



**Testimony of the New York City Department of Education
on Proposed Int. No. 155
Before the New York City Council Committee on Education**

April 28, 2010

Kathleen Grimm, Deputy Chancellor for Infrastructure and Portfolio Planning

INTRODUCTION

Good afternoon Chair Jackson and Members of the Education Committee. My name is Kathleen Grimm, Deputy Chancellor for Infrastructure and Portfolio Planning at the New York City Department of Education. I am pleased to be here today to discuss Proposed Int. No. 155.

The New York City public school system educates more than one million students in over 1,600 schools. We are the largest single school district in the United States, and our public schools collectively enroll more children than the population of eight states. Constructing and maintaining school buildings to serve so many students is an enormous undertaking, particularly in a city where the real estate market is notoriously competitive. Despite these challenges, the Mayor has made the expansion and improvement of our school infrastructure a priority, and with this Council, this Administration has made unprecedented progress in building the overall capacity of our school system.

As you know, the five-year FY2005-2009 Capital Plan included construction of 55,000 new public school seats. We are now in the first year of the 2010-2014 Plan, which will add an additional 30,000 seats to our system. Over the course of these two Plans, his Administration will have added more than 85,000 new school seats to our system—that is something we should all feel enormously proud about.

Your collaboration has been instrumental in this progress. You supported efforts to get our Capital Plans fully funded, directed hundreds of millions of dollars toward improving school buildings in your districts, and contributed ideas that have enhanced our capital planning. We value your continued attention to building our system-wide school capacity, but while we appreciate the intentions behind the bill, we do not believe that it will enhance our capital planning efforts, and it imposes an enormous new reporting burden on our principals.

THE “BLUE BOOK” AND CAPITAL PLANNING

Each fall, the Department publishes its “Enrollment, Capacity, and Utilization Report,” known commonly as the “Blue Book.” In the interest of transparency, and to support community engagement in our capital planning efforts, this detailed report is released both in print and on our Web site, where it is readily accessible to parents, educators, community leaders, and elected officials. We also release three versions of this document. One provides information by building, showing the capacity and utilization of each school housed in a given facility. The second version is



**Department of
Education**

school-based and consolidates all relevant data for schools operating multiple sites into a single listing. The third version organizes this information by City Council District.

The Blue Book identifies the maximum physical capacity of all public schools, and then compares that capacity against audited enrollment levels—which are not finalized until January—to calculate an annual utilization rate for every City school. Of course, conditions in our buildings are hardly static, so we update our inventory of space and utilization rates every year.

As part of this process, school principals complete an Annual Facilities Survey where they share the latest information regarding the size, function, and use of each room in every school building—and in the case of shared campuses, how rooms are allocated among different schools. The School Construction Authority then devotes considerable attention to analyzing and auditing this data, including conducting random site visits to selected schools. As a result, the most current “Blue Book” always presents data from the previous school year.

This information is vital, because the first step in identifying new capacity needs—whether we are talking about construction of new buildings or creating annexes and additions—is assessing utilization rates in our existing facilities. In this way, we can be confident that we are using our existing buildings efficiently before devoting capital funding to new construction projects.

The Blue Book provides a clear and effective framework for the Department to evaluate facilities usage consistently across schools. We have developed standard formulas to calculate school capacity based on the grade-levels served within a school building, and over the past few years—with considerable input from Council members, advocates, and other community leaders—we made several significant enhancements to those formulas.

First, in addition to the “Historical Capacity and Utilization rate”—our traditional method for calculating school capacity—we introduced the “Target” rate, which reflects aspirational goals for maximum classroom capacity. We also lowered target capacity levels in grades 4-12 to reflect our goals of reducing average class size. The “target” calculation can be adjusted as goals change, while the historical rate allows us to make consistent comparisons over time.

Another important change recently introduced is that we now break out data to indicate the capacity of dedicated pre-Kindergarten classrooms and required cluster classrooms in elementary schools.

It is important to understand that these formulas err on the side of being “conservative” in terms of assumed facilities usage. For example, in our middle and high schools, we assume that our standard classrooms are utilized for seven out of eight periods per day, and our specialty classrooms are used for only five out of eight periods. In many cases, school leaders are able to use those classrooms more efficiently, and the Department provides extensive support to principals to help them make strategic programming and staffing choices that optimize use of their available resources.

