

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

**NEW YORK CITY DEPARTMENT OF
EDUCATION - DIVISION OF
PORTFOLIO PLANNING
Business, Computer Applications &
Entrepreneurship High School 2/26/13**

1 [START RECORDING]

2 MS. LAURA FAHOE: Right before we start I
3 just want to make a final announcement. If you
4 wish to speak, if you are not sitting at the
5 panel up front and you wish to make any public
6 comments please go to the back of the auditorium
7 in the lobby of the auditorium and sign in to
8 speak. You have to have a number and I will
9 call your name for speaking time. That includes
10 anybody here who wishes to make a comment.
11 Please, please sign in in the lobby of the
12 auditorium and get a number for speaking time.
13 We will also hold that sign in time open until
14 about 6:40 if you wish to sign in, thank you.

15 MR. ROBERT LOPEZ: Sorry, I apologize. Your
16 name again?

17 MS. FAHOE: Laura.

18 MR. LOPEZ: Laura.

19 MS. FAHOE: Who are you?

20 MR. LOPEZ: Robert Lopez, sorry. I
21 apologize.

22 MS. FAHOE: No, no, don't worry.

23 [Crosstalk]

24 MS. FAHOE: Were you the one that - -
25 talking to someone who I knew very, very well

1 and the moment they asked me what their name
2 was - - .

3 MR. LOPEZ: I swear we were together last
4 Friday.

5 MS. FAHOE: Yeah.

6 MR. LOPEZ: Okay. Good, good.

7 MS. FAHOE: - - we went - - .

8 MR. LOPEZ: - - I don't know if I gave you
9 one of these, but here in case, just in case,
10 all right.

11 MS. FAHOE: Thank you.

12 MR. LOPEZ: Just so, you know.

13 MS. FAHOE: Excellent.

14 MR. LOPEZ: You're - - we need securing.

15 MS. FAHOE: Grew up in Queens, but thank
16 you.

17 MR. LOPEZ: Whereabouts?

18 MS. FAHOE: Bayside.

19 MR. LOPEZ: Okay, cool.

20 MS. FAHOE: - - .

21 MR. LOPEZ: Oh, issue 26 is, yes, it's issue
22 26.

23 MS. FAHOE: It's issue 26.

24 MR. LOPEZ: I am. I was born and raised in
25 Woodside actually live in Bayside in Covent

1 Gardens on Springfield. We just moved up there
2 from Washington a few years ago, excuse me,
3 we've been up there - - . It's not that bad.
4 It's now I'm on north shore right next to
5 Manhasset. So, it's - - because I do Queens.
6 So, it's not that bad. I think, I'm in and out
7 of Queens in about a half hour. - - Rockaway
8 takes a little longer, but you know.

9 MS. FAHOE: Living - - out there - -
10 whatever - - .

11 MR. LOPEZ: And you go between there - -
12 road?

13 MS. FAHOE: Back and forth between - - just
14 to do - - .

15 [Crosstalk]

16 MR. LOPEZ: Iron horse.

17 MS. FAHOE: So, I was just - - .

18 MR. LOPEZ: Great. Where'd you guys park?

19 MS. FAHOE: Right across the street.

20 MALE VOICE 1: Right there.

21 MS. FAHOE: Across the street really.

22 MR. LOPEZ: We'll escort you guys out, make
23 sure you get out as soon as possible.

24 FEMALE VOICE 1: I think I'm we're going to
25 get started soon.

1 MR. LOPEZ: Follow your lead. We got you,
2 all right.

3 FEMALE VOICE 1: The first three people
4 didn't get numbers - - have the green tags. We
5 got started a little bit late.

6 MR. LOPEZ: Okay. I know who they are - - .

7 FEMALE VOICE 1: Well, I have them on the
8 list.

9 MR. LOPEZ: You call them by their names
10 then, right?

11 FEMALE VOICE 1: Yup.

12 MR. LOPEZ: Okay. That's fine, that's cool.
13 All right. Do you, by the way, do you know how
14 many speakers we have at this point signed up?

15 FEMALE VOICE 1: Twenty-five or less.

16 MR. LOPEZ: Okay.

17 [Crosstalk]

18 MS. FAHOE: Excuse me. One last
19 announcement. Transcription services is the
20 young lady from transcription services please
21 come down to the front. We're going to begin if
22 you could just settle in. Thank you for your
23 patience. I apologize for the delay. Good
24 evening again. My name is Laura Fahoe and I
25 will be acting as the facilitator for this

1 evening's joint public hearing. There is
2 translation in Spanish available. I'm going to
3 make one further announcement for translation
4 services, please. Thank you.

5 MALE VOICE 1: [Spanish audio].

6 MS. FAHOE: Thank you. Thank you. This is
7 a joint public hearing of the Department of
8 Education Community Education Council, the
9 school leadership team to discuss the proposed
10 phase out of Business, Computer Applications and
11 Entrepreneurship High School, 29Q496. Tonight's
12 proceedings will be recorded and transcribed.
13 Before we begin the hearing we ask that anyone
14 who wishes to speak during the public comment
15 portion of the evening sign up at the table in
16 the back. In the lobby of the auditorium. Sign
17 up will end promptly at 6:45. We extended the
18 time as a result of our getting started late.
19 If you have a question that you want to be
20 addressed during the question and answer portion
21 of this evening's agenda please write the
22 question on an index card. The index cards are
23 provided at the table also in the lobby of this
24 auditorium and you can submit them to the staff
25 in the lobby of the auditorium or anyone walking

1 around who was a label for the staff. We will
2 accept questions on index cards until the panel
3 presentation begins. Following the panel
4 presentations we will begin public comment.
5 Only people who have signed up to speak at the
6 table in the lobby will be able to speak in the
7 public comment portion of this agenda. All
8 panel participants were asked to be here no
9 later than 5:30. Now that we have started if a
10 panel participant arrives late he or she will be
11 given time to speak at the first opportune
12 moment. We want to be respectful of everyone's
13 time. There also may be elected officials who
14 arrive at different times throughout the
15 evening. If they wish to speak we will do our
16 best to accommodate them at the first opportune
17 moment. Those who are here first will speak
18 first at the public comment portion of the
19 agenda. As you will see the full agenda is
20 described on the posters in the lobby of the
21 auditorium. The format for tonight's joint
22 public hearing will include a presentation of
23 the proposal, presentation by hearing
24 participants followed by public comment.
25 Speakers should have already signed up at the

1 table in the lobby, public comments can be no
2 longer than two minutes each. This time will be
3 strictly adhered to in order to allow everyone
4 an opportunity to speak and also to be
5 respectful of everyone's time. There will also
6 be a question and answer period. Please be
7 aware during the public comments portion or the
8 panel presentations if someone poses a question
9 during their comments the staff here will be
10 jotting down those questions, recording those
11 questions and will group them together during
12 the question and answer portion. So, if you ask
13 a question during your public comments or during
14 the panel presentation those will not be
15 immediately addressed, but they will be written
16 down so that we may address them in the question
17 and answer portion of this evening's agenda.
18 While the public comments are taking place staff
19 members will organize the questions into
20 categories and get them ready for question and
21 answer period. Some questions will be answered
22 directly off of the index cards and others will
23 be batched together to avoid repetitiveness.
24 Even though all individual questions will not be
25 addressed in this forum tonight, answers to the

1 questions will all be posted on the DOE website
2 prior to the panel meeting. If at the end of
3 the hearing you still have questions that were
4 not answered this evening or if you have
5 questions after the cards have been submitted
6 you may email us the questions to the email
7 address that's at the bottom of the fact sheet.
8 You can also phone in those questions to the
9 phone number also at the bottom of your fact
10 sheet. I would like to now introduce the panel
11 which has assembled here for tonight's joint
12 public hearing. Seated at the table which is
13 the panel is Ms. Barley, the former PTA
14 president, Ms. Lenore Krieger, school leadership
15 team member, Mr. Joel Vin, school leadership
16 team member, Alicia Hideman, CEC president,
17 Suzette Lewis, school leadership team member,
18 Tariq Johnson, school leadership team member.
19 And three students from the school leadership
20 team, Rosemary Stevenson, Jovan Campbell and
21 Brandon Noel. I apologize if I pronounced
22 anybody's name incorrectly. But as we, I'm
23 sorry, Rosemary Reyes. I will ask them to speak
24 during the panel presentations after we read the
25 proposal. We are also pleased to have with us

1 the following elected officials: Demetrio
2 Fakowski is here from the Panel for Educational
3 Policy as well. Okay. From the council of
4 supervisors and administrators CSA
5 representative Bernie Lopez is here with us this
6 evening. Okay. Also from the United Federation
7 of Teachers, the UFT, we have several
8 representatives, Rona Frasier is here, James
9 Vasquez, Janella Heinz and from the school again
10 Mr. Joel Vin and I will introduce them later to
11 make a comment. Seated at the table is also
12 Juan Mendez, superintendent, Queens High Schools
13 and Dr. Dorita Gibson, Deputy Chancellor for
14 Equity and Access. I will now turn the program
15 over to Deputy Chancellor Gibson who will
16 present the proposal.

17 DR. DORITA GIBSON: Thank you Dr. Fahoe and
18 good evening everyone. I'd like to recognize
19 the fact that we have our four principals at the
20 table. Two other principals, Mr. Cruz is at the
21 table, Ms. White is at the table, Principal
22 White, and I believe Principal Armad is in our
23 audience and thank you for being here this
24 evening. I'd like us to start by saying thank
25 you for coming out and just to let you know that

1 this is not an easy thing to do to come into a
2 school community and really go through the data
3 and explain what's not working. I understand
4 how you may be feeling out there and this is a
5 very hard process that we have to go through.
6 We take it very seriously. We will definitely
7 be listening to what you have to say this
8 evening. And we will be recording it and we'll
9 answer as many questions as we can. So, thanks
10 for coming. The joint public hearing was
11 convened to discuss the proposed phase out of
12 Business, Computer Applications &
13 Entrepreneurship High School and for the purpose
14 of this hearing I will be referring to the
15 building or the school as BCAE. On a separate
16 hearing for the proposed phase out and
17 replacement of Law, Government and Community
18 Service High School, a meeting was held here on
19 February 13th, 2013. The decision to phase out
20 BCAE is a difficult one and we do not take this
21 decision lightly. We examine many factors and
22 data before we propose this course of action.
23 We engage families and community members in a
24 discussion about what is and what is not working
25 at this school before determining whether a

1 phase out is appropriate. All of us count on
2 our schools to provide a high quality education
3 to students and we must hold all schools to the
4 same standard of excellence because they and
5 every child deserves the very best in the city.
6 When in a school isn't serving all of its
7 students well we have to take action to ensure
8 that the current students don't fall even
9 further behind and the future students will have
10 a school that prepares them for success in
11 college and in the work place. I would like to
12 acknowledge the students who are here and their
13 families and who feel the children are doing
14 well and being served well by BCAE. And tonight
15 we will hear some success stories and we will
16 honor these. But, we also need to consider the
17 other students whom the school is not serving
18 well and who have not had experiences that have
19 gained success. These students also deserve the
20 best. As I mentioned earlier tonight we will be
21 discussing the proposed phase out and
22 replacement of BCAE. BCAE is located in the
23 school building Queens 490. The campus magnet
24 educational campus at 207-01 116th Avenue in
25 Queens, New York. BCA is co-located with three

1 high schools: Mathematics, Science and
2 Research and Technology Magnet High School,
3 Humanities and Arts Magnet High School and Law,
4 Government and Community Service High School
5 which the DOE has also proposed to phase out.
6 The principals are here as I said before. BCAE
7 is a high school that currently serves students
8 in grades 9 through 12 and admits students
9 through the city wide high school admissions
10 process. On January 17th, 2013 the New York City
11 Department of Education published a proposal to
12 phase out BCAE based on its longstanding
13 performance struggles. This proposal discusses
14 the track record of the school and why the
15 Department of Education believes that phase out
16 is the best option for the BCAE community.
17 Performance data for BCAE indicate that the
18 school has struggled and confirms that the
19 Department of Education's assessment that the
20 school lacks the capacity to improve quickly
21 enough to better support its students needs.
22 For example, BCAE earned a D grade in this most
23 recent progress report including an F grade for
24 student progress and a D grade for student
25 performance. Furthermore, BCAE has a history of

1 low performance including a D grade in 2000 to
2 2010 progress report, a C grade in 2010 to 2011
3 progress report. Graduation rates have remained
4 low, below the 58th percent for last 4 years.
5 Last year BCAE's four year graduation rate was
6 just 47% well below the most recent city wide
7 average of 65.5%. Given the school's continued
8 decline in performance the Department of
9 Education believes that only the most serious
10 intervention and gradual phase out and eventual
11 closure of BCAE will address it's longstanding
12 struggles and allow for a new school option to
13 develop in this building that would better serve
14 future students in the community. In a separate
15 educational impact statement, the Department of
16 Education has posed to open and co-locate a new
17 district high school in the same building. The
18 proposed new school will serve as a replacement
19 on the campus. The new school will prepare
20 students for post secondary education and work
21 as well as provide immediate replacement on this
22 campus for students interested in career and
23 technology education programming. The
24 Department of Education also anticipates opening
25 a new school in September, 2014 as part of the

1 replacement strategy for BCAE. The Department
2 of Education would issue an educational impact
3 statement in advance of 2014-2015 school year
4 for such proposal. We look forward to working
5 with the community to ensure that the new school
6 reflects the community needs and the interest.
7 Before we move on to public comment I would like
8 to briefly discuss the impact and the phase out
9 proposal on the current BCAE students. If the
10 phase out proposal is approved the panel meeting
11 on March 11 BCAE will no longer admit a new 9th
12 grade at the conclusion of the 2013 school
13 years. BCAE would continue to phase out one
14 grade a time until June, 2016 when it would
15 close. Most current students will be able to
16 complete high school at BCAE assuming that they
17 continue to earn credits on schedule and pass
18 the required Regent's Exams. Students may also
19 apply to finish school elsewhere if they wish.
20 New 9th grade students will have opportunity to
21 apply to a different high school during round
22 two of the high school application process in
23 March. Other students at BCAE would get an
24 opportunity to apply to transfer to another high
25 school as part of our public school choice

1 process. Applications for these transfer
2 opportunities will be available to students this
3 spring for enrollment starting in September.
4 Before I close I like to acknowledge that the
5 network team is here this evening to support the
6 school. We have our cluster leader, Ms. Lagraw,
7 who's sitting here in the front next to the
8 deputy network leader, Mr. Fox. And the cluster
9 leader, Mrs. Ziti, thank you for coming here as
10 well. The support is welcome. Thank you. I
11 look forward to your questions and your feedback
12 as we start the questioning this afternoon.

