is taken
10 from situation to situation with experienced
11 doctors, shown the wheres the whys and wheres if
12 you do something wrong, specifically in surgery
13 and how to correct it so that when you do get
14 out there on your own you can stand on your own
15 two feet.

16 The mayor likes to think that he does not
17 own this education system. He has now been the
18 mayor going on his tenth year. He owns it. He
19 has broken it and as a saying from distinguished
20 Collin Powell, when you break it you own it.
21 The problem is he cannot fix it and so he blames
22 everyone else.

23 In closing, let's look at the snow and
24 remind ourselves what happened a couple of weeks
25 ago. What did the mayor say? Well, just walk

1 around in the snow, it is okay. But who had
2 to live through those conditions, we did. Look
3 at the snow and all the events here in this
4 neighborhood, have we been given the attention
5 as downtown has been given? Has any deputy
6 chancellor ever set foot up here to see what
7 goes on, of what we deal with every single day
8 other than one gentleman up here? No.

9 I ask those individuals that when you sit on
10 this committee and you look at these individuals
11 here, they are not pawns in a chess game, they
12 are human beings with families and dedication
13 more than just about anyone on the panel and
14 certainly more than the mayor of New York City.
15 Work with these individuals and keep these
16 schools open and let them do the job they need
17 to do, but more important give them the
18 resources.

19 Finally, remember when the mayor said he
20 couldn't do the snow. I will take one more
21 minute, please. Remember when the mayor said he
22 couldn't fix the snow, he asked for a reprieve
23 and he got it. We want the same thing done for
24 our staff and our teachers.

25 Thank you.

1 MODERATOR: Ms. Rodriguez. Is Wendy
2 Rodriguez here? I will be respectful, if folks
3 are finishing a comment. But if everybody is
4 going to go over to four and five minutes, we
5 are going to need to start cutting people off at
6 two minutes. So I ask people to please be
7 respectful of the other speakers behind you.
8 Ms. Rodriguez.

9 MR. RODRIGUEZ: Good evening. I am a parent
10 of Wendy Paralto. My daughter has displayed
11 good performance. She is very motivated. So
12 the teachers are working with that. There were
13 many problems that followed her when she arrived
14 here overall with the language barrier. She
15 cried a lot at first but she was fighting and
16 she was fighting more and more for it.

17 Thank you.

18 MODERATOR: Ms. Justian.

19 MS. JUSTIAN: Hi. My name Angelin, but most
20 of my students call me Ms. Justian. I wanted to
21 talk to you guys today about the improvement
22 that I personally have seen at Global Enterprise
23 Academy for the last three years.

24 I know that--I don't want to belabor the
25 topic because I know that a lot of people have

1 been telling you about all the statistics, but
2 I want to tell you about a real time one that
3 happened today and it makes me very excited.
4 For the first time we have had a 63% pass rate
5 on the integrated Algebra regents this January,
6 up from a 28% in June. Now, to me I'm just a
7 math teacher, but I think that shows a little
8 bit of improvement.

9 You know our graduation rate went up from a
10 51% to a 55% from 2009 to 2010. I also was the
11 Math B teacher last year, where six out of seven
12 of math B students passed their regents and
13 graduated for the first time with an advanced
14 regents diploma in the history of Global
15 Enterprise Academy, once again an improvement.

16 Finally, I want to talk a little bit about
17 the junior class. Ms. Joseph is like a coach.
18 A football coach needs a few years to groom
19 their players. That's why the best teams like
20 Ohio State--I am a Michigan fan, so I don't like
21 to admit it, but they have teams that are based
22 on juniors and seniors that are strong. Ms.
23 Joseph's juniors were here when she first came
24 and they were freshmen when she first came. I
25 think they are going dazzle you with the

1 statistics they are going to put up next year.

