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**NEW YORK CITY DEPARTMENT OF
EDUCATION-DIVISION OF
PORTFOLIO PLANNING**
**Phase out and replacement for
Legacy School for Integrated
Studies 2/1/12**

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[START RECORDING]

MR. ANTHONY SETTLE: Good evening. My name is Anthony Settle and I will be the acting facilitator for tonight's public, joint public hearing. This is a - - public hearing for the Department of Education, Community Education Council 2 and the school leadership team of Legacy to discuss the proposed phase out and replacement of Legacy for Integrated Studies. Some quick notes before we get started. Tonight's proceedings will be recorded and transcribed. We do also have interpretation services that are available for any who need it. We acknowledge the presence of Principal Joan Mosley [phonetic] of Legacy and Principal Antoinette Bello of PS 721. Anyone who wishes to speak during tonight's public hearing at the public comment portion of the program, I'm going to ask that you please, once again, to sign up until 6:30 PM this evening. If you have a question, we ask that you please utilize the index cards and the questions will be answered.

FEMALE VOICE: Hello?

MR. SETTLE: All panel participants

1 confirmed that they would be here and were
2 asked to be here no later than 5:30 PM. Now
3 that we have started, if a panel participant
4 arrives, he or she will be given time to speak
5 at the first opportune moment. We will want to
6 respect and be respectful of everyone's time.
7 If any of our elected officials join us this
8 evening and wish to speak, we will do our very
9 best to accommodate them at the first opportune
10 moment. Those who are here at the start of the
11 public comment segment will be asked to speak
12 first.

13 I'd like now to draw your attention to the
14 agenda. The format will include a presentation
15 of the proposal, presentations by hearing
16 participants, followed by public comment,
17 speakers should have already have signed up at
18 the sign in table in the lobby. Public
19 comments, we ask, can be no longer than two
20 minutes in time length and the time will be
21 strictly followed and speakers will be informed
22 that their designated time has come to an end.
23 Once we have exhausted the speaker list, there
24 will be time for a question and answer period.
25 Once again, if you do have a question, please

1 write it in an index card that is available at
2 the sign in table that you arrived at this
3 evening and while the public comments are taking
4 place, staff members will organize the questions
5 into categories in preparation for the Q&A.
6 Some questions will be asked directly and others
7 will be batched under a single heading in order
8 to avoid repetitious answers. Even though each
9 individual question will not be addressed in the
10 forum tonight, the answers will be included in
11 the analysis of public comment, which will be
12 made available on the website prior to the panel
13 meeting.

14 If at the end of the hearing you still have
15 questions, we encourage you to direct them to us
16 by calling the number on the bottom of the fax
17 sheet or sending them to us via email, to the
18 email address provided on the fax sheet.

19 We will begin on the far end of the - - and
20 each member will be asked, of the panel, to
21 briefly introduce themselves.

22 MR. JUAN PAGAN: Good evening. I have three
23 hats that I'm wearing tonight. My name is Juan
24 Pagan. I'm a member of the SLT, I'm also the
25 president of the parent association here at

1 Legacy High School and the most important hat,
2 I don't want to call it a hat. The most
3 important job I have is that I'm a parent to a
4 child, a daughter, teenager, who attends this
5 school and that's the most important job, I
6 believe if you're a parent, that is the number
7 one job.

8 MS. ANGIELINA REYES: My name is Angela
9 Reyes, I'm a parent at Legacy. And I was
10 treasurer last year for the PA.

11 MS. DEBBIE CORDTS: Hi. My name is Debbie
12 Cordts and I'm a teacher here at Legacy. I
13 teach social studies, government, participation
14 in government and I want to thank you for
15 allowing my students to have a voice.

16 MR. ZACARIAS RIVERA: My name is Zacarias
17 Rivera, I'm an English instructor here at Legacy
18 and also the - - chapter of - - .

19 MS. CAMILLE KINLOCK: Good evening. My name
20 is Camille Kinlock. I'm the director of student
21 life at Legacy and the facility chairperson.
22 Welcome.

23 MS. TAMIKA MATHESON [phonetic]: Good
24 evening. My name is Tamika Matheson. I'm the
25 superintendent for Manhattan High Schools and I

1 want to first start by saying I apologize this
2 evening, I have to leave early, I have a sick
3 four year old at home. But I am really
4 interested in hearing your comments and concerns
5 regarding the state of the school. Thank you.

6 MR. MARC STERNBERG, DEPUTY CHANCELLOR: Good
7 evening. Marc Sternberg, deputy chancellor for
8 the Division of Portfolio Planning in the New
9 York City Department of Education.

10 MS. KAYLA MARTE: My name is Kayla Marte and
11 I am a student here at Legacy High School and
12 I'm the student body president.

13 MR. HARRY RIVAS: My name is Harry Rivas and
14 I'm the ninth grade representative.

15 MR. JUSTIN WATSON: My name is Justin Watson
16 and I'm president of the Save Legacy Committee.

17 MS. ELIZABETH WEISS: My name is Elizabeth
18 Weiss and I serve on the Community Education
19 Council for District Two.

20 MS. TAMARA ROWE: Hello. My name is Tamara
21 Rowe, I'm also on the Community Education
22 Council for District Two. I also have three
23 daughters, two of whom are currently in high
24 school and one who has graduated.

25 MR. SETTLE: So at this time I'd like to

1 introduce, once again, Deputy Chancellor Marc
2 Sternberg, who will read the proposal.

3 DEPUTY CHANCELLOR STERNBERG: Thank you.
4 And thank you everybody for being here. Thank
5 you to the students who put together the
6 presentation earlier and we look forward to
7 hearing more from you all this evening. Again,
8 my name is Mark Sternberg, I'm a former high
9 school principal and teacher here in New York
10 City and now serve as Deputy Chancellor for the
11 Division of Portfolio Planning. Let me start,
12 I'm going to spend a few minutes summarizing the
13 proposal and then look forward to the comments
14 of the other panelists this evening. I will be
15 brief.

16 Let me first start by saying that—by
17 describing the purpose of this evening. And
18 I'll start by making clear what the purpose of
19 the evening is not. It is not the purpose of
20 this evening, I do not expect, over the course
21 of the next several hours, to persuade the
22 people who have assembled in this room that the
23 proposal that the chancellor has put forward is—
24 I do not expect to persuade you that this is
25 right. I do not expect for you to leave here

1 changing your mind. The purpose of this
2 evening is to hear from you, to collect your
3 input and feedback, to respond to questions from
4 those assembled here and to share our point of
5 view. And we will be assembling that feedback
6 and providing it to the chancellor and to the
7 Panel for Education Policy before they vote on
8 this proposal next week.

9 What I do expect this evening is to hear a
10 passionate defense of the school by adults and
11 students here who have connection to Legacy High
12 School. That has already started with the
13 presentation before we began and I'm sure it
14 will continue and it is clear to me that there
15 are educators and students who have had positive
16 experiences here and we want to honor that and
17 acknowledge that.

18 We are also obligated as the Department of
19 Education to confront the overall trends at a
20 school and it is no secret that we have concerns
21 about the performance of Legacy High School.
22 And it is those concerns that originally brought
23 us to include Legacy on the list of Legacy on
24 the list of schools for early engagement. A
25 list of about 50 schools city wide of which the

1 Department reached out to superintendents,
2 school leaders, community members, SLT to begin
3 a conversation and this was in September, to
4 begin a conversation about appropriate
5 interventions at a school. And in those
6 conversations and in arriving at the decision to
7 propose the phase out of the school, we
8 confronted a set of data that we still confront
9 today and have deep concerns about. We
10 confronted the F grade that the school received
11 on its progress report. We confronted a four
12 year graduation rate of 45%. And ten years of
13 graduate rates at this school that have been
14 doggedly low. We confronted student attrition
15 from the school. An original cohort last year
16 for the class of 2011 that started with 168
17 students that on graduation day was 45 students.
18 So in total, this data drove us to reach out to
19 the school, to those in the school and around
20 the school to discuss these performance trends
21 and ultimately arrive at the decision
22 represented in the Education Impact Statement
23 for the proposed phase out of the school.

24 As we know, Legacy is located here at 34
25 West 14th Street in Community School District Two

1 and we'll hear this evening from the District
2 Two CEC here in Manhattan. The Impact Statement
3 that I've described was posted on December 22nd,
4 2011. It jointly proposes the phase out of
5 Legacy High School and the creation and
6 colocation of a new high school that would begin
7 to phase in as Legacy phases out. Antoinette
8 Bello was introduced earlier, she's here this
9 evening, she's the principal of P721M District
10 75 School that has an inclusion program here.
11 We're pleased that she joins us. Again, one-two
12 EIS's were posted on the 22nd. One proposing the
13 phase out of the school, another proposing the
14 colocation of a new district school, which, if
15 approved, would go by the DBN of 2N534 and would
16 be collocated with the two other locations here
17 - NM883. This school would start with a ninth
18 grade class next year and would grow to serve
19 grades 9 through 12 by the conclusion of the
20 2015-16 school year. So that concludes my
21 summary of the proposal. I'm looking forward to
22 hearing from other panelists.

23 MR. SETTLE: Allow me a minute or two to
24 explain what will take place moving forward.
25 Members of the panel will make presentations

1 addressing their concerns. And they will pose
2 a question along with their presentations to the
3 members of the panel to be answered. So with
4 that... At this time I'd like to introduce Tamara
5 Rowe, who will make a presentation from the CEC.

6 MS. ROWE: Thank you very much, Deputy
7 Chancellor Sternberg, for agreeing for this
8 format. I do want to say that part of the
9 reason that we did this out of deference to
10 families and students. I know students probably
11 have homework and there probably are parents
12 that have younger children and I know how
13 difficult it is when you have families to attend
14 meetings that go on endlessly. So we wanted to
15 concentrate a few questions at the beginning,
16 get some answers. Hopefully, you'll all be able
17 to stay for the end, but we did want to provide
18 you with some substance before—so you didn't
19 have to wait for hours to hear answers.

20 So Deputy Chancellor, historically there
21 have always been, and there always will be,
22 groups of kids who have learning differences. I
23 have one myself. Some do well with inclusion
24 and others need more intensive intervention such
25 as self-contained classrooms so that they can

1 thrive academically and socially. With the
2 right instruction, some children with high needs
3 will overcome their difficulties and they'll go
4 on to college or a technical career. Others may
5 show progress by moving from a second grade to a
6 sixth grade reading level. Are they failure
7 because they don't score level three or four?
8 No. This should be celebrated for the grit and
9 determination it takes to overcome learning
10 challenges and to strive to be the best students
11 they can be. According to the EIS, 28% of
12 Legacy students have an IEP and 7% of those are
13 in self-contained classrooms. This is a far
14 larger percentage of self-contained students
15 than the citywide average. If you add the ELL
16 students, Legacy has a-36% of Legacy students
17 are high needs. Legacy has more high need
18 students than 96% of all of the schools in the
19 city. In fact, most high schools in the city do
20 not offer self-contained classes. And the new
21 schools created under Bloomberg only have an
22 average of about 1% high need students. If a
23 school's ratings-1%, yes, of high needs. If a
24 school's ratings depend so much on test scores,
25 why would a high school choose to educate those

1 students with the greatest needs. Schools
2 like Legacy have a large number of students
3 randomly assigned through the - - procedure as
4 well as students admitted over the counter.
5 Both groups of students have a far higher level
6 of need than students admitted via the high
7 school choice process. And, yet, Legacy
8 embraces these students and has created a caring
9 committee where all students feel accepted and
10 respected. So why hold all children and all
11 schools to the same standards? Especially when
12 the playing field isn't equal. Why not
13 differentiate achievement measures? And why
14 punish the schools who educate these students
15 when we know that some special education
16 students will always present low reading scores
17 and graduation numbers despite the excellence of
18 their schools or teachers. And I'm not saying
19 that we don't have high expectations, but I do
20 know that if I took golf lessons, I would never
21 be Tiger Woods. We're just not all created the
22 same. We have other ways we can excel and not
23 everybody will excel and go to Harvard.

24 It seems we have two choices. We can put
25 all those pesky high need students in one school

1 out of the mainstream where they won't bother
2 the Mayor, and I think it's called segregation,
3 or we can distribute those children with the
4 highest needs among all of our high schools to
5 increase diversity and opportunity. If the DOE
6 still insists on grading schools, then let's
7 exercise the reading scores of the highest needs
8 kids and consider them separately to get an
9 accurate picture of what else is really
10 happening inside a given school. Let's use
11 multiple measures to better monitor academic
12 growth and instructional excellence for all
13 children. According to a study commissioned by
14 the DOE - - report, the DOE has known for years
15 that concentrating high need students is a
16 recipe for failure. Why does the DOE continue
17 to ignore these findings and overload the most
18 struggling schools with students who have the
19 greatest needs? Will the new school, coming
20 into Legacy offer self-contained ICT and ELL
21 classes? If not, where will the freshmen that
22 could count on Legacy go next year? To the next
23 large struggling high school that the DOE is
24 preparing to close?

25 DEPUTY CHANCELLOR STERNBERG: Thank you,

1 Tamara. So, Tamara, you've offered a few
2 explicit questions and thrown some data out and
3 I'll do my best to respond. And if I haven't,
4 you'll correct course and make sure I've
5 addressed your specific question.

6 So let me first share with you how the
7 progress reports work, if I may? And I want to—
8 I think this is a very direct answer to your
9 question when you talked about a level playing
10 field. Or making sure the tools are on a level
11 playing field. So Legacy is in—in order to
12 arrive at a grade for the school, Legacy is
13 grouped within a peer index. A group of 39
14 other schools, roughly 40 schools, that serve a
15 similar student population. A population that's
16 similar in terms of their poverty index, free
17 and reduced meals, special needs, self-contained
18 CTTL status, etcetera. So these are the
19 qualities that define the category into which
20 the peer index of schools into which Legacy is
21 placed and is the group of schools against which
22 Legacy is evaluated. So to your question about
23 a level playing field, we think that this levels
24 the playing field. Legacy is evaluated against
25 other schools that serve similar, in some cases

1 slightly less, in some cases slightly more,
2 students who require self-contained services.
3 Or students who are in a CTT class environment.
4 And so when we confront that data, again, it is
5 our estimation, then, that there is a level
6 playing field, that is we are comparing apples
7 to apples and we're comparing, again, schools
8 that serve similar populations and then
9 analyzing the performance of those schools. Of
10 those faculties. Of those school leadership
11 teams in galvanizing their schools around a very
12 difficult, a difficult set of problems. And
13 challenging set of students. I agree with your
14 comment, we all have a very high bar. We have
15 that high bar for all of our schools. And when
16 we see a pattern that a school cannot perform on
17 par with its peer schools - again, schools that
18 are serving the very same population of
19 students, then we have a problem. And I will
20 say that in the peer index of Legacy, again,
21 Legacy with a 45% graduation rate, which is 20
22 points below the citywide average, we have
23 schools serving a higher percentage of self-
24 contained students that are producing graduation
25 rates close to 75-80%. So this may not be an

1 answer you like, and I will respect that, but
2 that is, again, when we come to our conclusions,
3 it's based on the analysis of a set of results
4 against schools serving like students with same
5 resources, with same network supports, producing
6 much better results.

7 I want to just also share one data point,
8 which is that this citywide average for self-
9 contained—and you said 1% of—I'm not sure what
10 that data point refers to, so perhaps we'll want
11 to explore that off line, but I do want to share
12 the data point that the citywide average for
13 self-contained is 6% and I believe you said it's
14 roughly 7% here at Legacy, which is slightly
15 above the citywide average. Again, if you look
16 at schools in the peer index, the percentage of
17 self-contained index, the percentage of self-
18 contained students at those schools in some
19 cases is less than 7% - the 7, I think it's 7.5%
20 here at Legacy, in many cases is greater than
21 the 7.6 and even with some of the higher
22 performing schools in the peer index, they have
23 11.4, 9.0, 8.7% self-contained. So, again, that
24 sort of brings us back to our conclusion which
25 is that different school serving a high need

1 population with the same funding producing
2 better results over time and consistently.

3 Tamara, I hope I've answered your questions.

4 FEMALE VOICE: DOE is low performing, why
5 don't we shut you down?

6 MR. SETTLE: At this time I would like to
7 introduce Miss Elizabeth Weiss.

8 MS. WEISS: Thank you very much. I just—we
9 have a very big document that you're probably
10 familiar with, but we'll give it to you. It's
11 the New York City Secondary Reform Selected
12 Analysis and it basically breaks apart how to
13 make a successful school. And when there are
14 specific populations in need, like Legacy, how
15 to help those schools thrive. And one of the
16 big problems that Tamara mentioned is when
17 there's a high need population and there's so
18 many, it could be a recipe for disaster. So I
19 don't know about the schools that you're
20 comparing to Legacy, but I have a question about
21 that. It's—I'm not that familiar with the
22 school, but something I've learned recently is
23 in the past few years there's been a huge staff
24 turnover with excellent, new teachers. There
25 are two brand new assistant principals and there

1 is a new principal. And I have a question in
2 terms of giving the school enough time to meet
3 the requirements that would keep the school open
4 versus close it. Does it have to fail? This is
5 happening too quickly. Is this happening too
6 hastily? And the other question I have, and I
7 don't know if you can answer this or maybe
8 someone else is if this school does have the
9 same resources and it has excellent leadership
10 and excellent staff, why wouldn't this school
11 thrive? It just doesn't make sense to me. So,
12 again, I hear what you're saying from a logical
13 level and kind of how it looks on paper, but I
14 don't know, I'm hearing there's a lot of heart
15 here, there's a lot of commitment here, so why
16 can't this school thrive? So if you can answer
17 - - maybe some...

