

**Contracts for Excellence
District 30 Public Meeting, 9/17/09
28-11 Queens Plaza North, 3rd Floor
2009 - 2010 CEC Proposed Plan**

MR. PHILIP COMPOSTO:

Schools in the district are going for grade configuration. PS 111 presently is a pre-K to 8 school. And they want to --

(Gap in Audio)

MR. PHILIP COMPOSTO:

-- your voice be heard. Your voice be heard. So you can talk and you'll be on the -- on the recorder, or you can write us something, and I'll take it back for you. We'll get it to someone to bring for you. Or you have a right to, once again on the -- give us something in writing, put it on the web, whatever you want, but we're looking for your comments on this.

And I'm very lucky tonight; I have Ms. Karen Moser and Madelyn Vida from the Queens ISC at this meeting today to help address your questions. Do you want to just tell them who are back there? Thank you very much. We also have Bob Palismano who's here as well. So all proposed allocations described in this C for E plan are preliminary and contingent on further analysis of school based conditions.

So you all should have this PowerPoint that's up here, and that's what I'm going to talk to. You should all have a copy of that. And feel free to take notes. Okay.

How school funds should be spent. So the first one is class-size reduction, and when we talk about class-size reduction it could mean new classrooms, or in addition you can have -- a lot of schools don't have room to, you know, put in an extra classroom, so then you can get a teacher, they can hire a second teacher to push into the room. So when they talk about class-size deduct -- class-size reduction it's either new classrooms or additional teacher in an existing classroom.

The second piece there is the one that used to be used where there's six pieces, is time on task. And when you talk about time on task it's about supplementary before or after school programs. New or expanded art programs, students support service including guidance counselors, attendance, parent outreach, behavioral support or study skills. The other piece is to lengthen the school year, which could mean like a have a summer school program as well.

NYC Board of Education - 9/17/09 - District # 30

The third one is teacher and principal quality initiatives. And when you talk about that, teacher and principal quality initiatives, it is about staff development. It's about professional mentoring, for beginner teachers and beginner principals. Instructional coaches for teachers, school leadership coaches for principals.

When we talk about middle and high school restructuring that's for schools that are in need, and for example, they can do instructional changes. Which mean they may include implementation of academic intervention programs. Or they might have a structural change, which means change to grade offerings creation of Academy Schools within schools.

The next piece is full-day pre-kindergarten programs, so they can take the money and increase the full-day programs or they might have a half-day and change it to a full-day program.

And model program for English language learners, that's with the -- so those are the six pieces that support specific program initiatives for schools.

Funds must predominantly benefit students with the greatest educational need, and that's our children of English language learners, students in poverty, students with disabilities, and students with low academic achievement or at risk of not graduating. Funds are supplemental and may not be used to cover the cost of programs or personnel previously funded with tax levied dollars.

All right, I'm in trouble already, right? Okay, here we go. Good. Contracts for Excellence. Okay. So. Given the severe economic downturn faced by the state and the nation, New York State held state foundation aid flat between fiscal year '10 and fiscal year '09 and is currently projecting no increase in foundation aid for fiscal year '11. This means that this current year, fiscal year '10, and next, there are new Contract for Excellence funds to apply towards new and expanded programs. The DOE's 2009-'10 plan is thus a maintenance of effort of its approval of the '08 and '09 plan. As you notice, please note that all proposed allocations described in this plan are preliminary and contingent on further analysis of school based conditions. And one of the things that they're doing is looking for your input on that.

Okay. So the next piece there, as you see this pie it's the city-wide C for E plan by allocation type. So we have target allocations for school which is seventy-six million dollars, exactly twenty percent. So when you talk about a target allocation, let me tell you, that could be collaborative team teaching, it could be full-day pre-K classes, it could be an autism spectrum disorder, it could be the ELL summer school. It could be regular summer school as well.

NYC Board of Education - 9/17/09 - District # 30

And then we have maintenance of effort allocation, and that's basically the education of that school zone maintained efforts for the '08-'09 program funded with Contracts for Excellence in the '09, however in cases where a school student population has changed, rendering a program unsustainable, schools may reallocate discretionary funds to a new C for E eligible use. District-wide initiatives, which is thirty-nine million dollars, which is basically -- give me a second, I'll come back to that. Discretionary funds allocation, that's money that's used for class-size reduction, time on task, and summer school. This is part of that initiative that I have that somewhere -- it comes up in another piece.