2 Don't take away from those statistics by
3 closing our school. Give us a chance to show
4 you that our coach is showing improvement. The
5 Honor Roll is greater than it has ever been.
6 The first time I stepped foot here kids were
7 begging for 65s, now I give them an 80 and they
8 are asking why it is not a 90. That's an entire
9 culture of academia that is changing in the
10 school. It is only getting better.

11 Thank you.

12 MODERATOR: Ms. Provo.

13 MS. PROVO: Hi. I have been at this school
14 since the second year of its inception. I was
15 here with the old principal who was replaced.
16 So I have a few things I need to talk about.

17 You took away the old principal because the
18 school was not performing and were not
19 performing. But you gave us a new principal and
20 you are not giving her a chance. You are not
21 giving her a chance. And what you are doing to
22 her is very unfair, okay. That's my first
23 point.

24 My second point is I have a huge bone to
25 pick with New Vision. In your EIS statement you

1 claim that you strategically tried to improve
2 this school with all of these efforts. Well, I
3 have been here since Levine was here and I have
4 seen none of this. You let us fail. They let
5 us fail. We are paying them and they let us
6 fail. I don't understand that.

7 We had a meeting with Mr. Iani, he came to
8 represent the school support systems, and one of
9 the questions that we asked him was why we could
10 not get out from under New Vision. Why can't we
11 break this contract with them, when they have
12 done nothing for us. The money that we are
13 spending with New Vision we could have gotten
14 help. We could have gotten staff development.
15 This school could have improved according to the
16 DOE.

17 I asked him specifically was there a policy
18 in writing and he said no. To me that sounds
19 like you are just making this up as you go
20 along. New Vision is taking our money. They
21 are doing nothing for us. Why are they not
22 being held accountable?

23 MODERATOR: Ms. Coreno.

24 MS. CORENO: Good evening, my name is Stella
25 Coreno, I am a student at Global Enterprise

1 Academy. I am a junior. When I heard that
2 Global Enterprise Academy is closing I felt very
3 upset. GEA has taught me to be an independent
4 student. GEA has also prepared me for my future
5 and the work to come in college. GEA teachers
6 have taught me to never give up.

7 The problem that I see is that the
8 educational impact statement is not providing
9 enough help for students who are smart but
10 considered level one and level two learners.
11 90% of my school's students are the ones I have
12 just described. I am one of these students and
13 I stand here representing thousands more like
14 me.

15 We need schools like GEA who believe we can
16 make it and still want to teach us how to work
17 in the business world and give us a chance to
18 succeed when everyone else believes we want.

19 If you close our school, then you are
20 closing the door to our future. You may say I
21 can still graduate, but what are you going to do
22 for the students who will come after me and
23 won't get to go to my school that believes in
24 them, despite the challenges, a school like GEA.

25 MODERATOR: The next group of speakers to

1 the microphone. Mr. Kelly?

2 MR. KELLY: Good evening, my name is Dean
3 Kelly, I am a math teacher and the biggest
4 concern I have is the following, When we
5 recently had a meeting with Superintendent Brown
6 discussing this scenario, 90% of the written
7 responses cited that we receive no support from
8 the DOE or New Visions. In your ELS you state
9 that strategic support was provided to no avail.
10 Isn't that a contradiction? Where is the
11 evidence, because obviously, there is an old
12 saying, if it is not written in stone, it is
13 nothing in my opinion.

14 And recently like I said, from before, the
15 algebra regents went up over 60% of the kids
16 passed the algebra regents this time. And I
17 guarantee in June the geometry kids, after what
18 happened yesterday, I guarantee those geometry
19 kids going to take in June, after what happened
20 yesterday it will go higher than that. That's
21 just my opinion.

22 MODERATOR: Ms. Opa.

23 MS. OPA: Hi, I am Mrs. Opa, good evening.
24 I have two main points. I was part of SOBRO in
25 the fact sheet it states a number of despite our

1 best efforts, performance at Global Enterprise
2 remains low and as part of student support it
3 lists two partnerships and both of them I worked
4 for and one I lead and I just want to rectify
5 one of many of the errors that I see in this
6 fact sheet. So really it can't be fact if it is
7 error.