18 DEPUTY CHANCELLOR STERNBERG: All right,
19 Liz, I'll do my best here. First of all, let me
20 just explain that there is not-on the student
21 makeup of a school, New York City, every year,
22 runs a high school choice process. So for some
23 90,000 entering ninth grade students, they sit
24 with their parents and their families and their
25 guidance counselors over the course of the fall

1 and they receive an online version or a thick
2 phonebook of high school options. And they are
3 asked to make an informed choice about where
4 they would like to attend and they are allowed
5 to rank up to 12 options. And so it is through
6 that choice process that students find their
7 ways into schools. There is not a placement
8 centrally, we do not tell students where to go.
9 Rather students find their way to schools based
10 on an informed choice process. And I will
11 concede that some families and students are more
12 well informed than others. Some are coming to
13 the city at the conclusion of their eighth grade
14 year and are placed over the summer through our
15 placement centers, but there is no design to
16 make sure that certain schools have a certain
17 makeup or not. As I explained to Tamara
18 earlier, we evaluate schools based on their
19 performance relative to other schools that serve
20 a similar population. And in this instance,
21 what we've seen over time, and it's not just—I
22 want to address the new leadership question and
23 I'll do that in a moment. It's not just their
24 performance this year or last year, it's really
25 a decade of performance. And we are not able

1 really to answer the question that you asked,
2 the last question. Which is why wouldn't this
3 school be able to, with the same funding and the
4 same students as other schools in the peer
5 index, perform better. We want that. And I can
6 assure you that the last thing we want is to be
7 here tonight to discuss a proposal to phase out
8 a school. It's not a happy moment for anybody.
9 But what we have to acknowledge and confront is
10 that despite the same resources, despite the
11 same staff or faculty size, right? The same per
12 people allocation that other schools have
13 received serving similar students, their
14 performance has not been good. And it has not
15 been good in a sustained way. And that leads us
16 to your second question about the pace of this
17 intervention and we—I said at the beginning that
18 I expected tonight to hear from folks who have a
19 deep connection to this school and that has
20 already started and I look forward to hearing
21 from many others. And I acknowledge and honor
22 that there are many teachers here who have been
23 here for a long time or have been here for just
24 a few months who are committed to the success of
25 their students. We acknowledge that and we

1 honor that. But, in total, the progress of
2 this school has not been satisfactory. And we
3 have too many students who are not graduating
4 and too many students who are not accumulating
5 the credit they need to be college and career
6 ready. Are there students here who are having
7 success? Yes. And I think some of them are
8 seated to your right. And we look forward to
9 hearing from them. And we're pleased that
10 they're expressing their voice. But there are
11 too few who have slipped through the cracks and
12 so ultimately your question really is about how
13 patient we can be and when we know that, given
14 what we see in the peer index, that other
15 schools, whether we started them, whether they
16 were started in the last nine years, or whether
17 they've preexisted this administration and been
18 around for many decades, and there's a healthy
19 mix of that in this peer index, when we know
20 that they can do better serving the same student
21 population over time and that their success is
22 sustained, then our inclination is to not be
23 patient. Our inclination is to act so that we
24 can work on behalf of future students quickly
25 and with determination to provide the same

1 opportunities and the same options for them
2 that schools in the rest of this peer index, the
3 other schools, the - - and the Discovery High
4 Schools already have.

5 MR. SETTLE: So at this time I'd just like
6 to, once again, make the announcement, at this
7 time we are now closing sign in for open
8 comment. So if you have not made an opportunity
9 to sign in for open comment, it is now closed.
10 However, the questions on the index cards will
11 still proceed. We'd like to make sure that we
12 do remain respectful as possible. We understand
13 that passions are high and we respect and we
14 honor that, but we ask that there be respect on
15 both sides of the table. So with that said, I'd
16 like to now introduce Mr. Juan Pagan who is the
17 member of the CCHS and also a member of the
18 school leadership team for Legacy.

19 MR. PAGAN: Thank you very much for
20 introducing me. Before I do my presentation, I
21 just want to make one announcement - there is a
22 large yellow form out there, the fight to save
23 our school continues. Ways you can help,
24 please, on your way out, please get one, fill it
25 out and leave it with us. Okay? Please. We

1 need all the help we can get. One more thing-
2 two more things before I do my presentation. I
3 have a letter here from council, city council,
4 from Christine Quinn's office and I'm not going
5 to read the whole letter, but it's, I'm very
6 happy to get this letter. In the interest of
7 time, I'm just going to read one sentence from
8 the second paragraph. "We believe that the
9 school community has recently made great strides
10 in turning Legacy around and should be given the
11 opportunity to continue to make improvements.
12 Although Principal Joanne Mosley has only been
13 the school leader at Legacy since fall of 2010,
14 she has made enormous gains." That's just one
15 sentence. And the letter is signed, by the way,
16 by Christine C. Quinn, General - - who's the
17 U.S. representative, Deborah Blick [phonetic]
18 New York State Assembly, Tom Duane [phonetic],
19 New York State Senate, and Scott M. Stringler
20 [phonetic], Manhattan borough president. Thank
21 you. Thank you.

22 Again, before I-I have a very quick
23 presentation, very short, quick, then we'll get
24 on with the rest-with the - - . I notice that
25 Mr. Fox, who is here, who's here now, and who

1 was present here at the second pre-engagement
2 of which the first pre-engagement meeting, none
3 of us were notified or invited to, okay? So
4 that, in itself, is a violation of the
5 Chancellor's Regulations A660. The fact that we
6 were not notified, all right? We were not told,
7 they hit us by surprise. Excuse me. I went
8 into a tangent. Let me get back on track here.
9 Mr. Fox, at the second pre-engagement meeting—
10 where are you? Ah, there you go. You know, I
11 recall precisely, I was right there in front,
12 and all our kids are back there, including my
13 daughter, she was right behind me, and I
14 remember you stepping out saying, you were
15 talking about respect, sir? Pointing, telling
16 our children that one out of three of you are
17 going to fail. Period. This is a
18 representative of the Department of Education,
19 which is—now, you know, my daughter was right
20 behind me when you said that and like my
21 daughter, there are many children who are
22 struggling to achieve their academic success.
23 Struggling very hard. And believe me when I
24 tell you DOE has not made it easy for us. The
25 Department of Education has not.

1 Okay. I'm just going to do a very quick
2 presentation. I cut off a lot of things from my
3 presentation because, you know, I'm not going to
4 talk about a despotic mayor because it's already
5 common knowledge that, you know, he ignores the
6 democratic process. He doesn't include parents,
7 teachers and educators and people who really
8 know how the system should be run. Okay, so
9 that's common knowledge. I'm not going to talk
10 about that. I don't want to get into—you know,
11 I'm just going to make this one comment and
12 we're going to carry on. What the Department of
13 Education has been doing for many years, they've
14 been steering special education children, high
15 needs children, children that need to be in
16 self-contained, you know, self-contained
17 students in high numbers to the different school
18 deliberately. In high concentration, okay, into
19 schools that are already struggling, let alone
20 the fact that they have been suffering budget
21 cuts. We know this already, okay? This is
22 what's happening. So in essence what's
23 happening is that the DOE is using our children
24 as expendable pawns in their game to phase out
25 our schools. First to set them up to fail and

1 then come in, do an evaluation and say you
2 know something? You got an F. We have to close
3 you down, okay, and—this is what's happening.
4 This is the reality of it and I think another
5 thing, the other reality of it is that the ones
6 being mostly affected, I mean it's so crystal
7 clear, you don't have to have a degree to see
8 this, all right? Okay? Yeah, I like that,
9 that's good. You know, it's affecting our black
10 and Latino kids who come from low income
11 families, who live in impoverished
12 neighborhoods, okay? Poor people. Working
13 class parents. Parents who are struggling to
14 raise their children, okay? They work hard and
15 I understand when they cannot make one of our
16 meetings at the PA here, it's the same story - I
17 got out of work late, I've got to take care of
18 my kids and I understand. You know, the
19 Department of Education targets vulnerable
20 families, okay, that's what they do. In the
21 process, they rob our children of the most
22 important part of their life. This is the time
23 that sets them up for life to go into college so
24 that they can become independent, okay? Now, ,
25 what's really going on here, I experienced it

1 once before and then I'm going to be quiet and
2 let you get on, okay? A couple of months ago, I
3 went to what's called a discussion with the
4 chancellor and the chancellor and Mr. Mohica
5 [phonetic] was there were, you know, I was
6 taking notes, because I needed to bring back
7 some information to the CCHS, the Citywide
8 Council of High Schools, and what I realized
9 what I was doing actually, I was, I drew two
10 seals and then a beach ball and the subject in
11 that topic, the topic of that event was how to
12 engage parents, all right. And what it was was
13 a show. It was the beach ball going from—oh,
14 and I put the names on the seals. One was
15 Chancellor Walcott, one was Mr. Mohica. And it
16 was a beach ball going back and forth, okay?
17 And it was somewhat entertaining and what I see
18 happening here, here at this here, is sort of
19 the same thing. I think this is just to
20 entertain you for something that you already
21 decided to do, okay? And not only a decision
22 has already been made, but it was planned a long
23 time ago. And we're being entertained here
24 tonight. So let's be respectful, if we can, you
25 know, and let's go with the beach ball going

1 back and forth and the beach ball, what it say
2 on it, shall we phase it out or shall we not,
3 okay? This is going to go back and forth and
4 this is what's going to happen. And what's
5 happening here is just what, like what happened
6 at that event, you know, it's just a bunch of
7 intellectuals with all the answers, but no real
8 solutions. That's what's happening here. Thank
9 you. One more thing. One more thing. One more
10 thing. Just one more thing and I'm done, okay?
11 A special message to parents, yes, I have no
12 time constraint, so I can do this, okay?
13 Parents, really, a special message to parents,
14 okay? You know, begin to realize this -
15 parents, we have a very powerful voice, we just
16 don't know it yet. We need to unite. I'm not
17 just talking about Legacy or - - , I'm talking
18 about citywide, okay? Let me tell you
19 something. Let me tell you something. That
20 voiced is going to be so powerful, okay? That
21 elected officials, when it comes time, you know,
22 September, the primaries and then, you know, let
23 me tell you something, they're going to be
24 coming to us, okay? They will, but we need to
25 start uniting, we need to start doing that now,

1 okay? Because this is just one little battle
2 that's going on right here. A very small
3 battle, okay? It's not going to end February
4 9th, when the PEP gets together, okay? It's
5 going to continue. Parents, please, listen to
6 me, let's unite. Let's get together on this,
7 all right? Our children do not deserve to
8 continue to be inflicted by this injustice, all
9 right? They do not deserve it and we as parents
10 do not want it, okay? And I think I said this
11 the other night, you know, to the PEP, I'm a
12 POP, I'm a pissed off parent. And believe me,
13 believe me when I tell you because I know what's
14 going to happen with us parents citywide - you
15 are, the DOE, the mayor, PEP, you will answer to
16 us. I guarantee you that.

17 FEMALE VOICE: Shut the DOE, not Legacy.
18 Shut the DOE, not Legacy.

19 CROWD: Shut the DOE, not Legacy. Shut the
20 DOE, not Legacy. Shut the DOE, not Legacy.
21 Shut the DOE, not Legacy. Shut the DOE, not
22 Legacy. Shut the DOE, not Legacy.

23 MR. SETTLE: At this time I'd like to
24 introduce - - Sanchez and Melanie Morocca
25 [phonetic] representing Councilman Christine

1 Quinn's office. - - .

2 MS. SANCHEZ: Hi. Good evening everyone.
3 I'm here from Speaker Christine Quinn's Office.
4 The speaker, along with her colleagues in
5 government, Manhattan Borough President Scott
6 Stringer, US Representative Gerald Madler
7 [phonetic], New York State Senator Thomas Duane
8 and New York State Assembly Member Deborah Glick
9 [phonetic] wrote a letter to Chancellor Walcott
10 to say that we want to save Legacy. Dear
11 Chancellor Walcott, we are writing today with
12 the regard to the Department of Education's
13 proposal to phase out and replace Legacy School
14 for Integrated Studies, located at 34 West 14th
15 Street. We have heard much concern from
16 students, parents and administrators and urge
17 you to reconsider this course of action. We
18 believe that the school community has recently
19 made great strides in turning Legacy around and
20 should be given the opportunity to continue to
21 make improvements. Although Principal Joan
22 Mosley has only been the school leader at Legacy
23 since fall of 2010, she has made enormous gains
24 in school safety. As you know, Legacy High
25 School has historically suffered from a high

1 number of safety incidents which created an
2 environment that was not conducive to learning
3 and diverted important resources. Yet since the
4 beginning of the last school year, the number of
5 high level safety incidents has significantly
6 declined. With assistance of creative programs
7 like Enact, which uses drama therapy to teach
8 social and emotional skills and partnerships
9 with a number of college readiness programs,
10 Legacy High School is actively working towards
11 improving graduation and college enrollment
12 rates. These resources and the educational
13 progress they engender are building blocks to
14 narrowing the achievement gap and to increasing
15 academic proficiency. Indeed this admiration
16 has increased the passing rate to 75% and
17 doubled student's class load in two of the three
18 core curriculum subjects. While we understand
19 that the DOE has proposed this phase out in an
20 effort to ensure high quality educational
21 programs for all students, we believe that this
22 goal can be achieved by providing additional
23 support to schools like Legacy High School that
24 have proven their commitment to improving their
25 environment and educational outcomes. Thank you

1 for your consideration of our comments and for
2 all of the work that you and your staff do for
3 our schools.

4 MR. SETTLE: At this time we have another
5 presentation by the students of Legacy.

6 MR. WATSON: Hi. I'm Justin Watson. Stand
7 up?

8 MALE VOICE: Speak up.

9 MALE VOICE: Stand up, Justin!

10 MR. WATSON: I just want to give you
11 Legacy's background. A personal view from a
12 teacher and a public online view. The creation
13 of Legacy High, Legacy School for Integrated
14 Studies came from the coalition of campus
15 schools project. Launched in New York City as
16 part of a border initiative to create small new
17 model schools during the early 1990's. The
18 project was part of the Board of Education's
19 broader school initiative begun by Chancellor
20 Joe Fernandez [phonetic] in 1989 and continued
21 through the terms of four subsequent
22 chancellors. This project replaced two large
23 comprehensive neighborhood high schools with 11
24 small schools and redesigned the campuses to
25 include a set of small elementary and high

1 schools. Julia Richmond was one of the large
2 comprehensive high schools that was replaced by
3 six smaller high schools. Coalition School for
4 Social Change, Landmark High School, Manhattan
5 International High School, Manhattan Village
6 Academy, Vanguard High School and Legacy School
7 for Integrated Studies. Since, five of the six
8 schools have remained open. When the project
9 began, it was plagued by problems, such as lack
10 of funding, space and structural support for
11 student requirement. Late admissions, guidance
12 counselors' reluctance to recommend schools that
13 did not have a site and the Board of Education's
14 complex assignment procedures produced a student
15 body comprised mostly of students who had not
16 applied elsewhere or had been rejected by their
17 chosen school's normal admission process. Thus
18 the CCSP student population included much
19 greater proportions of low income, low achieving
20 and limited English proficient students than the
21 citywide average or the old Julia Richmond High
22 School. Since its inception, Legacy School for
23 Integrated Studies has been a place where they
24 have warehouse students who needed the most
25 support. The small schools within the coalition

1 did achieve greater attendance rates, fewer
2 disruptions to the learning time and large
3 graduation rates. However, Legacy had left the
4 CCSP because of philosophical differences
5 between the director and other members of the
6 project, therefore the findings about the
7 outcomes of the report do not fully pertain to
8 Legacy. We bring up the past to describe the
9 history - - as well as the policies that are
10 mandated rather than created with parents and
11 students that simply do not work. Additionally,
12 we bring up the past because so does the
13 Department of Education as they cite statistics
14 from the last ten years as the reason for
15 closure as stated in the Educational Impact
16 Statement. Graduation rates at Legacy have been
17 consistently low for the last ten years. Last
18 year Legacy's four year graduation rate
19 including - - graduates was just 42%, well below
20 the city average of 61%. Sixty five percent.
21 And in the bottom 4% of high schools citywide.
22 We ask where's the data from 1993 to 2007, it's
23 not online on the DOE site. And why don't we
24 have access to it? We ask where are the
25 graduation rates from the ten years. Also, we

1 got in touch with a teacher who was at Legacy
2 for the first year it opened and she wrote us a
3 letter. "The Legacy School came about in 1993
4 along with a few others that were expected to
5 take students from Districts Four and Five as
6 Julia Richmond High School was being phased out.
7 It was supposed to eventually move to 67th
8 Street, but that never happened. So much for
9 DOE plans and promises. In our staff
10 development training, we learned about global
11 warming and the urgency of developing critical
12 thinkers who can make connections between
13 subjects now so that they can be better leaders
14 later. The school went through a lot of trauma
15 because of the very first day where was an
16 asbestos crisis. We were kicked out of - - , so
17 it could be cleaned out of asbestos and moved to
18 the National Guard Armory on 14th Street. At the
19 site that is now the YMCA. It was very hard to
20 hold classes in rooms with no chalkboards. One
21 room had walls that were painted with camouflage
22 and that's where the fights broke out. There
23 were even rumors of a weapons room that some
24 adventurous kids found in the basement. There
25 were only two bathrooms and no cafeteria. The

1 students got so tired of cold lunch with warm
2 milk. They almost had a walkout over the food -
3 - . Of course, there was no gym. I can't
4 remember how we handled that. Over the Martin
5 Luther King weekend, 1994, the water pipes froze
6 and burst because a window was left open. Or so
7 they told us. As the ice thawed, the school
8 became flooded and once again was homeless. We
9 went back to the old - - building but only had
10 access to the auditorium where classes were held
11 until the other schools shuffled around and gave
12 us something like three rooms. The principal
13 had a desk in the hallway. Later we got a few
14 more rooms and ta small office. Meanwhile, the
15 new building was renovated, but not fast enough.
16 Was being renovated, but not fast enough. We
17 brought the school together in the late spring
18 of '94 with the interdisciplinary neighborhood
19 study project. Different teams of different
20 ages had to work together to conduct research,
21 surveys and other exploration of either trying -
22 - or - - . They were rightfully proud of their
23 presentations. The school became a long way
24 over a very bumpy road. Legacy's Middle School
25 grades have already been phased out, however

1 it's obvious that the high school students
2 have benefited from their education at Legacy
3 because they are already leaders. They are
4 using their technological, intellectual and
5 presentation skills in many creative ways to
6 address an attack on the community, which is
7 being repeated all over the place. Clearly
8 someone sees the building at 34 West 14th Street
9 as prime real estate and now we need to, now we
10 see the threat to close down Legacy. Sooner or
11 later, public school students and families and
12 the hard working staff of hard pressed schools
13 will get to determine the destiny of our own
14 schools. The obstacle now is the 1% who see
15 dollar signs in markets, not beautiful, young
16 people with potential. And when they look at
17 the education system, we outnumber them and we
18 need to out organize them. Legacy students live
19 like - - dare to struggle, dare to win."