Let's go to the next slide. City-wide C for E plan all fund by program area. So the city has put 153 million dollars in class-size reduction, which basically means we can hire another teacher or you can put in two teachers in the room if the school's overcrowded and they just don't have extra rooms to do it. As you can see, to be determined is for a million dollars. Model programs for ELL's, basically these are programs that are special to help them; it could be computer programs, any kind of a special program to help our English language learners.

Full-day pre-K, they put in six million. That's where they can start a full-day or take a half-day and turn it into a full-day. Middle school and high school restructuring is what I said before, it could be a structural change or could be an instructional one as well. Teacher and principal quality, once again, is basically that giving the teachers and the principals the ability to have some kind of training involved. Time on task we spoke about, which is 103 million dollars.

Okay, all proposed discretionary spending by program area, so once again, class-size reduction is eight-five million, to be determined four million, model programs for ELL is twenty-five million, middle and high school restructuring is nine million, teacher and principal quality is forty-six million, time on task is seventy-three million dollars.

So here comes the explanations, so 242 million dollars is restricted Contracts for Excellence funds were released to 1400 plus schools in May of '09. Sixty-three percent of total contract amounts. The total amount was 387 million. Guidance to schools with that Contracts for Excellence funds should be used to establish continuity of service for existing C for E programs. However, if a school could not maintain effort due to a significant change in its student population, or its overall instructional strategy, it could choose to reallocate funds to a different program area. Amounts per school was the same as the '08 - '09 and was determined using a formula based on student need and defined by the State Education Department and C for E regulations.

NYC Board of Education - 9/17/09 - District # 30

What we're doing now basically is going back to those pies -- those charts on page 4, so now we're just explaining those charts. So once again seventy-six million dollars is our estimate in this category, since the preliminary posting of our plans schools receiving allocations were chosen based on an overall student need and the capacity to carry out specific programs. Twenty percent of total contract amount. Funds allocated by the Department of Ed directly --

MR. SPEAKER:

You need to change the PowerPoint --

MR. PHILIP COMPOSTO:

Oh, I apologize; no you're right, you're right. Thank you. I'm glad somebody's paying attention. Funds allocated by the DOE directly to schools for specific use that are eligible within the C for E program areas; sixty-one million, collaborative team teaching, six million for full-day pre-K, seven million for the autism spectrum disorder, two million for the ELL summer school.

Schools that received targeted C for E allocations in the '08-'09 received those allocations again in the '09-'10 as long as they retained the population necessary to maintain effort. For example, if a school was funded to support ten new CTT student classes in '08 and '09, and has not -- and has a net loss of 8 CTT students in the '09-'10, that school received an -- fiscal year '10 for CFE money CTT allocations that is lower than the '09. So if they had less classes, they got less money. You have a PowerPoint there too. You got it? Okay.

District-wide initiatives, thirty-nine million is our estimate in this category. While these funds will not appear on school's budget, the department is required to attribute dollars to impact its schools as part of the DOE's city-wide C for E plan. Ten percent of total contract money. Funds allocated to central programs that directly benefit high-need schools, seven million multiple pathways to graduation initiatives. This is a program for the overage and under-credited student. Ten million dollars for principal training initiatives, five million for school restructuring initiatives, seven million for year two of the ELL success and middle school success grants. Ten million college and AP prep for high need 9 through 12 students. Please note that this is a new '09-'10 and replaces the higher allocation in '08-'09 for the middle school success program which tapers down in its second year.

Fiscal year '09 maintenance of effort. The amount is thirty million, eight percent of total contract amount. The department proposed to spend these funds to maintain summer programs impacting the student with the lowest academic and achievements in the City.

NYC Board of Education - 9/17/09 - District # 30

Proposed discretionary spending in the CEC 30, so now we're going to talk about District 30. So C for E program areas, class-size reduction we have spent \$2,510,606, I'm just going to read the percent, how's that? Time on task is twenty-nine percent, 29.2 percent. Teacher and principal quality initiatives is 27.7 percent. Middle and high school restructuring is 7.5 percent. Full-day kindergartens we didn't add any this year so you can see there's no money was allotted to that. Model programs for ELLs was 10.7 percent, the total was \$10,092,299.

Comprehensive information about these proposed allocations, including school level programs studies and performance targets are available on-line and are -- our CEC president printed it out for you, that long sheet that's in the back, gives you each school by category how much money they spent. So you all should all have a piece of one those handouts if you'd like.