8 So the first one is, I was part of SOBRO
9 when it started the arts program in 2005 and
10 2008 and I am currently the director of Perfect
11 Success. First SOBRO had a homework component
12 that allows kids to start homework before
13 engaging in activities. But never did it tutor
14 kids.

15 We had too many kids from all over the
16 campus actually for one person to tutor those
17 children in their vast needs. Perfect Success
18 is not a tutoring program either, it is an
19 internship, professional development placement
20 program.

21 I do offer how to effectively study and also
22 test taking skills, but again I am not a
23 tutoring program. The DOE does not currently
24 and has never monitored or hold me or my staff
25 accountable so you cannot say I am part of the

1 student support giving. I am a partnership
2 with the school but never has DOE ever consulted
3 me about whether I needed any training to help
4 these kids that I work with on a daily basis at
5 the school.

6 Secondly, it says that the need that many of
7 the students, the freshmen classes has--there is
8 a low demand for GEA. There would be a low
9 demand for GEA if the target every year is to
10 close down the school. Who wants to come to a
11 failing school?

12 If you close down and they weren't part of
13 the criteria of 3Cs, last year, but if you
14 target them as closed down I have and my staff
15 works with 8th graders, who would have chosen
16 GEA, but they were like well that's going to be
17 closing, so you should pick another school.

18 So they travel out of the district to go to
19 business schools and then we wonder why there is
20 a low demand for GEA. There is a high demand
21 for help and we haven't received it.

22 Thank you.

23 MODERATOR: Mr. Joseph.

24 MR. JOSEPH: Hello, my name is Shakur
25 Joseph, I am student at Global Enterprise

1 Academy, in my second year. When I heard the
2 school was closing down I was disappointed. GEA
3 told me to think outside the box and has
4 prepared me for my future. I may not have
5 agreed with most of the teachers inside this
6 building, but they have taught me something and
7 at least I can say that they are good teachers.

8 I am very involved in the GEA and I must
9 admit that thought Global has its problems,
10 behavior and academic problems, but I'm sure
11 that if the plan was implemented to help us, I
12 have seen somebody from the Board come inside my
13 classroom and talk to the students or even
14 survey us about anything inside the building.
15 And I just want to know when is this thing going
16 to happen.

17 MODERATOR: Ms. Rivera. I'm sorry, Mia
18 James.

19 MS. JAMES: My name is Mia James and I
20 recently moved here from Washington, DC and I am
21 a youth advocate currently working within this
22 community.

23 It is easy to stamp a grade on a school
24 without really looking in the eyes of the
25 students who learn and grow within it every day,

1 without taking into consideration the legacy
2 created by families who have sent their children
3 here generationally and wants to continue to do
4 so or seen the work that the principal and the
5 staff have tirelessly committed or taken into
6 account the sleepless nights that they have
7 sacrificed in order to insure that the students
8 they are serving are receiving the best they had
9 to give daily.

10 We are imploring you to look beyond the
11 charts, statistics and numbers that are
12 informing this decision and examine the heart of
13 the matter which are the students, the parents
14 and staff who have chosen despite the odds that
15 have been stacked and stapled against them to
16 create a learning community and work to improve
17 this one.

18 Closing this school sends a message to
19 students that we don't see you, that we don't
20 care about you, we don't care how far you have
21 come and that you don't matter. And this is a
22 dangerous message to send to a generation and
23 community of young people who are in desperate
24 need of someone and something to believe in and
25 who are also in desperate need of a support

1 system that will bolster their efforts to be
2 greater than the unjust labels that have been
3 stamped on their backs, just like the unjust
4 label or grade that has been stamped on the
5 façade of GEA.