The utilization rates of our schools and buildings understandably garner much attention, but these realities make it clear that the utilization statistic alone does not fully capture the space situation in



**Department of
Education**

any given building. Nor does it account for shifting demographics and future enrollment trends, which might impact facilities needs in a community going forward.

For those reasons, the Blue Book is merely one element of the Department's comprehensive capital planning process. In developing capacity recommendations for our five-year capital plans, our analysis draws on existing capacity coupled with capacity that is under construction. Capital planning also requires an assessment of emerging needs. The School Construction Authority employs two demographic firms to develop five- and ten-year enrollment projections. These projections incorporate data on birth rates, the census, historical enrollment trends and retention rates. We then overlay information on housing starts and rezoning efforts. Incorporating this broad range of data allows us to monitor shifts in enrollment on an ongoing basis, so we can make timely adjustments where there is a sustained increase or a decline.

We also engage in a robust public review process with Community Education Councils, the City Council and other elected officials, and community groups. And we amend our Capital Plan annually based on these conversations and the latest data, which allows us to catch emerging needs quickly, so we can make needed changes in a timely way. This November, for example, we added 5,000 seats to our current five-year plan to reflect shifting enrollment projections.

Our capital planning is an evolving process, but we do believe it has effectively guided our capital planning over the past several years. Your input has also enhanced our efforts to meet the needs of students and their families. For example, several Council Members urged us to revise capital planning to reflect needs at the neighborhood- rather than the district-level. We adopted that recommendation for elementary and middle schools and it has helped us better address pockets of overcrowding even within districts where overall enrollment has been declining.

The effectiveness of our existing capital planning process is most clearly manifest in the 85,000 new seats that we will be bringing online through these two consecutive Capital Plans. When construction funded under the current Plan is completed, eight percent of City students will be enrolled in classrooms or buildings that did not exist in 2005. That unprecedented growth, even in tough times, provides clear evidence that our capital planning process is making a real difference for students and families across the City.

LOGISTICAL CHALLENGES OF THE PROPOSED LEGISLATION

For that reason, we must question the value of imposing additional reporting requirements on the Department and, more importantly, on our principals. While we appreciate the intentions behind the proposed legislation and share your goals of continuing to improve the capital planning process, the logistical challenges of implementing the proposal as written are enormous.

The proposed legislation would require us to report historical changes in room usage for the past 15 years. Yes, the last 15 years. Many principals have not served in their current building for 15 years, and even those that have done so might not recall various changes in room utilization over that entire period. Moreover, such anecdotal recollections—even when available—would not provide a



**Department of
Education**

legitimate basis for reporting.

As a result, we would have to dig into archival records to obtain original building plans and any subsequent construction plans where they exist. These records may or may not have room usage information. Additionally, some classroom conversions do not actually require physical modifications, so no construction records would exist in those cases—making full compliance with the proposed legislation a logistical impossibility. Moreover, unlike today's Blue Book, we would not be able to produce a report that allowed for fair and consistent comparison between schools, because the quality and availability of building records would inevitably vary.

Compiling and researching building records also would be time-consuming and labor-intensive, particularly for our principals. It is worth noting that Principals already devote considerable time to meeting federal, State, and City reporting requirements, and our Annual Facilities Survey is a particularly time-consuming and complex survey as it is. While these reports provide vital information, the time and labor involved necessarily comes at the expense of visiting classrooms, working with teachers, or meeting with students and their families.

Consequently, the Department is working to streamline reporting requirements so that our educators can focus on instructional priorities. In a universe where budgets are strained and educators are already stretched thin, we ask you to join us in this effort by exercising caution in adding to the extensive reporting demands our principals already face.

In the case of this bill, the Department believes that the value of the information simply isn't worth the time and labor required to obtain it. We know that our existing data collection and capital planning protocols have produced unprecedented school construction. And we also know that there are many reasons for converting classrooms and buildings from one purpose to another that have nothing to do with crowding or capacity considerations. For example, many school buildings undergo major renovations. A former high school might be used to house an elementary school or we may convert a large school into a campus housing multiple, smaller schools. Major renovations generate classroom conversions, but these take place as the facility is substantially enhanced.