Okay, '09-'10 C for E plan, all funds by program strategy. Creation of additional classrooms, on the left column you see the city-wide total, and then you see on the right the district. So the city-wide was seven million, we spent 16.7, reducing teacher-student ratio through team teaching strategies is 12.7 percent for us, total was 153 million for District 30, we got \$4,209,511, which was 29.4 percent. Time on task; before and after school programs we used twelve percent; summer school programs 0.2 percent, dedicated instructional time 19.3 percent, individualized tutoring 0.4 percent. Total for District 30 was \$4,563,051. Teacher and principal quality initiatives; programs to recruit and retain -- retain high qualified teachers we've got 7.2, profession mentoring for beginning teachers and principals 2.1 percent, instructional coaches for teachers 8.8 percent, leadership coaches for principals 3.6, total was \$3,116,529 for District 30.

Okay, so '09-'10 C for E plan, all funds by program strategy. Middle and high school restructuring; instructional changes we -- District 30 spent 5.8, structural changes were 0.4 percent, total was \$894,440. Full-day kindergarten \$167,834, 1.2 percent. Model programs for ELL; innovative programs for ELL was 9.6, teacher recruitment was -- we didn't spend any money and parent involvement we didn't spend any money. Total of \$1,369,175.

As teacher's salaries rise more funds are required to maintain the same number of teachers as last year. Impacted by registered changes and average teacher's salary changes, even schools that allocate the same amount of money, year over year, to class-size reduction activities may experience slight increases in class size or pupil-teacher ratio. The severe economic downturn faced by the state and the nation requires an average 4.9 cut to schools, causing a large number of schools to eliminate a teaching position which could also have some impact on

NYC Board of Education - 9/17/09 - District # 30

class size depending on the position. Many schools choose class-size reduction or pupil-teacher ratio strategies to avoid increase in class size.

Public comment. We will take public feedback into the account in the coming months as we continue to develop a city-wide maintenance of effort Contracts for Excellence plan.

MS. SPEAKER:

PowerPoint?

MR. PHILIP COMPOSTO:

You have it in front of you. The public may comment on any aspect of the maintenance of effort plan including; how schools are planning to spend their discretionary funds within the six allowable program areas, how the Department of Ed is allocating targeted contract funds to schools, how the Department of Ed is allocating funds for district-wide initiatives.

The public comments process is this; educators, parents, and all other members of the New York City community with feedback should e-mail us at ContractsforExcellence@schools.nyc.gov Or you have a right to comment tonight.

So at this point anybody have any questions on anything that was reviewed tonight? Yes.

MS. SPEAKER:

Yes, sir, I have a question.

MR. PHILIP COMPOSTO:

You go right ahead.

MS. SPEAKER:

Okay.

MR. PHILIP COMPOSTO:

And you know what; maybe we can use the microphone, because we want to put these comments to the Board.

MS. SPEAKER:

Well I have a question tonight because I had another parent come up to me and ask me, we have a problem in our school. Our classes are overpopulated this year. All the first graders -- almost all the classes

NYC Board of Education - 9/17/09 - District # 30

have over thirty kids. The teachers are a little upset and parents are upset because most of the kids are (indiscernible).

MR. PHILIP COMPOSTO:

What school is this?

MS. SPEAKER:

PS 149.

MR. PHILIP COMPOSTO:

149, well what they can do is, this money can be used to reduce class sizes. 149 is overcrowded to begin with, so they could take the money and push a teacher in. So you'd have two teachers, now the money can't be used for a teacher just to be a push-in teacher, like to come in for a period or two. The teacher would have to stay. There's have to be two teachers in that room the entire day for that to work.

MS. SPEAKER:

Yeah, well, like I said, my question how do we -- how -- do this? 'Cause, you know, everybody's a little uncomfortable right now. We have kids that are sitting on rugs 'cause we don't have desks.

MR. PHILIP COMPOSTO:

Well, you're going to go to your school leadership team, and if your school is -- we have several schools, PS 92 and PS 212 we capped them in the kindergarten because there was an overflow of children. So if you're having an overflow of children the Department of Ed allows us to cap the school and what they do is they will -- they will transfer those children to another school that's underutilized. So that something we can bring up with your principal.

MS. SPEAKER:

Is that something that we can bring up in the first meeting that we come to?

MR. PHILIP COMPOSTO:

Yes, you can, absolutely. All right? Any other questions for the C for E money?

MS. SPEAKER:

I have a question.

