



**MEMORANDUM OF SUPPORT**

**Res 0592-2015 Calling upon the NYS Legislature to fully implement  
the funding requirements for NYC resulting from the  
Campaign for Fiscal Equity v. State of New York case**

President  
**Ernest A. Logan**

Executive Vice President  
**Mark Cannizzaro**

First Vice President  
**Randi Herman, Ed.D.**

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**March 30, 2015**

The Council of School Supervisors and Administrators (CSA) strongly supports this resolution calling on the State to live up to its obligation to pay NYC some \$2.6 billion that was awarded by the courts years ago. The Campaign for Fiscal Equity was founded in 1993 by former Councilman and Education Chair Robert Jackson and Professor Michael Rebell, along with a coalition of parents, community members, and education advocates who were concerned that NYC persistently received inadequate funding from the State. The court gave the State until July 30, 2004 to comply with its order.

According to Rebell, "That children's educational rights cannot be temporarily suspended is not only a matter of law but also of common sense: A child who misses her opportunity to learn to read during the critical early years forever falls behind. A teenager who drops out of high school rarely will return to complete his education. This is especially true for the low-income and minority-group students whose educational needs are the greatest and who tend to be the most detrimentally affected by service reductions."

CSA agreed with Speaker Mark-Viverito when she said "We are still not getting our fair share from the State." This money would go a long way in funding programs, personnel, services and resources that by law should be budgeted to support NYC's 1.1 million students.

Therefore, CSA is proud to stand with Mayor de Blasio, Speaker Mark-Viverito, Chair Dromm, Chancellor Farina and all advocates who have called on NYS and Governor Cuomo to follow through on the State's legal obligation to provide NYC schools with \$2.6 billion this budget season.

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ADMINISTRATORS

**Council of School Supervisors and Administrators, New York City**  
Local 1: American Federation of School Administrators, AFL-CIO

**FOR THE RECORD**

## **MEMORANDUM OF SUPPORT**

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### **Res. No. 563 - Resolution calling upon the NYS Legislature to reject any attempt to raise the cap on the number of charter schools**

**March 30, 2015**

The Council of School Supervisors and Administrators (CSA) strongly believes that there is no need at the present time to raise the charter school cap in NYC. Given the clear evidence that our traditional public schools are already suffering from an overcrowding epidemic due to insufficient space to accommodate students, it is unwise to exacerbate this unfortunate condition by increasing the number of charter schools.

Furthermore, we believe the present cap is appropriate to fulfill the original purpose of charter schools, which is to serve as educational laboratories whose innovative and effective practices are to be shared. The current number of charter schools is more than sufficient for that purpose, and it is therefore unwarranted to raise this cap.

We are hopeful that the City Council also believes that there is no need to increase the number of charter schools and further risk displacing public school students from adequate space to study, learn and grow within New York City school buildings.

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Testimony  
City Council Resolutions  
March 30, 2015

Res 0563-2015

Until charter schools are held to their mandate to serve needy students the cap on the number of charter schools should not be lifted. It is essential that students with special needs not be "counseled out." If charter schools receive public money, they must serve all the city's children including students who are English language learners, students who have special needs, those with poor work habits, and students who are oppositional. Until the charter schools presently in operation do so, we should not allow any others. In addition, these organizations must be monitored carefully, as there have been patterns of fiscal irresponsibility and fraud.

Res 0577-2015

Parents should be informed that their constitutional rights to decide what is best for their children includes deciding whether the children should participate in taking the NY State tests and the MOSL's. Testing has become so politicized that it is no longer giving objective information. This means that school officials have no reason to override the parents' basic rights to decide what is best for their children.