6 Thank you.

7 MODERATOR: Ms. Burrows.

8 MS. BURROWS: Hi, my name is Ebony Burrows,
9 I currently attend the Global Enterprise
10 Academy. This is my first year in the school,
11 but I am a sophomore.

12 You say that GEA is failing a school, but
13 after looking at our midyear test scores there
14 is a 50% increase in students who have earned
15 advanced regents diplomas from last year and a
16 25% increase in regents diplomas from students
17 who are in ESL classes.

18 Also, my school has helped a lot of students
19 who are in special ed classes to improve.

20 We also had a 30% increase in students who
21 are in the College Now program and 95% of
22 students along with the students who are
23 currently taking AP courses are passing their
24 classes. To me this says my school is working
25 hard to prepare us for college and life after

1 high school.

2 So with these types of numbers and
3 improvements, how can GEA still be considered a
4 failing school?

5 MS. FORTUNE: Hi, my name is Fortune, I am a
6 former student. I graduated June 26, 2008 and
7 right now I currently have a diploma in medical
8 office administration.

9 And what I don't understand is when I was
10 coming to this school my senior year I was
11 homeless. My senior year I thought was the
12 worst. But you know what, I had my teachers and
13 I had my principal, Mr. Levine, he is not
14 teaching here anymore, but if it wasn't for Mr.
15 Levine I would not have went to college, because
16 for him I didn't get accepted to John Wales
17 University, which I wanted to. My teachers told
18 me write a letter, write a letter back stating
19 you know it is hard times you know you barely
20 come to school because of your situation, but
21 let them now.

22 Mr. Levine gave me \$300 so that I can go to
23 this school. And, unfortunately, I didn't get
24 to finish that, but I did go back to school and
25 get my medical office administration diploma.

1 And right now what I don't understand is I
2 know it takes money to close something down. So
3 if it takes money to close something, I know it
4 takes money to open something up, why don't put
5 that forward to this school and make sure that
6 oh, they can do what I did. I had it hard, you
7 know and people just need to understand that
8 when you work hard it pays off. And what I
9 think is that you guys need to work harder and
10 put money into the school and show these
11 students that, you know what, we are here to
12 help you, because what are these students going
13 to do when they don't have anything else? What
14 did I do when I didn't have anything else? I
15 came to school.

16 Thank you.

17 MODERATOR: Tara Mazella.

18 MS. MAZELLA: Hello, my name is Tara
19 Mazella, I am a student at Global Enterprise
20 Academy. I am in my second year, but it is my
21 first year in Global Enterprise. When I heard
22 about Global Enterprise Academy closing I felt
23 angry. Global Enterprise has taught me my
24 education is a priority. Global Enterprise has
25 prepared me for my higher education and becoming

1 a lawyer.

2 Global Enterprise teachers that I don't
3 agree with, but they taught me what I need to
4 know.

5 The number one issue is that the rating
6 system the DOE used for our school seems to be a
7 problem. Here is how I see it, if I got a 65%
8 on all my science tests, the first marketing
9 period and my teacher gave me a 70 for my
10 overall performance on my report card, then I
11 got a 60 average. On my tests during the second
12 marking period and she give me another 70 on the
13 second report card. On my third marking period
14 I did better than the previous two years, with a
15 75% average on the tests. My overall
16 performance remained the same and she gave me my
17 worst grade ever, a 60 on my third marking
18 period report card. Why would that not be a
19 problem?

20 According to the Department of Education
21 website they list the following percentage about
22 Global Enterprise Academy. One concerns 2007
23 through 2008, the graduation rates was 52.7%, if
24 the student performance grade was a C. And
25 2008-2009, the graduation rate was 50.9%, yet

1 the student performance grade was a C. In
2 2009-2010 the graduation rate was 55.3%. Yet
3 the student performance grade was a D.