13 MS. FAHOE: We will now begin the panel
14 presentations. Just for ease.

15 [Crosstalk]

16 MR. JOVAN CAMPBELL: All right, good evening
17 everyone. This is the Power Point presentation
18 presented by the student government for the
19 Business, Computer Applications &
20 Entrepreneurship High School. All right, this
21 side it's showing that business education. As
22 you can see many of the people throughout the
23 seating has on these T shirts to represent how
24 business feels about the phase out and how we
25 care about our education and there is our school

1 logo.

2 MR. BRANDON NOEL: That's for changes. It
3 shows.

4 MR. CAMPBELL: Principal changes, this has
5 been one of the main reasons why students
6 haven't been able to produce I guess you could
7 say a high level or at least average level of
8 performance academically because the business
9 school has had three principals within the past
10 four years you kind of expect a school to change
11 effectively after so many leadership changes.
12 If the school was a basketball team and the
13 coach of the team continued to be changed
14 because of their performance they would never
15 succeed. The followers would never fall in line
16 if the leader keeps shifting.

17 MR. NOEL: This is Principal Nash from 2008
18 to 2010. This is Dr. Herman Gotham, 2010-2012
19 and our current principal, Ms. Lynn Callan, 2012
20 to present. Student performance. If the tone of
21 the school is that the school is closing or that
22 there is a constant change in leadership then
23 that vibe of negativity flows over the students.
24 If the tone is that the school is staying open
25 and being restructured as a school that is

1 striving towards success the vibe will change
2 and put a positive flow of energy over the
3 students.

4 MS. ROSEMARY REYES: This is our virtual
5 enterprise. Excuse me. This is our virtual
6 enterprise class, they--

7 MR. NOEL: [Interposing] - - .

8 MS. REYES: --Brandon, this is yours.

9 MR. NOEL: Sorry. Students, this is our
10 virtual enterprise class. We competed in an ad
11 futures competition I believe in October. The
12 ad futures competition is great opportunity
13 especially for this business school. We won
14 back to back in 2009 and 2010 1st place. Ad
15 futures, thank you. We had the opportunity of
16 persuading the business world to bring veterans
17 home back to an employment check and although we
18 did not win first place we did succeed.

19 MS. REYES: This is the cancer walk Mr.
20 German started a couple years back to help the
21 students get involved in community service and
22 work as credit.

23 MR. CAMPBELL: This is our FBLA, Future
24 Business Leaders of America, we have different
25 competitions. This is actually pictures from

1 our district New York City meeting. More
2 recently we had a competition in which we won
3 several positions. And for client services we
4 won second place for Rona Mills. For job
5 interviews we won third place, Laura Abraham.
6 And for best decision making we won second place
7 and first place, Laura Abraham in second place
8 and me, Jovan Campbell, in first place. And I
9 also be moving to the state finale and
10 Rochester, New York.

11 MR. NOEL: - - . Virtual Enterprise class,
12 this is terrific. Virtual Enterprise it's a
13 business virtually run by students. Right now,
14 our business is called Future Tech OSE and we
15 sell office supplies, furniture and electronics
16 and we also have a CEO just as the regular
17 business world will have. It prepares students
18 mentally, physically and emotionally for the
19 business world. I've, wow, it's amazing. I've
20 had a great experience at it. I'm also the
21 sales representative who'll be moving to the
22 trade fair in April of 2013.

23 MS. REYES: These are hardworking students
24 at work showing off how the school is helping us
25 achieve our goals.

1 MR. CAMPBELL: Here are some of sports
2 team. At the bottom left that's our volleyball
3 team, top left that's our track team and right
4 there dead center in the middle at the top that
5 is our soccer team. Below that is also our
6 female soccer team and then the bottom right is
7 our gymnastics and above that is also
8 gymnastics. And back to that slide, but also
9 business students are 70% made up of the teams,
10 the teams are 70% made up of business students.

11 MR. NOEL: Seniors of BCAE High School we
12 have been here since we were freshman and we've
13 learned to work together and to work together as
14 one. This has not only become a school, but
15 it's a community here. It's unity. And we know
16 that in order to achieve what we want in life we
17 have to work hard. And we have to strive for
18 what we want best.

19 MR. CAMPBELL: Something about our dedicated
20 faculty members. At the top you have Ms. Ziti
21 and next to her you have Ms. Carris, next to her
22 you have Ms. Terez, Ms. Krieger, Mr. Destil, Ms.
23 Washington, Mr. Lee, Ms. Moulton, Ms. Thomas,
24 Ms. Sherman, Mr. B, Ms. Sisson, Mr. Smith.

25 MS. REYES: Student government. As the

1 student government we represent what the
2 student body feels. We are all affected by this
3 proposal phase out. The staff and faculty has
4 supported and motivated and encouraged us from
5 day one. This school continues to empower us by
6 giving us new challenges and teaching us lessons
7 that will stick with us for the rest of our
8 lives. Keep business open.

9 MR. NOEL: Keep business open.

10 MS. FAHOE: Thank you. Our next speaker is
11 Ms. Lenore Krieger who is on the school
12 leadership team.

13 MS. LENORE KRIEGER: Good evening. Good
14 evening everybody. My name is Lenore Krieger
15 and my contribution to this proposed BCAE phase
16 out public hearing is personal and historical.
17 As a former math teacher and present guidance
18 counselor at the school who came at the start of
19 its second year I have witnessed all of its
20 graduation ceremonies and have been there for
21 all of its students including those who began as
22 Andrew Jackson freshmen. We have had many
23 graduates over the past 19 years and have seen
24 many become successful contributing members of
25 society. We have educated many students, both

1 those with education, social and or personal
2 challenges and those without. I love my
3 students and I want only the best for each and
4 every one of them. I might be pleased by
5 everything they do, but I believe the person
6 should not be confused with his or her actions
7 which are in a constant state of flux, ebb and
8 flow. Just as it would be a mistake to brand
9 the child forever with the consequences of one
10 bad decision, so it is in error to brand the
11 school with a poor statistic. The statistic
12 might be damning, but deciding on it as a
13 determining factor precludes the possibility
14 that change can occur for the better. I would
15 urge the Department of Education to allow us to
16 educate our population as it is with the
17 understanding that a success is a success no
18 matter how long it takes. After all, no one has
19 ever asked me how old I was when I graduated
20 from high school or how long it took me.
21 Furthermore, having worked in two large high
22 schools, one in Massachusetts and one on Long
23 Island, I believe that the BCAE staff is as
24 skilled, conscientious, committed and motivated
25 as any to be found. They have made every effort

1 to accommodate each different administrative
2 style brought to us by each of the five
3 principals that we have had since its opening.
4 At no time during all these changes was the
5 faculty consulted in any meaningful way about
6 how to best serve our students with whom we have
7 become so familiar on a daily basis. Instead,
8 we have been cooperative and receptive to each
9 new theory or idea proposed from without. The
10 real focus should always be what is best for the
11 students, what will help them achieve and become
12 confident and competent. How do we provide the
13 structure and the academic and personal support
14 they need? Contending that the school is
15 unsatisfactory cannot help but have a negative
16 effect all around. Indeed, it can and maybe
17 already has become a self-fulfilling prophecy.
18 Let those with the benefit of daily contact and
19 knowledge lead the way. The data may in fact
20 cast a negative light, but to paraphrase Albert
21 Einstein not everything that counts can be
22 counted and not everything that can be counted
23 counts. Have the courage to allow BCAE to
24 continue to educate and strive to improve
25 despite all its many challenges.

1 MS. FAHOE: Thank you. Speaking on behalf
2 of the Parent Teacher Association, the former
3 PTA president, Ms. Barley.

4 MS. ANNE BARLEY: Excuse me. Greetings.
5 Before I go into my proposal I'd like to ask the
6 questions that are going to be posed tonight in
7 the past you said you'd get back to us yet
8 there's no time line there. What is the time
9 frame between this meeting and your response
10 back to us of all the questions that are going
11 to be proposed?

12 MS. FAHOE: Questions posed on index cards
13 or questions posed during public comment or
14 panel comment are being written at this moment
15 and at the question and answer portion of this
16 evening's agenda those questions will be
17 answered. But they will also be posted
18 publically on the Department of Education's
19 website in their entirety. So, we may
20 categorize some together that are similar, not--

21 MS. BARLEY: [Interposing] They'll be posted
22 on the Department of Education website?

23 MS. FAHOE: --they will be answered here
24 tonight as well as posted on the Department of
25 Education website.

1 MS. BARLEY: Okay. As for the website,
2 I'm going to make a big issue, but just we know-
3 -

4 MS. FAHOE: [Interposing] Yeah, no,
5 absolutely.

6 MS. BARLEY: --when is that taking place in
7 contrast to tonight? A week from now? Couple
8 of weeks from now, days?

9 MS. FAHOE: No, no, I think a couple of days
10 because it has to be posted and presented before
11 the panel meeting which is March 11th.

12 MS. BARLEY: That's what I wanted to get - -
13 .

14 MS. FAHOE: So, a couple of days after each
15 hearing do they post the answers to the
16 questions.

17 MS. BARLEY: Okay. Thank you very much. As
18 she said, my name is Anne Barley, past PTA
19 president, greetings, good evening everyone. I
20 beg to ask the question how did we get here
21 again? This is two years later, a little over
22 two years later, here we are talking about a
23 phase out again. I want to piggyback on part of
24 the students' Power Point presentation
25 concerning in the past four years we have had a

1 change of three principals. The impact of
2 that cannot be overstated at all. At all. That
3 is a very serious thing to the moment. No
4 disrespect to the current president, I'm sorry,
5 the current principal, the principal prior to
6 Ms. Chandler, Calendar, was absent an inordinate
7 amount of time, it was like an absentee
8 principal, okay? So, time line seemed to very
9 important and I'm total agreement with that.
10 I'm in total agreement that we need
11 restructuring. I believe that you need to
12 restructure how you've been or not been
13 partnering with the school, with faculty, with
14 the principal, with the community to see that
15 you pull out all the stops before you talk about
16 phase out. Phase out, if you look in Webster's,
17 you look in the thesaurus, phase out is like
18 you're invisible. My son graduated from here.
19 He's attending Penn State, he's an engineering
20 major. He's doing excellent. Excellent.
21 Whether he is the exception or not, I'm a
22 proponent, it takes a village. Myself, as a
23 parent I'm not putting everything on the
24 Department of Education. We need partnering.
25 That partnering, if it's really effective,

1 should take place before we talk about phase
2 out. We have blame to place all around.
3 Seriously, if you're partnering with the school
4 and if our goals are the same which is to give
5 you students the best opportunity for you to
6 move forward and be a productive citizen in this
7 society, this is a vehicle for them to learn
8 from also about not giving up on yourself
9 because everyone together, we're a united front,
10 okay. So, all that to be said to say if you're
11 partnering how is it that you didn't know that
12 wherever we're falling short to give that
13 support whether it's us reaching out to you or
14 you telling us what's available to correct that.
15 Let's get back to the phase out, your initial
16 and how it's impacting right here to 2013. From
17 the time you started talking about phase out
18 students who would be coming to this school,
19 you've blemished the school in terms of who
20 wants to go to a school that was targeted for
21 phase out? When the school went to college
22 fairs to recruit students, high school fairs,
23 excuse me, to recruit students to come here no
24 amount of advertising could get rid of that at
25 moment's notice. No one could be expected to do

1 that, okay. So, yes that has to be ongoing to
2 advertise for people to come here. But, my
3 point, my bottom line, it's impacted enrollment
4 severely. So, what did you get? It's everyone
5 deserves an opportunity, but we're getting a lot
6 of students who are high needs students you've
7 labeled them. High need students. How do those
8 high need students impact classrooms that are
9 already depleted? How do they impact? What are
10 you giving the teachers outside of the tools
11 they come with? It's also as for the teachers
12 it's giving a sound like our teachers can't be
13 effective because, look the school is on the
14 chopping block again. What are they doing?
15 Graduation rates are low. This young lady
16 mentioned earlier statistics. Yes, let's look
17 at the statistics. What are the measures we've
18 been using constructively all along to fix the
19 situation as it's happening? Not watch it and
20 when it gets to a falling off point say "Oh, no,
21 that's it." Like parenting, at the first sign
22 your child does something you don't abandon them
23 if you're a good parent. You don't abandon
24 them. You stick it out, you stay on them. You
25 do the necessary, you invest your time, your