20 We also ask the Legacy community and, of
21 course, Deputy Chancellor, are these reoccurring
22 policies working for us.

23 CROWD: No!

24 DEPUTY CHANCELLOR STERNBERG: So you're
25 asking—I think you asked about the data. The

1 ten year data, I believe. And we do have some
2 data here. What I can tell you is that the
3 graduation rate at Legacy High School at the end
4 of the 2001-2 school year was 44%. The
5 graduation rate for Legacy High School at the
6 end of the 2010-2011 school year was 43%. So it
7 has gone up and down between then and now. And
8 we are happy to share every piece of data we
9 have with you all. And I think we should talk
10 offline about how we might do that and if there
11 are specific data requests that you have, we'll
12 both get those into the formal record and work
13 very hard to get the data to you.

14 You eluded to how the space is going to be
15 used next year and I want to just clarify this,
16 if I haven't already, that there is a new
17 school, a new high school that's proposed to
18 come in here if the proposal to phase out Legacy
19 is approved. That new school will have, just
20 like Legacy High School, a limited unscreened
21 enrollment policy. So anyone can apply if there
22 are more applicants than seats, then the city
23 will run a lottery to decide which student will
24 attend the school. So another school with the
25 same per pupil funding, with the same staffing

1 ratio, open to students across the five
2 boroughs the same way legacy is to select
3 through the enrollment process.

4 FEMALE VOICE: So if everything is the same,
5 - - .

6 HARRY: Just before I make my, you know,
7 presentation, I believe the original question
8 was why wasn't the public able to see the data
9 from ten years ago? We are told that all the
10 data is held online and when we looked for it,
11 it wasn't there.

12 DEPUTY CHANCELLOR STERNBERG: So, again,
13 we're committed to making sure that you guys
14 have every piece of data you want and if you're
15 looking for something that should be publicly
16 available that isn't, we're going to fix that,
17 all right? But I want to just come back to, if
18 I can for just a second - your graduation rate
19 ten years ago was 44%. At that time, that put
20 Legacy High School in the 25th percentile of high
21 schools across the city. The graduation rate
22 has gone up and down since then, but now is 43%,
23 so just a tiny fraction less than it was then,
24 but now is in the fourth percentile of high
25 schools citywide. So as the rest of the city—as

1 high schools across the rest of the city have
2 improved, including the high schools in Legacy's
3 peer index, as their performance has improved,
4 Legacy's has not. And that is the data that we
5 look at and that's in addition to other data
6 that we find most meaningful in arriving at a
7 decision like this. Again, if there's other
8 data if you all need and you think should be
9 public, we're going to jump right on that.

10 MR. RIVAS: Okay. Just once again, my name
11 is Harry and I'm a ninth grade freshman at the
12 school. And I'm actually going to talk about
13 that, okay? The proposal for closure is based
14 on data at significant time increments - ten
15 years, five years and three years - we only have
16 the data from the past three years, so I feel
17 like anything before that is disregarded and not
18 utilized as part of the proposal for closure and
19 the public did not have access to that data.
20 What we do have is the data that begins in 2008
21 and so we can comment on that. The first thing
22 is that should be noted is the change in
23 administration, which we all know. Miss Mosley,
24 our current principal, has only been here since
25 2010, and so a closure should be based on that

1 data. While we recognize that it is important
2 to compare the year or two before Miss Mosley,
3 we find it appalling and, what we find appalling
4 is the evaluation of Miss Mosley and her ability
5 to create change. She has only been here for
6 one year of data that she's responsible for and
7 so at this moment, the DOE is unable to fully
8 evaluate her capacity for yearly growth by
9 comparing a past performance - - performance.
10 So we ask the New York City Department of
11 Education how did the DOE evaluate Miss Mosley's
12 capacity to create change in the school? Does
13 the DOE regularly just give one year to
14 principals to create change? What is the
15 average amount of time that a principal receives
16 to turn around a school in New York City? Now,
17 before you answer these questions, I still have
18 more information. These are the two aspects to
19 consider - a comparison of principal to
20 principal and a comparison of one year to the
21 next year by the same principal. Since neither
22 us nor the DOE have the data to compare yearly
23 gains of Miss Mosley to evaluate her capacity to
24 increase graduation rates and better learning
25 outcomes, we can discuss the comparison of

1 principal to principal. Now according to the
2 progress reports that we have, the school
3 environment 2008 to 2009, Gregory Rodriguez
4 [phonetic] was the principal then. He received
5 a 7.6 out of 15, which was a C. In 2009 to 2010
6 Gregory Rodriguez received an 8.0 out of 15,
7 which is a C. In 2010 to 2011, Miss Mosley
8 received a 6.0 of 15, which is a D. Now the
9 areas that evaluate the school environment are
10 the school survey and the attendance rate. Keep
11 that in mind. - - performance, 9.8 of 25, which
12 is a D, from the year of 2008 to 2009 when
13 Gregory Rodriguez was in charge. Two thousand
14 nine to 2010, Gregory Rodriguez received a 7.5
15 out of 25, which is an F. Two thousand ten,
16 2011, Miss Mosley received a 10.1 out of 25,
17 which is a D. Areas of evaluation are
18 graduation rate and the - - diploma rate.
19 Student progress, 2008 to 2009, Gregory
20 Rodriguez, 25.7 of 60, which is a D. Two
21 thousand nine to 2010, Gregory Rodriguez 35.5
22 out of 60, which is a B. Two thousand ten to
23 2011, Miss Mosley, 19.3 out of 60, which is an
24 F. The areas of evaluation - credit
25 accumulation and - - passing grades. So by

1 looking at the numbers, you can see that there
2 was a decrease in school environment and student
3 progress from the years of 2009 to 2010 to the
4 year of 2010 to 2011 and there was a significant
5 numeric increase in student performance from 7.5
6 to 10.1 out of 25 because of the six year
7 graduation rate and - - diploma rate. The
8 decrease in student progress was mostly because
9 of credit accumulation. In fact, Miss Mosley
10 received 6.16 points for - - past rates compared
11 to 5.78 the year before. Under deeper
12 inspection, when we analyzed the specific areas
13 of evaluation, such as school environment, we
14 see that there were not many differences
15 numerically in school survey data, but the
16 points lost were because of attendance rate.
17 And the next section that affect each of these
18 measures by looking at the school environments
19 through student performance and progress. As
20 noted, the numerical change between 2009 and
21 2010, wait, yeah, 2009 to 2010 to 2010 to 2011
22 was small. But upon deeper inspection, you can
23 see important upward trends, which if you look
24 in the back of the sheet, the appendix that we
25 gave you guys? You can see the trends going up

1 for each and every one of the sections. If
2 you want to look at that.

3 Attendance rates. Attendance rates are
4 influenced by a variety of factors that include
5 home environment, preparation for school, and
6 feeling capable, extracurricular activities and
7 school environment. In 2010, 95% of students
8 are eligible for free or reduced lunch, which
9 indicates income levels at home. Additionally,
10 3% of our student population are homeless. We
11 are one school , but we need to situate
12 ourselves within a larger context of New York
13 City. As programs and social services are being
14 cut throughout the city, more support is needed
15 within the school. The social and emotional
16 issues that accompany students from under
17 resourced neighborhoods and schools need those
18 support provided at their school. However,
19 Legacy experienced cuts directly related to this
20 need, such as our loss of a social worker, the
21 parent coordinator and a nurse. Meaning we
22 don't have any of those right now. These
23 challenges affect the attendance rate. Another
24 area of concern that relates to attendance rate
25 is the peer index, which is the average eighth

1 grade math and English test scores combined.
2 The highest peer index a student can have is
3 4.0. Our current peer index is 1.56. this
4 means that we continue to receive many students
5 who are not fully prepared in elementary and
6 middle school. Research has found that students
7 will not come to school if they feel inadequate
8 and this challenge will affect our attendance
9 rate. Equally, budget cuts have reduced access
10 to art, music, dance, theater, foreign language,
11 computer skills technology, school sports teams
12 or clubs, tutoring and enrichment activities
13 throughout the city. Although the principal is
14 in charge of the budget and how it is used, what
15 must be understood is that there's money that is
16 not flexible and has to be used for certain
17 items. In our most current school survey, over
18 50% of our students were not offered many of
19 these subjects, such as 74% of students were not
20 being offered theater and not offered computer
21 skills and technology. If students are not able
22 to develop other aspects of intelligence, they
23 will less likely come to school. And education
24 is more than reading and writing. But with
25 budget reductions each year, schools have to do

1 with less and have to put more resources in
2 place to make sure student pass their academic
3 subjects. Yes. All schools are experiencing
4 budget cuts, but other schools have immense
5 parent associations that invest much of their
6 money to supplement these kinds of programs. At
7 Legacy we do not have that luxury. Parents from
8 Legacy use their income to provide for their
9 families and after that, there's not much left
10 over. We do not blame the lack of these
11 programs in our school on the administration and
12 teachers at Legacy, we blame the Department of
13 Education.

14 When you look at the whole picture of
15 attendance, you see these other variables that
16 will affect it. We understand that students
17 need to be present to learn, but at the same
18 time, the Department of Education needs to
19 understand that there are many other variables
20 that cannot be blamed on Legacy staff, students
21 and parents. Regardless of these challenges,
22 the school environment is changing and Miss
23 Mosley has been an essential aspect of that
24 change within her short amount of time. And
25 that our community based organization that

1 specializes in dropout prevention has expanded
2 their work to include the tenth grade in
3 addition to ninth grade. Not only has this
4 helped students have - - strategies to use when
5 confronted with social and emotional challenges,
6 but will connect them to the world of theater
7 and drama in an engaging way. College Summit
8 and Strive for College have partnered with
9 Legacy in assisting juniors and seniors to the
10 college application process. Four sections of a
11 college preparatory class have been created.
12 This creates a college going culture that sets
13 high expectation and is fully aware of their
14 post-secondary choices. We are partnering with
15 future projects that provides one-on-one
16 mentorship and helps students create social
17 entrepreneurial, excuse me if I pronounced that
18 word wrong, projects that are focused on
19 increasing our community's capacity. The Save
20 Legacy Committee, which is us three and many
21 more students in school is creating a culture of
22 activism, unity, and community organizing. They
23 are leaders behind a growing student movement
24 that analyzes the movement, the world around
25 them and speak up for the rights of students

1 within the DOE structure. They have featured
2 on - - 11, Gotham Schools, New York One, DNA
3 Info, the Today Show, Huffington Post, Twitter
4 and other media. However, parents, students,
5 teachers and administration at Legacy understand
6 that much more change is needed. But we feel
7 that we are headed in the appropriate direction
8 with dependable leadership.

9 In the latest quality review, Miss Mosley
10 obtained a well-developed and established a
11 coherent vision of future development that is
12 reflected in the short list of focus database
13 goals that are understood and supported by the
14 entire school community. Communication and
15 joint vision is important in transforming a
16 school. Miss Mosley has also obtained a
17 proficient rating in communicating high
18 expectations to students and families, engage
19 them in decision making and promote active
20 involvement in the school community.

21 In comparison, our past administration
22 received undeveloping with proficient features
23 for both of these measures. Of those measures.
24 And the Department of Education, if the DOE
25 decides to phase out and close Legacy, they will

1 be interfering with the stability and the
2 process we are making. This will affect the
3 future school environment and attendance rate.
4 We have the potential and are creating a legacy
5 that we can all be proud of. Phasing out the
6 school has the potential and is making change-
7 wait, hold on. Excuse me. Phasing out a school
8 that has potential and is making change does not
9 make sense. Additionally, we added data from
10 the quality review that are not part of a
11 progress report grade. This is valuable data
12 and it is the only measure that actually has a
13 human being observing inside our school and not
14 just focusing on numbers from a desk at Tweed.
15 I'm going to stop there, but I'm going to share
16 what I think - one of the things that popped in
17 my mind is we do know that some of the DOE
18 representatives do have kids, but some of them
19 do not. Why are we letting people who do not
20 have kids or children in New York City running
21 our schools? Running our children. Running us.
22 Running them out in the audience. Right? Okay.
23 Why are we letting Bloomberg get away with this?
24 As Mr. Juan Pagan mentioned before, we had a
25 hearing November where one of the DOE

1 representatives pointed at us and said one in
2 three of us will graduate. Meaning two will
3 not. And is that, first of all, is that
4 respect? I'm asking you, is that respect?

5 CROWD: No.

6 MR. RIVAS: No. Okay. Is that boosting our
7 self-esteem?

8 CROWD: No.

9 MR. RIVAS: Is that boosting the attendance
10 rates?

11 CROWD: No.

12 MR. RIVAS: How is that making us feel?

13 CROWD: Bad.

14 MR. RIVAS: Oh, okay. Just making sure
15 we're on the same page. And instead of phasing
16 out the school, why not make it better?

17 FEMALE VOICE: Exactly.

18 MR. RIVAS: We're on our way - - . Why not
19 do the best they can to help us? Why not give
20 us the budget we need to give these kids and us,
21 we need our budget to give us the academic,
22 extracurricular programs that we deserve. We
23 have been in the Save Legacy Committee for the
24 past few months deciding-not deciding, but
25 making ideas on how are we going to get our

1 voices heard? How are we going to tell the
2 DOE, tell Mayor Bloomberg what you're doing is
3 wrong? Sitting down is not going to do nothing.
4 Letting them say what they want to say and
5 saying, "Yes master", that's not going to do
6 anything for us, correct?

7 CROWD: Right.

8 MR. RIVAS: We need to stand up and let them
9 hear our voices because people matter. Right?
10 The students matter. That's why we - - , right?
11 Students will always matter in New York City.
12 Why is that not being enforced? I just want
13 that to be—and I'm done.

14 FEMALE VOICE: All right!

15 MR. RIVAS: Oh, - - .

16 FEMALE VOICE: - - , leave the school open?

17 MALE VOICE: - - school in this country.

18 DEPUTY CHANCELLOR STERNBERG: So I think—
19 thank you, Harry, for your comments, and for the
20 opportunity to address some of your very good
21 questions. You spoke about budget cuts and
22 attendance rates and you spoke very admirably
23 about your principal, who's here this evening—or
24 was, and we certainly honor the work—there she
25 is, good, there she is. We certainly honor the

1 work that Miss Mosley has done here.

2 Let me make a few sort of points of
3 clarification and then address your specific
4 questions about how we evaluate leadership at a
5 school as we arrive at a decision to phase out.
6 First, I want to make the obvious point - and
7 this will reflect back to some comments I made,
8 Tamara, in answering your questions about
9 budgeting and how that works at the school
10 level. So schools receive funding on a per
11 pupil basis. And they receive more or less the
12 same funding across schools. No one is happy,
13 and I say this as a parent with a child in a
14 public school, so no one is happy with a
15 decline, excuse me. No one is happy, and I say
16 this as an educator, a former principal and
17 teacher, a parent and a Deputy Chancellor, no
18 one is happy about a declining budget. No one
19 is happy that schools received less per pupil
20 funding this year than they did last year than
21 they did the year before. That is—excuse me,
22 that's incredibly disrespectful. The gentleman
23 asked some questions and I'm going to answer
24 them.