4 How can my school receive a worst grade if
5 the graduation rate increased by 4.4% from the
6 previous year?

7 MODERATOR: Mr. Buono.

8 MR. BUONO: First I would like to thank
9 everybody from the Global Enterprise Academy for
10 attending here. I want to thank you, of course
11 and some of the members of the United Federation
12 of Teachers. And I am speaking regarding the
13 closing of Global. I was here last week. And I
14 want to say first thing is the people of Global
15 Enterprise, meaning you guys, really don't
16 deserve to go through something like this and I
17 will explain why, because one, is Mayor
18 Bloomberg. He does not, it may seem like he
19 cares about the students' education, he may seem
20 to care--he may look like he cares about the
21 future of all of you, but I will tell you
22 something, he does not and I will tell you why.

23 I just don't--I, along with everybody else
24 here, do not approve of the plan. Just like I
25 said last week the people of Columbus, the

1 people of my school, which is totally of here
2 right now, and the people of Global Enterprise
3 Academy, once and for all, before I go, do not
4 deserve it. One more time--later.

5 MS. FLEMING: Good afternoon. My name is
6 Sherrill Fleming of the ATA Global Enterprise.
7 I wrote something for our children, it is called
8 whose children, our children. They are the
9 future, the ones who will stand every test, they
10 are the children that will be lost in the
11 clothing of all the school mess. Who will
12 suffer them most we often ask, displacing our
13 kids to other schools that will also put them
14 last.

15 What happened to children first, or no child
16 left behind? I guess that only exists in a
17 building being paid off by charter school dimes.
18 Where is the support from the Department of
19 Education? There is none, just feeding the
20 parents and community misinformation. Numbers
21 and data which also often doesn't make sense
22 because no one ever took the time to come to our
23 defense.

24 So whose children, our children? What will
25 happen to them no one knows, no one cares

1 because it is not about them.

2 Ms. GIORDANO: Hi. I am Claudia Giordano,
3 UFT Chapter leader of Global Enterprise. I
4 worked many years in this building. I worked
5 ten plus years in Columbus and then I came to
6 Global in 2006. I want to thank everyone who is
7 here tonight from Global, from Columbus, from
8 the other campus schools, the parents, the
9 children, students current and alumni who have
10 come out tonight. I really appreciate your
11 being here.

12 I have several questions I am going to read
13 into the record. The Department of Education
14 has stated Global Enterprise Academy has
15 received strategic supports. We disagree. We
16 have requested evidence of these strategic
17 improvement efforts. Where is the evidence?

18 Number two, is the PSL and/or the Office of
19 Portfolio Development accountable for their
20 failure to appropriately monitor and intervene
21 when the school initially showed it was on a
22 downward course?

23 Question 3, was there an educational plan
24 completed in September 2010 that was implemented
25 to assist Global Enterprise students in

1 attaining success?

2 Question 4, the proposed school 11X509 is
3 designed for ELs, English language learners who
4 are new to the country. Where will English
5 language learners who are not new to the country
6 go? And are they successfully graduating ELs at
7 a rate greater than Global Enterprise?

8 And the last question, in the DOE's EIS
9 statement several schools are offered as viable
10 options to parents. Are these school's
11 graduation rates better than that of Global
12 Enterprise? Have they demonstrated consistent
13 improvements in the area of student performance
14 for the past three years?

15 I just want to say congratulations to the
16 great gains made in the math. And I just want
17 to say personally every couple of months I get a
18 list of students who get testing modifications,
19 which means they may have an IEP and I always
20 highlight it and I am an art teacher, so I teach
21 a whole broad range of kids and I'm highlighting
22 going oh I got a lot of these kids, I got a lot
23 of these kids.

24 That's what we teach. There is no such thing
25 as oh, well, you've got one or two kids that

1 might need a little special attention.

2 And I have seen improved, I did my finals
3 and I looked at what my students wrote. I am
4 talking about writing, they had to write out
5 their understanding of my curriculum and I was
6 really, really impressed this term. And as an
7 art teacher I have folders and they get fatter
8 and fatter with the work.