1 effort, your energy, if you have to have other
2 family members you get whatever you need to
3 correct the situation. So, at the end of the
4 day you can say you've given it your all. Can
5 the Department of Education say they've really
6 partnered with this school? Because this is not
7 the only school facing phase out. Is it your
8 agenda maybe a little different from what you're
9 saying? I don't know. Let's just deal with
10 facts, how it looks, how it seems. I'm just
11 saying I have a problem wrapping my brain around
12 you coming and talking about phase outs when
13 you're saying it's a last ultimatum when it
14 doesn't seem like all the constructive measures
15 have been exercised at all. And as per the
16 incoming principal, I don't know, again, no
17 offense to you, what your hiring practices are.
18 It's horrible for someone to come in to a
19 situation, I'm speaking for me, I've had no
20 dialog with her. It would seem to be blindsided
21 that here you are coming into a school to make a
22 difference, to move forward, to put all your
23 positives on upward onward and you're going to
24 be invisible, phased out? This is a problem.
25 This is a problem. Let's get back to time

1 lines. What kind of time line? You're
2 dealing with a school as she effectively said
3 statistics has been failing this and that. So,
4 your first start is to get rid of the school.
5 Yes, restructure what you're doing to aid them
6 to make it happen, to make the graduation rate
7 better, let's see what are we implementing here.
8 If you have the facilities or whatever it is to
9 restructure, why don't you use those same funds,
10 material to restructure the existing structure?
11 I mean, the current principal, I'm staying on
12 that. She has staff, she has students, she had
13 parents, much less parents like the likes of me
14 to deal with. She came in September, we are
15 now, we're not even in March, is that six
16 months? What was she going to do, put on a cape
17 or Wonder Woman, I don't know. I'm not saying
18 throw up your hands and say "Oh, this is a
19 losing battle," but realistically time line, how
20 much time does it take for her to gel with her
21 staff, what's needed for them to gel with her
22 and say "You may think this, but we've been
23 here. We're in the trenches. Your ideas may be
24 fabulous, but you don't know what we've been
25 dealing with." Anywhere you go it's a certain

1 amount, it's hard to measure, but it needs to
2 be considered. It can't be excluded. So, again
3 we're talking phase out, we had a principal that
4 left. It's almost the same thing all over
5 again, a new principal taking on a failing
6 situation. A short period of time you're
7 expecting to see turn around, the minute you
8 start seeing turn around for whatever reasons, I
9 have nothing against the former principal, they
10 jump ship. I mean, this is not the government
11 where you need term limits. You need a
12 commitment on both ends. We need a commitment
13 from you to partner and work with us to give us
14 what we need, tell us what you're not in a
15 position to give, but giving up is not an
16 option. This is not a message I want to give to
17 any student out there. Because I work in the
18 business world and whether you're stats are low
19 or whatever, you keep coming up with whatever or
20 businesses would just be closing down left and
21 right. Okay. And we know the economy was
22 tanking a little bit, but it's a little bit more
23 on the rise because of what I'm saying. That we
24 don't just abandon ship and start building a new
25 ship. We already have a ship. We want to

1 restructure the ship that's here. Give us
2 what we need not get rid of us. That should not
3 be an option. So, my proposal to you is to
4 restructure the way you're doing things, the way
5 you come to these conclusions, after you look at
6 these statistics look at these faces of these
7 kids out here. Living, breathing, will bleed if
8 they get cut, they're human beings, they're not
9 a number. Okay. Thank you.

10 MS. FAHOE: Thank you. Thank you. Before
11 we move to the next speaker I did, Ms. Barley
12 wanted to make one correction, I was corrected,
13 in that the comments are posted on March 8th.
14 All of the comments from all of the schools are
15 posted on Friday, March 8th for public review. I
16 apologize, thank you. The next speaker is Ms.
17 Suzette Lewis, school leadership team.

18 MS. SUZETTE LEWIS: I'm sorry, what's your
19 name?

20 MS. FAHOE: Laura.

21 MS. LEWIS: Thank you. Okay. Good evening
22 everyone. Okay. So, I'm the current PTA
23 president for Business and my child is a
24 sophomore.

25 MS. FAHOE: You're doing good.

1 [Crosstalk]

2 MS. LEWIS: No, because it affects my child.
3 I only can speak my story. My child was doing
4 fine until when he was told that his school is
5 phasing out. For the past two months my son's
6 grades has dropped to a 65. He's not an average
7 student, he does not know what to feel, how to
8 think, but he's "Mommy, can they really do
9 that?" I don't have the answers. But the
10 impact is on the students. This is not right.
11 He's looking towards March 11 as D Day, that's
12 the day my school is going to close. What's
13 next? He already selected a high school, he
14 shouldn't have had to be thinking each day
15 what's going to happen? He should be looking to
16 going to college. Students should be thinking
17 about their Regent's, SATs, and so forth, not
18 getting up each day thinking about what is going
19 to happen today? My child was a healthy child
20 and I had to take him to the doctor and his
21 blood pressure is high. He's never had behavior
22 issues and now his bedtime is usually 10:00, but
23 he's late in the morning for school. Why?
24 Because he's restless at night because he's not
25 playing games or anything. He's still doing his

1 homework, still doing his class work, but the
2 impact of just thinking about getting up to go
3 to school and not knowing what's next. A
4 student should not be going through this. This
5 is not for them. This is an adult situation and
6 children should not be put in this situation.

7 MS. FAHOE: Thank you. Our next speaker is
8 Tariq Johnson, school leadership team.

9 MR. TARIQ JOHNSON: Good evening everybody.
10 My name is Tariq Johnson. I am an alumni of
11 Business and Computers. I am now an employee of
12 the Department of Education. It is difficult to
13 stand before you and try to say how I feel, what
14 I know. What I know is I came to school here.
15 I got every morning, came to school, learned
16 what I had to learn and graduated. I had my ups
17 and downs as a student just like our present
18 students have their ups and downs as Ms. Lewis
19 just stated. I'm going to say two years ago
20 when we first were slated for closure a student
21 stopped me and said "What does this mean for
22 us?" And I was dumbfounded because I couldn't
23 give an answer. Now, two years and some change
24 later that same student has come to me and said,
25 this is not verbatim, but they had basically

1 said I'm basically worthless because the
2 school that I'm going to is closing. Two years
3 ago when I started you said the school was
4 closing. It stopped and now it's closing again.
5 So, what does that say about me? I said it
6 doesn't say anything about you in particular,
7 but a majority of the students that come here
8 they may not be as enthusiastic to do their work
9 as you are. They may not have the same
10 struggles that you have, but each one of us has
11 our own struggles. We have guidance, we have
12 administration, we have our teachers to go to.
13 Not everyone feels that they can do that so they
14 lash out in different ways. Now, the Department
15 of Education you ask the teachers, the staff,
16 the students do certain things. They comply,
17 you look at statistics, they go up, they go
18 down. Our statistics have gone up and they've
19 come back down. Case in point when you look at,
20 as Ms. Barley pointed out, our previous
21 principal absent. Students look at that. Where
22 is my principal? They take into account who
23 they see on a day to day basis. I was absent
24 two days and students thought something was
25 wrong with me. I come to work every day because

1 I care about our students and they notice.
2 They care when you ask them or what's going on?
3 Do you have a problem? Is there a problem in
4 your class? They care, they want to know. But
5 for the Department of Education to come in and
6 tell them you're school is slated for phase out,
7 it takes away all thoughts of academics. It
8 leaves an emptiness in the space where, okay,
9 now we have all of these adult situations, let
10 alone the situations they have to deal with
11 outside of here. Now, they have to deal with
12 will I be able to come to school here. Now
13 their grades are affected even more. From
14 whatever struggles they were already dealing
15 with their grades, their grades are affected
16 even more. So, how can this phase out, this
17 proposal, how can we go about it a different way
18 so that you can say "All right, students.
19 You've tried this, you've tried that. It's not
20 working, what do you think?" They'll give us
21 feedback. It may not work, but we've asked
22 them. The time frame that we were put in or we
23 get told we being slated for phase out and the
24 time frame to make a change, it's very difficult
25 to make that change. How can we make the change

1 when everyone feels a decision has already
2 been made?

3 MS. FAHOE: Thank you. Our last speaker on
4 the panel is Ms. Lisa Hideman, CEC president.

5 MS. LISA HIDEMAN: I had a whole list of
6 things I was going to talk about this evening.
7 I've been a parent in this community for the
8 past, I grew up here, went to John Adams High
9 School, I am sick and tired of the Department of
10 Education telling us what's going to happen. We
11 sat in here before. How many schools are going
12 to be closed on March 11th? How many phase outs?
13 How much longer do our children have to be, I'm
14 not even sure the right word to use, why do our
15 kids have to prove their worth? Look around the
16 room. The kids look like you and me. This is
17 not happened everywhere over New York City.
18 This is the greatest city in the world and we
19 have no control over the education of our
20 children. We have no say. How many times can
21 we go to another panel for education policy
22 hearing and sit there, looking rejected, upset,
23 frustrated? Coming back to our communities. I
24 hate sitting on these rubber stamp panels where
25 I feel like nothing can be done. Andrew Jackson

1 High School, there are so many adults that
2 came out of this building, and John Adams and
3 Far Rockaway and Beach Channel and Richmond
4 Hill. You name them. We played sports, we
5 played games, I was on the basketball team. We
6 played against other high schools. It worked.
7 We have four principals, four, what kind of
8 battle is that for resources? What kind of high
9 school fairs go on when you go to a school, when
10 a parent sees four high schools and says "Oh,
11 they're four high schools in my community, but
12 this one is closing and that one is closing?"
13 What is a network? How many parents know what a
14 network is? What happened to our
15 superintendents? They rubber stamp what goes on
16 too, it's not their fault. Their nice
17 gentlemen, Mr. Mendez and Mr. Murray, but we're
18 tired. I'm sick and tired of sitting on these
19 panels and nothing happens. And then parents
20 get frustrated and dejected when they go down to
21 the panel for education policy and everything is
22 rubber stamped through. This mayor is getting
23 ready to leave and he's leaving our schools in
24 upheaval. I say we have a moratorium on the
25 closure of any more schools in this city and if

1 we don't stand up now, who's going to stand up
2 for our children? See, that's what I want - - .

3 MS. FAHOE: Thank you. We are pleased to
4 have--

5 FEMALE VOICE 2: [Interposing] - - for me,
6 please.

7 MS. FAHOE: --we are pleased to have with us
8 this evening Demetrio Fakowski from the Panel
9 for Educational Policy and I would ask if he'd
10 like to come up and say a few words.

11 MR. DEMETRIO FAKOWSKI: Great job. - - .
12 It's going to be tough to follow that one, but
13 I'm going to try. First, I want to thank
14 everyone for coming to tonight. I want to thank
15 the panel for dedicating their time here tonight
16 and for the students of the borough of Queens.
17 I want to thank the principal for her leadership
18 even though it's been short lived at this point.
19 I hear nothing but fine things about you. And I
20 hope that you stick around for a very long time.
21 And I want to thank the teachers in this room
22 and the teachers in this building that dedicate
23 their lives to the students in New York City. I
24 want to thank the students for coming out here
25 tonight as well. So, as you heard my name is

1 Demetrio Fakowski. I am the Queens
2 representative on the Panel for Educational
3 Policy. I am appointed by borough president
4 Helen Marshall and have had this appointed
5 position for five years now. And unfortunately,
6 for five years I've had to deal with these
7 public hearings and these proposals and the
8 frustration that you've heard this evening. It
9 is something that I have to do unfortunately.
10 But I got to tell you though, being part of the
11 process is important and being here tonight is
12 very important as well. So, you've heard this
13 already and as you know this school was targeted
14 two years ago to be phased out, but a lawsuit
15 saved it from happening. After the law suit it
16 floundered for three years with three different
17 principals deprived of financial resources
18 because of a drop in student enrollment. Our
19 schools are funded by student enrollment. So,
20 when enrollment drops, so do funding. So do
21 programs get eliminated, after school programs.
22 And everything that can make a school successful
23 falls apart. And that just happens because of
24 the process. And it's unfortunate. It's simple
25 math. When student enrollment drops so does

1 funding. And nothing good can come from that.
2 We as a school community need to demand more
3 time, dedicated resources and a real plan to
4 help turn this school around now with its new
5 leader. We don't want to go through a phase
6 out. We want it now. We want to stay where we
7 are. We want to work hard because we've got the
8 dedicated teachers and principal here to get it
9 done. Phase out plans should be a last resort
10 not a first option. So, our message now needs
11 to be clear to the Department of Education that
12 enough is enough. Mayor Bloomberg, you had 12
13 years to figure this out. Stop playing politics
14 with our schools and give us a real plan that
15 can sustain long term gains. So, as a member of
16 the PEP I will be voting no to this proposal not
17 because of the politics, but because there are
18 other options available for this community. So,
19 in closing and Alicia had mentioned about a
20 moratorium on school closings. I have co-
21 sponsored a PEP resolution which is on the
22 Department of Education website now that calls
23 for a moratorium on school closures and phase
24 outs. It will be voted on along with this
25 proposal on March 11th and I'm asking that all of

1 you come out on March 11th and continue to
2 fight and advocate for your school community.
3 Thank you.

4 MS. FAHOE: Thank you. On behalf of the
5 CSA, Council of Supervisors and Administrators,
6 I'd like to invite Mr. Bernie Lopez to come up
7 and make a statement.

8 MR. BERNIE LOPEZ: Good evening ladies and
9 gentlemen. My name is Bernie Lopez. Thank you,
10 I'm the field director for the school Council of
11 Supervisors and Administrators. I represent
12 principals and assistant principals in the high
13 schools.