NYC Board of Education - 9/17/09 - District # 30

MR. PHILIP COMPOSTO:

Yes.

MR. SPEAKER:

If I understand correctly, there's no money for parent involvement?

MR. PHILIP COMPOSTO:

No, no there is money for parent involvement. It depends on how the school uses it.

MS. KAREN MOSER:

No. We don't want to spend it. No money is slotted for (indiscernible).

MR. PHILIP COMPOSTO:

For our district though, isn't that correct? Yes, so in other words, the schools chose not -- is that correct Ms. Moser. Go ahead.

MS. KAREN MOSER:

For other funds that the school has to support (indiscernible) Title E money. C for E, the school isn't, we have for people a discretionary fund so the principal in collaboration with the school leadership team decided that for under the model ELL program parent involvement, they will not use the funds for parent involvement. Although they might have used their title -- of course they have to use their Title 1 money, and where other fund sources they have in the school. Specifically under C for E they did not decide to use that money for parent involvement.

MR. PHILIP COMPOSTO:

Right. So it's different --

MS. KAREN MOSER:

There is parent involvement money in the school.

MR. PHILIP COMPOSTO:

Right. So it's just under that category. Any other questions?

MARIA:

I have a question. Does the Department of Education have signed minutes that the leadership teams of all forty-one schools actually did collaborate with the principle to create this C for E budget?

MR. PHILIP COMPOSTO:

Yes, Madelyn.

MS. MADELYN VIDA:

This year's C for E, as we mentioned is under a maintenance of effort. Last year Appendix A of the school leadership teams, CEP, states what your -- money was going to be used for. It's part of the CEP Appendix A last year. It is assumed this year -- it's the same numbers, it's maintenance of effort. So this year it's assumed that what happened in CEP Appendix A of last year will happen again to CEP to this year. They're not going to amend CEP; however we know that every year the school needs changes. The student population changes. Therefore if you think the principal needs to amend how they spent the money, then they will make an amendment, they will write it out in their notes in the CEP that they did change the population and they're going to move -- they're going to add, for instance, money and use it in a different way. In cooperation with -- because it's part of the CEP, so the principal, in collaboration with his school leadership team, it's part -- and it's also posted on the web. CEP Appendix A is on the web, last year, okay?

MR. PHILIP COMPOSTO:

Thank you. Any -- yeah sure Jeannie.

MS. SPEAKER:

Not having had much time to review this, I'll just comment very, very quickly. Most of these numbers you guys know are in my head. I haven't had time to really do a comparison. I know PS 11 is overcrowded, I don't see anything for class-size reduction, I know PS 150 is overcrowded, 152's overcrowded. And I'm very concerned about how this was decided on and how it was allocated. What -- what criteria was taken into consideration?

MR. PHILIP COMPOSTO:

Well correct me if I'm wrong Madelyn, but I believe that's the school leadership team choice. They had -- the school decides how they want to use their funds.

MS. SPEAKER:

Well do you want me to finish up with the rest of the question?

MR. PHILIP COMPOSTO:

Go ahead.

MS. SPEAKER:

Okay, and there's a lot of discretionary, so I'd like to know if there could be some kind of a list that tells the parents what discretionary funds can be used for. 'Cause if you have a principal basically making a unilateral --

MR. PHILIP COMPOSTO:

Jeannie, speak in so they can hear you on the mike.

MR. SPEAKER:

Jeannie, just walk away from the mike a little bit.

MS. SPEAKER:

And then --

MR. PHILIP COMPOSTO:

Right.

MS. SPEAKER:

-- if you look at the money that was distributed to the every district. We know the districts (indiscernible) in Manhattan, it's quickly growing, but from what I know, District 24 -- I got something in the mail not long ago, District 24 got so many seats. District 30 got, I think, fifty. And that was to be part of PS 78 -- PSIS 78, so they added fifty seats. So I'm wondering why did District 30 get such little money and District 24, I think it's the second page and Ms. Moser, if you're looking at it

MS. KAREN MOSER:

Yeah, right.

MS. SPEAKER:

You know, it almost seems like a popularity contest. And I'd like to know how they figure this stuff out, how they're looking at projected numbers, 'cause these schools are not just built in a year, and boy am I glad I'm not on this council, because I'd be [redacted].

Who put this thing together? It is a bunch of crap. It really, really is. I'm not faulting you, because you don't make up the criteria, but this thing here is not fair equity here at all and if I were to really dissect this thing I would look at in five minutes and I can pick up all these flaws. PS 11 is way over utilized and (indiscernible) and she didn't actually say anything. We just got this thing. Anna are you still here?