Among the flaws in the present testing venture:

- The higher the stakes, the less valid the tests are. High stakes distort the underlying processes that the tests purport to measure.
- Without a standard unit of measurement the test scores can be easily manipulated. In 2012 most of the students in New York State were passing the state tests. In 2013 70% failed. This is like measuring our children with a rubber ruler whose units change all the time.
- Parents need to know about the present scoring standard and their right to decide whether to participate in testing. Once your child has a 70% chance of being labeled a failure, is it wise to subject him/her to the test?
- The single score of 1, 2, 3, or 4 does not give teachers or parents any insight into the child's strengths and weaknesses that could be a basis for instruction.
- The present emphasis on testing was instituted for purposes of holding teachers and schools accountable, but the American Statistical Association has admonished against this use of test scores. VAM should not be used for teacher evaluation.
- Todd Farley's book, *Making the Grades: My Misadventures in the Standardized Testing Industry*, exposes pervasive unprofessional practices in test construction and scoring, undercutting faith in the value of testing.

Our shared goal is to use teachers' and students' time for meaningful instruction, not testing and test prep. Parents must decide.

Res 0592-2015

The courts ruled that New York State must fully fund New York City schools. The state no longer has a deficit. The city council is right to demand this funding.

Rosalie Friend, Ph.D.  
Information Coordinator, NYC  
Save Our Schools  
rfrien@hunter.cuny.edu



## **The Committee for Hispanic Children and Families, Inc.**

110 William Street, Suite 1802, New York, NY 10038 T: 212-206-1090 F: 212-206-8093 [www.chcfinc.org](http://www.chcfinc.org)

### **Testimony of The Committee for Hispanic Children and Families, Inc.**

**Before the New York State City Council Committee on Education  
March 30, 2015**

Good afternoon, my name is Vanessa Ramos, Sr. Director for Policy of The Committee for Hispanic Children and Families, Inc. (CHCF). I want to thank the Chair and members of the Education Committee for giving us the opportunity to testify today. On behalf of CHCF, I am here to express our support for 1) Res. 0583-2015, calling upon the New York State legislature to reject raising the cap on the number of charter schools; 2) Res 0577-2015, calling upon the DOE to amend the Parent's Bill of Rights to include information about opting out of high-stakes testing; and, 3) Res. 0592-2015, calling upon the New York legislature to implement the education funding for New York City pursuant to the *Campaign for Fiscal Equity vs. State of New York* case.

Since 1982, CHCF has combined education and advocacy to expand opportunities for children and families and strengthen the voice of the Latino community. Believing that the most effective way to support families is by building upon their strengths and fostering self-sufficiency, CHCF provides services through Youth Development programs, an Early Care & Education Institute, and policy and advocacy initiatives. CHCF's innovative model includes implementing culturally and linguistically competent programs to effect change, along with hiring and retaining bilingual and bicultural staff to implement direct service programs to the target communities.

I will address each Resolution separately:

- I. Resolution 0583-2015 calling upon the NYS legislature to reject any attempt to raise the cap on the number of charter schools.**

CHCF is not against charter schools—strong performance, educational opportunity, and parental choice for New York City families are welcome developments. But charters must be held accountable, must offer bilingual and dual language programs, and must provide transparency in their financial structures and remain subject to public scrutiny. Charters must also afford all students, particularly ELLs and students with special needs, equal opportunity in the enrollment process; their placement decisions and student retention records must be made available upon request and reported to the DOE. To our knowledge, there has been no comprehensive, independent evaluation of charter school operations. Our position is that charters must play by the same rules as public schools.

Charters are publicly funded but privately operated schools. The present cap for charters is 460 statewide of which 256 can be located in New York City. Currently, there are 197 charters operating in New York City. They use our public spaces and expand without paying rent. As of last year, our City has had to provide free space to all new or expanding charter schools by “co-locating” the charter in a public school building or by paying rent in private spaces at market-rate fees. Many of our public schools already lack space and resources as it is. Co-locations are burdensome, and add to the already overcrowded and deteriorating campuses. It is well-documented that most of our schools are near, at, or over-capacity. The report issued by the Independent Budget Office (IBO) in July 2014 found that 43.5% of students were attending schools that were at 102.5% of capacity or higher in the 2012-2013 school year.

If the cap on charters is raised once again, the City will have to spend millions in rent payments for charter schools in private spaces. Instead, those monies should be used to benefit more than 1 million children in the City’s public schools by improving the infrastructure, increasing the number of bilingual programs, and providing professional development opportunities to teachers and administrators. Even under the existing cap, the City will have to provide space for an additional 59 new charter schools as well as any existing charters wishing to expand. This is already creating an undue and onerous financial burden for the City.

