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**NEW YORK CITY DIVISION
OF PORTFOLIO PLANNING**

**P.S. 167 The Parkway
February 14th, 2013**

1 [START RECORDING]

2 MS. OLIVIA ELLI: Good evening. My name is
3 Olivia Ellis and I will be the facilitator for
4 the joint public hearing. This is a joint
5 public hearing with the Department of Education,
6 Community Education Council, and the school - -
7 team to discuss a proposal - - of P.S. 167 The
8 Parkway, 17K167, beginning in 2013 to 2104 and
9 the - - opening and co-location of a new
10 elementary school 17K532 with existing school
11 P.S. 167 The Parkway 17K167. The - - K167 - -
12 2013, 2014. Tonight's proceedings will be
13 recorded and transcribed. Prior to this hearing
14 the Office of Portfolio Management worked with
15 Principal Mardy, District Superintendent Buffie
16 Simmons, - - and CEC President, Claudette Agaird
17 to address the school - - regarding the original
18 scheduled date of this year February 13th, 2013,
19 which is also Ash Wednesday. In response to
20 that request, we rescheduled to move the hearing
21 from 2/13 to 2/14. Before we begin the hearing
22 we ask that anyone who wishes to speak during
23 the public comment portion of the hearing sign
24 up at the table and we - -. The sign up will
25 begin at 6:15. Only people who want to sign up

1 to speak will be able to participate in the
2 public comments. If you have a question and you
3 want to be able to address it during the
4 question and answer portion of the agenda,
5 please write that question in the best possible
6 writing at the back. There's a - - to the
7 bottom - - bottom table. All - - participants
8 will asked to be here no later than 5:30 p.m.
9 Now that we have started if a - - he or she will
10 be given the time to speak at the first
11 opportune moment. We want to be respectful of
12 everyone's time. There may be elected officials
13 who arrive at different times throughout the
14 evening. If they wish to speak, we will
15 accommodate them at the first opportune moment.
16 Those who are here at the start of the public
17 comment segment will be asked to speak first.
18 As you will see the full agenda is described on
19 the posters around the room. The format for
20 tonight's joint public hearing will include a
21 presentation of the proposal and presentations
22 by - - participants followed by public comments.
23 Speakers should have already signed up at the
24 sign up table in the lobby. Public comments can
25 be no longer than two minutes each. The time

1 will be strictly followed and speakers will be
2 informed when they have their designated time -
3 -. There will be a question and answer period.
4 Members of the Board if you have a question,
5 please write your question on the index cards
6 that were supplied to you at the sign up table
7 when you arrived this evening. While public
8 comments are taking place - - members will - -
9 ask the question. It's - - for the Q&A period.
10 Some questions will be asked in writing on the
11 index cards - - in order to avoid
12 repetitiveness. Even though all individuals'
13 questions will not be answered in that forum
14 tonight, answers to questions will be posted on
15 the DOE website prior to the panel voting. If
16 at the end of the hearing you still have
17 questions, we encourage you to write them to us
18 by calling the phone number on the bottom of the
19 fact sheet or sending them to us via e-mail on
20 the e-mail address provided on the fact sheet.
21 I would like to introduce the panel that has
22 been assembled for this evening's joint public
23 hearing; Deputy Chancellor David Weiner, the
24 Principal of P.S. 167 Marc Mardy, and CEC
25 President Claudette Agaird. I will now turn the

1 podium over to Deputy Chancellor David Weiner
2 who will present the proposal.

3 DEPUTY CHANCELLOR DAVID WEINER: Thank you,
4 Olivia. And thank you and good evening to
5 everyone who attended tonight; thank you for
6 being here this evening. This joint public
7 hearing is convened to discuss the proposed
8 phase out and replacement of P.S. 167 The
9 Parkway. For this hearing I will refer to P.S.
10 167 The Parkway as P.S. 167 from this point
11 forward. The decision to phase out P.S. 167 is
12 a difficult one and we do not take this decision
13 lightly. We examined many factors and data
14 before we proposed a course of action. We
15 engaged union members and families in a
16 discussion about what is and what is not working
17 at any school before determining whether to
18 phase out of this program. All of us are
19 counting on our schools to provide a high
20 quality education for our children and we must
21 hold all schools to standards of excellence
22 because every child in the city deserves the
23 possible education. When is a school isn't
24 serving its students well, we have to take
25 action so that current students don't fall