14 [Crosstalk]

15 MS. FAHOE: Can we raise that a little?

16 MALE VOICE 2: I'll try to raise. Hold on a
17 second.

18 [Crosstalk]

19 MR. LOPEZ: Thank you, sir.

20 MALE VOICE 2: You're welcome.

21 MR. LOPEZ: Once again, my name is Bernie
22 Lopez. And I am the field director for the
23 Council of School Supervisors and
24 Administrators. I represent the principals and
25 assistant principals in the Queens high schools

1 as well as the Bronx high schools. Good
2 evening, Deputy Chancellor Gibson,
3 Superintendent Mendez and all the community for
4 BCAE. I have some brief remarks to make. Once
5 again, the Department of Education has scheduled
6 more than two dozen schools for closure. The
7 latest 26 schools destined for the scrap heap do
8 not fit into any particular pattern. Several
9 have new principals who were told that they
10 would have time to turn the school around.
11 Several have effective ratings from the state,
12 several have proficient quality reviews, one
13 actually has a principal who exceeds
14 expectations and a quality review rating of well
15 developed. The Department of Education seems to
16 take aim at its school as if it's playing a game
17 of Russian roulette. Just to give you an
18 example, one of my schools in the Bronx the
19 principal had left the school, was replaced by a
20 new principal and that happened on a Monday.
21 Then amazingly, the next day on Tuesday there
22 were Department of Education officials that came
23 to the school to let the principal know you're
24 on a scheduled phase out. You're a proposed
25 phase out school. So, from one day to the next

1 never told the assistant principal when he was
2 the assistant principal of another school and
3 they were urging him to take on the school,
4 never told him that the school was in this kind
5 of trouble. Well, the Department of Education's
6 worst practice often devastates children and
7 families. It usually takes aim at students who
8 have already suffered set backs and humiliations
9 from previous school closings. Many of them
10 have been turned away from the city's new
11 schools for reasons of poor academic performance
12 or coming from families without clout. Then the
13 youngsters are warehoused in other low
14 performing schools that are likely to be closed.
15 This is the failing strategy for turning schools
16 around. It seems and I applaud the former PA
17 principal, PA president of the school. So many
18 good points that you made. It's very
19 interesting that it had three principals in the
20 past four years under three different
21 reorganizations the school does not seem to have
22 done well. Now, if we go back this school has
23 gone through the original Queens superintendents
24 and three reorganizations. How is under three
25 reorganizations this school has not been able to

1 do well? Is it because it hasn't received the
2 proper supports? It's amazing that, again, in
3 this game of Russian roulette in trying this,
4 that and the other in terms of supporting the
5 schools well, it's just has not done it. The
6 mayor wants to be known as to have the legacy of
7 being the education mayor. Well, Mr. Mayor,
8 you've been a failure with regards to all of
9 these schools that have to close out and
10 especially the small schools. You would think
11 that if you don't like the big schools and you
12 prefer the small schools, well you should have
13 given the supports to these small schools that
14 were appropriate. And not play this game of
15 closure. Thank you very much.

16 MS. FAHOE: Thank you. On behalf of the
17 United Federation of Teachers, UFT Queens high
18 school representative James Vasquez. Please
19 come down and make a statement.

20 MR. JAMES VASQUEZ: Janella go first.

21 MS. FAHOE: Certainly. We'd like to invite
22 vice president of academic high schools from the
23 UFT, Janella Heinz, to make a statement first.

24 MS. JANELLA HEINZ: Thank you.

25 MALE VOICE 2: Too high?

1 MS. HEINZ: That's good.

2 MALE VOICE 2: Okay.

3 MS. HEINZ: Thanks. Good evening panel and
4 good evening everyone here tonight. It is
5 reprehensible that we have to be here this
6 evening, that students and parents and community
7 members pour their hearts out time and time
8 again to try to convince those who have the
9 opportunity to make decisions to save a school.
10 To try to make a compelling case to convince for
11 the opportunity to give you one more chance.
12 This is not failure. These students producing
13 this Power Point and making the argument about
14 this school, this is not an example of what
15 failure looks like. And in the face of the
16 instability of years of turnover, in the face of
17 the threat of phase out year after year after
18 year, these students have been successful in
19 virtual enterprise. These students have been
20 successful in the sports teams, these students
21 have been a part of a network which is really
22 intended to give them the life skills that they
23 need to be successful in business, computer
24 applications and entrepreneurship. This is a
25 school that really lives out the mission for

1 which is been named. And now there's an
2 opportunity to restructure as the students have
3 proposed. There's an opportunity under the
4 leadership of this new principal in a network of
5 the schools on this campus for this school to be
6 restructured. Rather than closing two schools
7 on this campus this year, this community is
8 saying keep both of those schools open, give
9 these leaders the opportunity, the resources,
10 the support they need in order to restructure.
11 Because let's be clear, changing a DBN, changing
12 a school name, changing the colors, changing the
13 logo is not what makes a school. That is not
14 school improvement. What improves a school is
15 investing time, investing resources, investing
16 support.

17 FEMALE VOICE 3: Yes.

18 MS. HEINZ: And we're hoping that this is
19 not a rubber stamp. We're hoping that you're
20 listening, that you're taking the opportunity to
21 take all of this information that's presented to
22 you. This Power Point, these students words,
23 the parents' words, everyone who's going to
24 speak tonight, gather all that information and
25 think about a real plan to redesign, restructure

1 and improve both Business Computer
2 Applications And Law and Government On this
3 campus. Thank you.

4 MS. FAHOE: Thank you. Mr. Vasquez.

5 MR. VASQUEZ: Hi, my name is James Vasquez.
6 I'm a district representative for Queens high
7 schools for the United Federation of Teachers.
8 I'm not going to be long because obviously,
9 everyone has said what this community does and
10 how they feel about it. But, I do want to
11 reiterate how the Department of Education should
12 be embarrassed for what they're doing. I know
13 for a fact that it isn't the superintendent, Dr.
14 Gibson, nor is the superintendent, I'm sorry,
15 Deputy Chancellor Dr. Gibson, nor is it the
16 Superintendent, Mr. Mendez, who makes the
17 decisions. But, it is this mayor and the
18 chancellor was in this campus not too long ago
19 sitting here and listening to the community.
20 And the question is where is the mayor and where
21 is the chancellor now? Where are they to listen
22 to what the parents and the community is saying
23 now? For more than two weeks now the community
24 has been out there and has been stomping on the
25 ground and sitting there saying that you need to

1 listen to us. The mayor has got eight months
2 left. When is he going to start listening to
3 the community, start listening to what the needs
4 of these children are, they should be ashamed of
5 themselves. We are going to be here long after
6 they're going to be gone. The parents, the
7 community, everyone is going to be here. They
8 should be ashamed of themselves, but we will be
9 watching and we will continue to watch and we'll
10 continue to fight long after they're gone.
11 Thank you.

12 MS. FAHOE: Thank you. Our next speaker is
13 UFT chapter leader, Joel Vin.

14 [Crosstalk]

15 MALE VOICE 3: Go Mr. Vin.

16 MR. JOEL VIN: Good evening. First thing I
17 want us to do is I'm going to be composed. I
18 know I'm scaring some people today. Everyone
19 thinks I'm going to Hulk out. And I'll try to
20 keep at a minimum. But here's the problem, we
21 want to be civil, we want to be civil? You're
22 proposing to close a school, phase out, whatever
23 word you want to use, not just one, but two.
24 Don't forget about Law and Government. And we
25 want to be civil? We want to be sitting and

1 acting like this is a process? I refuse to
2 sit at this panel and I was told that I had to
3 move. I understand that. I really do. I'm not
4 blaming anybody for that. But, I will not and I
5 cannot sit with this going on. Let's get this
6 thing started.

7 [Crosstalk]

8 MR. VIN: Thank you to my staff, please keep
9 standing up guys. - - my staff. We have 16
10 great staff members on this BCAE, 16. Two
11 assistant principals, one principal, one family.
12 You cannot take away our spirit, never, never.
13 So, let's talk about this. Ladies and
14 gentlemen, if you take a look behind me there is
15 three reasons why we're here. Graduation rate
16 47%, overall grade of a D on the progress report
17 and credit accumulation is low. I'm not going
18 to talk about credit accumulation right now.
19 We'll keep that for a little later. But let's
20 talk about these two, right? Let's talk about
21 it because that's why we're here. They want you
22 to believe that this is why they're closing us.
23 Okay. Well, know about that school in Brooklyn,
24 but I don't have to mention that. I want you to
25 take a look, ladies and gentlemen, at three

1 schools. School number one has a 59%. Credit
2 accumulation, ladies and gentleman, means if you
3 don't know earning 10 or more credits in a given
4 year and 6 in major subject. Correct me if I'm
5 wrong. So school number 1, 72% year 1, 73% year
6 2, 64% year 3. But, the Department of
7 Education's wealth of information, they have the
8 SAT grades for each of these schools. School 1
9 has a 355 for math average score. Average score
10 for reading was a 353 and an average score for
11 writing is a 345. We won't talk about those
12 numbers, let's go to school number two. School
13 number 2 has a 47% graduation rate. Year 1, 86%
14 of their students earn 10 or more credits. Year
15 2, 80% of their students earned 10 or more
16 credits. Year 3, 63%. Average SAT score, mind
17 you I'm bringing the SAT here because we always
18 talk about college and career readiness, don't
19 we? But it's not a metric that they measure so,
20 but let's talk about it; 332 for math, 319 for
21 reading, 323 for writing. School number three,
22 47% graduation rate. 63% year one, 49% year
23 two, 54% year three. Average math score, 420.
24 Average reading score, 390. Average writing
25 score, 365. Ladies and gentlemen, we are school

1 number three.

2 [Applause]

3 MALE VOICE: If you purport to say that
4 we're about college and career readiness, if
5 that's what you say, well you're lying. Anyway.
6 I'm sorry. You're being disingenuous.

7 [Applause]

8 MALE VOICE: Ladies and gentlemen, sorry for
9 the poor power point presentation. It's not my
10 skill set. Thank you.

11 School number one received an A. School
12 number two received a B. And my school,
13 Business Computer Applications and
14 Entrepreneurship High School where we expect
15 success received a D. So you talk about
16 graduation rate. Stop it. Stop it. It has
17 nothing to do with graduation rate. It has
18 nothing to do with overall score. It has
19 everything to do with credit accumulation.

20 Let's be real. This staff right here, I've
21 worked with most of these people for 14 years.
22 They know me. I know them. And I'll tell you
23 right now, if you want to talk about standards,
24 we have standards. We have standards way before
25 common core. We have standards. So I'm not

1 saying that our school can't improve. Of
2 course it can. It must. And we will. But
3 don't you dare walk in here and lie to the
4 public.

5 Ladies and gentlemen, same progress report.
6 Our school received a B on college and career
7 readiness. Again, everything that you aspire
8 to, everything that you've been saying, college
9 and career readiness. We are making them
10 college and career ready. But more than that,
11 but more than that, if you look at our progress
12 report ladies and gentlemen, not only are the
13 kids who graduate from our school going to
14 college, but they are staying in college.

15 So you want to talk about how we can
16 improve? Ladies and gentlemen, let's talk about
17 it. Let's have a conversation. 47% ladies and
18 gentlemen, like I told you. School A had a 58%,
19 59%, I don't even remember what it was anymore,
20 graduation rate. It was just terrible. But
21 anyway, if you want to talk about graduation
22 rate and how we can improve, ladies and
23 gentlemen, 47% for us to 60% where if we got 60%
24 you guys wouldn't be here talking about this
25 nonsense, that equates to 13 kids. We're that

1 small.

2 In 2009 we had 469 students. We are now at
3 325. Ladies and gentleman, if that's not the
4 definition of a phase out, I don't know what is.
5 But for us it equates to 13 students, 13. I'm
6 not saying that's great. I'm not saying we
7 shouldn't have done better, but 13 students.
8 That's 13 students actually--those 13 students
9 say that we should close the school because 13
10 students did not achieve it in four years. This
11 is what we're talking about, four years. I have
12 five of them on my cell phone right now that I
13 talk to. One of them in particular I call--he
14 passed all his classes, failed one regents.
15 Called me up crying on the phone talking about
16 how unsuccessful he was. And I said to him,
17 absolutely not. Ms. Krieger [phonetic] earlier
18 said that, excuse me, I don't want to paraphrase
19 you. You're eloquent.

20 Ms. Krieger said that you know, no one asked
21 you how old you were when you graduated high
22 school. This is true. But what we want to say
23 is we have no metric that measures four and a
24 half years, do we? We have no metric that
25 measures five years, do we? All we want to say

1 is that in four years these students, 47%.
2 We graduated five more students in January and
3 hopefully we'll graduate a lot more because
4 they're going to keep coming and they're going
5 to keep going because guess what? That's what
6 we instill in our students. You never give up.
7 You keep on going.

8 Ladies and gentlemen, this is a
9 controversial piece of my presentation. The DOE
10 has often failed to provide the necessary
11 instructional support for struggling schools
12 before deciding to close them. In fact,
13 struggling schools shuttered by the
14 administration served larger percentage of high
15 needs students with significant academic
16 challenges than students in the city system as a
17 whole. Worse, analysis of the schools beginning
18 the phase out in 2011 indicate in the five years
19 prior to the announcement of the decision to
20 close the DOE significantly increased the
21 percentages of high needs students in those
22 schools.