- II. Resolution 0577-2015 calling upon the DOE to amend its Parent’s Bill of Rights and responsibilities to include information about opting out of**

**high-stakes testing, and distributing this document at the beginning of every school year, every family, in every grade.**

CHCF advocates for parental choice and believes that parents should be empowered to make informed decisions regarding the education of their children. Therefore, parents must have information, during each school year and in their home languages, about opting out of standardized tests and the possible consequences of opting-out. This information must also be made available to the Parent Coordinators in each schools so that they can distribute whatever brochures or fliers are produced to parents in their home languages. Targeted efforts must be made to ensure all parents receive this information.

**III. Resolution 0592-2015 calling upon the NYS legislature to fully implement education funding requirements for New York City resulting from the *Campaign for Fiscal Equity v. State of New York* case.**

The *Campaign for Fiscal Equity, Inc., et. al. v. State of New York, et. al.*, 8 NY3d 14 (2006) was a landmark case in which the Court of Appeals determined the State's constitutional obligation to provide essential resources and a “sound basic education” to **all public school children**, which includes English language learner (ELL) students and students with special needs.

After the decision, the State's funding increase for New York City was set at \$3.2 billion. However, according to the August 2014 report issued by the Alliance for Quality Education, New York City is currently owed more than \$2.5 billion by the State. In the meantime, our public school classrooms are overcrowded and significant cuts have been made to art, music, advanced placement courses, foreign languages, and staff, including guidance counselors, social workers, and librarians. We also have to confront the reality that NYC has the most segregated public schools in the country. All of these cuts have the greatest impact in low-income communities, students living below the poverty line, English language learners, and students with disabilities. According to a *New York Times* article, “True commitment to improving education in New York means confronting and proposing remedies for the racial and economic segregation that has gripped the

state's schools, as well as the inequality in school funding that prevents many poor districts from lifting their children up to state standards.”<sup>1</sup>

The State has failed to meet its obligation to our public school children, still underfunding our schools and failing to pay back what it owes. In the report, “Gubernatorial Delinquency: Cuomo’s Failure to Fund New York City Public Schools”, published by the Alliance for Quality Education and the Public Policy and Education Fund of New York, it was established that \$2,667 is owed per student. This money can be used to create smaller classes, additional libraries, and more programs to benefit emergent bilinguals.

CHCF supports this resolution as a step toward ensuring that the human right to education is met, and having the State comply with its constitutional obligation.

## **Conclusion**

CHCF believes that education is the vehicle that moves children and families out of poverty, and it must be prioritized as an investment. CHCF will continue to advocate for the educational rights of our children and their parents and families from early education through K-12 and beyond.

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<sup>1</sup> New York Times Editorial Board. The Central Crisis in New York Education, (Jan. 4, 2015), retrieved 3/26/15 [http://mobile.nytimes.com/2015/01/05/opinion/the-central-crisis-in-new-york-education.html?\\_r=0](http://mobile.nytimes.com/2015/01/05/opinion/the-central-crisis-in-new-york-education.html?_r=0)

Monday, March 30, 2015

## OUR SCHOOLS, OUR VOICES

My name is Dr. Anna-Maria Thomas. I am a thirty-nine years veteran retired educator of the New York City Department of Education.

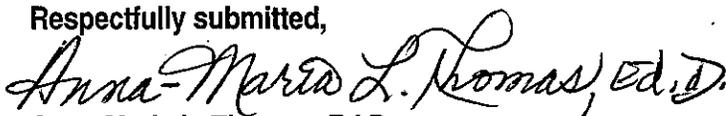
I want to thank Councilman Dromm for the resolution developed to encourage more parent participation in the policies which will affect their children. But the real questions are, 1) Why are parents and the community being shut out of the decision making of these policies? And 2) Why is there such a big push by all our elected officials to continue 'mayoral control?' As a result of the Bloomberg administration the New York City public school system was destroyed in favor of charter schools. OUR taxes are used to fund these private charter schools.