MR. PHILIP COMPOSTO:

No, she had to leave.

MS. SPEAKER:

Okay, I don't know what her utilization rate, but boy is she up there. And they have to make provisions for these children and they're not, so I'm just appalled and I'm (indiscernible).

MARIA:

May I explain how the allocation was given out to the school?

MR. SPEAKER:

Please do.

MARIA:

They took every ELL speaking child, it's based on the school data, they took into this consideration every ELL, every Title 1 child, every child in low academic, and student with disability. They had four quartiles. So let's say you have ten ELL kids, you have ten students with disabilities, you have ten low performing kids and you had ten students, you know, receiving free lunch. And then what they did was do the percentage, if you have a total school of let's say a hundred children in that school, so point 1, point 1, point 1, make sure they're targeting those four populations. After that -- so if you're a high-needs school, point 1 -- ten divided by 100 you have point 10, ten percent of your population. So when you add the point ten, point ten, point ten, you have a point four quartile. In a high-needs school they say a hundred percent, a hundred percent all of these are your kids. So your target will be four, your total number of a hundred, a hundred, a hundred, a hundred you have 400 percent. Or will you just want to say it's four.

So what they did was do a calculation based on the student population of four, highest school needs and then what the population is in the lowest school. And then they run all the schools from the highest needs to the lowest needs. Divide that right in the middle all the schools in the upper level and all the schools in the lower level. The schools in the lower -- upper level, well we call on first and second quartile if they're a city school, they got a 198.75 per capita. If they were in the lower quartile they got 235 per child in the lower quartile. So that's how they determine the money. And it's all in the school allocation memorandum number six.

MS. SPEAKER:

Is there a way to get me that if I give you my e-mail address?

MARIA:

It's on the website.

MS. SPEAKER:

Now the one thing I find most ludicrous of all, is if you look at PS 111 that was at like thirty-five percent utilization at one point, and we had many discussions and afraid they were going to close it down. They're putting class-sizes reduction; they have money here for PS 111, what is going on here? I know that they put another school in their bill, I know the Boy's Charter School, but that's a Charter school. It should be coming out of Charter money.

MR. PHILIP COMPOSTO:

But see the idea is the board gives everybody money for thirty children in a classroom. So PS 111 is a perfect building because they have all those extra rooms. So like another school, like 149 they can't put twenty kids in a room, but 111 they have all those extra rooms they can put twenty children, so it really is a good thing for them, 'cause they have the space. Where another school didn't have the space they might have to put another teacher in the room.

MS. SPEAKER:

But they have growing class-size reduction in the room.

MR. PHILIP COMPOSTO:

This is not only for -- early childhood, this is also straight across the board. They can reduce their fifth grade, their fourth grade as well.

MARIA:

I just don't think that there's fair equity on this entire thing, and the District 30 is not getting the fair share that they should be getting. You guys should be advocating, as a council, on behalf of District 30, it is not fair equity. The numbers come out October 31st, you need to get a hold of those numbers and compare them to last year's to see what your attendance is because, I don't know if they went down. Last year they went down. They may have gone again, I'm not sure. It's very sporadic where they go up and down. You need to have much more money than they've given you. I'm sorry I have taken so much time.

MR. PHILIP COMPOSTO:

Okay, good. Yes, we have Maria?

MARIA:

Yeah. Are you looking at page 4?

I look at the page where William Cullen Bryant High School, they have six lines for class-sized reduction, I've been informed that there's a double period of algebra in which the (indiscernible) has to stand up with the children with a class of forty-five students. They are overcrowded, there's no chairs. So can I understand why there are six lines for class-size reduction when it's a double period for algebra in William Cullen Bryant High School? If the (indiscernible) is standing up.

MR. PHILIP COMPOSTO:

Right, well Bryant High School has about 3,000 youngsters in it. So I am sure there are some classes that they are reducing class size but we can look into that for you, we will. Sorry?

MS. SPEAKER:

May I address the question?

MR. PHILIP COMPOSTO:

Yes, yes, feel free.

MS.SPEAKER

It might be also that they're targeting specific classes, like the algebra classes and advanced class and they might be targeting a more -- a class that is more in need, and therefore the other classes that are more academic intervention are smaller classes and maybe it's an advanced placement class for more are more ahead of it, you know. We will bring that, you know, to their attention, but then again, we're talking about Contract for Excellence and funds, and there might be other fund sources that could have tacked on to.