25 FEMALE VOICE: Don't - - .

1 DEPUTY CHANCELLOR STERNBERG: So no one is
2 happy about that. But the simple point I want
3 to make is that it affects every school the
4 same. It affects my child's school the same way
5 it affects Legacy High School, the same way it
6 affects Evander Childs, the schools on that
7 campus. So let me just jump through some other
8 points and I'm happy to turn the microphone back
9 over.

10 So the other point you made about
11 attendance. I want to just, I want to point out
12 that four years ago the attendance rate here was
13 77%. Last year the attendance rate here was
14 72%. Four years ago in the peer group that I
15 discussed earlier, Legacy was in a 30th
16 percentile of schools with its attendance rate
17 and now is in the very bottom percentile. It's
18 the lowest performing school on the dimension of
19 student attendance with a 72% attendance rate.
20 So, again, it gets back to a point that I made
21 earlier that you may not like, but, again, I'm
22 here to explain how we arrived at the decision
23 which is we're looking at the same, a group of
24 schools serving similar populations across the
25 city with the same per pupil allocation, albeit

1 less this year than they had last year,
2 producing better results. Which leads to your
3 question about your principal. And I think,
4 I've heard from you and others this evening and
5 before this evening that the principal here,
6 Miss Mosley, is doing good work and we certainly
7 acknowledge that. You ask how we evaluate her
8 capacity, how we compare her performance, how we
9 decide, the point at which we decide to proceed
10 with this kind of intervention and there isn't
11 one answer to that question. There is simply
12 the analysis that we can conduct both with the
13 hard data we have, looking at graduation rates,
14 credit accumulation rates and the data I've
15 described and the conversations we have with
16 your superintendent and with folks in the school
17 to measure the capacity not of one person, but
18 of the entire organization to move forward. And
19 really, Harry, it's a question of our patience.
20 How patient we want to be. How patient we want
21 to be, given that we know that other
22 interventions like our performance, the
23 performance of schools that have started in the
24 last eight years to serve students, similar
25 students... So it's about how patient we want to

1 be and we know that we have implemented other
2 interventions, like starting a new school that
3 will serve the same students and be able to do
4 it at a very high level. And so that informs
5 our decision and the pace at which we arrived at
6 the decision.

7 So your other two questions are do we
8 regularly give one year. And I think, look, I
9 think there isn't a hard and fast. There isn't...

10 FEMALE VOICE: Right. You make it up as you
11 go along.

12 DEPUTY CHANCELLOR STERNBERG: What we do is
13 we make a decision based on the totality of data
14 that we have. And it's hard data and it's soft
15 data. And we measure the ability—and you asked
16 an honest question, so I'm going to try to
17 respond to it. We measure to the best of our
18 abilities, the capacity of an organization, with
19 a strong leader or not, to produce dramatically
20 better results, the way we know we can, the way
21 we know we have, the way an independent study
22 released this week have demonstrated that we do
23 time and time again. And we evaluate that
24 capacity and there isn't a hard and fast rule.
25 That's the answer, Harry.

1 MALE VOICE: - - apply the principle to
2 this school.

3 FEMALE VOICE: Exactly.

4 MALE VOICE: That is - - . - - graduate. -
5 - the hell do you graduate. If you know you can
6 and you know you have and you have students with
7 this vigor and this leadership, you need to
8 recognize that that doesn't happen anywhere in
9 the country. And you've got people - - be
10 fighting - - every day - - of our country. You
11 should be ashamed of yourself and you need to
12 talk to these people up there, because they're
13 not going to destroy the country and this
14 education. - - , if this kind of policy starts
15 here in New York, it's going to spread around
16 everywhere and I want you guys to know that what
17 these kids are starting right here, you need to
18 protect that. You need - - .

19 CROWD: Legacy! Legacy! Legacy!

20 MALE VOICE: - - clearly don't have the - -
21 to actually do your job.

22 FEMALE VOICE: The last question was what is
23 the average amount of time that a principal
24 receives - - .

25 MALE VOICE: - - go out and you have, why

1 aren't you applying it in this - - school.

2 MR. SETTLE: If I may. Name calling is not
3 going to get us anywhere in this discussion.

4 MALE VOICE: What name did - - .

5 MR. SETTLE: No, no. Insulting is not going
6 to get anybody anywhere in this discussion. So
7 we ask that everyone—and this is—we hope as
8 Deputy Chancellor Sternberg started, it is a
9 passionate conversation, we do wish to hear you.
10 But we want to make sure that we are doing it in
11 an environment that is conducive to a dialogue.
12 So Deputy Chancellor Sternberg will answer your
13 question, Harry, and I'm going to return the mic
14 to him so that he can do that.

15 DEPUTY CHANCELLOR STERNBERG: So I think,
16 Harry, your last one is what's the average
17 amount of time?

18 MR. RIVAS: Yes.

19 DEPUTY CHANCELLOR STERNBERG: So the average
20 amount of time. Yeah, I—let me answer it
21 generally and then specifically for Legacy.
22 Okay? So—and I'm repeating a little bit of what
23 I said before, but there is no formula. There
24 is no, there isn't a rule that says a leader
25 must be in place for three years or five years.

1 There is not that formula. That is not how we
2 approach the decision. We approach the decision
3 based on the capacity that we measure in an
4 organization to produce dramatic changes.
5 That's the point I was trying to make earlier.
6 And, again, I acknowledge that that's not going
7 to make everyone happy here. But it is our
8 honest answer. Excuse me. Excuse me. Excuse
9 me. So what I will also say is that several
10 years ago Legacy was considered for a series of
11 interventions, right? Including phase out. And
12 the decision was made not to phase the school
13 out at that point. And we hoped that with new
14 staff and with new leadership that the results
15 would improve dramatically and unfortunately it
16 hasn't. And so that leads us to the decision we
17 have today.

18 MR. SETTLE: At this time--

19 MALE VOICE: [interposing] What is the Doe
20 going to do - - .

21 MR. SETTLE: At this time I'd like to
22 present--

23 MALE VOICE: [interposing] What changes do
24 you want - - , - - haven't - - any changes.
25 What changes? You want to raise the graduation

1 rate? Okay. You're going to close the
2 school. What are you going to do to actually
3 raise the graduation rate? And if all your
4 answer is close the school, you're not changing
5 the graduate rate, you're keeping it the same.
6 So you can close the school again and again and
7 again. You're offering no changes.

8 MR. SETTLE: At this time I'd like to
9 introduce Mr. Harley - - . Oh, I'm sorry.

10 MS. MARTE: So I'm Kayla Marte and I'm—so
11 what I first and foremost want to share is the
12 reason why you see us students standing here
13 reading data to them is because when we did have
14 our first joint hearing, this is what they
15 wanted. This is what they want to look at. And
16 they're only looking at certain types of data
17 and not evaluating the full aspects of all data.
18 And also in here there's tremendous amount of
19 data that you need to look at and I - - we as
20 students, we want an investigation of the data
21 that you accumulated and we wanted to make sure
22 that it's accurate data and not just data from
23 previous years. And I'm not going to talk about
24 previous years, because we're here today for a
25 fight for the future. We can't talk about the

1 past and still be stuck on yesterday, when we
2 have to move forward. So as - - today, I want
3 to show you the most recent data in our school
4 and I'm going to share that with you quickly.
5 And that goes 90% of freshmen earn five or more
6 credits in the first half of the year, ten or
7 more annual will be needed to move to the next
8 grade. So they're halfway already. Sixty
9 percent of all students earn five or more
10 credits. Eighty percent of all students taking
11 English reading exam this past January passed.
12 - - college ready as defined by DOE/QE standard
13 of passing grade 75% or more, we are ready, on
14 our way to be successful regardless of what you
15 say. So we're here today to just let you know-
16 and I want to ask the community, please raise
17 your hand if you think the community should be
18 the main decision makers regarding school
19 policies. Please raise your hand if you think-
20 and now, put them down, please raise your hand
21 if you think that NYCDOE should continue to make
22 decisions for us.

23 CROWD: No!

24 MS. MARTE: Board, we as students who are
25 the ones who are affected by what you do. And

1 we're here today to tell you what you're doing
2 is not working. And we're here to say your data
3 needs to be—I'm calling for an investigation on
4 your data and we're still going to continue
5 fighting regardless. We're going to raise our
6 percent because of us, never because of you.
7 So, as I said before, I'm calling for an
8 investigation because you have no case against
9 us if it's not—the data that you have is not
10 accurate. There's no case to close Legacy. So
11 we ask the Department of Education and how would
12 this educational program make us better? How do
13 you close schools and improve schools? How do
14 you—how is that going to raise the—just like he
15 said, raise the percentages? How, what are you
16 doing?

17 DEPUTY CHANCELLOR STERNBERG: So let me
18 attempt to answer your question and the
19 question, which I think is similar to the
20 question that was just asked. The intervention
21 that we are proposing that over time has proven
22 to serve students more effectively is the
23 creation of a new school. I heard your question
24 and I would really appreciate the opportunity to
25 answer. I'm going to try, all right? And I

1 appreciate your passion and you're clearly a
2 very committed educator and I appreciate it.

3 MALE VOICE: - - I teach in the high school
4 and I don't want something like this to happen
5 in my school.

6 DEPUTY CHANCELLOR STERNBERG: I - - you.

7 MALE VOICE: Because what's happening is
8 that there's no help from the Department of
9 Education to improve education, the answer is
10 shut the school down and open a brand new one.
11 And then when that school fails, shut it down
12 again. Maybe when our students are failing, we
13 should kick them out of school and not really
14 give them the resources that they need to give
15 them that education.

16 DEPUTY CHANCELLOR STERNBERG: I understand.
17 I understand your point. So let me try to
18 answer it, okay? And I'm going to do it
19 dispassionately, although I know how passionate
20 you are about this. Why don't I try to answer
21 the question that was asked by the student-

22 FEMALE VOICE: [interposing] - - what you
23 want and I think it's - - you have Latino and
24 black and poor students. I don't see this
25 happening in Riverdale. I don't see this

1 happening in Staten Island. - - Latino and
2 black community. And that is how you make a
3 good decision. So let's - - , let's see the
4 real estate behind it, let's see what you want
5 to open in the new Union Square where there's no
6 room for the population that you want to
7 disburse.

8 FEMALE VOICE: So may I call again for some
9 consideration here? So we did have an
10 arrangement so that we could have some questions
11 answered. I would like to give the Deputy
12 Chancellor an opportunity to answer the
13 questions posed by the panel. We are about to
14 go to public comment. I apologize that you've
15 had to wait a long time to ask your questions
16 and make your comments. I do apologize for
17 that, but I know that the people on the panel
18 prepared so that they could cover some of the
19 information and get a direct response. Let's
20 give him a chance to respond. You may make your
21 comments, you may put questions or comments in
22 writing and there will be an opportunity for Q&A
23 at the end. But there are people who would like
24 to go home with their children and help them
25 with homework and maybe have dinner and we want

1 to get this over with so that everybody has a
2 chance to speak and to have their questions
3 answered. Thank you.

4 DEPUTY CHANCELLOR STERNBERG: Thank you. So
5 very quickly, the intervention that will serve
6 the same students, the same need profile of
7 students at the school level, the one that we
8 have pursued in more than 500 instances across
9 all five boroughs over the last eight years has
10 been a new school strategy. It has been
11 overwhelmingly a set of schools with teachers
12 from across the city, public school teachers,
13 UFT teachers who have come together and
14 organized an educational program that has served
15 the same difficult, in the same difficult set of
16 circumstances, the same students. And as I
17 described earlier, in the peer index of Legacy
18 High School, we have schools that have been
19 around for 30-40 years, we have schools that
20 have been opened in the last six or seven years,
21 some of them serve an even higher percentage of
22 special needs students. They serve those
23 students with the same per pupil allocation and
24 it's an answer, sir, that I feel will not be
25 satisfactory to you, but what we have is very

1 convincing evidence—and I speak from my own
2 personal experience, having started and run one
3 of those schools and I speak from a deep
4 analysis of data across 500 schools. Public
5 schools taught by public school teachers just
6 like you serving public school students just
7 like Harry and his friends, that have produced
8 better results. And so that is the intervention
9 that we think is best equipped to produce
10 dramatically better results here quickly.

11 FEMALE VOICE: You have stated over and over
12 that it's a matter of patience. And how long
13 can we wait to see growth. But if you have had
14 schools with 30 years and 20 years, comparable
15 schools that measure child to child, special
16 need to special need, educator to educator,
17 principal to principal, why wait to close the
18 school to impellent a recipe for success? Why
19 not—what is the DOE telling us? What, that you
20 can scrub the name of Legacy and name it
21 something else to just come up with the same
22 formula of wait and see? If a principal is
23 struggling, I'm asking, why not intervene five
24 years ago? Why not intervene with Miss Mosley?
25 If we have what looks to be like a growing

1 principal in a school that has now a real
2 strong community base, why not take this
3 impassioned moment to let Legacy grow? We have
4 seen the numbers within the year and a half of
5 Miss Mosley being a leader. We have seen the
6 changes that have taken place as a community in
7 a more safe way. Why not use the recipe that
8 you have so valiantly just shouted out have been
9 done so correctly somewhere else and do it here.
10 Why not work with what's in here? I understand
11 that—we, as parents, understand large schools
12 get dismantled so we can make smaller schools
13 and we make bigger strides, but if this is
14 already a small school making strides, wanting
15 to make strides within the DOE's structure, then
16 why not work with what's already here? And if
17 you're calling our teachers inept and our
18 principal not able to, do you do that for our
19 students as well? Do you let my child be
20 collateral damage for the next three years while
21 this phase out is gone? Would you show up to
22 work, well, you do, because you do work for the
23 Board of Ed. Do you show up to work knowing
24 that your job is failing and then want to do the
25 best job possible? Because I have a future

1 senior here and I look at not just her growth,
2 but her growth as her community. She is going
3 to apply to schools, to colleges, and how do I
4 explain a failing school producing my child? Am
5 I the only parent that cares? I don't think so.
6 So I'm asking if you have the recipe of success,
7 why let our children sit and wait? If it's a
8 matter of patience and your patience is done,
9 then what happens to the next school that comes
10 into place? Whether it carries the name of
11 Legacy or whatever, one, two, three, four number
12 the mayor has decided. What happens then? Do
13 you wait and see? Or do you take this process
14 and work with what's already here? The numbers
15 are small, we have already proven we can do
16 this, so work with us. Why close us down? And
17 if it's a matter of the decision has been made,
18 like you stated earlier, then why are we here?

19 DEPUTY CHANCELLOR STERNBERG: I, so I want
20 to be sure to, I've heard a lot of questions
21 that I've tried to address earlier and, you
22 know, I've heard you ask about why not give more
23 time to the school and-

24 FEMALE VOICE: [interposing] - - schools -
25 - .

1 DEPUTY CHANCELLOR STERNBERG: All right.
2 So let me try to answer that. This isn't about
3 any one person's capacity and I think what
4 you've heard from me, I hope, and what I want to
5 reiterate, is that we acknowledge that there are
6 students here having a positive experience and
7 there are adults here who are working very hard
8 on behalf of children, we acknowledge that. And
9 that is true in every one of our schools and I
10 think every one of our schools across the
11 system, it seems particularly true tonight. We
12 have an obligation to look at the student
13 performance trends and the outcomes as a whole.
14 And when we did that at the school a few years
15 ago we thought let's bring in—let's let the
16 school have more time, let's find a new leader
17 and now we're back a few years later. Let me
18 describe the recipe that I think you're
19 referring to, right? So it is—we have reached
20 the decision, an unpopular decision in this
21 room, I acknowledge, but the decision that we
22 don't want to be patient anymore. That, you
23 know, ten years ago the graduation rate here was
24 44% and today it's 43% and we've got other
25 schools, many that we started in the last ten

1 years, some of which have been around for a
2 long time that are serving the same students—I'm
3 repeating myself here from before, but that are
4 doing much better. The recipe that I tried to
5 describe earlier was one of a fresh start. It's
6 one of a new school that it puts into place,
7 that puts into place new systems to support
8 student success and that collects adults, many
9 of whom may come from the school that's phasing
10 out, but puts those folks in a position to be
11 successful surrounded by these or supported by
12 these new systems that, again, are enabled by
13 the fresh start.