1 further behind and that future students have a
2 school that prepares them for successes - -. I
3 want to acknowledge the students and parents who
4 are here and the families of - - children are
5 well served through P.S. 167. Tonight we will
6 hear some of those success stories and we honor
7 those but we also need to consider other
8 students for whom this school is not serving
9 well and who have not experienced the same
10 success. As I mentioned earlier tonight we will
11 be discussing the proposed phase out and
12 replacement of P.S. 167. In addition to the
13 proposed phase out, we're proposing to replace
14 167 with a new zoned district elementary school.
15 P.S. 167 is located in school building K167 at
16 1025 Eastern Parkway, Brooklyn, New York. P.S.
17 167 is a district zoned elementary school that
18 currently serves students in kindergarten
19 through fifth grade and offers two sections of
20 the - -. On January 11th of 2013 the New York
21 State DOE published a proposal to phase out and
22 replace 167 based on its performance - -. These
23 proposals - - background of 167 and the DOE
24 believes that phased out or replacement is the
25 best option for this community. P.S. 167's

1 performance data indicate the school has been
2 struggling. Last year the school earned an
3 overall grade of D on its progress report
4 including a D grade for student progress, an F
5 grade for student performance, and a D grade for
6 school environment. This D is declined from a C
7 grade that P.S. 167 received the past two years.
8 Furthermore, the overwhelming majority of 167
9 students are unfortunately remaining below grade
10 level in English language arts and math. Last
11 year only one in four students was reporting on
12 grade level in the English language arts,
13 putting the school in the bottom 7% of
14 elementary schools citywide. Unfortunately only
15 two in ten students were performing on grade
16 level in math putting the school in the bottom
17 1% of elementary schools citywide.
18 Unfortunately the combination of both of these
19 two English language arts and math data means
20 that 167 is actually one of the lowest
21 performing elementary schools in both District
22 17 and in the entire city.

23 [Background conversation]

24 DEPUTY CHANCELLOR WEINER: Different schools
25 decline in performance. The DOE believes that

1 the only the most serious intervention, the
2 gradual phase out and eventual closer and the
3 replacement of P.S. 167 will address the
4 struggles and allow for a new school option to
5 develop this building that will better serve
6 future students in this community. In a
7 separate and individual impact statement the DOE
8 has proposed to open and co-locate a new zoned
9 district elementary school in this building. If
10 approved the new elementary school will serve
11 the current P.S. 167 zone and will admit
12 students based on the standard zone admission
13 processes. Before the public comment section of
14 this evening, I would like to discuss the impact
15 of the phase out proposal on the current 167
16 students and families. In - - that is the
17 proposal is approved, P.S. 167 will no longer
18 admit new pre-K or kindergarten students and it
19 will no longer offer first or second grade.
20 Current pre-K students at 167 will have priority
21 for kindergarten admission at the new school in
22 the next school year. Current kindergarten and
23 first grade students that are currently enrolled
24 in 167 will automatically be enrolled in the new
25 school. Current second, third and fourth grade

1 students will continue to be enrolled in 167.
2 Current fifth grade students should already have
3 applied to the middle schools as part of the
4 District 17 middle school choice process. If a
5 - - students do not meet the professional
6 standards for middle school they will remain in
7 the fifth grade at P.S. 167. P.S. 167 will then
8 phase out one grade at a time until June 2016
9 when it will be closed. Students may also apply
10 to finish their elementary school career
11 elsewhere if they wish. Students at 167 will
12 get an opportunity to apply to transfer to
13 another elementary school as part of our - - of
14 choice process. Applications for this transfer
15 opportunity will be available to students this
16 spring for enrollment starting in September. I
17 thank you in advance for sharing your feedback
18 on these proposals tonight and we look forward
19 to hearing your comments and questions.