MR. PHILIP COMPOSTO:

Good. Any other questions?

GLORIA:

I have one.

MR. PHILIP COMPOSTO:

Yes, go ahead, Gloria?

GLORIA:

I'm sorry, I have, I think this is my idea now because two years, three years I go away now and they change their mind. Every time they change for the Department of Education. Right now it's dependent for each brings the high school or the real high school dependent on whatever the contract is. They need it for the peoples pay or depending how much they pay or I don't know. I think this idea with the principal will decide no more the Central.

MR. PHILIP COMPOSTO:

Well, what I hear you so -- but this is different kind of money that cannot be used particularly for that purpose of giving raises to people. But this money has those six categories that I reviewed at the beginning. That's how this money must be spent. Any other questions? Is it Maria?

MS. SPEAKER:

From my understanding, the way this formula is created is the driving force is ELL and high-need students, correct? Okay.

MR. PHILIP COMPOSTO:

Poverty.

MARIA:

Well, from my understanding if I'm comparing --

MR. PHILIP COMPOSTO:

It's used for disabilities.

MARIA:

-- 24 to District 30, we're a more diverse community, and we also have more high-need -- more high-need populations. If you target the two communities of mine, I know 30 better than 24 but -- and it's just astounding to me that -- that they're getting so much more money. I mean should our schools be fudging on formulas? Is that what they're doing? I mean we're here for 30, and I don't really -- and I don't mean to be selfish in anyone in the room that knows me knows that I will always fight for everyone, but right now I'm here for 30, as I'm speaking. And it's just -- it confounds me the amount of less money that this district is getting. I understand that you're saying it's maintenance but I don't think it should be maintenance, I think that's another error in this because 24 got, I think, three to four new buildings last year. 30 got zip. So I'm confused over why we're doing

NYC Board of Education - 9/17/09 - District # 30

maintenance every year is different and every year should be assessed differently.

MR. PHILIP COMPOSTO:

I think when they -- when they talk about maintenance, what happens is they're saying we're not getting any extra money. Whatever we got last year is what we're going to get this year, and that's it. That's why they call it maintenance. No-one across the whole city is getting any extra money. Am I right Madelyn?

MS. MADELYN VIDA:

Yes.

MR. SPEAKER:

But does that also mean they can't change the proportions? Does that mean that the proportions between districts can't be changed?

MARIA:

If it's based on, I think last year's population of students.

MR. PHILIP COMPOSTO:

Which is the English language learners, students in poverty, students with disabilities, students with low academics achievement and at risk students, correct? Those are our categories.

MARIA:

You know it is really based on the statistics in the schools, so unless, I have to compare this to District 24 and the student population and District 30 and the student population. But all I can say is that this is based on the formula, and that's why I always tell the principals in the schools make sure you capture all those lunch forms. Make sure that all those (indiscernible) reports come in. Make sure that all those students who disabilities (indiscernible) because it's based all on the data, data, data. If it's not a part of the form, then you don't get the money. That's why the lunch forms are so important.

MS. SPEAKER:

I just want to mention one thing, I work in a school and I see everyday how all the food goes to waste. Okay? I think everybody should have especially at District 24 and 30 to have free lunch. Because I see how every afternoon all the food it go to the garbage. Unopened containers. So, I feel that that's school form's a waste of money, waste of paper, waste of time.

MR. PHILIP COMPOSTO:

That's the federal government piece, that really, really isn't our piece, and that's where they, you know, that's how they allocate the money. So your legislators would be the ones to change that.

Any other questions or concerns? I want to -- I want you to take this home, I want you to think about this document and share it with you fellow parents and feel free, you have until October, I think 8th? 8th to e-mail or write a letter. Yes, ma'am.

MS. SPEAKER:

(Indiscernible).

MR. PHILIP COMPOSTO:

I can't hear you, I'm sorry. Yes, come -- that's what we're doing now actually, the public commentary, that's what we're up to. That's what we're doing Maria.

MARIA:

My name is Maria Depontistokerty (ph.). I'm a parent of a high school student in District 30. I'm here on behalf of (indiscernible) matters. And I'm going to read my statement and then I have some personal issues to talk about.