14 FEMALE VOICE: Hi. Fresh start. I think
15 that's the right thing to say. Because Legacy
16 does deserve a fresh start. But guess what? We
17 already had a fresh start and we've done all the
18 things that they're asking us to do. We have
19 new leadership. We have teachers who are
20 passionate about learning and teaching children.
21 They are working on 21st education. We're
22 working on technology. You see our students.
23 You see what they're capable of doing. And yet
24 you're saying we're not doing enough. We have
25 that fresh start. We've done it. We've made

1 the strides you're asking for and what you're
2 saying is not that you don't, have run out of
3 patience, not that we haven't done enough, but
4 maybe we've done too much, okay? Our students
5 are succeeding and you need to give us a chance.
6 My question—I was going to say a whole lot, but
7 most of our students did such a great job, they
8 really hit all the points that we wanted them to
9 hit. But let's talk about what we have done at
10 Legacy. We have new leadership, we have highly
11 motivated teachers. Legacy has improved school
12 safety. Legacy has programs that actively
13 target the attendance rate. Enact is doing a
14 wonderful job. We have programs that have
15 modified the curriculum, so that our students
16 are, as Kayla has told us—what'd you say?
17 Ninety percent of the ninth graders have gotten
18 their five credits already and have a wonderful
19 dinner this afternoon to celebrate that. As a
20 school community, we have raised the
21 expectations for all of our students as we move
22 from a portfolio school, which nobody has talked
23 about, into a regent school where every year
24 more and more students are getting regent's
25 diploma. Last year I believe it was 33% of our

1 students received regent's diplomas. At the
2 same time that we raised our expectations, our
3 six year graduation rate has went up. I realize
4 our four year graduation rate went down, but
5 that's because our expectations have gone up and
6 we've had problems with students who weren't
7 getting that credit implementation, but our new
8 start has fixed that. We expect our students to
9 do better, we hold them to a higher standard
10 and, yeah, sometimes that takes a little bit
11 longer with students who have more problems.
12 But you know what? We don't give up on them.
13 The DOE is giving up on them, not us. Not the
14 teachers. Not the administration and not the
15 fellow students. We believe in them. Okay?
16 Really my question is—and, believe me, it's - -
17 , is what data, what feedback could you hear
18 tonight that would persuade the DOE that Legacy
19 was making enough strides, enough progress to
20 continue?

21 DEPUTY CHANCELLOR STERNBERG: So ultimately
22 it will be the chancellor who will decide. So I
23 would say that I've heard from some very
24 passionate educators like yourself, and some
25 students tonight - I can assure you that I will

1 report back fully to the chancellor. Look,
2 it's the chancellor, I think a point was made
3 here, the chancellor who decides whether to
4 propose something and it's the panel who decides
5 to vote. And these are folks who, especially
6 given what we've heard this evening want to hear
7 our answers and want to think this through
8 carefully. I have had heard for, I believe the
9 young lady asked for an investigation of the
10 data and I can assure you that will go back and
11 take a very careful look. We will do that
12 before next week when this will be voted on. We
13 will take a very careful look. How about I
14 reach back out to you tomorrow to let you know.
15 But we will be sure that a full investigation is
16 conducted on the data. In advance of the vote
17 next week, okay?

18 MS. MARTE: - - before February 9th.

19 DEPUTY CHANCELLOR STERNBERG: Before
20 February 9th. So I'm going to make sure it
21 happens before February 9th and I will reach back
22 out to you tomorrow to let you know when that's
23 happening, okay? So we are going to—we will
24 make sure that happen and we will look through
25 all the data very carefully before we make a

1 final recommendation.

2 FEMALE VOICE: I don't want to cut off the
3 panel members, but I realize it's 8:00 already
4 and we would really like to move to public
5 comments. Is there a possibility that if, that
6 you only speak if you have a point to make that
7 hasn't yet been made, because I think we've had
8 a lot of consistency up here and I know the
9 public wants to speak. And we also have a
10 representative from Scott Stringer's office that
11 would like to speak.

12 FEMALE VOICE: Okay.

13 FEMALE VOICE: Okay, thank you. Just maybe
14 like a minute or so? Okay, thank you.

15 MR. RIVERA: Mr. Sternberg, you continue to
16 reiterate that there are many schools that have
17 the same peer index, similar students, similar
18 issues and that's very hard for me to believe.
19 I don't know if this is true, I don't know if
20 you can provide that data to us, but this is
21 what I know. I know that the peer index has
22 increasingly plummeted in this school. I know
23 that the special needs population has increased.
24 Okay. We also receive what the DOE calls over-
25 the-counter students. Since October 31st, where

1 we lost some funds, we also received 26 new
2 students, 13 who are special ed. students. With
3 no additional support. How is this supporting
4 our school when you take the resources from us?
5 How are we supposed to educate our students who
6 have these high needs?

7 DEPUTY CHANCELLOR STERNBERG: So Zacarias,
8 we are happy to provide information about the
9 peer index, the other schools in the peer index,
10 that is publicly available. But, Elizabeth, why
11 don't we, we'll send it to your principal in the
12 morning and are happy to have you reach out to
13 her to get it. What it demonstrates is—and I
14 don't want to belabor the points I've made,
15 simply that you've got other schools in the
16 index who are receiving the same over-the-
17 counter students, right? Serving a higher
18 percentage in some instances, in some instances
19 exactly the same, in some instances a little
20 lower of self-contained students and CTT
21 students. And students who are eligible for
22 free and reduced meals and producing better
23 results. They're getting the same support from
24 networks. They're getting the same per pupil
25 allocation. So I don't, I mean I've made these

1 points tonight, at the risk of repeating it
2 one too many times, we know it can be done.
3 Because other schools in the peer index in the
4 same circumstances with the same over-the-
5 counter, students, the same per pupil
6 allocation, are producing dramatically better
7 results. And so we would point to that as
8 evidence that it can be done. I think you're
9 also asking a technical question about when this
10 school would receive the additional per pupil
11 allocation for the over-the-counter students
12 that are coming in and that's a point that I
13 want to follow-up with the principal, if that
14 funding has not come in, then I want to
15 understand the circumstances around that and be
16 sure that the principal understands when those
17 would arrive. Okay?

18 MR. SETTLE: At this time I'd like to
19 introduce Mr. Alec Churnbeck [phonetic] who will
20 speak, who will read a comment from the - -
21 President Scott Stringer.

22 MR. ALEC CHURNBECK: Hello everybody. My
23 name is Alec Churnbeck, I'm Manhattan Borough-is
24 it not functioning?

25 FEMALE VOICE: It's on.

1 MR. CHURNBECK: You're sure. Hi. My name
2 is Alec Churnbeck, I'm an aide to the Manhattan
3 Borough President Scott Stringer. The Borough
4 President was not able to be here tonight, but
5 he wanted me to convey some of his thinking to
6 the parents, teachers and other members of the
7 Legacy High School community. Borough President
8 Stringer does not believe that we should rush to
9 close schools as a first resort. He believes
10 that schools are vital institutions, they're the
11 lifeblood of our communities and they have
12 histories and roots and if you gut a school, you
13 can't expect a community like it to just spring
14 up the next year. Yesterday the Borough
15 President stood with parents and members of the
16 Coalition for Educational Justice and New York
17 Communities for Change to tell the DOE that its
18 so-called improvement strategy is not helping
19 our students or our schools improve. As the
20 Borough President said, "It's very easy to close
21 a school. It doesn't take real leadership."
22 You have to actually be involved in supporting
23 school if you want to improve it. So many
24 schools the DOE has targeted for closure have
25 not gotten the support that they need to

1 succeed. The students at Legacy who rallied
2 today to make sure the DOE heard their voices
3 should be proud of themselves and I don't think
4 anybody in this room listening to them thinks
5 this is a school we need to give up on today.
6 Your voices and the voices of your parents and
7 your teachers have to be a part of the
8 conversation. It's time for the DOE to listen
9 to its school communities. Thank you very much.

10 MR. SETTLE: Thank you. I'd also like the
11 acknowledge the presence of Jarrod - - who's
12 representing Senator Tom Duane's office. At
13 this time I'd like to move to the public comment
14 phase of tonight's program. I'd like to remind
15 you that because we are on a strict time
16 schedule that we ask that you limit your
17 comments to two minutes. Time will be kept and
18 you will be signaled when you have reached the
19 30 second point remaining of your time. I will
20 call the first five names and I ask them to
21 approach the microphone, please. Rosalie David,
22 Joanna Menzo, Randi Zimmerman, Lizbeth Colon,
23 Leo Casey.

24 MS. ROSALIE DAVID: I just want to say that
25 the principal, Joan Mosley, the APs, the

1 teachers-

2 MR. SETTLE: [interposing] Please.

3 MS. DAVID: Can you hear-yes, sorry.

4 Principal Joan Mosley, teachers, APs and the
5 staff have worked hard to improve Legacy. The
6 New York City Public School System is not a
7 place for experimentation where we open and
8 close schools for students who have already been
9 traumatized by previous school closings. Then
10 there is the tragedy of all the young people who
11 have not been saved even briefly by the city's
12 new school safety net. But have been turned
13 away from new schools for reasons for poor
14 academic achievement or for other reasons and
15 tend to be warehoused in other low performing
16 schools that will probably be closed too. This
17 is a losing strategy for turning around low
18 performing schools which are invariably attended
19 by children of color, from economically
20 disadvantaged communities. The end game of the
21 strategy is to eliminate schools that the
22 administration has had at least a decade to fix
23 and to improve its data by creating new schools
24 that won't have their data for as long as four
25 years to be recorded. The fact is that closure

1 is an admission of failure by city hall. The
2 Bloomberg administration needs to take more
3 responsibility, not less, for schools that are
4 not doing well, rather than turning them over to
5 private entities or closing them and washing
6 their hands of the deep rooted problem that has
7 been unsuccessful in - - them. I'm from the
8 Council of Supervisors and Administrators.

9 MS. JOANNA MENZO: Hi. My name is Joanna
10 Menzo, I am a senior at Legacy and I'm going to
11 tell you guys that I don't know too much about
12 the percentages of, or the statistic things and
13 all that, I know Legacy. And Legacy is—we have
14 so much heart. And when I tell you we have so
15 much heart, I was here when Mr. Rodriguez was
16 here, when Miss Mosley first came in here, and
17 I'm not going to lie, when I heard there was a
18 new principal I was like, eh, I don't want her
19 or whatever. When I met her, this lady knew my
20 first name, my last name, my schedule, before I
21 even knew it. Miss Mosley does not play. This
22 school is improving and I feel like maybe you
23 guys don't understand this, but when I tell you
24 that people are not cutting class, people are
25 not skipping school, trust me, I know. Because

1 when I came into this school, that is all you
2 saw. And I'm not going to lie, I was one of
3 those people. Freshman year I didn't really
4 care. Even though I did really good, I did
5 whatever I wanted to do. Legacy—we're known for
6 our heart. At the end of the day, you see all
7 of us here, you see a bunch of students, a bunch
8 of parents, it's because we're fighting to keep
9 this place open. Me, as a senior, me
10 personally, I would love to graduate from here
11 and be able to come back to here to see how all
12 the Legacy freshmen, the sophomores, the
13 juniors, how they've grown. Because I matured a
14 lot since my freshman year. Freshman year I
15 used to want to fight, I used to be like, you
16 know, freshman year everybody's immature, I'm
17 not going to lie, you have freshmen now who are
18 standing up there fighting for Legacy. I
19 probably would have been one of those people,
20 but I would have never had the heart for it. So
21 I feel Legacy should not close, we should
22 continue to grow, it's a growing school and I'm
23 going to fight, even once this chancellor makes
24 his decision, I'm going to still fight. And I
25 think Legacy is going to still fight. Legacy

1 should have the right to leave a Legacy for
2 all the other people.

3 CROWD: Fight, fight, fight, education is a
4 right! Fight, fight, fight, education is a
5 right!

6 FEMALE VOICE: Hi. My name is - - , I'm a
7 junior at Legacy and personally, you know, you
8 may have your opinions, your numbers, your
9 percentages and, you know, like Joan, I didn't
10 know much about that and I know legacy, I know
11 the students, I know the teachers, I know Mr.
12 Roberto, Miss Kinlock, Miss Cordts, Miss
13 Zimmerman, Mr. Jackson, Miss Boinette, I know my
14 teachers, I know people that care for me and
15 that's what I find at Legacy. You know when you
16 walk into a room and you automatically know that
17 you're not welcome? That has not happened to
18 me, not one day that I've come into this
19 building. You know? Everybody has welcomed me
20 with open arms. I came in as a new girl, - - ,
21 hey, how are you? What's your name? Are you
22 okay? You know, welcome. Legacy - - first
23 name, our last name, - - Facebook. She has my
24 dad on speed dial. What teacher - - have my dad
25 on speed dial, you know? But parents know

1 what's going on, I know what's going on with
2 my grades, I know what's going on in my school
3 and Mr., what's your name? Smart. Okay, hi.
4 You have, you know, when they were introducing
5 you, they had stated how you were a principal,
6 right? Right? Okay. They, was that school - -
7 ? Yes. Okay. Do you know one of your
8 students from - - that look up to you as a hero
9 was here, crying, because she's so disappointed
10 in what's going on? And I want to know - - ,
11 her name is, well, hold on - - . I'm going to
12 tell you right now what's her name. What's her
13 name. Hold on. Let me look at it. Wait.
14 Wait. Her name is Lisha Trabeel [phonetic].
15 And when you left, she was still a student and
16 she was very hurt and heartbroken when you left
17 and she's even more heartbroken and crushed from
18 the inside out that you're here. That you have
19 the power to - - and look what side you're
20 standing on. And I ask you—wait, put that down,
21 one more question. I ask you, how would you
22 feel if the students - - their school shutting
23 down. That the place where they called home was
24 no longer going to be open soon. How would you
25 feel? Please tell me. I'm asking you. How

1 would you feel? - - . So how do you think
2 every one of these people here, every one of
3 these beautiful faces here feels tonight? - -
4 you will change a student's life in a good way.
5 Don't turn over that leaf. You have a good
6 name, don't turn over that leaf. You know what
7 to do. That's all. Thank you.

8 MISS RANDI ZIMMERMAN: Welcome to Legacy
9 High School. I'm a very proud New York City
10 public school teacher. My name is Randi
11 Zimmerman and I teach - - . And I'm
12 particularly proud of my students here tonight
13 and I also want to thank you for being so
14 respectful to them, because that doesn't happen
15 from a whole lot of grownups in their lives on a
16 daily basis. I'm even prouder to be part of the
17 transformation that's happening here at Legacy,
18 which I just came here last year. Just last
19 week a student said to me, "Miss, this is like
20 private school work." So even the students here
21 at Legacy recognize that there's a change
22 happening. Some say I'm here because I'm
23 interested in saving my job. And as a - -
24 science teacher in a nation which doesn't even
25 know what causes the seasons, and that's from a

1 recent survey of Harvard graduates, I feel
2 like I'm pretty safe. So there's this misnomer
3 called closing schools that's going on and what
4 I can tell you is that it's not really saving
5 students. What it's doing is it's forcing good
6 teachers out of the schools. Just last year I
7 know six of my colleagues, two of which took a
8 contract to teach in Korea, two of which have
9 gone to PhD programs and two others which have
10 gone to fine law schools. The program is not
11 working as far as keeping good teachers in the
12 system and making sure they're developing as
13 good teachers. You know, the mayor's office and
14 the DOE are really kind of fooling themselves in
15 regards to where they're going to get these
16 teachers from. You know, I coached first year
17 science teachers and I'm currently teaching a -
18 - in the department in the School of Education.
19 And while there are superstars that are going to
20 crop up everywhere, the 1,500 to 3,000 new
21 teachers that you folks are going to need, they
22 don't exist. I don't know where you're going to
23 get them from. What seems to make more sense is
24 to help us, the existing teachers who have the
25 training and are with these students and whom

1 they know are taught about how to find out
2 direct student needs to develop measurements,
3 not regents exams and then to provide the
4 students that here are with the support that
5 they need to get the job done. If the DOE were
6 truly serious about what they're doing here,
7 they would demonstrate that the administration
8 and the teachers that you are putting into every
9 new school have a proven track record of
10 success, but that's not what's happening. The
11 good teachers stay at the good schools and
12 everybody else leaves. Thank you.

13 MALE VOICE: Thank you.

14 MR. LEO CASEY: My name is Leo Casey and I'm
15 a Vice President of the United Federation of
16 Teachers. And I'm here tonight to say this is
17 not a failed school, it's a failed policy of the
18 Department of Education. It's a failed policy
19 because when you look at the list of schools
20 that they want to close this year, there are the
21 same percentage of schools that they started and
22 of schools that were there before them. It's a
23 failed policy because what all of those schools
24 on that list have that define them is that they
25 have been made into warehouses for the kids in

1 this city who have the greatest need. When
2 the chancellor of the regents says, when Merrill
3 Tish [phonetic] says that we have made our
4 schools in New York City into warehouses of the
5 neediest, she is talking about every school on
6 this closing list. And do not be deceived by
7 the sleight of hand that says there are schools
8 that have the same population and are
9 successful. This is a sleight of hand that says
10 that a school that has special needs students
11 with the least disabilities is the same as
12 schools that have special needs students with
13 the most disabilities. This is a sleight of
14 hand that doesn't look at over-the-counter kids.
15 This is a sleight of hand which at the end of
16 the day doesn't deal with what's actually
17 happening in these schools. You have said that
18 this school has had troubles for ten years.
19 Well, where the hell was the DOE in those ten
20 years? Where were the proven academic programs
21 that should have been brought into this school?
22 Where was the youth development support? The
23 guidance counselors, the social workers, that
24 should have been put in this school? Why was a
25 principal who was clearly unable to lead this

1 school allowed to continue in that post year
2 after year? The only group that is not
3 accountable in this so-called system of
4 accountability is the Department of Education
5 leadership - - . And as Martin Luther King
6 would say, "The moral arc of the universe is
7 long, but it bends towards justice and justice
8 is going to come."