23 You can't see it. This is a report cited
24 from the Anna Berg Institute of School Reform
25 [phonetic] from Brown University. It's readily

1 available. I was shocked when I found it. I
2 was shocked even more when I found this. Sorry.
3 Power point is cutting out on me. The
4 percentage of students with high needs--well,
5 not all high needs students. I'm actually only
6 taking a portion of our high needs students.
7 We'll talk about that later. Percentage of ISS
8 students at BCAE. I'm not even talking about
9 the over age under credit students. I'm not
10 even talking about the students that come in--
11 well, we'll talk about that later. In 2008-2009
12 ladies and gentlemen, the percentage of ISS
13 students, which means Instructional Support
14 Services, okay, was 14.7%. In 2009-2010 it was
15 18.4%. In 2010-2011 it was 19.2% and drum roll
16 please, our closure, it is now 24.4%. Hold on a
17 second. Hold on a second. Set up. Yes. Let
18 me go back to this again.

19 Worse, analysis of schools beginning the
20 phase out in 2011 indicate that in the five
21 years prior to the announcement of the decision
22 to close, the DOE significantly increased the
23 percentage of high needs students in those
24 schools. Huh. It's just statistics.

25 [Applause]

1 MALE VOICE: Let me start educating some
2 people right now, ladies and gentlemen. Those
3 of you, those of you right now, this is the
4 interview portion of my presentation. I'm going
5 to interview for the Office of Portfolio. Okay.
6 I'm interviewing right now, okay. So if anyone
7 is out there please, because obviously if you go
8 with this I might not have a job so here we go--
9 although I will, but you know, - - .

10 Ladies and gentlemen, let's talk about peer
11 index. I'm not going to go spend a lot of time
12 on peer index, but here it is. Peer index is
13 the average eighth grade scores of your
14 incoming--the average eighth grade scores of
15 your math and English, the percentage of overage
16 students and the percentage of ISS students.
17 What they basically did is they take a number.
18 They put it all together. They do a little
19 calculation and come up with a number. Okay.
20 And the number ranges really from lowest is this
21 high school, 0.61, as a peer index and all the
22 way down here is Stiverson High School
23 [phonetic] with a 4.1 peer index; meaning that
24 Stiverson, 4.01 thank you. Math teacher. I'm a
25 math teacher too so I should know better. 4.01

1 from Stiverson meaning that Stiverson,
2 significantly right, they don't deal with
3 portion of high needs students as this school.
4 So again, this is my interview portion so I'm
5 sorry. I have to look for a job. Here we go.

6 Let's do this. Let's go by DBN. DBN is
7 schools and let's filter DBN by let's go with
8 Queens schools. We're in Queens, right? By the
9 way, ladies and gentlemen, when you are
10 measured, you're measured against the 20 schools
11 above your peer index and the 20 schools below
12 your peer index. Okay. So that's who you're
13 measured against. 75% of your score is measured
14 against that. 25% is measured against the City.
15 So granted, listen to this. I'm going to just
16 do your Queens high schools. And hmmm. A peer
17 index of 0.92 is junior high school 157, Steven
18 A. Halsley [phonetic], has no graduation rate,
19 has no grades. I have no clue what's going on
20 with them. I believe they're phased out but I'm
21 not sure about that.

22 Next is Beach Channel. They were phased out
23 in--they started phase out in 2010. Next is us.
24 Ladies and gentlemen, I present to you a hit
25 list.

1 [Applause]

2 MALE VOICE: What I present to you, ladies
3 and gentlemen is this. I did not sort by
4 graduation rate. All I did was I sorted
5 everything by high needs students. The
6 percentage of high need students. That's all I
7 did. So I just gave you a hit list. We are
8 number three in Queens. The next one is August
9 Martin. We're not going to speak on that. I
10 have a feeling if nothing changes you'll be
11 talking about August Martin next year.

12 The next is Jamaica High School and you know
13 what? For the life of me I do not understand
14 why Jamaica High School was phased out, for the
15 life of me. Okay? But that phased out. The
16 next two schools on the list, ladies and
17 gentlemen are new schools. They have no data.
18 So they can't be phased out. Look who's next--
19 Law and Government. Ladies and gentlemen, I
20 present you a hit list.

21 Office of Portfolio Planning. You can email
22 me, Jay Evan [phonetic] at schools. I'm
23 available. I'll let you know. Because here is
24 the thing, ladies and gentlemen, don't let them
25 lie to you. All they have to do, ladies and

1 gentlemen, is wait. That's all they have to
2 do. All they have to do is wait for a situation
3 like three principals in four years. All they
4 have to do is wait because then when the
5 graduation dips, then they can go and say,
6 you're a bad school.

7 Ladies and gentlemen, I'm going to leave you
8 off with this. I'm going to start it back,
9 ladies and gentlemen with all the schools,
10 because a 47% graduation rate, ladies and
11 gentlemen, I'm never going to say that that is a
12 good graduation rate. Never. Obviously we want
13 100% for all our students, all the time, every
14 single time. Ladies and gentlemen, let's see
15 what the graduation rates for these high needs
16 students are. 38%, 46%, 25%, Union Center for
17 Urban Technology, you rock, 70%. The next one
18 35%, 29%, 41%. Did I prove my point?

19 [Applause]

20 MALE VOICE: So don't you dare come here and
21 lie to these people. If you want to talk what
22 we can do, ladies and gentlemen, I'm available.
23 I'll talk to you. The staff here will talk to
24 you. We will let you know what is needed. 16
25 teachers for 300 students. You know what? If

1 we had high needs students why don't you help
2 us expand our staff? Why don't you help us do
3 what we need to do to help the students in the
4 school. 34 in a class, sometimes 35, 36. I was
5 in there. I'm the programmer. I'm in there
6 trying to squeeze, squeeze kids into compliance.
7 Squeeze kids and I'm a struggling school and
8 you're letting me do that?

9 Ladies and gentlemen, my time is up. I hope
10 I educated you today and let you know that BCAE,
11 Business Computer Applications Entrepreneurship
12 is not, is not a failure. Those students are
13 not a failure. Those teachers are not a
14 failure. Don't you dare come into our house and
15 say that. That's my time.

16 [Applause]

17 FEMALE VOICE: Thank you. Thank you.
18 Joining us here this evening is Jamal Wilkerson
19 from Council Member Leroy Comrey's [phonetic]
20 Office here to say a few words on behalf of the
21 Council Member.

22 MR. JAMAL WILKERSON: Good evening
23 everybody. All right. I just heard ya'll riled
24 up. We can go a little louder. Good evening
25 everyone. All right. That sounds good. That

1 sounds much better.

2 My name is Jamal Wilkerson. I'm the
3 Community Liaison and Special Assistant to City
4 Council Member Leroy Comrey, but I am also a
5 graduate of Andrew Jackson High School.

6 [Applause]

7 MR. WILKERSON: So I just wanted to--I'm
8 keeping this real simple because of what I just
9 saw right there just blew my mind away. So
10 we're just going to keep this simple. But the
11 Council--I just wanted to let you know that the
12 Council Member stands behind you guys. He
13 understands what the school is going through.
14 He understands what Law and Government is going
15 through. When you look at the numbers they
16 definitely don't add up and he understands that.
17 He understands the fact that when you kill the
18 enrollment and money, you take the money out of
19 a school you're not going to succeed. HE
20 understands as well. He understands that when
21 you change leadership time and time again,
22 that's not going to make a school succeed
23 because you have a lot of different leadership
24 styles and leadership values. You have some of
25 your best and brightest leaders that are

1 actually up here. Honestly. But they're
2 doing and they have to do what they have to do.
3 I understand that. I get that.

4 You need time to change a school. You need
5 time to make a school better. You need time to
6 make those kids better. This principal needs
7 time. This principal has been here what? Six
8 months? It makes no sense to me. So with that
9 being said, like I said, the guy before me just
10 did a miraculous job. I'm letting you know I'm
11 with you. The Council Member is with you and
12 whatever we can do to keep up putting pressure
13 we will. Thank you very much.

14 [Applause]

15 FEMALE VOICE: Thank you. We have now
16 concluded the formal presentations. I'm going
17 to ask the speakers that signed up for public
18 comment to line up. I believe we're going to
19 have a row for you to be able to sit to expedite
20 the process. I will read the names in order.
21 Please keep the comments to under two minutes.
22 Time will be kept. We have someone here to
23 signal you when you have 30 seconds remaining
24 and when your time is up. The DOE staff member
25 is at the front of the auditorium and will be

1 holding up a sign to let you know when 30
2 seconds remain and when your time is up. We
3 want to make sure everyone's voices are heard
4 here tonight, so please be sensitive to the time
5 limit. I will call up the speakers to please
6 come line up and sit in the rows. Number one,
7 Anna Mooney [phonetic]. Number two, Adrian
8 Brown. Number three, Drunia Juvea [phonetic].
9 Number four, Dr. Arlene Ann-Allen [phonetic].
10 Number five was Bernard Lopez who spoke already.
11 Number six is Virginia Noville [phonetic].
12 Number seven is Tomal Esan [phonetic]--I
13 apologize for mispronunciations. Number eight,
14 Joan Carez [phonetic]. Number nine, Natalia
15 Caswaska [phonetic]. Number ten, James Atourno
16 [phonetic]. Number 11, Camille Atourno.

17 MS. ANNA MOONEY: Good evening, everyone.
18 I'm an employee who has worked in this building
19 for the past ten years. My first point; as I
20 have been reading all documentation composed by
21 the Department of Education regarding the
22 proposed phase out of the Business and also the
23 Law School I feel they are making a false claim.
24 It has been written that the phase out does not
25 directly affect my school community. I

1 seriously beg to differ. All of us who work
2 at this campus have noticed several changes in
3 the environment already.

4 The students are upset that their respective
5 schools are being considered for a phase out, as
6 everyone else has already indicated. Parents
7 are calling to get answers regarding their
8 child's education. My phone is ringing off the
9 hook with inquiries. Working in a large campus
10 community such as this one takes sincerity and
11 commitment to detail and being professional with
12 all staff.

13 The idea of inserting two additional schools
14 in this campus community is extremely absurd.
15 It is an unreasonable request. I feel the
16 Department of Education is not being realistic
17 when they say the phase out does not directly
18 affect my school community. This will be a very
19 disruptive process for everyone who resides in
20 this building; especially the students.

21 My second point; I would like to read a
22 quote by the controller of the City of New York,
23 Mr. John Lu [phonetic]. This is the gentleman
24 entrusted with holding the pocketbook for our
25 city. As a taxpayer I am annoyed and upset that

1 the DOE is not taking Mr. Lu's opinion
2 seriously. I find it offensive that taxpayer
3 money, which is provided by you and me will be
4 wasted. On January 2013 Mr. Lu stated the
5 following: "For the past year I've called for a
6 moratorium of school closures and co-locations,
7 which are deeply disruptive to schools and
8 communities and which seem to achieve little
9 other than playing a shell game with school kids
10 and teachers. The DOE's closure and co-location
11 policies are so deeply--

12 FEMALE VOICE: Please note the time.

13 MS. MOONEY: --flawed that they need to be
14 completely reevaluated before they can
15 continue."

16 In closing I'd like to say that running a
17 successful school is like being the captain of a
18 large ship. It takes time to steer and navigate
19 to the proper course.

20 FEMALE VOICE: Thank you.

21 MS. MOONEY: These two schools need more
22 time to achieve improvements.

23 FEMALE VOICE: I know you didn't notice but
24 your time is up.

25 MS. MOONEY: I respectfully request that the

1 DOE reconsider the phase out.

2 FEMALE VOICE: Thank you. Our second
3 speaker is Adrienne Brown. Please draw your
4 attention to the time keeper.

5 MR. ADRIAN BROWN: Hello. Thank you very
6 much. What I'd like to say first is that when
7 you look into my eyes can you tell me that I am
8 a number? Can you tell me that I'm a statistic?
9 Can you tell me that right now? Can you look me
10 in the eyes right now, ma'am? Can you tell me
11 that? No, you cannot. Because why not? I am
12 not a number. I'm a student that goes here. So
13 you don't think that you shutting down my school
14 is going to affect me in any way? You're dead
15 wrong.

16 What I want to say before I get into my
17 speech is that prevention is better than cure.
18 So if you didn't prevent the school from
19 dropping off the edge, how do you think you can
20 help it now? Shutting it down is not a cure.
21 Shutting it down is going to make it worse. I
22 have to compose myself.

23 This speech is nothing anymore. I would
24 like to talk to you, ma'am, since you're part of
25 the DOE. If I, Adrian Brown, am going to be the

1 President of the United States when I get
2 older, how do you think I can do that if you
3 shut down this school?

4 [Applause]

5 FEMALE VOICE: I don't know if you were here
6 at the earlier part but as a part of this the
7 question and answers are written and they can be
8 answered during the question and answer portion
9 but we can't have a dialogue during public
10 content.

11 MR. BROWN: It wasn't a question. It was a
12 rhetorical statement.

13 FEMALE VOICE: Okay. I apologize.

14 MR. BROWN: Thank you. Anyway, since I no
15 longer have a speech I'm going to say what I
16 feel about you closing down my school. You
17 closing down my school isn't going to help
18 anything because if you open two new schools you
19 don't know if the same students come in. You
20 don't know if the same problems continue. You
21 never know. You can't see into the future, can
22 you? No. So what I would like to finish my
23 statement because I have nothing else to say is
24 thank you.

25 FEMALE VOICE: Thank you. Our third speaker

1 is Drunia Juvea.

2 MS. DRUNIA JUVEA: Good evening. I'm just
3 going to go past the intro but wanted to thank
4 you for the opportunity to share a few words
5 about a program that I'm participating in. It's
6 a non-profit. It's called Expanding Communities
7 with Economic Literacy and it's a non-profit
8 that I founded. I've been working with this
9 school since 2006 and I actually lived through
10 the different principals and always asked from a
11 non-profit perspective why and seeing some of
12 the impacts.