20 [Background conversation]

21 MS. ELLIS: Thank you. Our next presenter
22 will be the CEC President, Claudette Agaird.

23 MS. CLAUDETTE AGAIRD: Good evening. Our
24 topics is as follows. This proposal seems to
25 indicate that the Department of Education has

1 given up on P.S. 167--

2 [Applause]

3 MS. AGAIRD: --and keeps moving forward with
4 phasing out the school instead of earnestly
5 giving it an opportunity to - - in the areas of
6 - -. The time between the co-location process
7 to the school and families of P.S. 167 and the
8 decision to phase out the school is inadequate
9 and it is not fair. P.S. 167 has not had
10 sufficient time to fully implement the changes
11 in the areas identified. P.S. 16 has a new
12 network which has a global reputation and is - -
13 to support them and has already made an
14 investment in the administration and the staff
15 to propel them forward. The fact that they're
16 cooperating in - - the city is evidence that
17 there is still a heartbeat and the plug should
18 not be pulled. My only comment on the new
19 replacement school is we don't know anything
20 about the leadership and there has been no real
21 meaningful engagement of the CEC or the school
22 community on this school replacement. P.S. 167
23 is not the only school which has had this kind
24 of data but for some reason this school has been
25 targeted and--

1 [Background conversation]

2 MS. AGAIRD: --With that said, the DOE's
3 proposal to phase out P.S. 167 is unacceptable
4 and suspect of an agenda to dismantle and
5 reconstruct the schools of this - - using
6 failure and underutilization as a reason for
7 closing and phasing out schools which is
8 ultimately an attempt to support the negative
9 impacts of - - in the community.

10 [Applause]

11 MS. ELLIS: Thank you. Our next speaker
12 will be the Principal of the school, Principal
13 Mardy.

14 PRINCIPAL MARC MARDY: Good evening,
15 parents, students, CEC President, Deputy
16 Chancellor Weiner, - -, faculty members, and
17 Department of Education officials, as many of
18 you know, Crown Heights is one of the best
19 communities in New York City. The neighborhood
20 is filled with diversity and hope. Hope for the
21 new immigrants who come to the United States and
22 make Crown Heights their home, hope for our
23 children who are gifted, talented, and - -.

24 [Applause]

25 PRINCIPAL MARDY: The Parkway School has

1 been an integral part of this community's
2 successes for over 100 years. Teachers,
3 doctors, lawyer, even the Administrative Aide to
4 Governor Cuomo had graduated from this school in
5 addition to our CEC President, Ms. Agaird.
6 During the past few years The Parkway School has
7 experienced some challenges; however, data from
8 our most assessments shows that we are making
9 progress in the right direction. Under new
10 management of our new network, New Visions, our
11 school has received tremendous support and
12 including teaching and learning. This school
13 year we have received support from our network.
14 We have two instructional specialists and there
15 is even - - who come here - - and provide
16 teachers with support including - - and - -
17 educational experiences. We received ongoing
18 professional development from the - - Learning
19 Centers. We've implemented the - - Learning
20 Centers and the - - as Chancellor Walcott has
21 told us to. Our students have already completed
22 four research projects in literacy, science,
23 social studies, and mathematics. Additionally
24 our new network, New Visions, has invested in
25 the development of our administrative team with

1 weekly visits from leadership specialists.
2 This school year we have been engaged with a
3 block of school teachers that have been
4 programmed in implementing the - - framework of
5 leadership - - the Chancellor spoke very much
6 about and our teachers voted, voted to have this
7 program in our school. They didn't want the - -
8 .

9 [Applause]

10 PRINCIPAL MARDY: This shows that our
11 faculty members are committed to improving to
12 help the children of Crown Heights. With
13 support of the - - I know that we can make a - -
14 performance expectations this school year. We
15 need a chance so we need a chance to show you
16 that our schools can be successful and I'm
17 asking for a one year reprieve on this proposal
18 - -. Thank you.

19 [Applause]

20 MS. ELLIS: Thank you. We have now
21 concluded the formal presentations. I ask that
22 the following numbers of people line up. As a
23 reminder please keep your comments to under two
24 minutes. The - - is that number of - -. We'll
25 be keeping time and we'll a sign to alert you

1 when 30 minutes--when we have 30 minutes
2 remaining and again--

3 FEMALE VOICE: 30 seconds.

4 MS. ELLIS: I'm sorry.

5 FEMALE VOICE: We'll take 30 minutes.

6 MS. ELLIS: Thank you - -. Thank you. I
7 would like to call speakers with the numbers 1
8 through 5. And you can go right to the mike.
9 So please state your name, give your comment - -
10 .