We have no libraries, no science laboratories, no guidance counselors in our high schools. Our elementary school curriculum does not teach, 1) Phonics, which our English Language Learning (ELL) students need the most in order to learn to read and speak English, 2) Grammar, which all students need to write a sentence, and 3) Penmanship, is no longer taught, thus all students do not learn script or cursive writing. The disappearing Black and Latina/o educators from our New York City classrooms have drastically declined under Bloomberg's tenure. To add insult to this injury already being suffered by our public school system, Governor Cuomo continues to withhold the necessary funding needed by our public schools even after the courts have ordered New York City school funds be released. The removal of funding from OUR schools is the most violent action perpetrated against our children. These funds are taxes WE pay to fund OUR schools and to pay our elected officials' salaries. OUR voices are not being heard when we say load and clear "END mayoral control." All of the above facts validate politicians are not equipped to run our public schools equitably for all our students.

A last interesting question: Why is the New York City public school system the only school districts (in the entire New York State) under 'mayoral control?'

Thank you for this opportunity to speak.

Respectfully submitted,



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Retired Educator/NYC-DOE

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## **Testimony of Karen Sprowal before the NYC Council Education Committee**

### **In support of the resolutions on the parent right to opt out of testing and retaining the cap on charter schools**

March 30, 2015

My name is Karen Sprowal, I am a public school parent and I am here today representing my middle school son and Class Size Matters. We support the resolutions on the agenda today, the right of parents to be notified that they can opt their children out of standardized testing and also in support of keeping the cap on charter schools.

My child was only one student of 685 in his elementary school that opted-out three years ago, since that time the opt out movement is growing every day. According to the NY State Education Dept., more than 60,000 parents opted out of the state exams last year. Parents in NYC should be notified of their rights to opt-out and this right should be included in the DOE Parent Bill of Rights. Here are some of the reasons for our support:

- Many parents, principals, teachers and students have found the state tests for the last three years flawed, developmentally inappropriate, too long, culturally biased and full of erroneous, ambiguously phrased questions like the Pineapple and the Hare. Many of the text passages have also been filled with logos, trademarks and commercial product names.
- The former Education Commissioner, John King set the cut scores too high, at a level pre-ordained to show that two thirds of the state's students would not be college and career ready – including in many districts where more than 90% of students graduate, go onto college and do very well;
- The test scores have no diagnostic worth to teachers, and that they are being used instead for high-stakes purposes like teacher evaluation, for which they have no proven value;
- Many experts, including the National Academy of Sciences and the American Statistical Association, have said evaluating teachers via student test scores does not yield reliable or valid results with one third of teachers rated highly one year, and then poorly the next year; and so could force out good teachers.

- Testing and test preparation is taking too much time and money, has narrowed the curriculum, driving out art, music and science, and has led many students to start detesting school and learning;
- We are also very concerned about the privacy implications inherent in allowing for-profit companies like Pearson access to our students' personal data. DOE has failed to protect student privacy, comply with the new state student privacy law, or even inform parents about how vendors are getting access to students' personal data through these exams.

We also feel strongly that the charter cap should not be raised. As we have testified in the past, charter schools are still not abiding by the accountability provisions in the charter law, as amended by the state in 2010, requiring that charter schools enroll equal numbers of high needs students as the public schools in which they are located.

And yet even as most charter schools violate that law, they have been allowed to replicate, expand and take space from public schools that enroll much higher numbers of at-risk students, including English Language Learners and special needs students. In the process of co-location, charters have overcrowded schools, increasing class sizes, taking over libraries, science and art rooms, and pushing public school students with disabilities, out of their classrooms and dedicated spaces into hallways and closets.

Charter schools also suspend students at much higher rates, push out and are allowed to expel elementary and middle school students. No NYC public school is legally allowed to expel students before they reach age 17. As a parent of a special needs child who was pushed out of a Success Academy charter school in Kindergarten, I feel very strongly that we cannot allow further charter expansion to occur – until and unless they start complying with the law.