13 We started off basically teaching financial
14 literacy, investment education. We started off
15 bringing the students to Wall Street. We got a
16 grant from a Wall Street firm that I pitched. I
17 worked on Wall Street--just a little background--
18 -ten years at Morgan Stanley and basically
19 realized that financial literacy was not being
20 taught in school. I left ten years ago, founded
21 my own company and that allowed me the
22 opportunity to create the non-profit which is
23 why I'm here.

24 I reached out to over 200 schools. 22
25 schools including this school saw the

1 opportunity, saw the benefits and we've
2 actually brought several hundreds of students
3 since 2009 to Wall Street where we would pair
4 them with executives. If they wanted to be
5 lawyers we would have lawyers in the room at the
6 New York Stock Exchange with these students
7 doing a floor review, learning about finance,
8 learning about entrepreneurship and really
9 giving that career readiness opportunity,
10 professional development, and actually allowing
11 them to be an executive for the day.

12 This past month we actually piloted a new
13 program where we saw a need that a lot of the
14 students, the seniors, wanted to go to college
15 but for whatever reason, different blocks they
16 may have, prevented them from just looking at
17 the date and so we basically started a pilot
18 program where we helped 34 students apply to
19 college. The reason that they applied wasn't
20 because they weren't qualified. We saw a lot of
21 students were qualified but the resources
22 weren't put in place. So this non-profit came
23 in and within two weeks we got 34 students to
24 apply to college.

25 [Applause]

1 MS. JUVEA: So given the opportunity,
2 given the resources I believe if we give more we
3 will see more from our students.

4 FEMALE VOICE: Thank you. Dr. Arlene Allen.

5 DR. ARLENE ALLEN: Hi. Good evening
6 everybody. I'm Dr. Arlene Allen, Kiwanis Club
7 of - - Heights President. First of all, I must
8 say I have been to different countries of the
9 world and I've never heard about a failing
10 school or a phasing out school. Okay.

11 My next point, analysis of the fact sheet,
12 paragraph three lines one and two, BCAE, we're
13 talking about BCAE, the DOE has determined that
14 BCAE does not have the capacity to quickly
15 improve. There is nothing quick about
16 education. We're trying to educate children to
17 be independent citizens, to be career ready.
18 There is nothing quick about education. We're
19 not a profit. We're not a profit organization
20 who want to make profits off of kids. Education
21 benefits in the long term.

22 Next point. Graduation rates have remained
23 between 47 and 57% and I must reiterate also,
24 three principals in four years makes no sense.
25 Children will not improve. Whatever is coming

1 from the top feeds to you. You can't improve.
2 We need more time.

3 My last point, again from the fact sheet.
4 Okay. It says first year credit accumulation is
5 a key predictor of student success. The
6 sentence needs to be completed DOE. I work for
7 you but trust me. The sentence needs to be
8 completed. Did you account for the level of
9 child or children when they entered high school?
10 Most of our--first of all it's not high needs
11 students. It's exceptional needs students.
12 Most of them you have to bring them up to their
13 level, the grade level and then work with them
14 to move on. If you have them at a third grade
15 level in high school, how are they going to
16 graduate on time? Each child is different and
17 come with different needs. Let's work together.
18 Give us the resources, DOE, please. Thank you.

19 FEMALE VOICE: Thank you.

20 [Applause]

21 FEMALE VOICE: Ms. Virginia Noville.

22 MS. VIRGINIA NOVILLE: Good evening. I'm
23 speaking on behalf of the community and
24 specifically the NAACP. I am really delighted
25 with the presentations that have been made here

1 this evening in support of maintaining this
2 school. However, I do believe there is an
3 opportunity for reconstructing before you go
4 through the phase out stage of your movement.
5 We are asking this panel and the Department of
6 Education to consider that very, very strongly.

7 Recently President Obama indicated that he
8 was interested, very much interested in the
9 direction that education was going in this
10 country and that we should reform, especially in
11 the high schools. The high schools should be
12 able to offer skills for the students. All of
13 the students as the previous speaker said,
14 cannot achieve the requirements in four years.
15 Some of them need longer than that. So on that
16 note, in keeping with the President's
17 initiative, there is a school in Brooklyn,
18 Brooklyn New York. I think it's called the
19 Path, the P-Tech Pathways and Technology, early
20 college high school, which means the students
21 enter at grade 9 and go through grade 14. Why
22 can't we just keep what we have and improve upon
23 what we have, offer skills, offer more staff and
24 more support and more money to make this school
25 work? Recycling, phasing out, moving students

1 around is not going to change and in fact it's
2 going to make it worse for all; worse for the
3 students to make adjustments, worse for
4 teachers, worse for parents and worse for
5 administrators. Moving administrators every one
6 year is ridiculous. How in the world can a
7 principal come in and make an assessment in six
8 months and put in place all the things that need
9 to be done in a school that this that has high
10 needs, special needs as the lady referred to in
11 six month? How can that be possible? That is
12 an impossibility. That is unfair. It is unfair
13 not only to the principal, it is unfair to the
14 teachers, to the parents and more importantly to
15 the students that they are here to serve.

16 FEMALE VOICE: Thank you. All right. Thank
17 you.

18 MS. NOVILLE: We're asking you to join us as
19 you're trying to sit me down. We're asking you
20 to join us, the NAACP--

21 FEMALE VOICE: Thank you. Our next speaker
22 is Tomal Esan.

23 [Applause]

24 MR. TOMAL ESAN: All right. I just want to
25 talk about the things that the teachers do in

1 the school. Some of the philosophies the
2 teachers implement and instill in the students
3 are perseverance, determination, and effort. We
4 tell our students to persevere and overcome
5 obstacles in and outside of the classroom.
6 Persevere when you have tough times in life.
7 Persevere when you have difficulties
8 comprehending a text or working in class.
9 Persevere when you have lost all hope.
10 Persevere and have faith and conviction in your
11 effort.

12 We always tell them to be determined, to
13 always reach higher. Be determined when you've
14 failed an exam and not just give up. Be
15 determined to work harder to pass the exam with
16 grades on the honor roll instead of just a 65.
17 Be determined to rise up and not let anyone hold
18 you back. Be determined to be the best you can
19 be.

20 There is a contradiction in the DOE's
21 policies. We teach our students to persevere
22 and be determined, never give up and always have
23 hope. The phase out process is taking away our
24 ability to teach these vital attributes that all
25 of our students should have to succeed. Thank

1 you.

2 FEMALE VOICE: Thank you. Our next speaker
3 is Joan Carez.

4 MS. JOAN CAREZ: Hi everyone. My name is
5 Joan Carez. I worked as a secretary for the
6 four different principals during my five and a
7 half years at BCAE, which sort of contradicts
8 what everyone has been saying. I'd like to
9 address how dedicated this staff has been
10 through every change of leadership. In my first
11 year the staff worked with Mr. Wormsley for five
12 years. Years two and three I saw a change in
13 style and leadership when Mr. Nash became
14 principal. The staff adopted to his style with
15 some push back but learned new ways.

16 Years four and five Dr. Guy became
17 principal. Once again the staff had to change,
18 though using the same terms, to a different
19 style of leadership. They began to work to his
20 style. Now, Ms. Calendar [phonetic]. Four
21 styles within five and a half years. This staff
22 has done amazingly well.

23 [Applause]

24 MS. CAREZ: Imagine the upheaval that
25 happened twice in this time as the Department of

1 Education has told us that our four year
2 graduation was not good enough. Seniors in this
3 school have been told twice that their work is
4 not good enough, that their school should be
5 closed, that they're not worth putting
6 additional resources towards if they're not
7 graduating in time to meet the percentages.

8 Despite this labeling and hurtful rhetoric
9 we all continued to do everything we can to help
10 every student in our school to be successful, no
11 matter what learning level they come with, no
12 matter what their previous learning problems
13 have been, no matter what societal or economic
14 background or behavioral issues they come to us
15 with. We work to help them achieve success. We
16 do these things despite the numbers.

17 Let me take a moment to tell you about our
18 current principal. Ms. Calendar has been a
19 principal for less than a year. Excuse me,
20 everybody. Here I go. She has taken this staff
21 and these students under her wing and expected
22 much from them. Students get guidance not only
23 from their teachers but from all staff members
24 and directly from Ms. Calendar. Conversations
25 are happening to shape character.

1 FEMALE VOICE: I want to direct your
2 attention to the time.

3 MS. CAREZ: I have just a little more. All
4 staff members are working with each other and
5 children. I strongly urge you to consider
6 giving Ms. Calendar and her staff the change to
7 show you what our children can do--

8 FEMALE VOICE: Thank you.

9 MS. CAREZ: --given stability and support.
10 Thank you.

11 FEMALE VOICE: Thank you.

12 [Applause]

13 FEMALE VOICE: Ms. Natalia Casakowska.
14 Nataliaia Casakowska? Okay. James Atourno.
15 Number ten, James Atourno. Great. Thank you.

16 MR. JAMES ATOURNO: Good evening. I've been
17 speaking out at these joint public hearings for
18 three years now and the folks from the DOE say
19 the same things. The data isn't acceptable. We
20 must take action. Then the data they site is
21 usually either made up or cherry picked to show
22 the school in a bad light. That's exactly what
23 happened here. These kids aren't failing. This
24 staff isn't failing. This place just needs
25 support and it's not getting it. Phase out is a

1 horrible process. I'm living through it at
2 Jamaica High School. This is the third year.
3 We only have a year and a half left.

4 Last year at Jamaica the PTA president,
5 Senator Tony Avella and I wrote to the State Ed
6 Department complaining about how Jamaica High
7 School is not supported in phase out. State at
8 least sent someone to investigate. Dr. Holder
9 came in 2010. Holder's scathing report about
10 the DOE mismanagement, blasting them, you can
11 see it on the web and for sure the DOE abandoned
12 our kids.

13 The DOE will abandon the kids at this school
14 too because as the school shrinks there is less
15 money and there is less course offerings. This
16 phase out process does not work and has to be
17 stopped.

18 [Applause]

19 MR. ATOURNO: Now, what can we do about it?
20 Well, three things. First, let's go to the
21 state and get a law passed that puts a
22 moratorium on this until we can figure out how
23 to do this better. Second, let's end mayoral
24 dictatorship. There are bills in Albany that
25 would do just that. Let's work to get them

1 supported and through. And finally, we can
2 sue again. I'm hoping the UFT and their lawyers
3 will come through and the NAACP people to find
4 grounds to sue to stop this. And finally, we
5 all have hope because there is only ten months
6 left in this horrible reign of error of Mayor
7 Bloomberg. Let's make sure we vote smart this
8 year and get a mayor who cares about public
9 education and doesn't want to destroy it.

10 FEMALE VOICE: Thank you.

11 [Applause]

12 FEMALE VOICE: I will call the next set of
13 speakers to please come line up and take a seat
14 closer down in front. Speaker number 11 Camille
15 Atourno. We heard from speaker 12, Brandon
16 Noelle [phonetic]. Speaker 13, Sharon Cleaskin
17 [phonetic]. Speaker number 14, Derek Clark.
18 Speaker number--we're going to line up here so
19 they can sit. Speaker 15 was James Vasquez. He
20 spoke. Speaker 16 was Rosemary Reyes. She
21 spoke. Speaker number 17 was Tariq Johnson who
22 has also spoken. Speaker number 18, Antoine
23 Bailey. Number 19, Nicole Johnson. Number 20,
24 Marie Lourdes Miracale [phonetic]. Again, I'll
25 return to speaker 11, Camille Atourno. Are you

1 Camille Atourno?

2 MS. CAMILLE ATOURNO: Yes.

3 FEMALE VOICE: Great. Thank you.

4 MS. ATOURNO: Good evening, everyone. I
5 rise before you as a member of this fine
6 establishment. My name is Camille Atourno and I
7 currently teach at the Humanities and the Arts
8 High School which is housed in this building.
9 Now, I hear all this time that you're saying
10 that we are a failure. The members of the
11 Business Computer Applications and
12 Entrepreneurship Schools also the Law and
13 Government School and countless other numbers of
14 schools and I stand before you ladies and
15 gentlemen to ask you to stop socially
16 experimenting on our kids. Stop it.

17 The reality is in the 1990s under then Mayor
18 Rudolph Giuliani you stated that the large
19 schools were failing. So ultimately your
20 solution was to reorganize and reopen under
21 small schools. Now look what. What's
22 happening? These small schools you're now
23 turning around and saying they're failure.
24 Again, stop socially experimenting with our
25 kids.

1 The reality is, ladies and gentlemen, you
2 have not provided the necessary resources for
3 our kids. Instead of keeping our classes capped
4 at the legal mandate which is 34, you should be
5 striving to reduce those class sizes, ladies and
6 gentlemen. We have students who are high needs.
7 Most of our kids come to us with reading levels
8 and math scores of levels one and two. I know
9 what it's like to work also in a school with
10 kids coming in with predominantly level fours.
11 And the reality is those schools get more
12 resources because you're saying that those
13 schools have higher numbers. Well, guess what?
14 These numbers are smaller. We have higher
15 needs. And you're not providing the necessary
16 resources.

17 Because of these reasons I stand before you
18 and I implore you ladies and gentlemen stop the
19 social experimentation on our kids and stop
20 closing the schools with the children of color.
21 Thank you.

22 FEMALE VOICE: Thank you.

23 MR. BRANDON NOELLE: First off, I want to
24 say how does Bloomberg say he wants to have no
25 children left behind but then he tries to phase

1 out our school? I stand before you as
2 president of BCAE High School student council.