11 [Background conversation]

12 [Background noise]

13 [Background conversation]

14 FEMALE VOICE: Good evening members of the
15 panel and members of my beloved P.S. 167 family.
16 Thank you for this opportunity speak about - -
17 for 29 years. My goal is really twofold. I
18 hope to hear from each member of the panel; not
19 to have a conversation that is cloaked - - who
20 say that this year - - and that despite anything
21 you hear tonight our school is as good as
22 closed, to not to close it for a self-fulfilling
23 prophecy. I ask you to listen with an open mind
24 in the spirit of fairness to each and every
25 speaker and if you're truly convinced P.S. 167

1 is a good value, do not - -; even if it means
2 we're standing along without your - -.
3 Secondly, I hope to say something tonight that
4 will expel the myth that P.S. 167 is a school
5 not worth saving. Did you know P.S. 167 has
6 provided the opportunity through the years to
7 over 300 students to - -; 200 students or more -
8 - because of us and it was here that it was 75
9 students held their first violin. The - - is
10 very - - and today they're conscientious - - and
11 - -. Those who want to work with that know they
12 can often think if - -. As a teacher when I am
13 looking back as a child, he or she gets the
14 benefit of the doubt. When I'm being evaluated
15 by a supervisor I have always - - that the - - I
16 - - and as a - - was inconsistent I would - -
17 dreamed of closing - -. The state found P.S.
18 167 - -.

19 [Applause]

20 FEMALE VOICE: So who is right? They found
21 - -. If - - and give the school the benefit of
22 the doubt, allow teachers and students to reap
23 the benefits - -. Thank you.

24 [Applause]

25 [Background conversation]

1 FEMALE VOICE: Good evening, panel. Good
2 evening - -. I'm told - -. I searched this - -
3 . She has had each test each year with higher
4 and higher scores from the teachers - - since
5 9/12. She's gone to each grade to date and - -
6 to do what she's doing here. Something that you
7 want to - - I would hope that you take into
8 consideration not to do. I know for a fact that
9 the school is doing well and my child is doing
10 well and I - - as well.

11 [Applause]

12 FEMALE VOICE: I would hope that you would
13 take into consideration to give us a chance to
14 doing the better - - to the top - - that it's
15 just great. And as a parent and as an SLT and
16 trying to be in everything involved with the
17 DOE, I pray that you take into consideration to
18 let our school stay open so that these children
19 - - better things - -.

20 DEPUTY CHANCELLOR WEINER: Thank you.

21 FEMALE VOICE: Thank you.

22 [Applause]

23 JULIAN: Good evening, everyone--

24 MS. ELLIS: [interposing] Could I have your
25 name, please?

1 JULIAN: Julian - -.

2 MS. ELLIS: Okay, thank you.

3 JULIAN: I don't want to - - for two
4 minutes. I'm just looking at this picture - - I
5 have a dream and this dream is about to be
6 shattered for us. Now why hasn't the state - -
7 questions - -. There's a greater reason - -.
8 The reason is the truth is not actually - -.
9 There's one - - did you look at the school when
10 you - - and - - before the decision to shut down
11 or phase out - -. This - -. What are the
12 choices we have as parents - - when you phase
13 out this school from our neighborhood. This is
14 where our children go to school. And second,
15 tell us the real reason you're phasing out the
16 school for there are three sides to tell the
17 story; your side, my side, and the right side.

18 [Applause]

19 FEMALE VOICE: My daughter - - the only time
20 to speak. - - I'm a teacher. I'm also in
21 charge of the - -. I - -. I heard him say that
22 you're - -. - - this is the first time - -.

23 [Applause]

24 FEMALE VOICE: And your office - - P.S. 167.

25 [Crosstalk]

1 FEMALE VOICE: There you sit in judgment
2 of us when this is the first time you're
3 stepping foot in our school, okay. Here is what
4 we understand. Hear what the parents are
5 saying. I've been here - - before - - for over
6 25 years and I consider myself a grandma in this
7 school because I remember teaching the children
8 of the children - - school.

9 [Applause]

10 FEMALE VOICE: - - teaching deserves - -.
11 This phasing out or whatever you call that to me
12 is a sham. It's a farce. There's something
13 else - -.

14 [Applause]

15 FEMALE VOICE: - - okay, everything that you
16 are not speaking to - - this very short because
17 two minutes is not enough time to say what I
18 need to say - -. My first - - is where have you
19 been and what are you going to do differently
20 for this new school that you're putting here - -

21 [Applause]

22 FEMALE VOICE: - -. We haven't heard
23 anything - -. What you said to me was nothing.
24 There's something that - - and decided to do.
25 Your - - is that you're looking at is not the -

1 -. We're looking at - -. We're looking at
2 progress in here and that's what it's supposed
3 to look like. - -. We put everybody in this
4 community - -. Thank you.