9 That's a real improvement because I have to
10 say Global has been through some tough patches.
11 So I just wanted to say thank you for your time
12 tonight.

13 MODERATOR: Thank you. John DeSosa?

14 MR. SOSA: My name is John DeSosa and I am a
15 student here at GEA, my second year. And I
16 wanted to make a quick statement about the
17 teachers here at GEA.

18 First things first, I want to tell that they
19 are really great people and they are excellent
20 teachers. And, second, that they inspire me to
21 do a lot more work than I was capable of and put
22 more effort into it. And for that I just wanted
23 to thank them for never giving up on a student.
24 And I am very grateful.

25 MR. MARCOLIVICH: Good evening. My name is

1 Rocco Marcolovich, I am dean of Global
2 Enterprise. The impact statement only addresses
3 the special education and the ESL students.
4 However, the net percent of our student body is
5 level 1 and level 2. This is not addressed in
6 the impact statement. Why?

7 We know the screened schools will not accept
8 level 1 and 2, that's what screened means. We
9 don't want them. We want those higher achieving
10 students that will make us look good.

11 What plan does DOE have for level 1 and
12 level 2 students? And why was not this issue
13 addressed in the impact statement?

14 Thank you.

15 MODERATOR: Another speaker that arrived
16 late. Steve Rivera.

17 MR. RIVERA: Good evening, everyone. You
18 heard from daughter Evi Rivera earlier. I have
19 been attending several meetings now, ever since
20 we heard of the proposed closing and what I can
21 gather from the meetings, if I had to wrap it up
22 in a nutshell, are two underlying facts. One, I
23 keep hearing about this organization called New
24 Visions and services that they failed to
25 provide. And so I want to talk about that real

1 fast.

2 And my thing is rather than have a hearing
3 to determine whether or not we want the school
4 to remain open or closed I feel with the
5 PowerPoint that is presented and the evidence
6 that I am sure my teachers and my principal have
7 at hand, I feel an appropriate hearing should be
8 held as to why New Visions is continued to allow
9 to not provide services and not only just to
10 this school but maybe any other school they are
11 failing to provide services to but yet are
12 allowed to submit data which will in turn create
13 a report that will force schools to close.

14 The second part to that is another
15 underlying matter I keep hearing about is fiscal
16 support. I know from one of the meetings that I
17 attended that Ms. Joseph was forced to fork over
18 \$52,000 out of her budget based upon attendance
19 projections. Meanwhile my daughter when we
20 first went to enroll on the first day of school
21 as a transfer student coming from out of state
22 was told that she occupied the last available
23 slot at GEA. So to have one student occupy the
24 last available slot on the first day, when I was
25 the second parent at the enrollment, 7:30 in the

1 morning on the first day of enrollment and
2 then to force my principal to know give money
3 back again hinders her fiscally, especially when
4 she is also forced to then allocate monies from
5 whatever she gets from DOE to then give over to
6 New Visions as well.

7 So, again, we are having two problems here.
8 One is the services that are not being rendered
9 and two is the money you are talking out of the
10 school, which doesn't give them anything to look
11 forward to.

12 Thank you.

13 MODERATOR: The last speaker that we have
14 signed up as Deputy Chancellor Taveris indicated
15 before, is there anybody that arrived late and
16 did not have a chance to add their name to the
17 public comment list.

18 I will remind everybody, if you were unable
19 to make a comment tonight, if you have anything
20 additional to add to the record that there is an
21 email address at the bottom of the fact sheets
22 and you can email any comments or questions that
23 you haven't posed tonight, that the Department
24 will respond prior to the panel policy meeting.