3 It took me two times to pass the global
4 regents. This year, this school has given me
5 the resources I need to succeed and pass the
6 regents. I've been here since I was a freshman.

7 [Applause]

8 MR. NOELLE: I've been here since I was a
9 freshman. Throughout the years the staff of
10 this high school has given me the resources I
11 need to succeed. And now I'll be graduating in
12 June of 2013.

13 [Applause]

14 MR. NOELLE: Not everyone wins a race at the
15 first place. People may take a while but they
16 finish. You want us to perform on a certain
17 level but you don't give us the resources we
18 need to perform on that level. Bloomberg said
19 he needed more time to do his job but he hasn't
20 done anything but try to take our education.

21 FEMALE VOICE: Thank you. Speaker 13,
22 Sharon Cleaskin.

23 MS. SHARON CLEASKIN: Hi. My name is Sharon
24 Cleaskin. I work in the building for all four
25 schools. It's pretty obvious to me that the

1 powers that be are determined to close two
2 schools in this building affecting everyone in
3 this campus community.

4 The Business School was threatened with
5 closure two years ago and here we are again.
6 Between then and now where was the support that
7 the staff and the students needed to prevent us
8 from having to be here once again? It's time to
9 stop trying to convince us that closing is
10 better for everyone. This is abusive and
11 unjust. You have misled the community but more
12 seriously you are cheating our children instead
13 of helping us help them.

14 FEMALE VOICE: Thank you.

15 [Applause]

16 FEMALE VOICE: Mr. Derek Clark.

17 MR. DEREK CLARK: Thank you. All right.
18 It's cool. It's fine. Greetings to everyone.
19 I'm Derek Clark. Mr. Mendez, you know me very
20 well. But Ms. Gibson you do not, but you should
21 because I'm going to be highlighting this and
22 making this public, as it is a public hearing,
23 but more people need to know in this community
24 what exactly the DOE is doing.

25 Mayor Bloomberg or Business Bloomberg as I

1 like to call him, is basically doing what a
2 business man does; but unfortunately I want our
3 community to know that it's all about money.
4 Unfortunately our children aren't your money.
5 Then again, there is a bigger conversation that
6 needs to be highlighted because what you're
7 doing to our children states that.

8 So you look at them like property or some
9 type of business product or commodity and
10 therefore you can just close the factory because
11 you think or what you say is that the products
12 aren't doing well, like how we close down the
13 cars in America. You know, American cars were
14 dealing with an issue. We started shipping
15 overseas. We started making all these changes.
16 Obama came in and had to say you know what? We
17 have to bring back the wealth of America.

18 Well, guess what? These children here are
19 the wealth of this community. This is a
20 microcosm of the macrocosm and the same thing
21 that is happening here happens across the board.
22 So guess what? Since Obama came in and made
23 change happen the changes that we need to happen
24 are with you guys. Not with the children, not
25 with the school, like you said before the logo

1 or anything like that. It is important that
2 we understand this.

3 Let me make this point real clear because I
4 understand as I spoke with some assemblymen and
5 some officials that I understand that you
6 receive money when you close out a school. Now
7 that makes sense. If you're going to be a
8 business person like that then that's what
9 you're going to do because that's your
10 incentive; but at the cost of the emotional
11 destruction of our children. That's where
12 you're off.

13 I just want to make this last point because
14 I have 30 seconds. Change the menu. Don't
15 change all that. Change the menu, the interior
16 aspect, what's going on, the money, the funding,
17 the product and you'll get a better result.
18 That's all I want to say to you. Stand in
19 accountability. Don't try to point fingers
20 elsewhere. Do your job.

21 FEMALE VOICE: Thank you.

22 [Applause]

23 FEMALE VOICE: Mr. Antoine Bailey.

24 MR. KENSLEY BROWN: Good evening. My name
25 is Kensley Brown and I was a former student here

1 between--

2 FEMALE VOICE: I'm sorry. Were you signed
3 up to speak?

4 MALE VOICE: Yes.

5 FEMALE VOICE: Okay.

6 MR. BROWN: I attended this school between
7 1997 and 2000; and I honestly feel these young
8 people shouldn't be deprived at all. This
9 shutting down business should be a bad thing.
10 It should be a good thing to keep this school
11 open. I think they can actually learn something
12 from this. The more that they learn from this
13 school system I feel that you should give more
14 instead of trying to shut the building down. I
15 understand it's difficult to be a student in
16 high school. There are problems that go on
17 every day, but at the end of the day they're
18 here for their education. That's the prime
19 thing here. You can't sit there and tell them
20 we're shutting down the building in two years
21 and then expect them to try to rush through
22 their grades and everything. They're trying to
23 struggle. When they reach society they're going
24 to have a harder time to sit there and try to
25 make it out in the world because they didn't get

1 to finish high school or whatever the case may
2 be. They're here because they want to learn
3 something. They're here because they want to
4 become somebody. They're here to become
5 business people. That's why they come to
6 Business. They want to learn computer
7 applications because they want to become better
8 people in the world. Shutting down the school
9 isn't going to do anything. All it's doing is
10 telling them they're not going to make it out
11 there in the world. The last thing I want to
12 see is the younger generation to be like a
13 couple of my peers before me end up likewise and
14 not make it through the system. Give them a
15 chance. They need this education. Who knows
16 what they're going to get in the future when
17 their kids or their relatives decide to come up
18 and do something. At the end of the day it's
19 all about them truth be told. I'm just being
20 honest.

21 FEMALE VOICE: Thank you.

22 [Applause]

23 FEMALE VOICE: I believe we're up to Nicole
24 Johnson.

25 MS. ROSEMARY REYES: Good evening. My name

1 is Rosemary Reyes. I attend Business Computer
2 Applications and Entrepreneurship High School.
3 I am currently in the tenth grade. When I was
4 first told that I would be attending this school
5 I was terrified. By all the rumors I had heard
6 I was convinced this was a bad school. As a
7 tenth grader now I realize that having a small
8 school is helpful for us. Our teachers are more
9 interactive with us. They evolve with us and
10 they help us in our education. This school has
11 many great programs such as the - - Enterprise
12 Program, the Entrepreneurship class. One of our
13 teachers, Ms. Golson [phonetic] is even teaching
14 a college class for extra college credit that
15 I'll be attending this spring.

16 I'm a student leadership--I'm a student
17 leadership team student and a student government
18 correspondent. And I am looking forward to
19 appropriately finishing the last two years and
20 to participate in all the wonderful programs my
21 school has to offer. In peace, the phase out is
22 bringing negativity to the hearts of my peers.
23 Thank you.

24 FEMALE VOICE: Thank you. I think we're up
25 to Antoine Bailey? No. Nicole Johnson. Number

1 19, Nicole Johnson. So eighteen signed up to
2 speak. Is Antoine Bailey Buffet--okay.

3 Perfect. Thank you.

4 MR. BUSEF: Hello, everybody. My name is
5 Busef and I'm a senior in BCAE.

6 MR. ANTOINE BAILEY: Hello. I'm Antoine
7 Bailey and I'm a senior in Business Computer
8 Application and Entrepreneurship High School and
9 I refuse to be another bad statistic. I want to
10 be a black man who can wine and dine in the
11 center of the world and still be considered a
12 Christian. I plan on being great. I cannot be
13 less.

14 MR. BUSEF: I refuse to wear a barcode
15 across my chest. I refuse to black T or
16 throwback jersey to fire me. I refuse to let my
17 children witness divorce or make my children - -
18 court. I refuse to go up and carrying the
19 generational curse.

20 MR. BAILEY: I refuse to feel the need to
21 curse in my verse. I automatically hate being
22 looked at when someone asks can anyone rap. I
23 want to be a black man who can fit from urban to
24 corporate measures, a black man who doesn't gain
25 knowledge for his own pleasures, a black man who

1 reps Christ to the fullest with no regrets.

2 MR. BUSEF: My only regret is the stigma
3 that many black statistics have set in their
4 past like going to jail, bragging out bail,
5 cussing out church, leaving our kids, marrying
6 and still a flirt, no father present at birth.
7 - - our church. I refuse to let my people be
8 viewed as temporary.

9 MR. BAILEY: I plan on planting a seed not
10 for the moment, but for one that's legendary and
11 that's a statistic. My father broke the mold.
12 And I feel it's up to me and my generation to
13 continue in it. Because--

14 MR. BAILEY AND MR. BUSEF: I refuse to be
15 another black statistic.

16 [Applause]

17 FEMALE VOICE: Thank you. Speaker number
18 19, Nicole Johnson. Okay. Speaker number 20
19 Marie Lourdes Miracale.

20 MS. MARIE LOURDES MIRACALE: Okay. Thank
21 you. I am Marie Lourdes Miracale. I am - -
22 mother. She's in tenth grade. When--excuse me
23 for my language. I am just becoming a United
24 States citizen. I'm Haitian. I have - -. If
25 you have some people who can translate for me

1 I'm okay for that. Okay.

2 When I--when my daughter was in IS 59 they
3 sent us a big book to have school, to have high
4 school. I pass--with my daughter I pass a lot
5 of nights to look what is good. I choose ten
6 schools. They didn't--one of them was near me,
7 Gateway, a good school. They didn't send her in
8 any school. After they send me a letter to
9 right away to some school. I take some school
10 and I find this big name, Business Computer
11 Entrepreneurship. Good name. When you have
12 some students to go in a good school like that
13 and after to be something in the world it's
14 good. It's good. I choose this school, but I
15 didn't know if the Department of Education has
16 some plan for black people. I didn't know that.
17 I know that now. I didn't know that. They
18 choose all the slow student. They put in these
19 schools only and now the students who can't work
20 - - and work with the students also because they
21 have a lot of students in the class. No
22 discipline. Only the discipline is a good thing
23 to work with students, hmm? When you have--when
24 you give all these people in one class you have
25 to have a strategy for that. You have to train

1 your teacher to work with those people,
2 because the catholic school, the - - school,
3 have the - - student.

4 FEMALE VOICE: Thank you.

5 MS. MIRACALE: Okay. But you give--those
6 people have to work. Don't close it. Work with
7 the staff.

8 FEMALE VOICE: Thank you. Thank you.

9 [Applause]

10 FEMALE VOICE: Speaker number 21, Leon
11 Connolly. Let me read the rest of the names.
12 If you just give me one second I'm going to read
13 the remaining names on the list. Number 21,
14 Leon Connolly. Number 22, Melissa Hubbard.
15 Number 23, Joan Flowers. Number 24, Denise
16 Redding. Number 25 was the UFT, Joel Vinn, who
17 spoke. Number 26, Ruthie Campbell. Number 27,
18 Clyde Binnell [phonetic]. Number 28, Suclelev
19 Guamel [phonetic] and number 29 Shirley Phillips
20 I believe. If we can line up in that order,
21 we'll begin now with number 21, Leon Connolly.

22 MR. LEON CONNOLLY: Okay. Thank you
23 everybody. You have to understand. I'm also an
24 alumni that went to this school, class of 2000.
25 I just have to break it down to everybody. I

1 came here all the way from Washington DC. I
2 got a message about they're trying to close the
3 school down and I don't understand why. I want
4 to know what's going on. I'm sorry I haven't
5 been here the way I should be, but I'm here now.
6 The way I look at it they shouldn't close the
7 school down. You have people that have a
8 master's degree just like me that want and know
9 that they came from here. They were pressured
10 by--you have alumni and teachers that went
11 through a whole lot. How you going to sit up
12 there and close things down and you ain't even
13 try? Give them time. It took four years to get
14 people through the school. Now you want to sit
15 down there and close everything down all of a
16 sudden, one, two, three? It don't make no
17 sense. The only thing I have to say is we need
18 a chance. Thank you and give us a chance.
19 Thank you.

20 FEMALE VOICE: Thank you. Number 22,
21 Melissa Hubbard.

22 MS. MELISSA HUBBARD: Good evening. My name
23 is Melissa Hubbard. As a proud graduate of the
24 former Education Institution located in this
25 building Andrew Jackson, parent of an 11th grader

1 at Humanities and the Arts High School, PTA
2 president, SLT member for Humanities and the
3 Arts, a resident and property owner in District
4 29 and the list goes on and on, I am adamantly
5 opposed to the proposed phase out of BCAE and
6 LGCS at Campus Magnet.

7 As been stated in various forums, meetings,
8 resolutions, hearings and lawsuits, excuse me,
9 Mayor Bloomberg's policy on closing schools and
10 opening new ones and co-locating schools has not
11 been effective in producing quality new schools
12 and raising the achievement of students at these
13 institutions in the long run. Instead his
14 policies have done nothing but destroy the lives
15 of at least a generation of children who have
16 gone through the New York City public schools
17 under all the turmoil and upheaval his policies
18 have brought to the system since he took office
19 and control of our educational system in NYC.

20 Nineteen years ago Campus Magnet was formed
21 as the answer to address the problems and low
22 academic performance of the students attending
23 the former Andrew Jackson High School.
24 Unfortunately through the history of this new
25 educational entity, Campus Magnet, we have

1 witnessed the continued failure of the DOE,
2 formerly the Board of Ed, to address several
3 root issues of the challenges that affect the
4 quality of education at this location and
5 provide the necessary support and resources that
6 the school and campus community have stated they
7 need.

8 We now stand here again, 19 years later,
9 after two previous attempts to suggest phase out
10 for BCAE still telling the young people who
11 attend not only the two schools slated for
12 proposed closure but the entire Campus Magnet
13 community that you are failures and so we must
14 once again close your school, destroy your
15 school family and campus community, structure
16 and insert a new model in your place that will
17 finally provide a quality education to students
18 who attend the new school; not your school, but
19 the new school.