5 [Applause]

6 MS. DENISE FRANK: Hi. I'm Denise Frank.
7 No, no, no, I'm - -. I'm the daughter - -. She
8 was - -. She's my - -. She just eleven. My
9 son - -, he has Tourette Syndrome. His teachers
10 counsel him and he's working on it. This is a
11 very good school. I don't know what you're
12 looking at. I don't know - - but this is a very
13 good school and - -. We - -. How the - -. How
14 - - from September to December - -. Yeah, on
15 September - -. Thank you.

16 [Applause]

17 FEMALE VOICE: Hi, I'm - - representative
18 from Councilman - -.

19 [Background conversation]

20 MS. BARBARA LIEBERMAN: Good evening, panel.
21 Thank you, parents, for coming in support of
22 your school. It's great to see a great turnout.
23 I'm here on behalf of Councilwoman Melissa - -.
24 My name is Barbara Lieberman. And on behalf of
25 the councilwoman, this is what she wants to

1 convey to everyone, especially the Department
2 of Education. The - - educational board is not
3 closing schools - - entire staff and opening new
4 schools but to find out why - -. Council - -
5 does not support the phasing out of P.S. 167.
6 We know that 92 families of P.S. 167 have been
7 affected by the economic down turn. These
8 families, some of them evicted, some are in
9 shelters, some are doubling up with families.
10 This takes an incredible toll on the children
11 and their families. This school for many
12 children is a safe haven to provide not just an
13 education but food and nurturing. This comes
14 from the teachers, the parents, and everyone at
15 P.S. 167. It is a community. We also know that
16 schools that are phased out are usually serving
17 kids, students, with greater needs, many of - -.
18 They need more support but instead of - - and
19 supporting these schools and providing the
20 necessary support to - -, they decided to phase
21 it out. This is not okay. Council member - -
22 wants the Department of Education to allow - -
23 to remain at 167 and give them more time. As
24 you know they've only been here for six months.
25 We know the school is improving. The council

1 member feels that the DOE has not allowed the
2 network, New Visions, sufficient time. With a
3 new - - in place who's only been here a year, as
4 an - - Principal, dedicated teachers we feel we
5 must allow - -. We've been told that there's a
6 new school to be phased in but we don't have - -
7 . The DOE has failed to engage the school
8 community on the - - of the school. The council
9 member has requested that this happen ASAP.
10 This office will continue to work with the CEC,
11 the Principal and the parents of this school and
12 we are behind you. We do not want the school to
13 be phased out. This is not the answer. We need
14 to give the network the chance. We have parents
15 that are supportive. We have a CEC who have a
16 councilman - -. You cannot phase out this
17 school. You must listen to your community.

18 [Applause]

19 MS. LIEBERMAN: --the families and children
20 that are left behind while new schools are
21 coming in and being phased out. This is not - -
22 . This is not the - -. - - before the - -
23 office. Thank you for your time.

24 [Applause]

25 MS. ELLIS: The next numbers will be 6, 7, 8

1 and 9.

2 [Background conversation]

3 MS. ELLIS: Ritchie?

4 RITCHIE: That's right. Good evening. My
5 name is Ritchie - - and this is where - -.
6 Welcome to this neighborhood - - panelists,
7 parents and teachers. Phasing out is not the
8 answer. Make no mistake, it is not the answer.
9 I am pleased that the - - speaker at mike asked
10 the question. - -. When we have schools - -
11 and the - - conventional services, my question
12 to you is who was your academic - -?

13 [Applause]

14 RITCHIE: - -. Given the fact that we know
15 - -. I think it's only fair that you should
16 have - -. - - in the sense that the school is
17 moving forward. If you adhere to your proposal
18 - - you know what, we just don't - -. New
19 Vision speaks for itself and speaking of the
20 change, the changes taking place, yes, it is - -
21 . I don't - - and it's not like - - teachers -
22 - .

23 [Applause]

24 RITCHIE: --and if you feel that there's
25 changes that needed to be made, we've - -. - -

1 we will be phased out. If you - -, why
2 haven't you - - and said okay - - you need to
3 make. - - if you will make these changes and
4 the best - - for the students. I - -. Given
5 the fact that you have to make those changes - -
6 . We don't get to pick and choose - -.