The DOE PowerPoint that you have just seen is completely inadequate presentation of the real situation. What does it leave out? Any information on the targets and goals of the city's five year class-size reduction plan and the fact that for the first two years of the program the city has failed to make any of its targets, and in fact last year class sizes increased city-wide the most in ten years. I think the count showing where the targets are and the fact that we're going in the other direction. Smaller classes remain the top priority of parents, according to the DOE's own surveys.

The state's highest court said that New York City children were deprived of their constitutional rights to an adequate education because of excessive class sizes. The City promised the State, as part of the Contracts for Excellence that they would reduce class size every year until 2011-2012, when the city-wide average would be no more than, parents hold onto your seats, twenty students per class in grades K to 3, and twenty-three in all other grades. That doesn't exist, I don't think in any school in District 30. But that's the promise the City made to get money that parent's fought really hard for.

Class-size reduction is now a state mandate and yet the DOE continues to violate the law and class sizes are increasing. For the 2007-2008

NYC Board of Education - 9/17/09 - District # 30

school year the State found that the City had made none of its targets. That the pupil to teacher ratio that increased in more than half the schools, and in seventy schools, that received nearly twenty million in class-size reduction funds, both class sizes and student-teacher ratio increased.

The State also said that the City would be required to improve implementation of the second year of its class-size plan. Yet the following year, 2008-2009 class sizes increased, rather than decreased, in every grade but fourth and sixth. In more than half the schools that said they were reducing class size, class sizes actually increased. In district 30 schools average class sizes rose by 2.67 percent in K to 3, 2.24 percent in grades four to five, and 0.63 percent in grades six to eight.

Just last week City Controller Thompson released an audit that in 2007 and 8 the city misused forty-seven million dollars in the early grade class-size reduction program, meant to reduce class size in grades K to 3. As part of its Contracts for Excellence plan the city promised to the state to continue this program. I quote; the department continues to be committed to reducing class size in early grade via the early class-size reduction program. The administrator's response to last week's audit, that the program has ceased to exist.

The comment period on the C for E closes on October 8th. We are urging CECs to pass resolutions asking the City to follow through in its legal and moral commitments and reduce class size, asking the State to withhold any more C for E until it does so.

We have a sample resolution -- resolution for you to consider, which I think was submitted to the chair, and a longer fact sheet with more background information. Thank you for your time.

Hello I'm Maria Depontistokerty and I'm a parent of district 30. I've done my class size thing. I'm one of the people that cross the Brooklyn Bridge, I'm one of the people that supported Robert Jackson when they went from downtown Manhattan up to Albany in sneakers to fight for this. We fought for many, many years, parents all across this City for this money, and it's being mismanaged and misused by the Department of Education.

Since Mayor Bloomberg took over the schools we've seen maybe eighty seats in District 30. Jackson Heights is still bursting at the seams. Ida Lafayette found them buildings, they said no. They will take credit for IS 230, which they cannot, that was the former administration, and they were overcrowded on day two, six years ago, are still are overcrowded today and do not even have a class-size reduction budget on this budget. Zero and zippo.

NYC Board of Education - 9/17/09 - District # 30

The newest building in our district is a high school. It's Frank Sinatra High School. My son is blessed to go there. Mayor Bloomberg cannot take credit for that one either. That plan started, Dr. Composto you remember, way before mayoral control. And the only reason it even exists is thanks to Tony Bennett continuing to fight and get it done. And my son is in that school, and I'm proud of it. And I will say on the record if the DOE tries to destroy that school, like it's destroying all the others, they're going to have another fight on their hands. To all the parents here, take the time, make comment, go back to your schools, see what your class sizes are.

I'm no longer involved on Presidents Council, but I'm getting phone calls; kindergarten wait lists, schools that have to be capped, kids in middle school that don't have seats. We have to speak now; this is the time to do it. More than ever we have to yell and scream because Mayor Bloomberg's running for re-election and he has to answer us this time. Thank you for the additional time.

MR. PHILIP COMPOSTO:

Any one else have a comment? Yes.

MS. SPEAKER:

I just want to say in PS 234, the third graders have twenty-seven and up in their classrooms. It's not, you know, twenty-three like she was saying, you know?

MS. SPEAKER:

In PS 234.

MR. PHILIP COMPOSTO:

It's on.

MS. SPEAKER:

In PS 234, you know, the fourth graders. I know that the children have twenty-seven and more in their classrooms, so. We're talking fourth graders, you know. So it's not fair to the children either. How does one teacher teach them, you know what I mean? It's not fair to the children at all. You know we're supposed to be staying at twenty-three, you know? It's not fair.