20 That means if the DOE is successful in their
21 proposal in two years from now there will be six
22 schools on this campus. I would like to submit-

23 -

24 FEMALE VOICE: Thank you.

25 MS. HUBBARD: --for, as part of the

1 proposal, the written proposal. Thank you.

2 FEMALE VOICE: We can't. Thank you. Number
3 23, Joan Flowers.

4 MS. JOAN FLOWERS: Good evening, everyone.
5 My name is Joan Flowers. I'm a practicing
6 attorney in the community and a candidate for
7 the 27th Council District, the seat that Leroy
8 Comrey is vacating at the end of the year. I
9 just want to say and to make a comparison that
10 if this were a lawsuit the Judge would throw it
11 out, dismiss it because it is premature in that
12 all other remedies have not been explored.

13 As everyone else has stated here, we need a
14 chance. We need to give our new principal a
15 chance to get this school up and running. The
16 skill sets that are taught in these two schools
17 are exactly what this community needs to move it
18 forward and to continue to be successful. To
19 take this away from our students is criminal.

20 With that I ask that this closure be
21 stopped, this phase out which is in and of
22 itself very contradictory in that you're
23 stopping students from coming in because you say
24 it's not performing and has no chance of
25 improving, yet you're keeping students in it for

1 the next four years. So either you're giving
2 those students that are staying here an inferior
3 education which I hope is not the case; or
4 you're going to be improving it for the ones who
5 are left during the phase out period in which
6 event the question--it begs the question why
7 can't the school be then improved so that it can
8 continue in existence. Thank you.

9 [Applause]

10 FEMALE VOICE: Thank you. Number 24, Denise
11 Redding.

12 MS. DENISE REDDING: Good evening. My name
13 is Denise Redding. I'm a parent here at the
14 Campus Magnet. I'm a member of the PTA and I
15 have the privilege of serving as the president
16 of the Cambria Heights Civic Association. So
17 much has been said here tonight that it
18 certainly--I couldn't--it doesn't bear repeating
19 because it's all been said so very well. I do
20 however still wish to stand just to make it
21 known that I am in agreement with all who oppose
22 the closing of both these schools. It does our
23 children no service. The problem is not in the
24 school. The problem is still in the DOE.
25 Provide the school with the necessary items that

1 they need to get the job done. Certainly I'm
2 well aware of the reputation of Andrew Jackson
3 over the years but it--I'm hard pressed to
4 understand what happens when you close the
5 school. What value will a diploma be from a
6 failed school? Where do they go with that?
7 Thank you.

8 [Applause]

9 FEMALE VOICE: Thank you. Mr. Vinn, are
10 you--

11 MR. JOEL VINN: I'm not going to take a long
12 time. I know I did a whole presentation. I
13 talked about--I talked about stats before.
14 Let's talk about solutions, okay. Your proposal
15 for Law and Government is to bring in another
16 CTE program. We're a CTE program. Why do you
17 think another CTE program would be more
18 successful when you're phasing one out?
19 Wouldn't it be a little bit more advantageous
20 for us and for the building to actually add that
21 program so both schools can benefit from the
22 enrollment, so that we can bring more programs,
23 more enrollment and bring up the school in this
24 building? As you can see I'm kind of--you know
25 I'm not going to take anyone's time. I just

1 want to bring up that guys, let's stop
2 argument and start thinking about positive
3 solutions. Thank you for my time.

4 [Applause]

5 FEMALE VOICE: Thank you. Number 26, Ruthie
6 Campbell. I'm going to ask you to introduce
7 yourself, please.

8 MR. CLYDE VINNELL: Good evening everybody.
9 My name is Clyde Vinnell. I'm a community
10 advocate. I grew up born and raised a few
11 blocks away from here. My family still lives
12 there. I'm a resident of Cambria Heights. One
13 thing I'm going to talk about is what is in the
14 best interest of the students? What's in the
15 best interest of the kids. I've been sitting
16 here listening to this all day and everyone is
17 talking about give more support to the school.
18 Don't close the school down.

19 What is it going to be like for the future
20 of our kids when on their resume they have a
21 dead institution? The number one way to kill a
22 community is to go in and destroy their
23 institutions and that's what's going on. You're
24 destroying our institutions right in front of
25 us, right here in our community. That is a

1 problem.

2 Now, we say that the transcripts here are
3 going to be listened to and read by the PEP and
4 everyone is in accord, in the same accord saying
5 the same thing. Are we wasting our time here?
6 Are we? I was here two weeks ago for another
7 school. We were here two years ago. There
8 still is this onslaught and this battle for our
9 kids. We must support our schools. We must
10 support our children. There is no other way
11 about it.

12 What's very interesting is what's going to
13 happen long term in our community. Imagine
14 this. School and education is a primary
15 fundamental institution that we identify as we
16 grow up with. I just ran into a friend of mine
17 that we graduated the same high school together-
18 -I don't want to say how long ago, but a while
19 ago. We still share that same school. You're
20 going to come here and you're going to make a
21 proposal to close down something that dear to
22 our community and to our kids. We vehemently
23 oppose any school closure. Support our schools.
24 Thank you.

25 FEMALE VOICE: Thank you. Speaker number

1 28, Suclev Guamel. Maybe a little off on the
2 pronunciation. Speaker 29, Shirley Phillips?

3 MS. SHIRLEY PHIPPS: Hi. My name is Shirley
4 Phipps.

5 FEMALE VOICE: Phipps.

6 MS. PHIPPS: I'm a product of South Jamaica
7 Queens, born, raised, retired. Jamaica High,
8 Andrew Jackson, Thomas Edison, we had top high
9 schools here. When I left Jamaica High I did a
10 commercial course. I thought I was going to be
11 a secretary in corporate America. Metropolitan
12 Life came and gave us an aptitude test. Okay.
13 you can start working. I went to my prom and
14 the next week I was going down to Metropolitan
15 Life. I was talking to my girlfriend today.
16 All these high schools should be part liberal
17 and part vocational. When you leave high school
18 you should have a high school diploma and a
19 certificate in some skill set. Microsoft
20 applications, you know the kind of money you can
21 make with computer applications. If you just do
22 outlook, most law firms because I took a course,
23 they said most law firms look for people that
24 know how to do outlook. That's setting up the
25 calendar and making all the appointments for the

1 attorneys and stuff.

2 So these kids, when they leave here, all
3 these high schools, I don't care which one, part
4 time, a.m. liberal arts, p.m. vocational. You
5 get your high school diploma and a certificate
6 of completion of a course that you can go right
7 into a corporation. Now, they want to go to
8 college, that's up to them but you should have
9 job readiness. I'm sick and tired--I never
10 heard such a mess. I've been here all my life.
11 All these schools closing, you're playing a
12 numbers game. Children are not a number game.
13 They have minds. You're putting a mental stigma
14 on them by saying you're closing their school
15 down.

16 I worked in the prison system. I was a
17 corrections officer for 20 some odd years. You
18 have a lot of bright minds. You talk to those
19 inmates, they're very smart and they're very
20 skillful. I usually watch the women all night.
21 They were crocheting. I used to get so mad, I
22 wish I had that skill set just to crochet. So
23 the prison industrial complex, the lack of
24 education is the pipeline to the New York State
25 prison industrial complex. You have to make a

1 choice. Do you want these kids to move
2 forward and go out and be successful or do you
3 want them to get caught up - -. You go up to
4 all the state prisons, you see many young males
5 out in the yard lifting weights. This is what
6 they're doing because they get frustrated and
7 take to the streets.

8 FEMALE VOICE: Thank you. Thank you.

9 [Applause]

10 FEMALE VOICE 2: Excuse me. Excuse me.

11 Over here. Is it possible I can ask you a quick
12 question?

13 FEMALE VOICE: You can afterwards.

14 FEMALE VOICE 2: Do you--you know I sat
15 here. You know how many names you read off of
16 people that have left? You know how many names
17 you've read off and you continue to hold up a
18 sign time is up? This is the way you're
19 treating us. Time is up? You don't come into
20 someone's home and do that. I know you have
21 protocol and I'm not being rude, but it seems
22 exceedingly rude to cut--first you cut off that
23 women and you cut off someone else--

24 FEMALE VOICE: There is a protocol to
25 follow.

1 FEMALE VOICE 2: So many people didn't
2 speak. So they can have that time. No?

3 FEMALE VOICE: That's not part of the
4 protocol. There is a two minute limit for each
5 speaker.

6 FEMALE VOICE 2: Yes, but I'm saying what
7 about--

8 FEMALE VOICE: I described it before.

9 FEMALE VOICE 2: --the people who have left.

10 FEMALE VOICE: I described it before. Only
11 speakers who were signed up were able to speak
12 and each speaker had two minutes. It wasn't a
13 culminating time.

14 FEMALE VOICE 2: You're not hearing me.

15 FEMALE VOICE: Thank you.

16 FEMALE VOICE 2: Or you're hearing me but
17 you don't want to address what I'm saying.

18 FEMALE VOICE: I think I answered the
19 question. Thank you.

20 FEMALE VOICE 2: Those people left so why
21 not give these people that time.

22 FEMALE VOICE: We will now begin the
23 question and answer period. Remember that some
24 individual questions will be answered and others
25 have been bucketed into categories. Any

1 question that is not answered here tonight
2 will be answered on the website. If you have
3 additional questions at the conclusion of
4 tonight's proceedings, we ask that you direct
5 them either to the email address or to the phone
6 number at the bottom of the fact sheet. I will
7 turn the microphone back over to Dr. Dorita
8 Gibson who will take us through the questions
9 and answers. Thank you.

10 DR. DORITA GIBSON: Thank you very much. A
11 lot of people have left but I think it's
12 important to say that those of you that are here
13 we do appreciate everything that everyone said
14 tonight and the fact that you stayed to the end
15 I appreciate that as well. This is not an easy
16 thing to do and it's very important for us to
17 hear what the community has to say and we heard
18 that.

19 I want to start by saying that it's
20 important for students to have the right kinds
21 of outcomes and we have an opportunity to make
22 sure that we have schools in New York City that
23 can really accommodate and really make sure that
24 you have a perfect education. Many youngsters
25 spoke tonight and spoke very well. Many

1 youngsters are graduating soon and I applaud
2 that. I saw the power point presentation that
3 you made and clearly there is a lot of work
4 going on for some students; but we have to have
5 an environment that's really making sure that
6 all our students are successful.

7 I want to just give you an example of the
8 peer index. There are a number of schools that
9 fall within BCAE's peer index that are serving
10 students with similar incoming scores on the ELA
11 and math. I want to give you two examples of
12 that. One is Excelsior Prep that has 77%
13 graduation rate and a progress report of A and
14 in District 24 the Civic Leadership which has
15 79% graduation rate and a progress report of A.
16 I think that with the policies that we have in
17 place that students have an opportunity to look
18 at other schools as well, but we have an
19 opportunity if you choose to stay that we'll
20 give you the support and resources that you're
21 entitled to.

22 Questions were raised and we're going to try
23 to bundle them together. About the overall
24 impact of Campus Magnet, of the proposed phase
25 out that's going to take place May 11th. BCAE is

1 a school that's phasing out will receive
2 support in the areas of budget, staffing,
3 programming, community engagement, guidance and
4 enrollment. In the past we've phased out
5 schools and they've received additional funding,
6 specialized network support, tradition network
7 support as well. And for the co-located schools
8 in the building such as Humanities Arts and
9 Mathematics, they will continue to receive
10 support and assistance from the superintendent
11 and network team.

12 They will deliver operational and
13 instructional support that will be ongoing. If
14 these proposals are approved March 11th, we hope
15 to provide new, high quality, high school
16 options to Campus Magnet that we believe will
17 benefit this school community.

18 Another question that came up was regarding
19 the working with the community, the teachers and
20 administrators as partners. The Department of
21 Education actively seeks to incorporate school
22 and communication in the input of decision
23 making. In the fall we had conversations with
24 school leadership team, staff members, parents,
25 to explain the rationale and collect feedback on

1 BCAE's performance. These conversations
2 occurred prior to any decisions regarding the
3 proposal to phase out the school. Moving
4 forward, we look forward to working within the
5 community, the school community, outside the
6 community, to incorporate their needs and
7 interests when planning for the BCAE replacement
8 school in 2014. The conversations need to
9 continue. We need to work together. I heard
10 that time and time again tonight and it's
11 important for us to keep the community alive and
12 to continue the work.

13 I will say one thing though. This school
14 went through a transformation years ago and
15 became Campus Magnet. I have to tell you
16 something, the name Andrew Jackson never died.
17 People still--people here today are still
18 talking about that. So the name is not going to
19 die. We have to make sure we have programs in
20 the school that really work well for students.
21 I thank you for coming out tonight and listening
22 to the conversation and feel free to come to the
23 panel meeting on March 11th. Thank you and have
24 a good evening.

25 FEMALE VOICE: We have heard many

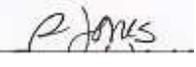
1 significant comments this evening. We
2 appreciate your feedback and contributions to
3 this hearing. The information will be shared
4 with the Panel on Educational Policy which will
5 have its hearing to vote on this proposal on
6 March 11th, 2013 at Brooklyn Technical High
7 School, 29 Ford Green Place in Brooklyn, New
8 York. Public comment can be submitted via email
9 or phone until March 10th at 6:00 p.m. You may
10 submit your phone by calling it in or by email
11 at the address at the bottom of your fact sheet.
12 Thank you all for coming. This joint public
13 hearing is officially adjourned.

14 [END OF RECORDING]
15
16
17
18
19
20
21
22
23
24
25

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

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 _____ 2/28/13 _____

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

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 Heidi Porter

Date February 28, 2013