7 [Applause]

8 RITCHIE: - -. We - -. This is our home
9 for us. If I were to make a proposal I - - the
10 community - - and says that we could - - help -
11 -. - - and this community - -.

12 [Applause]

13 RITCHIE: - - said he would like to - -.

14 [Applause]

15 RITCHIE: - - to make that change. So don't
16 be afraid - - for our community. Thank you.

17 [Applause]

18 MS. ELLIS: - -.

19 FEMALE VOICE: Good evening, everyone. My
20 name is - -. I'm - - SLT - - teaching for P.S.
21 167. I'm going to go through my - - as quickly
22 as I can because I was also told that we have
23 extra time. As you know our school has been a
24 revolving door for the students of all walks of
25 life; however, here at P.S. 167 our school

1 educates a highly populated community of poor
2 immigrant students. Many students face - -
3 barriers which is a major stumbling block in the
4 adjustment of many immigrants in our school
5 community. Yet when you're compared by the
6 State of New--by New York State to other
7 citywide schools, you rank 67% higher than the
8 city - -.

9 [Applause]

10 FEMALE VOICE: Because 167 serves many
11 students of lower socioeconomic status - - and
12 parental support the best students have at home.
13 Such factors affect academic performances and
14 test scores. Nearly three-quarters of our total
15 school population are immigrants and the
16 proportion is steadily rising. As you know
17 starting a new school can be tough for many
18 students and but for new entries and refugees it
19 can be even harder. With these challenges posed
20 in our school it's not - -. What we can benefit
21 from is teacher's - - and most of all effective
22 programs that will benefit our needs the school
23 community here at P.S. 167 but I will say this.
24 As our school goes through another - -
25 experiences and the future of knowledge or a

1 work of art, our results here at P.S. 167 has
2 always been - -. New York State saw firsthand
3 the effectiveness of our school. There is no
4 instruction - - that one can - - unimportant or
5 - -. There is evidence to me and many as we
6 walk around this building of our school,
7 meaningful instruction is going on in virtually
8 every room each period.

9 [Applause]

10 FEMALE VOICE: I'd like to show the parents
11 and students and all of you who are supporting
12 here today we - - P.S. 167 are committed to our
13 students. Parents and school community - -.
14 We're committed to resolve - - over 100 years
15 ago at The Parkway School to create an - -.
16 It's time to give real work and dignity to
17 schools and those who have taken responsibility
18 of earning it. The boys and girls who have
19 walked through ever revolving doors, despite the
20 problems, I feel that as a school community we
21 have made considerable progress - -. I have
22 said myself - - to start - - at The Parkway
23 School along this wonderful - - who works
24 tirelessly to get the job done and that's - -
25 that we need that has revealed our - - our

1 school - -. It has - - our confidence in the
2 school system. The quality of staff and school
3 - - achievement and - - serves to - -. We can
4 see P.S. 167 a lot of public schools doors
5 remain open. Indeed - - but perhaps something -
6 -. I am of the opinion that P.S. 167 is among
7 the best in New York City and will remain open.

8 [Applause]

9 FEMALE VOICE: Thank you.

10 [Applause]

11 MS. ELLIS: Will number 8 - - please remain
12 - -.

13 FEMALE VOICE: - -. - - agenda within the
14 school - - community. As you know this is the
15 time to keep your eye on the prize, children
16 first while - -. All the time that our children
17 - -

18 [Applause]

19 FEMALE VOICE: - - in this school - - a
20 different type of - -.

21 [Applause]

22 FEMALE VOICE: Thank you.

23 [Applause]

24 MS. ELLIS: Felicia Brown?

25 MS. FELICIA BROWN: Hello, I'm Felicia

1 Brown. I'll get straight to the point. I'm
2 here - - the schools - -. I'm here to - - these
3 special education students in the school. I - -
4 any school and if I heard one, I mean I heard -
5 -. I'm here to tell you my son that's in fourth
6 grade he was born - -. I mean he didn't read
7 first grade books, has not one time - - his
8 teacher started - -. They - -. I - - to the
9 school - - more serious teachers - -

10 [Applause]

11 MS. BROWN: - - and everyday - - have no
12 patience. They don't have--they don't know what
13 to do with these students that are in special
14 education. - - read a book - -.

15 [Applause]

16 MS. BROWN: - - for these special education
17 - -. - - and this school - - taking challenging
18 kids and they don't - -.