MR. PHILIP COMPOSTO:

Well the number is thirty, by the way. But ideally, of course, we want to decrease the number of children in each classroom. Any other comments? Do you want to say something (indiscernible)?

MR. SPEAKER:

(Indiscernible).

MR. PHILIP COMPOSTO:

Which school?

MR. SPEAKER:

92.

MR. PHILIP COMPOSTO:

92?

MR. SPEAKER:

Class size is large where the teacher has a table, some of the children and sitting them outside in the hallway in order for them to --

MR. PHILIP COMPOSTO:

92 is an overcrowded school. We just did a capping plan for them and we hope, we capped down in kindergarten because of the fact that you're right. There's too many, and we're working on a plan to shift them into another school, those children. Certain communities, as Miss (indiscernible) pointed out, are overcrowded, and that's one of them. 92 is certainly an overcrowded school.

MR. SPEAKER:

Well (indiscernible) that's something that, whenever I go visit, that's one of the things that's brought up.

MR. PHILIP COMPOSTO:

Well that's why the good news is that the (indiscernible) portfolio is working on the Blessed Sacrament for us for the year 2010. And that should help us with our elementary schools in that area.

MS. SPEAKER:

You see that's what I don't understand. 92 -- that's what I don't get seventy-six thousand dollars for class-size reduction. How is that happening?

MR. PHILIP COMPOSTO:

Madelyn, do you know why?

MS. MADELYN VIDA:

It's -- that's how the school opted to use the funds.

MS. SPEAKER:

But then somebody has to be -- like --

MARIA:

That's -- that's --

MS. SPEAKER:

Somebody has to use the funds the right way I mean.

(Indiscernible as several are speaking at once)

MR. SPEAKER:

It's on?

MARIA:

Again the spreadsheet that you have is the way that the school decided to use the funds under Contract for Excellence. Now they have other fund sources that they might have used to reduce class-size or there might be no way for them to reduce class sizes because there's just no space in the building. The other option they would have is either to be -- to meet the needs of -- academic needs of the students in some schools I've seen there would be two teachers in the classroom. They call that team teaching. Or, if there's really no way for them to do that they might have extra academic intervention --

MR. PHILIP COMPOSTO:

And that's what 92 does, they run a -- they do a winter program, they do a Christmas program, a February program, they do a summer program. So they use their money differently.

MS. SPEAKER:

I just have to comment about the SLT. I've been, since 1994, I've involved in this schools and now I work for Board of (indiscernible). But at the end it's the principal the one that decides what to do with the money. Parents have to just -- the principal say well give us your opinion, but this is what we are going to do and that's it. So somebody have to step on it and talk to the principals so what the parents really need. I know because I was an SLT member too. So that is what it is. So don't blame poor Bloomberg. It's the truth So the parents are going to go to a meeting and you are just there to hear and that's it.

MR. PHILIP COMPOSTO:

Are you on the committee or are you there observing? The parents on the actual committee have a right to speak. But any parent that just visit their school leadership team, they're really just there as spectators. And the committee's set up as a consultation committee to the principal because at the end of the road, the chancellor has a three pillar system; one, he hires the very, very best principals he can find. Two, he empowers them. And that's the word, he empowers them. And the third piece is he holds them accountable. So after all is said and done at the end of the day, they're the ones that will be removed. So at this point, yes, we value your opinion, but the principal does make that final decision.

MS. SPEAKER:

That's against State law. 2590. It's against State law.

MS. SPEAKER:

Where is the superintendent with all this?

MR. PHILIP COMPOSTO:

But on behalf -- most of our principals do listen to our parents. They can't always do what everybody wants. They have to listen and then make the right decision for the children.

MS. SPEAKER:

I hope all of you vote on Election Day, and I hope you vote for Thompson.

MR. PHILIP COMPOSTO:

Okay. Is there any more questions on the C for E presentation before we move forward? Anybody else?

MS. SPEAKER:

I have another question, but it's not that, its about the books that the school gave.

MR. PHILIP COMPOSTO:

Let's just finish this up so that -- then we'll move on, and I'm sure --

MS. SPEAKER:

Okay.

NYC Board of Education - 9/17/09 - District # 30

MR. PHILIP COMPOSTO:

Okay, yeah. Okay any other questions for C3? I want to just thank Karen Moser, Madelyn Vida and Bob for being here and supporting us. Thank you very much.

(END OF TAPE)