25 Now that we have concluded the formal

1 comment portion of the meeting, we will now go
2 to the question and answer period. Remember
3 that there some individual questions. Actually,
4 we only had two questions that were submitted to
5 us and we will be happy to address both of them.
6 Any questions not answered here tonight, it will
7 be answered on the website. If you have
8 additional questions at the conclusion of
9 tonight's proceedings, we ask you to direct them
10 to us. There is a phone number and email
11 address at the bottom of the fact sheet.

12 The first question came in Spanish and I
13 will ask the question and then turn it over to
14 Deputy Chancellor Taveris to answer it. Why is
15 it we never get a concrete answer regarding why
16 the school is closing, if the school was making
17 improvements? And also there are consequences
18 to our kids when they go to the university or
19 college as they will be coming from a school
20 proposed to closed because of low performance.
21 Deputy Chancellor Taverns.

22 MR. TAVERNS: Thank you, Gregg. First,
23 before I even answer any of the questions, I
24 wasn't to commend especially the students for
25 being very articulate. I understand it is very

1 difficult to get up in front of people to
2 speak, so I really applaud those five or six
3 students who did so today and for the parents
4 that also spoke eloquently about their feelings
5 about the school. Thank you for that and
6 everybody else who had an opportunity to address
7 it.

8 The question is, was asked about what is the
9 concrete answer? The educational impact
10 statement gives you the concrete criteria that
11 we in the Department of Education use in order
12 to make these determinations.

13 As I read in my statement earlier, when we
14 make these decisions they are very, very
15 difficult to make. The school has received a
16 grade of a C for three consecutive years. In
17 addition to that the performance piece went from
18 a C to a B to a D over the last three years and
19 the quality review, which is an assessment that
20 we use in the Department of Education to see the
21 quality of the instruction and the systems that
22 are in place in the school in order to make
23 progress, the school received an undeveloped
24 first year in 2006-2007 and after that received
25 two consecutive undeveloped proficient features.

1 In addition to that the attendance rate has
2 gone from 78 to 81 and last year maintained at
3 81, which is again below the citywide average.

4 In addition to that, we have a graduation
5 rate that was at 53% n 2007-2008. It went to
6 51% the following year and then the following
7 year after that it went up to 55%.

8 We feel that those improvements are not
9 adequate. Even with a 55% graduation rate you
10 still have 45% of the students that are not
11 graduating on time.

12 The one thing I do have to say is that I
13 understand that you may not agree with our
14 assessment, but this is something that we have
15 been doing and we do an investigation based on
16 all of this criteria and some of the visits to
17 the school, the superintendent and others have
18 done.

19 There was also a pre-EIS engagement that was
20 done to get some additional information and to
21 provide information to the school.

22 MODERATOR: Thank you, Deputy Chancellor.
23 The second question, Sara Kaufman from our - -
24 office, the impact statement only addresses the
25 impacts on EOL and special education students.

1 90% of our student body consists of level 1
2 and level 2 students. The impact statement does
3 not address options for our student body that is
4 not an EOL or special education student. Those
5 students are not likely to be chosen by a
6 screened school, what options will be available
7 for level 1 and level 2 students? Why was this
8 population not addressed in the impact
9 statement?

10 MS. KAUFMAN: Thank you. So that as is
11 stated the educational impact statement does
12 address the impact on students both current
13 students in the building as well as students who
14 may currently be in 8th grade who are interested
15 in applying to high schools. So I will address
16 both of those populations separately.

17 For students who are currently in 8th grade,
18 there is a proposal that has been mentioned
19 already tonight to open up a new school in this
20 building that will serve English language
21 learners. It is screened for English language
22 learner status. It is not a screened school
23 that has any sort of academic criteria. The
24 only criteria is that the student would be
25 learning English.

1 The DOE is also proposing the siting of
2 another school in this building which would have
3 a limited unscreened admissions method, which is
4 the same admissions method as Global Enterprises
5 admissions method.