19 [Applause]

20 MS. BROWN: - -.

21 [Crosstalk]

22 [Applause]

23 MS. BROWN: Thank you.

24 [Applause]

25 [Background conversation]

1 MS. ELLIS: Okay we will now begin the
2 question and answer period. Remember we will be
3 responding to individual questions and others
4 that have been - -. Any question that is not
5 answered here tonight will be answered on the
6 website. If you have additional questions at
7 the end of tonight's proceedings, we will answer
8 it directly to us via the phone number or e-mail
9 address on the fact sheet.

10 [Background conversation]

11 DEPUTY CHANCELLOR WEINER: - -. We'll take
12 some questions that people have written down and
13 - - one or two questions - - but I just wanted
14 to start by thanking the parents and the
15 teachers and other community members for coming
16 and speaking. It's obvious that some of the - -
17 . One of the first parents who spoke - - the
18 students.

19 [Applause]

20 DEPUTY CHANCELLOR WEINER: - - and this way
21 we can talk about the other students like the
22 others - -. I just want to let folks know that
23 I think some people spoke about - - this year.
24 No one on this panel here is going to be voting
25 to close this school tonight. This is our joint

1 public hearing. The purpose of this - - is to
2 get feedback and - - tonight from community
3 members, parents, families, teachers. I believe
4 the - - so this is - - information and hearing
5 from the community. So that's where we're at.
6 There are some questions and some really good
7 questions asked us - - process so I wanted to
8 make sure that I get through as - -. So there
9 were two or three questions about some of the
10 data that I was quoting. Some of the people
11 have--I have - - a couple of speakers - -. So I
12 just want to be very clear on the data that I'm
13 quoting and I will re-quote it and after I - -
14 some of the questions that came across. When I
15 said there was about one in four students were
16 proficient for reading at grade level in - -
17 that's based on the standardized tests that the
18 students took last year so there's 26% of
19 students performed at grade level in ELA for the
20 past ELA testing that got a three or a four on
21 the test and 74% of the students did not get a
22 three or a four; 74% of the students - - on a
23 one or a two so that was the data that - -. I
24 got the same question about math. In math last
25 year 21% of the students scored about a three or

1 a four which is passing and 79% of the
2 students were below three or four so - - and
3 that's where the - - switch. A couple of people
4 mentioned that in the process I think speaker
5 spoke about his - - at the rate of 67% higher
6 than the citywide average. I'm not 100% sure of
7 what that number was coming from. When we
8 looked it up--some of the team while other
9 speakers were speaking--and there was a school -
10 - where if you scored a 67 out of 100 but that's
11 not--that doesn't mean they're above the 67%.
12 That's just a score they received on that
13 particular exam. - - a review of the score - -
14 developing category so that was the only time
15 that I could figure out where the number 67 came
16 from. There are some other questions as well.
17 - - asked about the type of support for students
18 still enrolled. As I mentioned the second,
19 third, fourth and fifth grade students or
20 students that will be moving into those grades
21 in September will remain at 167. We're talking
22 about phasing out the school so for a temporary
23 period of time the new schoolers will be working
24 with the kindergarten and the pre-K students in
25 the first and second and 167 will exist

1 simultaneously and as the students move up
2 from second to third, and third to fourth,
3 fourth to fifth, by the time the second grader
4 is at the fifth grade then the school will
5 close. The school will remain open--

6 [Crosstalk]

7 DEPUTY CHANCELLOR WEINER: The school will
8 remain - -.

9 [Crosstalk]

10 DEPUTY CHANCELLOR WEINER: I'm not going to
11 answer questions - -.

12 FEMALE VOICE: - - say that - - something
13 else - -. He goes to the same - -. He goes to
14 the - -.

15 [Crosstalk]

16 [Applause]

17 [Crosstalk]

18 DEPUTY CHANCELLOR WEINER: If you're asking
19 me a question I'd be happy to answer it but it
20 seems like you're making a statement. - - but
21 I'm happy to answer it.

22 [Crosstalk]

23 DEPUTY CHANCELLOR WEINER: I understand what
24 you're saying. I'm just--I'm not--I'm not fully
25 understanding it; 67 I don't know what number

1 that is.

2 [Background conversation]

3 [Crosstalk]

4 DEPUTY CHANCELLOR WEINER: It's okay, I got
5 it. So - - maybe 67 - -. It was referring to
6 some sort of status. I'm exactly sure what that
7 is.