We also cannot allow charters to expand until we are providing every public school student in NYC with their constitutional right to a sound basic education, including smaller classes. While public school budgets are scraped to the bone, and class sizes remain at a fifteen year high, the DOE now allocates more than \$1.3 billion a year in operating funds to charter schools.

If the cap is raised according to the Governor's proposal, that amount will increase sharply as 250 more charters could be targeted to NYC. Each of these charter schools could also demand free space inside our already overcrowded public schools, or have their rent paid for at taxpayer expense. The total amount paid by taxpayers could soon reach more than \$830 million a year. With the same amount of funding, the DOE could more than double the number of new seats in the capital plan, substantially alleviate school overcrowding and create space for class size reduction throughout the city.

Thank you for allowing me to testify before you today.

**From:** Kerry McKibbin  
**Sent:** Monday, March 30, 2015  
**Subject:** Parent Testimony for Education Hearing on Opt Out Bill

We are two former NYC public school teachers with a combined 13 years of classroom experience, current teacher educators on faculty at well-known schools of education in NYC, and parents of an NYC public school kindergartner. We are enraged by Governor Cuomo's proposed changes to the current teacher evaluation system, which was already riddled with serious flaws. The governor's argument that more public school teachers must be ineffective because students are "performing" poorly on recently implemented Common Core-aligned standardized tests is misguided at best. To suggest that the nuances of teaching and learning are reflected in test scores and should be viewed as an accurate measure of assessing a teacher's "effectiveness" is absurd and cannot be tolerated.

We are particularly worried for the teachers and students at our son's school, Central Park East I. CPEI is an internationally known progressive school in Manhattan's underserved District 5, one of the few schools in the city that combines unprecedented diversity and excellence in an otherwise scholastically segregated city. We consider ourselves very lucky to have our son in this school, which was our first choice over any other primary school in Manhattan because of CPEI's successful implementation of their student-centered approach. At CPEI, students are immersed in authentic problem solving. As endless amounts of research can attest to, this is the most effective and sustained learning method. Our son is engaged in school. He is learning what numbers represent through both math *and* cooking. He sews and paints, reads and creates elaborate stories and builds cities out of blocks. His teachers recently sent home a five-page hand-written narrative report outlining his areas of growth and what he needs to focus on. We do not need standardized tests to know how well our son is doing in school. We do not need standardized tests to know what or how well his teachers are teaching. Entrance into our school has been highly competitive for decades. Each year, our school earns an A+ in parent evaluation while officially doing "mediocre" on standardized tests. Maybe because our teachers do not teach to the test, our students learn more than how to fill in bubbles as documented by their resounding success in middle school and beyond.

The standardized tests our students in NYS are being asked to take - with increasing frequency - lack precision, accuracy, and validity. Standardized tests do not and cannot measure what they pretend to assess - what and how students learn - and they are certainly poorly suited to assess the "effectiveness" of our son's teachers. We will be opting out of all such tests as long as they are being used to these ill-conceived ends.

Thank you,

Kerry McKibbin

Tom Liam Lynch

**From:** lisa cooley  
**Sent:** Monday, March 30, 2015  
**Subject:** Fw: Hearing testimony, Res. 577-2015

March 30, 2015

Re: Committee on Education Hearing  
<http://legistar.council.nyc.gov/MeetingDetail.aspx?ID=389491&GUID=CC0C9E24-B32A-4686-84C7-CF9E60443C11&Search>

### To the City Council:

I began teaching in the 1990s. Many teachers and parents don't remember what school was like at that time. The students in school today weren't even born. I had the pleasure of having one of the best jobs I could have dreamed of. I was a librarian for a Pre-K - 8th grade school. When the state came to look at our school, they called the library an oasis.

It was fantastic. In large part this was because we brought the community to the students and the students into the community. We had business executives supporting students. We had Power Lunch where our students spent one lunch period a week reading with a mentor. We had a large law firm donate thousands of dollars for new books, each signed by a member of the law firm with words to the students. Our students were exposed to and supported by the type of people they could one day become. Our students spent time learning out in the world in the greatest classroom of all - New York City. We learned about our community by going into it and interacting with it. We learned about other cultures by interacting with our amazing melting pot that is New York City. We explored communities and museums.