9 MR. SETTLE: I invite the following to the
10 microphone - Gregg Lundahl, Shelly Raskin, Zina
11 Burton Myrick, Zakiyah Ansari.

12 MR. GREGG LUNDAHL: Thank you. I just
13 wanted to start out with saying that these
14 schools aren't being replaced by the same
15 numbers of high need students, in the
16 Bloomberg's new Manhattan schools, of the 32
17 Bloomberg new Manhattan schools, the self-
18 contained amount is 1%. Sir, you said 6%.
19 Doesn't sound like 6%, it's 1%. And in the very
20 new schools it's .5%. You're wrong about your
21 statistics. You need to stop fibbing. Okay?
22 All right. Your system discriminates.
23 Discriminates against high needs, black and
24 Latino, English language learners and the poor.
25 Mayor Bloomberg is not the education mayor, he's

1 the segregation mayor. Your system is better
2 characterized by failure by design. You're
3 intentionally setting your game up so that you
4 can make your good schools, the new schools,
5 which, by the way, don't work all the time, look
6 better. How do you do that? Well, to have
7 winning schools, you need to have losing
8 schools. You set up a situation where you give
9 a school a bad name, overcrowd them, create
10 violence and then all of a sudden - bammo -
11 nobody wants to choose them. I've been through
12 that. You owe my school an apology, sir. This
13 is a shell game. And this is a game that you
14 designed. You know that everybody's gaming your
15 system, I'm going to go to the end here because
16 I have somebody who does not teach telling me
17 what to do. True education reform will put
18 money in the classroom, not vendors. Not all of
19 the private companies that you use to distance
20 yourself from reality. You're - - when you
21 close a school down, blaming the school. What
22 you're doing is you're essentially creating
23 failure. While you wash your hands of it - -
24 all responsibility for your game. All I got to
25 say is this is your game, you designed it. We

1 know people are gaming you. I wish you would
2 stop talking to people about well, this is the
3 game and this is the way the game has to be.
4 No, you're in charge! You need to start
5 supporting schools. You need to start making it
6 so that these students are supported. It can
7 happen. It can work. If you're not up for the
8 job, give it to somebody who can do it.

9 MR. SHELLY RASKIN: Hi. My name is Shelly
10 Raskin. I'm 23 years teaching. I've been at
11 Legacy almost 13 years. That's a long time. I
12 do not want to see this place close. I know
13 what it's done. I know what it's done. You see
14 - - many of our graduates who are here,
15 graduates that I've seen many four or five years
16 ago that were here. Why. Because they know
17 this is a learning community. I have now a
18 principal who's very progressive who gave me a
19 shot at trying to do some curriculum work with
20 some of the kids who really needed careers and
21 business education, which is unheard of anymore.
22 Okay? I've done marketing classes. I'm doing
23 finance classes. Even with ninth graders who
24 need it desperately. Because they have to know
25 how to keep money. How to budget money, okay?

1 And besides computer classes. We're trying to
2 start an accounting class with Borough Manhattan
3 Community College, using Skype, which is where
4 I'm going to be in the office with a professor
5 who I know from Borough Manhattan Community
6 College and what I've seen, I've seen some
7 remarkable differences in the last year or two
8 here, okay, as far as safety goes in the school,
9 okay? As far as what we've been able to
10 achieve. And I don't know what your matrixes
11 are showing, but I think it's been said before,
12 we have a—we've been climbing up that ladder and
13 we're not stopping no matter what.

14 MS. ZINA BURTON MYRICK: Good evening. You
15 know, as I sit here and listen to what's been
16 said and listen to you with your statistics and
17 the data that's been presented, I wish you had -
18 - the data and peer indexes, so the community
19 could really see what the peer indexes are
20 related to, because as people are sitting here
21 and they keep hearing you say the peer index and
22 their peers - well who are these peers? They
23 really want to know who the peers are. So when
24 you're giving out that information and you're
25 consistently putting forth information that

1 people don't have, you should have the data
2 with you. You know, this entire process--this is
3 a pre-stand for the - - that's going to take
4 place for the PEP and unfortunately, this is,
5 this just becomes a mockery of what this system
6 is. You know, you're playing games with these
7 schools, that's what's happening. For two years
8 I've been in this school now. Prior to Miss
9 Mosley being here, this school is a whole
10 different community, a whole different culture,
11 you know, it's been said and I guess I can't
12 reiterate it and keep saying it, but true
13 transformation is what's taking place in this
14 building. It's not the typical model of what
15 the DOE has put forth as shared information, but
16 this is what should be an example of what
17 transformation has become. So let's stop the
18 mockery, stop playing with people, stop playing
19 with our kids' lives and do what we need to do,
20 let's do right by these kids. Thank you.

21 MR. SETTLE: Thank you.

22 MS. ZAKIYAH ANSARI: Good evening. I'm
23 Zakiyah Ansari, a parent, also a member of the
24 Coalition for Educational Justice and as I sit
25 here today, I'm actually jumping out of my skin.

1 I've been through many of these meetings
2 before, this year, last year and the year
3 before. And what I've heard today is what I've
4 heard before, that the decision has pretty much
5 been set. Right. And as we hear people say
6 let's be respectful, I think this school closure
7 phenom is the most disrespectful. Showing
8 disrespect to young people, to parents, to
9 teachers, to staff, to community members that
10 I've ever seen. So I want the young people who
11 support Legacy to stand up. I want the teachers
12 who support Legacy to stand up. I need the
13 staff, I need community members, I need anyone
14 who is in here in support of Legacy to stand up.
15 This is the first day of Black History Month,
16 the first day. We setting it up right. I was
17 at the rally, I heard a young person say we are
18 the youth, right? We have created movements.
19 Many of them started with us, but our job and
20 our work is not done. We as adults have to
21 stand side by side with these young people, we
22 have to stand up against injustice when we see
23 them because this is not the end. Whether
24 you're from Brooklyn, you're the Bronx, you're
25 Queens, you're Staten Island, you're from

1 Manhattan, trust me, it's coming to your
2 neighborhood. But we can do something about
3 that. This is how it starts, right? It's each
4 one holding and supporting everyone else. What
5 would Dr. King say and do if he knew the state
6 of our education with our kids today? What
7 would he do? Is it enough that we sit by and
8 allow people to sit up here and talk to us like
9 we don't know what's happening in our own
10 communities? That's unacceptable. We can no
11 longer allow that to happen. Young people, if
12 you're 17 and you're getting ready to vote, you
13 better vote, get voter registration. We have to
14 stand united as a people, as a community. The
15 Civil Rights Movement did not, was not
16 successful just because black folks were the
17 ones who were inflicted, it was because
18 everybody, elderly, white, black, everyone came
19 together, no matter what religion you were to
20 say this will not happen on my watch. We are in
21 that crucial time and moment right now in
22 history. And what I hope that after this
23 meeting and moving forward, regardless of what
24 decision they make, regardless of what decision
25 they make, know, you come from greatness. Know

1 you come from greatness. And no matter what
2 they say, no one can ever take that away from
3 you. You are, you are precious to all of us, we
4 love you with all our heart, you are not
5 failures, the system has failed you.

6 MR. SETTLE: I'd like to call the following
7 to the mic. Tracy Cornish [phonetic], William
8 Deshme [phonetic], Gina Moss, Eddie Ozong
9 [phonetic], and John Michael Parker. Tracy
10 Cornish, William Deshme, Gina Moss, Eddie Ozong,
11 John Michael Parker. Please come to the
12 microphone.

13 MALE VOICE: I have a question. You
14 mentioned, Marc, you mentioned the new start
15 tactic. I wanted to know how many schools did
16 it fail in and why are you gambling with our
17 education?

18 MR. SETTLE: So in the interest of time, and
19 because there are people who have signed up to
20 speak publicly, we'd like to table this question
21 until the Q&A at which time Mr. Sternberg will
22 be glad to answer the question. But we'd like
23 to move through the open comment portion of the
24 program.

25 FEMALE VOICE: Answer the question!

1 MR. SETTLE: We will answer the question,
2 we just want to move through this because—to be
3 respectful to the people who have signed up, who
4 would like to make a comment, we want to give
5 them their opportunity. Please, ma'am, thank
6 you.

7 MS. GINA MOSS: My name is Gina Moss. I
8 teach 10th, 11th and 12th English here at Legacy.
9 And I believe this school is worth saving.
10 Before I came here to Legacy, I spent five years
11 as a staff developer. I worked all over the
12 city, I have professional contacts in a lot of
13 different schools, I have a lot of perspective
14 that I'm drawing from and I taught in service
15 graduate classes to in service teachers. I have
16 counseled and coached all kind of teachers. I
17 want to say one of the reasons I like working
18 here is the support I get from the
19 administration and from my colleagues. I work
20 with a very hard working staff. I work with a
21 lot of wonderful, dedicated teachers and I'm
22 going to say it again - I believe this school is
23 worth saving. So I want to go a little deeper
24 into some of the ELA stats that Kayla brought
25 up. About half our junior class took the test,

1 along with a handful of seniors who still
2 needed it. Out of the kids who sat for the
3 test, almost half passed with - - standard of
4 college ready. So if this is half of our junior
5 class, that means 25%, about a quarter of our
6 junior class, a year and a half before
7 graduation, is already college ready. I don't
8 call that a failing school, I call that a
9 successful school. All right. The citywide
10 stat for African American and Latino students is
11 13%, we're talking double that a year and a half
12 before graduation. We're not depressing the
13 city stats, we're raising the city stats. All
14 right? So think of this - a kid comes to me
15 with a reputation for failing. First marking
16 period the kid fails. Gets a 55. Gets a wakeup
17 call, turns it around, does enough work the
18 second marking period, gets a 65. The third
19 marking period continues the process, gets a 70.
20 What do I give the kid for a final grade? Raw
21 data? Raw statistics? Under 65%. What, does
22 that child fail? Or do I recognize the
23 achievements that have been agreed. So I think
24 Legacy deserves the same chance.

25 MR. JOSE RAMIREZ [phonetic]: Hi. My name

1 is Jose Ramirez and I was signed up by Mr.
2 Justin Watson. So I just want to say - -
3 because I know time is up for everybody. My son
4 - - is a ninth grader and he used to be in
5 private school. When we - - he was about to go
6 to high school, he decided he wants to go to a
7 public school. And we were scared because we,
8 you know, we - - , but we didn't know what was
9 going to come. We applied for Manhattan - - and
10 we did anything to get him into there because -
11 - best shot for him. Unfortunately, he wasn't
12 chose for that school. We tried many
13 recommendation, many things. Every day when I
14 walk my wife or I drive my wife to work, I used
15 to pass by here and I had seen bad things in
16 front of the school and I told my wife, oh my
17 god, look at what my son is going to go through.
18 But guess what, when my son came to the school
19 were we surprised. And I'm telling you I would
20 trade Legacy school, not even for a private
21 school, now that I know the big change that Miss
22 Mosley has done. To me - - help her to continue
23 and - - for our children. Thank you.

24 MR. SETTLE: Thank you.

25 MR. JOHN MICHAEL PARKER: Good evening. My

1 name is John Michael Parker and I work with
2 the Future Project. The Future Project is a new
3 education initiative that has brought 40 young
4 volunteer coaches to work with 40 students in
5 the Legacy High School, many of which you see in
6 this room today. And they are building passion
7 projects that are trying to change their
8 community. One of those projects was actually
9 to save Legacy community and Miss Kayla Marte
10 has been an extremely young woman as she's led
11 that project. I want, first of all, thank you
12 for being - - , it's quite a job you've got. I
13 think the obvious question here is why should we
14 keep Legacy School open and I think there's two
15 answers to that. The first one is that closing
16 schools doesn't make people feel good. There's
17 a lot of bad feeling in this room. It'd
18 discouraging. It's disheartening. And if we
19 can keep that from happening, let's try to make
20 that happen. The second reason to keep Legacy
21 open is because I think Legacy offers a new
22 solution. I think that solution is inspiration.
23 I think we've seen from Miss Mosley, I think
24 we've seen from the students here, as this young
25 man has told us, there are no other students in

1 the country that are saying the things that
2 Kayla, Harry, Justin and all these other
3 students are saying. This school is inspiring
4 people around them to work harder, to do better.
5 And if there's no solid answer for what will
6 keep this school open, as you yourself have
7 said, there's no obvious number we have to
8 reach, there's no magic number, let's make a
9 judgment call here which says let's keep Legacy
10 open so it can keep inspiring the hundreds of
11 schools around it with the many thousands of
12 students every year and that Department of
13 Education is failing because Legacy can lead the
14 way in showing students how to turn their
15 schools around, Miss Mosley can lead the way in
16 showing principals how to turn their schools
17 around and I think this school deserves a
18 chance. It's not going to be a numbers crunch
19 yes or no, I thinks it's a judgment call and I
20 think the people here would appreciate if you
21 could give them that opportunity to keep being
22 inspirations for the people around them. Thank
23 you very much.

24 MR. SETTLE: I'd like to call to the
25 microphone the following individuals - Ann

1 Bello, Roberta Reid, Edward Lull.

2 MISS ANTOINETTE BELLO: That's okay, thank
3 you. My name is Antoinette Bello and I am also
4 a principal of this school. However, there are
5 about three people in this audience would know
6 who I am and where I really reside during the
7 day. The students here don't know who I am.
8 And they don't know, and that's not a compliment
9 on me, that is a compliment on Miss Mosley. We
10 run the inclusion classes in this school. So we
11 have small groups of students who don't really
12 look at me as their principal, they look at Miss
13 Mosley as their principal. I know that you
14 wouldn't even be able to pick out my kids in
15 this audience if they were here, and I will tell
16 you they're here. They don't want to—not that
17 they don't like us, they want to be associated
18 with Legacy. They are no longer really
19 associated with 721, okay? And that is a
20 compliment on Legacy, that is a compliment on my
21 staff in this building and that is certainly a
22 compliment on Miss Mosley and the staff here.
23 And for that, I really do thank everyone here,
24 including the students who embrace my students.
25 Because students in classes, in self-contained

1 classes, yes, the goal is to go to a
2 community school and the goal is to go to a
3 general ed. school, but the students in District
4 75 usually have very little opportunity for
5 that. So they go to inclusion classes under
6 different criteria. The number one criteria is
7 that you need to have a principal who accepts
8 you, who embraces you, who says you are going to
9 make a mistakes, you are going to fail at
10 certain things, but you know what? You are a
11 human being, you are a students, you are a
12 person and you deserve the same right as anybody
13 else in general education. I will tell you from
14 a principal who's had many different inclusion
15 classes, can you imagine being in a school, and
16 I have been, where the principal makes the
17 inclusion kids and students in special education
18 use a different staircase. If something happens
19 in the gen. ed. school, the students are thrown
20 out immediately. I will tell you from
21 experience that I have a student in this school
22 who had a very, very rough day, Miss Mosley, on
23 her first day of school. First day Miss Mosley
24 and I spoke, my staff and I spoke, she was
25 accepted back here because Miss Mosley would say

1 to me it is your decision, I will work with
2 you, we will accept her back. So I will tell
3 you that there are different levels of inclusion
4 classes. Our students here are accepted, our
5 students meet their goal, our staff here
6 collaborates with the staff here. I don't get
7 my staff on staff development days, they choose
8 to say here at Legacy to learn what's going on.
9 Our students have a right to be here. I do know
10 and I did hear you say that our students would
11 still probably have an opportunity for
12 inclusion, yet I don't know who the principal of
13 that building would be and I don't know if they
14 would be embraced and wanted and feel like they
15 are a part of 721, without the guidance of their
16 current administration of the school. So I do
17 come to you with a bunch of scratch notes, I
18 will also compliment, highly compliment the
19 student who got up to speak here because if you
20 want to talk about the citywide expectations at
21 the 12th grade ELA goal of argument and
22 informational tests, we saw it here. So
23 obviously good things are going on here. Okay?
24 My students in this school have the coursework,
25 they get independence, they make friends, they

1 have choices, it is certainly something that
2 I would like to keep going and I know that under
3 the staff here, the students here and the
4 administration here, my kids do succeed and I
5 think everyone who had a part in that. Thank
6 you.

7 MR. SETTLE: Thank you.

8 MR. GABRIEL DE LOS SANTOS: Hello, my name
9 is Gabriel, I don't go to this school, but I've
10 got to say I love this school. You guys are
11 really nice people. I go to a school in the
12 Bronx named - - . So, and I'm a sophomore. I
13 just want to say like the idea of kicking out
14 all the teachers, I think it's a really terrible
15 idea because they made a bond with the students,
16 they know what's happening, they know what kind
17 of kids that dealing with. If you take them out
18 and put in like new, fresh teachers, they're not
19 always going to know what's going to happen,
20 what to expect. Just like—and, you know, we
21 made a bond with our teachers, they're like our
22 fathers, our mothers, we talk with them, they
23 listen to us. They're like a mother to us.
24 And, you know, why do you have to take that away
25 from us? Also if a school - - , it's a really

1 big school, 4,000 kids, and they said that
2 our school is - - for like five years, in those
3 five years how come you guys didn't like do
4 anything? You gave us-when Principal - - was
5 there, when - - was just leaving, it was
6 crowded, kids were passing. And then when he
7 left, you put Sarasino [phonetic] in and then
8 you put mini schools in the school and then
9 that's when the school fell apart. Do you guys
10 even check your principals? Like do you check
11 their backgrounds? Like do you guys know what
12 you're doing? Like do you know if this
13 principal's a really good principal or not?
14 Like really, come on. That's it.