8 [Crosstalk]

9 DEPUTY CHANCELLOR WEINER: I was respectful
10 and listened to all the comments and the
11 comments that you guys made and I'm trying to
12 answer the best I can so please let me finish.
13 As I mentioned this is not the closing of the
14 school. We're not closing the school here. No
15 one on this panel; myself or any of the other
16 people that are up here are closing the school.
17 None of us are even looking to close the school.
18 We are not voters. We don't vote.

19 [Crosstalk]

20 DEPUTY CHANCELLOR WEINER: We're not going
21 to - -. We are not going to - -. There is an
22 organization - -. There is an organization
23 called the - - of Education. It falls under - -
24 . I am not a member and these people are not
25 going to reside - - and that will be the group

1 that votes to phase out the school. That vote
2 is not tonight. That vote--

3 [Crosstalk]

4 MS. ELLIS: Excuse me - -.

5 DEPUTY CHANCELLOR WEINER: Yes, there's
6 several other questions that I'm confident that
7 people want to hear the answers to. We are
8 happy to continue this but I do want to get
9 through the questions today. - - asked about it
10 and they didn't get their answers and no one is
11 happy until then. So one of the questions that
12 another person asked is about the school wide
13 attendance rating. So the school wide
14 attendance rating, this school is actually at
15 92% so that puts in the bottom 10% of schools
16 citywide for school attendance - -

17 [Crosstalk]

18 MS. ELLIS: Excuse me, can I have everyone's
19 attention, please. The purpose of this
20 evening's meeting is so we all have questions
21 and - - can be recorded - -.

22 [Crosstalk]

23 MS. ELLIS: Excuse me, so if you're - - one
24 first of all these are very valued questions
25 that have been asked and so - -

1 [Crosstalk]

2 MS. ELLIS: --have been recorded and people
3 can hear the answers.

4 [Crosstalk]

5 DEPUTY CHANCELLOR WEINER: Let me go on to
6 the next question. It will be the last. There
7 was a question that was asked about how the
8 special education students at the school
9 performed. So we were getting it all separated
10 into three different categories of special
11 education students. The first group are self-
12 contained students and these are students that
13 are in classrooms, usually in a smaller class -
14 -. Last year in the PLA these students were at
15 5% so 5% of the students scored at levels of
16 three or four and 95% of the special education
17 students self-contained scored at level one or
18 two. The ICT class, 0% of the students in ICT
19 were proficient. All of the students in ICT
20 scored at level one or a two. And then the
21 other group is - - students and these are
22 students who may have support but be in a
23 general - - classroom; 6% of those students
24 scored at grade level and 94% scored below grade
25 level.

1 MALE VOICE: - -.

2 [Background conversation]

3 DEPUTY CHANCELLOR WEINER: I'm going to move
4 on to the next question. So there was a
5 question that stated that how do you credit this
6 process - -. It's a long - - but I'm going to
7 ask - - unfolded and how the school kind of got
8 to the stage of being considered for a phase
9 out. Obviously as I mentioned - - factors that
10 go into - -. It's never one year's worth of
11 performance. It's performance over multiple
12 years. The things we really look at are student
13 performance, how the students are performing - -
14 ; the demand in enrollment, how many students
15 are choosing to come to the school that year in
16 the neighborhood; the school closer environment
17 - - a student survey, a - - survey, a teach
18 survey and we look at the results of those
19 surveys as well. And we also have conversations
20 with the Superintendent. He was a few months
21 ago and she had conversations with parents,
22 community members, the SLT, and the school staff
23 and she listened to that. So essentially that's
24 what we kind of see in this school based on
25 those are the different types of factors that we

1 consider when we're considering closing a
2 school.

3 MS. ELLIS: We have heard - - comments this
4 evening. We appreciate your feedback and your
5 coming - - to this hearing. The information
6 that will be shared with the panel with
7 education policy which will have experience - -
8 this proposal March 11th, 2013, at Brooklyn
9 Technical High School, 29 Fort Green Place in
10 Brooklyn. Public comments - - via e-mail or
11 phone until March 10th. You may submit feedback
12 via phone by calling 212-374-0208 or in writing
13 by e-mail at d17proposals@schools.nyc.gov. This
14 information is also included at the bottom of
15 the fact sheet. Thank you all for coming out.
16 This joint public hearing--

17 [END RECORDING]

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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.

Hebbie L. Manning

Date: February 18, 2013