6 In addition, the DOE is proposing to open
7 seven new schools in the Bronx next year, none
8 of which have an academic screen. New schools
9 that opened this past September, September 2010,
10 plus proposed new schools for next September are
11 providing about 1,500 new unscreened seats in
12 the Bronx.

13 In regard to the students who are currently
14 enrolled in the school, all students assuming
15 they continue to earn credits on schedule are
16 able to attend Global Enterprise through the
17 course of the phase out if that's approved by
18 the Panel for Education Policy.

19 Current first time 9th graders, like all
20 first time 9th graders throughout the city have
21 the opportunity to participate in the high
22 school admissions process, to apply to a new
23 school for 10th grade. That's something that is
24 available to all students in 9th grade across the
25 city. And you know, as stated in the

1 educational impact statement we would
2 encourage all students attending Global
3 Enterprise to meet with their guidance
4 counselor, monitor their progress towards
5 graduation in order to make sure that they are
6 earning the credits and passing the appropriate
7 regents in order to graduate from the school on
8 schedule.

9 MODERATOR: Thank you. We only received two
10 comment cards. There were a couple of speakers,
11 Mr. Adano among them that had a number of
12 questions and I would encourage folks to submit
13 those either via email. Oh, we have one more.
14 Thank you. The question is if the graduation
15 rate is your criteria of closing then why are
16 you giving a list of schools as the parents
17 option that have a graduation rate lower than
18 GEA? And the question is asking some of the
19 other options that are available have graduation
20 rates that appear to be lower than GEA, why is
21 that the list being given to parents?

22 MS. KAUFMAN: I believe that question is
23 referring to the list of schools that are listed
24 in the educational impact statement. Those
25 lists are of schools that provide similar

1 thematic options, similar instructional models
2 or similar--are schools that have similar
3 admissions methods.

4 So you know all students throughout the city
5 are able to apply to any of the existing high
6 schools across the city and we wanted to provide
7 options for students irrespective of progress of
8 those schools that might provide similar
9 interest areas.

10 MODERATOR: So once again I remind everybody
11 if there are additional questions that you have,
12 please direct those either to the email or the
13 telephone number at the bottom of the fact list.
14 It is our responsibility to make sure that those
15 are answered.

16 With that I want to turn it back Deputy
17 Chancellor Taveris as we close out the question
18 and answer session.

19 MR. TAVERIS: So, one of the questions that
20 was not submitted, but I heard over and over
21 again is the question about the support
22 organization you mentioned two days, the deputy
23 cluster leader Loriani met with the school
24 leadership team. I can tell you that after that
25 meeting we obviously have differences of opinion

1 about the support that was rendered and we
2 went back to the office and yesterday spent the
3 better day or part of the day looking at some of
4 the evidence that was submitted by divisions. I
5 am not going to go through them, being that I
6 know that already from the school leadership
7 team there is a disagreement with that. But I
8 do want to tell you that we did discuss that, we
9 did address it at the office yesterday, even
10 though schools were closed, we did spend an
11 amount of time dealing with that.

12 With that said, if you do have additional
13 questions, please submit them to Sara or Gregg
14 and we will address those through email.

15 I, again, thank everybody for coming in in
16 very tough conditions. Everybody have a great
17 weekend and safe travels. Goodnight.

18 MODERATOR: Before we wrap up, I just want to
19 be clear that we have heard many significant
20 comments this evening and appreciate genuinely
21 the comments and contributions to this hearing.
22 The information will be shared with the Panel on
23 Educational Policy, which will have its hearing
24 on Thursday, February 3, 2011 at 6 P.M. at
25 Brooklyn Technical High School to vote on this

1 proposal and there will be an additional
2 opportunity for public comment at that meeting.

3 Again, please use the phone number or email
4 address at the bottom of the fact sheet, if you
5 have other questions or concerns. Thank you all
6 for coming and this public hearing is officially
7 adjourned.

8 [END TAPE 1 SIDE A]

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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 

Date 1/29/11

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