Learning was a blast.

Students mattered. They knew they could change the world because we let them make a difference. They wrote proposals and gave speeches to the local community decision-makers when they wanted the way the playground was run to be redesigned. We (the students and I) created rubrics to assess their work. Students were empowered to self-assess and peer assess their work while asking for feedback from real-world experts they knew from their learning programs.

At the end of the year, students had portfolios of work they were proud of. These portfolios had comments that mattered. Self reflection. Feedback from peers and family. Comments from experts and mentors. Insights and guidance from their teacher. They could see where they started the year and ended the year and how they'd grown. It was their own "All about me" portfolio. This was the assessment that mattered.

This still happens in many private schools. Parents of these children know many reasons these standardized tests are not best for kids and have the means to choose alternatives.

You may not be aware but there are also regular, non-charter public schools where learning still looks like it did in my public school in the 90s. In these schools they look at the work students accomplish as their learning. Rather than learning by drill and kill, and measuring by bubble fill, they are assessed on their performance. They are called Performance Based Assessment schools.

You might recognize some of the school names: Beacon, Brooklyn International, City-As-School, School of the Future. These schools are considered some of the best in the city and often chosen by parents because their children can be judged based on a body of work they create and their performance in school rather than a high-stakes test. The New York Performance Standards Consortium developed an

[assessment system](#) that leads to quality teaching, that enhances rather than compromises our students' education. Consortium school graduates go on to college and [are successful](#).

Wouldn't it be great if all parents who wanted an alternative to high stakes assessment had that right? Well they do. Many just don't know it.

This lack of awareness results in schools where students and teachers know that teaching and learning could be better, but because they are unaware of their rights, they feel helpless. They see how the manner of assessing students damages their learning experiences, but they don't know that they can take a stand.

Students like Joel know better. In the fifth grade he [wrote an essay](#) where he shared his suggestion for determining if students are learning. He said, "That is what a report card is for. If students are getting 3's and 4's on their report card, then we know that they are listening and doing well in school on a daily basis. Not by judging from one test."

My heart swelled before testing season one year at a school where I saw learners full of pride as they had become experts on their projects. They were literally bursting with excitement as they explained what they had discovered and why it was important. As I was leaving the building, I stopped to use the restroom and saw the teacher of this class who confided, "You know come next month, this goes out the window and all we'll be able to do for the rest of the year is worksheets and test prep." She said, "It's so depressing when you know you can help kids get excited about learning, but you're forced to put that aside to teach to the test. You see the excitement and love of learning drain right from them and right from me." "Today was wonderful," she said, "but it just makes me more depressed when I think about what I'm going to have to do to these kids and I don't know how much longer I can do this for a living."

We don't have a bad teacher problem. We have a good teacher retention problem. We have a great new way to evaluate teachers today based on the Danielson Framework. We look at their practice in areas like planning and preparation, classroom environment, professional responsibilities, and instruction. We don't blame teachers because a student doesn't speak English, has special needs, or does not have engaged parents. We know most of what we see on tests is outside the teacher's control.

Americans pride themselves on living in free country, but how free are we if we are making it difficult for citizens to know their rights?

Failure to educate our families of options available to them is a failure in the system. We can not hide the truth. What are we afraid of? If informed families want to make an educated decision to opt their children out of testing, then it is the school's responsibility to serve the community in the way they believe is best. Please pass [Res. 577-2015](#) so that all families know they have a say in their children's education.

Sincerely,  
New York City Public School Educator



**THE COALITION FOR ASIAN AMERICAN CHILDREN AND FAMILIES**

**New York City Council  
Committee on Education  
Hearing on Resolutions 0563-2015, 0577-2015, 0592-2015  
March 30th, 2015**

**Testimony of Sheelah Feinberg, Executive Director  
The Coalition for Asian American Children and Families (CACF)**

Good Afternoon. My name is Sheelah Feinberg and I am the Executive Director of the Coalition for Asian American Children and Families (CACF). I would like to thank Committee Chair Dromm and members of the Education Committee in holding this important hearing today to discuss Resolutions 0563-2015, 0577-2015, and 0592-2015. **We support Resolution 0592-2015 and join the City Council Committee on Education in calling on the New York State Legislature to fully implement the education funding requirement for New York City resulting from the Campaign for Fiscal Equity v. the State of New York case.**