15 MR. SETTLE: Thank you.

16 FEMALE VOICE: Hi. This is Black History
17 Month. In the late 1700's and 1800's, laws were
18 enacted that prevented people - - from learning
19 to read and write. Up until 1954 in the Brown
20 versus Board of Education of Topeka, Kansas,
21 students of color, disabilities, whatever, were
22 denied an equitable accreditable education.
23 Because of the Civil Rights Acts of 1964, it
24 began to look like education was changing for
25 the better in America. Bring us to 2012.

1 Students, parents and teachers of Legacy High
2 School and other public schools have been forced
3 to put on their civil rights hat once again to
4 demand accountability, creditability and some
5 sort of competence from those who make the rules
6 and pass the edicts that we follow. We were
7 told to follow each and every directive that was
8 initiated and we have and we did. Now we are to
9 blame for all that goes wrong. Mr. Mayor,
10 Chancellor, Deputy Chancellor, PEP members, this
11 is so wrong on so many levels. Legacy High
12 School, students, I was so proud of you all
13 tonight, oh my gosh. Teachers, parents, it is
14 only just begun. The war against injustice
15 against New York City Public Schools is on.
16 They had the war on drugs, the war against
17 injustice in public school education is on.
18 It's starting here, it's starting everywhere.
19 Grassroots, that's where it begins. We're going
20 to make it happen, folks, okay? From the DOE,
21 okay? No more ramrodding decisions down our
22 throats. No more double speak. No more circle
23 of reasoning. No more data misrepresentation.
24 And here's my final thought - if it takes a
25 recall to stop this madness, well then, so be

1 it. Legacy High School rock on. Because you
2 will prevail.

3 MALE VOICE: Yeah, thanks. I did sign up, I
4 just let other people in front of me. But I
5 wanted to first apologize, Marc, because I
6 understand you are in a position that no one
7 wants to be in right now. You clearly care
8 about education, but this system is not working
9 for people like us. And I don't know you don't
10 want to be in this position. So I have to
11 apologize for you taking the brunt of that
12 passion that this entire school is activating.
13 And I think you need to carry the message to the
14 decision makers that they have got serious
15 problem to address for themselves. Because this
16 is not going to stop. This is only going to get
17 stronger. And just to put it quite simply -
18 just because somebody out there is either making
19 this decision for us has got the burial grave
20 already dug and we're clearly showing signs of
21 life, we're not interested in going inside that
22 six foot hole. So we're going to fight that
23 hard. So even if they want to put us in.
24 Legacy is going to continue, even if this school
25 shuts down or not, they're Legacy. The Legacy

1 will continue and everybody in America is
2 going to hear this. Everybody in the whole city
3 is going to hear this. And everybody in Occupy
4 Wall Street has heard this. We've heard this
5 and we know how to get things done in this city,
6 believe it or not, so that's something that
7 needs to be very well considered by Mayor
8 Bloomberg. This education system has been cut
9 \$1 billion in the last two years, but he has
10 made \$14 billion while the mayor in an
11 unconstitutional third term, he's got a lot of
12 explaining to do. He can clearly fix this
13 situation, if he cares about schools. So I
14 think these students are showing something
15 that's beyond what you can quantify. This is
16 true courage. This is a truly strong intention.
17 Even the great, even the smartest people at
18 Harvard don't have an ounce of the morality and
19 the courage that these students have. And
20 they're going to be doing good things for this
21 world and this country, so we need to protect
22 them. And I want to find out if you do your
23 job, are you going to fight for this school?
24 Because you know that's the right thing to do.
25 It's not about what the numbers say, it's about

1 what the right thing is. It's quite simple.

2 MR. SETTLE: I'd like to call the following
3 to the microphone please. Martin Crungle
4 [phonetic], Fatima Henry, Jonathan Santiago and
5 Mary Spiegel.

6 MR. MARTIN CRUNGLE: Hi. Good evening.
7 Good evening. I signed up first, sir, yes I
8 did. Thank you. First of all, I really wish
9 people would not be so negative about this
10 school closing. I think there's a really good
11 chance that it may not close. Give yourself a
12 chance here. I've personally been to schools in
13 Brooklyn and the Bronx, but mainly in Brooklyn
14 where people came out to testify just like you
15 and the result was not closure. All right? It
16 was not phase out. It was maybe some other type
17 of program like transformation or dah, dah, dah,
18 dah, dah, but it wasn't closure or phase out,
19 which we're so fearful of. Give yourself a
20 break that what you're doing, quite frankly, is
21 the right thing to do and, to be blunt, this
22 gentleman, Harry Rivas, ninth grader, he's going
23 to Harvard. Okay. I mean wow. I mean wow. I
24 mean wow. Okay? That said, DOE, there is a
25 target action plan that I know you're going to

1 consider one of these days as a new type of
2 strategy to consider closing schools. Legacy
3 deserves a couple of more years before you close
4 it. Mr. Sternberg, here's my concern about the
5 - - . This is a cohort of about 40 schools.
6 This school is in the lowest cohort. There
7 reality is that there's four or five other
8 schools right now, - - , Jane Adams, Grace
9 Dodge, Gateway, that's in the exact same lowest
10 cohort. The harsh reality is that this isn't
11 public school anymore where you can get a one or
12 a two in - - . You need to get a 65, you don't
13 graduate, end of story. And the reality is that
14 in a couple of years the kids in this school, as
15 they go to some of the other schools - - the
16 lowest cohorts are going to be in those same
17 schools. Because this school is in the lowest
18 cohort, DOE unfortunately is playing with the
19 data here. It really should reconsider phase
20 out or closure because we're talking about a
21 peer index that's so low, it's going to continue
22 to have problems with other schools like it had
23 with other school closings in the past. The
24 biggest concern we have with school closings
25 really should come from our reading of Brown

1 versus Board, the original case that
2 desegregated schools in '54. By doing what you
3 do to close schools, you think you're doing
4 well, and in some cases you are, you're making
5 kids feel crappy about themselves and you should
6 take that into consideration when you're closing
7 a school. The last piece, I really like data
8 and I think what the Department of Education has
9 done with data sometimes makes sense. But a lot
10 of time, like what it's doing with Legacy
11 tonight, it's abusing data. This is what really
12 concerns me. This mayor who really cares about
13 data, heck he's worth \$20 billion by massaging
14 data, the harsh reality is that when he's gone
15 in a couple of years, we're going to have four
16 or five mayoral candidates and all they're going
17 to do is say I'm just not going to do what
18 Bloomberg says. And that means all the good
19 work with data, and there was good work done,
20 very good work, will be thrown out the window.
21 And that's not right. Because of the value of
22 data, it's going to be looked at as an abuse.
23 And I hope that you really consider the kids'
24 feelings and the value of data that after Mr.
25 Bloomberg's gone, we're still here, the parents

1 are still here, the kids are still here in
2 our neighborhoods. Thank you.

3 MS. FATIMA HENRY: Hi. My name is Fatima,
4 I'm a junior at Legacy. And I just want to let
5 you guys know that a walk out, we did that. The
6 Today Show, we attended that. - - we got that.
7 Fifty percent? We are that. The idea of
8 closing Legacy has only made us better. January
9 2012 ELA regents, 80% of us passed that. I'm
10 glad to say I was in that 80%. New teachers,
11 principals have changed the background of
12 Legacy. With new administration, things have
13 changed and our graduation regents score and
14 college readiness are going to change. Why
15 should we have to pay for ten years' worth of
16 trouble, low number graduation rates and failed
17 principals? The Department of Education on a
18 yearly basis cuts our budgets. How can we go
19 without the support of DOE? No child left
20 behind is your policy, right? You're leaving us
21 behind by closing Legacy.

22 MS. MARY SPIEGEL: Hey there. I'm number
23 20. Mary Conway Spiegel, Partnership for
24 Student Advocacy. Chewing. Reading through the
25 Legacy history is like reading the symptoms of a

1 disease. It's unbelievable. The principal's
2 desk is in the hallway? I mean how do you lead
3 a school in a hallway? Pipes freezing. I'm
4 shocked 44% graduated. It's wild. Columbus is
5 dying from the same disease. So is Jamaican
6 Robison. So is - - . Yet nothing is more
7 patronizing when you're sick or you've got this
8 illness or you're being starved or being served
9 crumbs than avoiding responsibility. Which is
10 what the DOE is doing. It's avoiding the
11 responsibility. The principal has a desk in the
12 hallway. Blows my mind. Denying the true
13 problem and blame, blame is the major tool.
14 That's just, again, I don't understand how
15 business works that way. To the students of
16 Legacy, a pleasure and an honor, you're doing a
17 fantastic job. When I'm old, well, I'm old now,
18 but when I'm older, I'm happy that my future is
19 in your hands. Thank you. To Miss Mosley, who
20 I don't even know, you're already a winner,
21 you're already succeeding, you're producing
22 these amazing children who are, I, I've got
23 goose bumps. Congratulations. Good for you.
24 Good for you.

25 MALE VOICE: Before I start, I just want to

1 say that this guy right here is mainly a
2 puppet to the DOE. And I feel sorry for him
3 because everything that we're saying we're
4 putting it down on his shoulders and he's the
5 one representing the words of the state. It's
6 not him, though he does work for him. I feel
7 sorry for you now. In the beginning they gave
8 an open ended statement and I just wanted to
9 state some things that I noticed. They said the
10 purpose of the meeting is not to change our
11 minds. Well, no, really. To reach out to us,
12 whatever that means. To engage the schools that
13 have the apparent low percentile rate of
14 passing. Let's say, they want to hear us out.
15 Well, the way I see this is they want to listen
16 to us, then they're going to execute their
17 appropriate intervention, which is apparently
18 defined by them as the closing of our schools
19 even though they're telling us listen, we're
20 going to listen to everything you have to say
21 here and we're still going to close your
22 schools, we don't really care. They use a whole
23 bunch of vague terms, a whole bunch of
24 statements, I copied it all down, they say they
25 have concerns for the performance. So closing

1 us down increases performance? Since when
2 has this worked. I'm sorry. I'm sorry. They
3 say that impact statement has to be reached.
4 This is all very vague. It's, really the
5 purpose of this meeting here is to tell us that
6 people, we understand everything that we're
7 going through, but we're not going to do
8 anything to help you at all. We want you to
9 shut up, sit down because we want the DOE and we
10 run everything that you're doing. And that's
11 about it. I forgot everything else.

12 MR. SETTLE: I'd like to call the following
13 to the microphone - Ian Temple, April - - ,
14 Julie Reinos. Ian Temple, Marjorie Steinberg,
15 April - - , and Julie Reinos.

16 MS. MARJORIE STEINBERG: Hi everybody. I'm
17 Marjorie Steinberg, I'm another proud member of
18 the UFT. I teach in District 79, I teach ESL.
19 And to the colleague who said that maybe the fix
20 was not in, I have to say the fix is in. We've
21 got to understand that. The purpose of this
22 meeting is because under the governance
23 regulations of mayoral dictatorship, the DOE is
24 required to come here and put on this dog and
25 pony show or the two seals waving the beach ball

1 around that Mr. Pagan spoke, before they go
2 to the mayor's puppet panel for education on
3 February 9th where there's going to be thousands
4 of parents and teachers and students screaming
5 and demonstrating and protesting and they don't
6 care what the will of the community is, they're
7 going to vote to close down the schools. They
8 voted to close down 19 this year, they're going
9 to close 33 this year, unless we can stop them.
10 And we're not going to stop them unless we can
11 build a movement that can stop them. So - - up
12 here to Deputy Chancellor Sternberg and the
13 yakity yak and the yakity yak about data, which
14 we all know is doctored data and when the
15 students of this school get up and put forward
16 their own data and want an investigation and
17 want a response to why they haven't even been
18 given the information for the seven of the ten
19 years, we got no response to this, and then
20 Deputy Chancellor Sternberg gets up and tells us
21 well, there really is no formula. Well, we
22 don't, it's not really based on anything, but
23 just when our patience runs out and then you
24 have the nerve to lecture us for respect. Well
25 there is a formula and it has to do with racism

1 and class. It has to do with real estate and
2 it has to do with - - and corporization. But I
3 want to tell you, one good thing has happened in
4 the last two years that we have been fighting to
5 keep our schools open and that is something
6 amazing is happening in this city because for a
7 long time the community was split from the union
8 for about 40 years for a number of reasons.
9 This has brought us back together with all the
10 union busting that's going on, the mayor's trash
11 talk about the teachers, nobody's buying this,
12 we know tonight about how the teachers are
13 caring about the students, how the students are
14 caring about the teachers, how everyone here is
15 caring about the community and together parents,
16 teachers, students, workers, we can run the
17 schools, we live in them, we teach in them, we
18 study in them, and we don't need the suits. I
19 tell you, we don't need these guys from the
20 Principal's Academy who come into this place for
21 a nanosecond and try to tell us about our
22 community and our schools. So I think the fix
23 is in, but come out to the PEP on February 9th
24 because we are building a very, very powerful
25 movement and I think justice will out, thank

1 you.

2 MS. JULIE REINOS: Hi. I'm Julie Reinos, I
3 teach art here. And my concern is that some
4 stats that Harry brought up of, you know I know
5 that you guys look at attendance rates and
6 that's really, really important in our whole,
7 you know, kids aren't coming, they're not
8 accumulating credits and the thing that's
9 missing from the stats that Harry kind of
10 touched on is, god, we have kids who are going
11 in between homes, they're living in shelters,
12 they're not living all the time with their
13 primary caregiver, their parents are
14 incarcerated, they've been incarcerated, we have
15 kids who are, you know, all of these situations.
16 And yet we don't look at that, that's not in the
17 data an when you talk about a peer index, how
18 are we comparing against our peer indexes with
19 kids like that because they do require special
20 needs. They're incredibly needy and they need
21 it. And like Harry said, we lost our social
22 worker, we lost our parent coordinator these are
23 resources that these kids need and we don't have
24 that support and yet, you know, you're just
25 saying well, your peer index has that. But what

1 are those stats? Where do we fall in that
2 peer index? What is our percentage? He said
3 3%. I can't imagine that 3% of our kids are
4 living in shelters I'm sure it's much higher.
5 So these are questions that need to be answered
6 and looked at. And really if we're going to
7 solve the problem of stopping closing these
8 schools, these are the kind of issues we really
9 need to look at. Thank you.

10 MR. SETTLE: I'd like to call the following
11 to the microphone - Lisa Hicks, Ruth Asidado
12 [phonetic], Angel Fani, Justin Lopez.

13 MS. LISA HICKS: Good evening and welcome.
14 And thank you for staying as long as you have.
15 I want to add something to what Jessie said
16 earlier. Jessie stated that you had mentioned
17 in your introduction speech that you have
18 concerns of performance and closing us down
19 somehow increases that performance and I want to
20 just tell everybody in this room and I want
21 everyone in this room to go tell three people
22 and tell them to tell three people - that every
23 time the New York City Department of Ed. shuts
24 down a school and starts a new one, which
25 they've already claimed is going to be very

1 similar, it's going to have the same type of
2 students, the same income status, the same all
3 the things, the only reason they're shutting
4 down these schools is because as they shut them
5 down, they no longer have to include the new
6 school, which is the same school, in their
7 statistics. They take the lowest statistic
8 schools, they shut them down, they look at their
9 numbers, wow, those statistics improved. We
10 just shut down the 20 with the lowest
11 statistics. Now we're improved, we don't have to
12 do anything else! Let's all go home. Okay? So
13 we need to know that and people don't know this.
14 That this is how the system plays. When they
15 stop our school, they no longer count our stat
16 and they no longer will, they will not count the
17 stats of the new school until it is in its
18 fourth year. Please pass the word on. People
19 are talking, people are complaining and nobody
20 understands the true math. I don't like math,
21 but I understand this math and I'm not happy
22 about it. Thank you.

23 MR. ANGEL FANI: Thank you. My name is
24 Angel. Class of 2011 from Legacy. Thank you.
25 I came back here because I heard it was going to

1 close and I really don't want it to close. I
2 mean everyone doesn't want it to close,
3 obviously, but, you know, these teachers are
4 great. Mr. Rivera, he emailed my dad to make
5 sure I got my homework in on time and make sure
6 I did my essays. Mr. - - , he made sure I
7 registered to college. I was going to go to the
8 Air Force, you know? Like he made sure I
9 registered to college and I'm in City College
10 right now studying biochemistry. Miss Mosley,
11 like when she first came, I didn't really like,
12 you know, like you, I'm sorry. You know, she
13 enforced a lot of rules, but I admit, those
14 rules really helped the school a lot and it made
15 it a place I kind of wanted to come to. And,
16 you know, I'm really grateful that she became
17 the principal and, you know, she's a great
18 principal. I just don't want this school to
19 close. I hope you take it into consideration
20 that, you know you have a job to do, I
21 understand that, everyone has a job to do, but,
22 please, you know, you're might go back there and
23 you're going to tell them, oh, just close down
24 the school. No, you know, try to help us fight
25 for this school. Everyone here came out. Thank

1 you.