Since 1986, CACF is the nation's only pan-Asian children's advocacy organization, and works to improve the health and well-being of Asian Pacific American (APA) children and families in New York City in three key policy areas: education, health and child welfare. CACF challenges the stereotype of Asian Pacific Americans as a "model minority" and advocates on behalf of underserved families in our community, especially immigrants struggling with poverty and limited English skills. We work with our membership of over 40 community based organizations to promote better policies, funding, and services for East Asian, South Asian, Southeast Asian, and Pacific Islander children, youth, and families.

CACF supports the Campaign for Fiscal Equity (CFE)'s approach to more equitably fund New York's public schools. Funding was to be distributed based on student need factors including poverty, English language learner status, number of students with disabilities as well as the local level of poverty or wealth, based on income or property values, but we have yet to see this funding distributed. 1 out of 2 Asian Pacific American children in New York City are born into poverty, 23% of APA students live in linguistically isolated families, and 18% of students identified as English Language Learners are also identified as having special needs. Between 2008-09 and 2012-13 school year, there was a 20.8% increase in the number of ELLs from Chinese-speaking homes, and 29.6% increase in the number of ELLs from Bengali-speaking homes. These students would benefit greatly from the implementation of the education funding requirement resulting from the Campaign for Fiscal Equity v. the State of New York case ruling.

While 5% of APA students attend the top 3 specialized high schools in New York City, there are many more APA students who struggle throughout their academic career with language acquisition, challenges associated with poverty, and adjusting to new educational systems without adequate guidance or support. These students find themselves isolated and marginalized, and lack the necessary support to navigate the education system and access services critical to becoming competent, well-adjusted, civic-minded adults. 1 in 5 APA students in New York City's public school system does not graduate on time or at all. **We want to ensure that education funds are distributed and programs implemented in a manner that preserves and advances education equity to ensure that every public school child receives the constitutional standard of "a sound basic education" within a four year period.**

Thank you again for holding this important oversight hearing and for giving me the opportunity to testify.

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: 12/30/15

(PLEASE PRINT)

Name: Natasha Capens

Address: 80 Osborn St

I represent: CE 5

Address: 233 Broadway

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: 04-30-15

(PLEASE PRINT)

Name: Alicia Buckwalter

Address: 757 East 103 St 8A

I represent: District 18 CEC

Address: 1106 E 95 Stoklyn 11236

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: March 30, 2015

(PLEASE PRINT)

Name: ANNA-MARIA THOMAS

Address: 59 Pineapple Streetoklyn, N.Y. 11201

I represent: SELF

Address: \_\_\_\_\_

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor     in opposition

Date: 3/30/15

(PLEASE PRINT)  
Name: Karen Sprowal

Address: 631 Edgemond Dr Apt 4A

I represent: Class Size Matters NY NY

Address: Public School Parent 10022

◆ Please complete this card and return to the Sergeant-at-Arms ◆

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor     in opposition

Date: 3/30/15

(PLEASE PRINT)  
Name: Vanessa Ramos

Address: 131 E. 83 St, NYC 10028

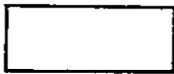
I represent: The Committee for Hispanic Children

Address: 40 William St, Ste 1802 & Families  
NYC 10038

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**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card



I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 0577-2015

in favor  in opposition

Date: 3/30/15

(PLEASE PRINT)

Name: Rosalie Friend

Address: 440 Fifth Street, Brooklyn, NY 11215

I represent: Save Our Schools

Address: www.saveourschoolsmarch.org

◆ Please complete this card and return to the Sergeant-at-Arms ◆

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card



I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: 3.30.2015

(PLEASE PRINT)

Name: KEMALA KARMEN

Address: 553 8TH ST #3L BKLYN 11215

I represent: BNS/BCS PAC

Address: 610 HENRY ST BRKLYN

◆ Please complete this card and return to the Sergeant-at-Arms ◆