2 MR. JUSTIN LOPEZ: My name is Justin Lopez.
3 Graduated 2011. I was in the school since
4 freshman year and I went all four years with no
5 problems, except my senior year. If it wasn't
6 for - - and the new principal, I wouldn't have
7 graduated, honestly. They push you, Miss
8 Kinlock, Cordts, everybody. It's a family, as
9 corny as it sounds, it's a family and the school
10 has did a lot. - - , but I just don't want to
11 see it close down. Like this school made me who
12 I am today and I like who I am. This school,
13 like when I came in, I was like this, long hair,
14 blonde highlights, had no backbone. I came in
15 and look at me now - I have a job, going to
16 school soon, - - . And my sister, by the way,
17 my sister.

18 FEMALE VOICE: Yeah, this is my brother, you
19 know, we go together from birth. But it upsets
20 me that the guy who I wanted to, I stayed here
21 longer because I wanted to confront him about a
22 certain comment that he made, Mr. Juan Pagan.
23 The comment was what, that one out of three
24 students were not going to be, we were going to
25 be failures. I honestly stayed and I'm mad that

1 he left right before I came up, but you were
2 with him, you were sitting with him and I'm
3 going to look you in the face and I would love
4 for you to tell him this, who is he to tell me
5 that I'm not going to be anything in life. If I
6 want to be a president, I'm going to be the
7 president. So, you know, if I get to see him
8 again, one day, I will have no problem in saying
9 it, but I would personally love it if you got to
10 send him that message that especially if he came
11 from where we're coming from, from low paying
12 people, because my parents, they work their
13 behinds off to support my family. And if he
14 came from that and if he came from the hood, I
15 find him a disgrace. He disgusts me.

16 MR. LOPEZ: And also if I can say one more
17 thing, I was senior - - , I saw a big change
18 from the old principal to the new principal and
19 I think if you destroy a school that has so much
20 potential, that it's just going to ruin the
21 future. So yeah.

22 MR. SETTLE: I'd like to call the following
23 to the microphone - Desi Waters, Alex Bell,
24 Stanley Ng, and Jacen Haynes.

25 MS. WATERS: HI. I'm Desi Waters, I work

1 with Enact, I run the dropout prevention and
2 attendance improvement. I'm completely
3 disheartened by this. You said at the beginning
4 that the reason that the school is up for phase
5 out is because you've run out of patience. If I
6 run out of patience with three kids who lost
7 their foster mother, not their mom, their foster
8 mother, I would come here every day to make sure
9 that they understand that education is
10 important. And I would come here every day with
11 kids who are in temporary housing, I can't even
12 call them for attendance improvement because
13 every day their address changes. They don't
14 know where they live, they don't know—would you
15 make eye contact, thank you. My students, my
16 babies, they came in, you sent me 13 new kids on
17 my floor, I didn't even know who they were, all
18 of a sudden a classroom that had seven students
19 in it had 13 students in it. And we didn't know
20 where they came from and no, there wasn't any
21 money, we were purged and all of a sudden, on
22 November 2nd, on a magical day we got all these
23 kids into the building and we were told take
24 care of them. Take these kids from prison, take
25 these from the homeless shelter, take these kids

1 from nowhere who have been abandoned and make
2 them stars. How are we supposed to do that
3 without money? How are these kids supposed to
4 live out their dreams and make their change in
5 the world if we just phase out on them. So I'm
6 not going to run out of patience on these kids
7 and if you guys do, that's a disgrace and I will
8 be at the voting booth making sure that you guys
9 sit down somewhere and we phase you out. Thank
10 you.

11 MR. ALEX BELL: Hey, my name is Alex, I
12 graduate last year. - - . I think DOE needs
13 to arise above the hate. - - maybe this school
14 could be a better place. Miss Mosley have made
15 this school better. I say - - one more chance!
16 One more chance! One more chance! One more
17 chance! One more chance! One more time. DOE
18 need to arise above the hate.

19 MR. JACEN HAYNES: Thank you, my good sir.
20 Hello, I am Jacen. I think that you should give
21 us more money and - - opportunity because the
22 DOE is - - , it's real low, man. Besides, how
23 would you like it if it was your kids? And your
24 kids was in this school and it was being phased
25 out? That's all I got to say.

1 MR. STANLEY NG: - - , good evening, - -
2 . my name is Stanley Ng, I am the second - -
3 for high school Manhattan representative. There
4 are two of us, Mr. Pagan and myself. I just
5 came to talk to Mr. Sternberg, okay. I could
6 have sat up there, but I felt it was more
7 important for you to hear these from these kids
8 and their parents to hear from me. I'm here now
9 as a member of the public to get my two minutes
10 to talk to you for a second, Mr. Sternberg. I
11 just want to bring up two things. Mid-October -
12 - , not pre-engagement, early engagement, okay,
13 I was the only non-DOE personnel at that meeting
14 and I was here with Anthony, he will tell you.
15 Your office or the people at DOE never notified
16 the parents properly so no parents showed up
17 back then, okay? I have to speak for them.
18 Under the regulation it have to be mailed out
19 ten days in advance and it wasn't. So keep that
20 in mind, that's number one. Number two, this -
21 - in the past three weeks is my third hearing
22 for high school closing and I want to talk about
23 one of them in addition to this one. I want to
24 talk about Washington Irving - - , there's four
25 high schools in there and I was there for that

1 hearing yesterday. One thing that we talked
2 about was there's four high schools in there.
3 Washington Irving is the largest one with a 7%
4 MRE, most restricted environment. Well a
5 thousand kids - - kids, okay, with a 9% LIE - -
6 90 kids. That school's going to be closed.
7 Okay? In addition, those three other schools in
8 there do not take or many MRE. The other three
9 schools, I looked at the register, they only
10 have one. Seventy kids in this neighborhood
11 will have no place to go once Washington Irving
12 closes. This school also has 7%. Of 300 kids,
13 that's 21 MIE kids. When you add them up, 91
14 seats from this area for the most restricted
15 special ed. will be gone. Washington Irving is
16 - - , that mean 60% at the top, 64 in the
17 middle, 60 - - . They must take 16% at the
18 bottom. Your new schools are unlimited screens,
19 they don't have to. - - more application than
20 seats, it's a lottery. It doesn't mean - - kids
21 get in. So I want you to understand this, okay?
22 In this area, the special ed. kids, MRE, most
23 restricted environment, 96 are going to be gone.
24 Okay? Think about it when you report back to
25 Mr. Walcott. Thank you.

1 MALE VOICE: Hi, good - - junior at
2 Legacy. First and foremost I would like to
3 thank the new regime for just a - - job they are
4 doing in the Legacy community generating - -
5 diligent work ethic and much of the freshmen
6 throughout the twelfth grade, eleventh grade.
7 Personally my years at Legacy, I believe it was
8 divine order that I was placed in Legacy. - -
9 opportunities that I received. I want to give-
10 I'm so thankful that Miss A, she gave me the
11 opportunity to apply to a college program known
12 as SCO where it helps highly motivated students
13 like myself to apply to competitive colleges in
14 the United States. I believe Legacy, you know,
15 it's done a great job in my life and so I'm very
16 much experiencing - - other people and I would
17 like to thank them for that.

18 MR. SETTLE: I would like to call the
19 following to the microphone - - , Tyler Jones,
20 Tonya - - , and Noah - - .

21 TYLER: Hi. My name is Tyler - - , I'm a
22 math teacher at Legacy High and I actually
23 arrived here in the fall of 2009, which was the
24 last year of our previous administration and I
25 just want to say that since that in the matter

1 of just one year under a new principal, I
2 noticed from my first year to my second year
3 there was a dramatic improvement in standards,
4 there was a dramatic improvement in attitude
5 amongst our students. When I came here, you
6 know, last year's graduation rate I feel, of 43%
7 was more a reflection of our past problems and
8 increased rigor than poor performance on the
9 part of the staff, poor performance on the part
10 of the administration. Presently the biggest
11 complaint that I hear from my students, which,
12 by the way, they actually enjoy complaining
13 about is that the classes have gotten much more
14 difficult, much more serious over the past few
15 years, but they're actually pleased that they're
16 being held to that much higher level. Many of
17 our current seniors are also pleased that they
18 now have the opportunity to be legitimately
19 prepared for college. You know, I can say that
20 in my first year I felt like a lot of the people
21 that were in the graduating class probably
22 weren't actually ready for college. I know that
23 for a fact. And, you know, a lot of teachers
24 felt like they didn't have the skills ready.
25 Now we're really making sure that they do have

1 those opportunities. You know, one way that
2 we've done that is through, by offering them a
3 college seminar. But in addition to that, if
4 you also look at the data, yes, the graduation
5 rate stayed the same over the past two years,
6 but if you look at the number of students that
7 have regents diplomas, it jumped from 20 to 33%.
8 All right? So that shows that we're holding our
9 students to much higher standards that they were
10 previously held to. Additionally, in the last
11 year, I would say that teachers have been
12 collaborating to make a huge impact and - -
13 outcomes. In the past year four teachers have
14 started a national honor society and AP - -
15 program, an AP US class and honors trigonometry
16 class and we're just collaborating with guidance
17 counselors to actually provide solutions to the
18 problems that are leading to bad data. So
19 unless we're given a chance to actually allow
20 these programs to come to fruition, unless we
21 actually see several years under many of these
22 new initiatives, you're not going to see that
23 data change. But I can guarantee you the
24 graduation rate will be much higher this year.
25 The graduation rate will be much higher next

1 year. And it will be a shame if we're not
2 given the opportunity to continue.

3 MR. SETTLE: This will close out the open
4 comment portion of tonight's program. At this
5 time, we will now begin our question and answer
6 period. Remember, there will be some questions
7 and others that have been bucketed into
8 categories where we will have the representative
9 from the panel ask questions, that have asked
10 questions and any question that is not answered
11 here tonight, will be answered on the website.
12 If you have additional questions at the
13 conclusion of tonight's program, we ask that you
14 direct them to us via a phone call and the
15 number can be found at the bottom of your fact
16 sheets or at our email address, also found at
17 the bottom of your fact sheet.

18 DEPUTY CHANCELLOR STERNBERG: All right.
19 Thank you everybody for your passionate remarks
20 this evening. I said at the beginning that I
21 didn't fool myself coming into this evening that
22 I would change minds, but I did know that I
23 would hear some very passionate remarks from
24 students and educators and community partners
25 this evening who are committed to the success of

1 students here and that certainly has
2 happened. We have covered a lot of ground this
3 evening in Q&A from the panel and many of the
4 questions we received were covered, I think,
5 actually we received four additional questions,
6 so I'm going to jump through these and where I
7 feel like I'm repeating myself, I'll spare
8 everyone. There were two questions from the
9 panel I wanted to address. Tamara, you asked if
10 the new school will be open to all special needs
11 students, - - students and students who are
12 learning English and self-contained students and
13 the answer to that is yes. The school will
14 participate in the-if approved, the school will
15 participate in the high school choice process
16 and will be open to all comers. It will be a
17 limited unscreened school and having led a new
18 school myself, can assure you that the team of
19 educators in this building, which, again, will
20 consist of some of the folks who are here now as
21 result of the - - process, the manner in which
22 new adults are hired into school, I can assure
23 you that this is a team that will be very
24 committed to serving every student. I'm
25 blanking on your name. Justin. Justin asked a

1 question earlier about how many schools in
2 the, how many new schools - - ,I believe that's
3 what you were asking. So let me share a few
4 statistics. First of all, let me acknowledge
5 that not every new school that we have started
6 has succeeded and I think Mr. Casey from the UFT
7 pointed out this evening that a number of the
8 schools that we have proposed for phase out this
9 year and have, in fact, phased out last year,
10 and in prior years are schools that we have
11 started. So we acknowledge that. What we also
12 would point out is that under this
13 administration our new school strategy has led
14 to the creation of over 500 schools. And
15 overwhelmingly these new schools are producing,
16 serving the same students, producing outsized
17 results. In fact a recent study was released
18 just last week by NDRC that analyzes the growth
19 that students experience, students who apply to
20 the new schools relative to students-and get in,
21 relative to new students who apply to the new
22 schools and don't get in through the choice
23 process. And what that study has found
24 definitively, in our view, is that students, as
25 a result of their experience in the new schools

1 have experienced a double digit gain in their
2 growth in graduation rates and college
3 readiness. And so your question was how many of
4 these have failed and a number of them have.
5 Less than 5% have. More than 95% of the schools
6 that we have started have produced the kind of
7 results I'm describing here and we're obviously
8 counting on that kind of progress and change
9 here.

10 The next question was about the schools in
11 the peer group. It's a list of 40 schools that
12 I'm going to, Elizabeth will help make sure that
13 it's forwarded to the principal in the morning
14 to be shared with the school community. Okay.
15 So we're not going to be able to provide that
16 this evening, we're happy to unpack some of the
17 data. Yeah, so the question was to compare the
18 student population in the dimensions that were
19 discussed by one of the teachers, I believe the
20 art teacher spoke about children living in
21 shelters and incarceration and that's not data
22 that we have here. What I can assure you is
23 that, and with great respect for the hard work
24 you are clearly doing and your colleagues are
25 doing, that we see that as a dynamic that plays

1 out in all of our schools across the city. I
2 think what you're suggesting is that there is a
3 concentration of that here and that's certainly
4 something we would want to take a look at and
5 will, as a result of your comment. Okay.

6 MALE VOICE: - - why can't that information
7 that is positive - - , but the information that
8 works against us—I just want to make this clear,
9 because information that was prepared to pull us
10 down, they were ready with that. But the
11 information that we had to ask them - - , they
12 had no - - . I'm just saying - - .

13 DEPUTY CHANCELLOR STERNBERG: Harry, I'm not
14 sure what the question is. We shared a lot of
15 data this evening. We shared data about schools
16 that serve a higher percentage of self-contained
17 students, we've talked about high need students,
18 and these are proxies for the kind of data that
19 we're talking about here. So I certainly
20 apologize to you if you feel that we have not
21 come with adequate data. I can also assure you
22 that no one is happy about being here tonight.
23 No one is happy about having to phase a school
24 out. There is no joy in this. I can assure
25 you. Yes, we will. We will. So - - proposal.

1 It requires the panel to approve.

2 So the next question was how many schools in
3 the peer group are proposed for phase out.

4 There are three other schools in this peer group
5 of 40 that are proposed for phase out. They are
6 Grace Dodge, Gompers [phonetic] and Gateway,
7 which is a school on the Stephenson [phonetic]
8 campus.

9 One other data question. I'll read the
10 question and then answer it. Why does the DOE
11 continue to compare Legacy's graduation rate to
12 the city average when, A, schools like - - Bronx
13 Science, Brooklyn Tech it is more mathematically
14 relevant to look at the mean and, B, what is the
15 mean graduation of Legacy's peer group? So the
16 citywide average, citywide graduation rate is
17 65%. The graduation rate of the peer index is
18 55%. So that is the, I think, the second of
19 these two questions. But let me be clear that
20 it is against the performance of these other
21 peer schools and that average that we evaluate
22 the school's performance. It is not against - -
23 and Bronx Science.

24 FEMALE VOICE: - - .

25 DEPUTY CHANCELLOR STERNBERG: It is on the

1 most current data we have. On the graduation
2 rates from last school year.

3 FEMALE VOICE: So - - .

4 DEPUTY CHANCELLOR STERNBERG: Those would
5 not be factored into the data here, those would
6 be factored into our additional analysis and I
7 think we heard some additional data this evening
8 that I've asked Elizabeth together from the
9 various folks who have presented it to factor
10 into our final recommendation. Okay?

11 So the last question we got, Tamara, was the
12 following. If Legacy was underperforming for
13 many years, why was that not addressed under the
14 prior principal? So let me be clear that the
15 network staff and the department over the last
16 ten years when we have been concerned about the
17 data have been providing support. There have
18 been interventions including new leadership at
19 times and this team has been available to the
20 school and providing resources and time and
21 support each year, leading up to this decision.
22 There are times when we see that those
23 interventions work. And in this instance what
24 we have seen, as I've described, is a decade of
25 low performance that have led us to believe that

1 no matter how well intentioned the adults
2 here are, and there are many well intentioned
3 adults here and we've heard from them this
4 evening and there is clearly a principal who
5 cares very deeply about her school community,
6 that we need to act quickly on behalf of
7 students to implement change that we think will
8 bring better options and results quickly and
9 then - - and consistent with what I said to you
10 before, we believe that a new school on this
11 campus will do.

12 MR. SETTLE: Thank you. We've heard from
13 many significant comments this evening. Some
14 passionate and some more passionate. We
15 appreciate your feedback and the contributions
16 to this hearing. Information will be shared
17 with the Panel on Education Policy which will
18 have its hearing on February 9th at Brooklyn Tech
19 High School to vote on this proposal. Please
20 use the phone number on the website, the bottom
21 of the fact sheet, if you have any additional
22 questions or concerns. Please email them to
23 DO2proposals@schools.nyc.gov. Or by phone -
24 212-374-3466. Thank you for coming. This joint
25 public hearing is now officially adjourned.

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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 February 6, 2012