In other cases, classrooms are repurposed due to changing instructional models or because student demand for once-popular courses—such as Home Economics or typing—has waned. The net effect of these conversions benefits students, but under this legislation, the changes would inevitably appear as a loss.

Likewise, the proposed legislation fails to account for the creation of new cluster or specialty rooms within a school building, even when those rooms are specifically created to replace other spaces converted away from those purposes. It doesn't account for specialized classrooms in newly constructed buildings, some of which are purposefully designed to house schools with distinctive themes and programs. And it is unclear how the proposal would account for the value of capacity in auditoriums, cafeterias, and other spaces that are not included in our existing calculations.

Simply put, much of the new information principals would spend time gathering would not be



**Department of
Education**

effective in terms of enhancing capital planning.

CONCLUSION

I want to reiterate that we share your goal of building capacity in our system. With your support, we have made unprecedented progress in improving and expanding public school facilities. This September, we will be opening 25 new schools with over 17,000 new seats. Over the course of two five-year Capital Plans, we are funding construction of 85,000 new seats across the five boroughs.

We understand your desire to have additional facilities information to build on those achievements, but as we continually strive to improve our capital planning, we must balance this desire with a realistic sense of what information is easily accessible and useful. We simply cannot distract principals from their primary responsibilities as instructional leaders to compile information we don't need.

Additionally, as the Council is aware, State Education Law requires the preparation of the Capital Plan by the Chancellor, specifies its elements, and establishes the process for its approval. We have concerns that this bill might be pre-empted by State law, to the extent that it seeks to modify the elements of the Plan or related requirements.

I hope you consider these concerns carefully as you evaluate the merits of this bill. We would be glad to meet with you to discuss these issues further, and identify alternative strategies to enhance information gathering and sharing around facilities issues that would minimize the burden on our educators and avoid jurisdictional questions.

Thank you again for inviting me here today. I am now happy to answer your questions.

FOR THE RECORD

Julia Boyd

4/28/2010

Parent from Boys and Girls High School in Brooklyn
347-471-5759

My name is Julia Boyd. My grandson attends Boys and Girls High School in Brooklyn.

Boys and Girls is one of the last neighborhood high schools left in my community. The DoE tried to shut down Paul Robeson High School in my neighborhood. It seems like they are trying to shut down all of the district high schools in my neighborhood.

Boys and Girls is on the state's struggling schools list.

Boys and Girls cannot be shut down.

I love Boys and Girls. I know our school needs some work, but it is a good school that needs help. If the DoE actually took the time, energy and resources to improve Boys and Girls, it could be a great school.

What is going to happen when there are no neighborhood schools left in my neighborhood? Where will my grandchildren go?

The answer to our schools is not to shut them down. The answer has to be to try and improve them first.

What has the DoE done to try and improve my school? That should be the first question the DoE should ask themselves.

The DoE is making decisions without fully seeing the actual education impact it will have on the school and community it serves.

I support CEJ and the call for a "TRANSFORMATION ZONE" that focuses on fixing struggling schools. We do need help. We need the DoE to focus on our schools and not ignore them.

The time is now to fix our schools!

Sharren Carrington
917.804.3364
PA President at Maxwell High School
Brooklyn, NY

FOR THE RECORD

Good afternoon, my name is Sharren Carrington. It is to my knowledge that the DoE's main strategy to address low-performing schools has been to close them down and start new schools. While there are a few exceptions, this has had negative impacts on students, communities and other schools, as high-needs students are shuttled from one over crowded school to another, just like Maxwell experienced when nearby schools were closed.

I am in full support that there should be a REAL effort to improve a school and that closing should be the last resort after improvements have been made. That is why I urge the DoE to create a School Transformation Zone for low-performing schools and the City Council to pass Resolution # 96257 and # 302 supporting the Zone and the redesign and expansion of the school day for students.

The main reasons I support the zone is that schools like Maxwell can implement rigorous, enriched college and career-preparatory curriculum for all students. Now what the DoE is pushing are RESULTS. The emphasis is on preparing my child for a test and not for life. Most importantly I support the zone for including parents and the community in decision-making. If the DoE listened and worked with parents and members of the community, our schools would not be in such disarray now. We live here and our children attend these schools, we understand things that the DoE doesn't and vice versa; that is why we need to work together.

Please support the School Transformation Zone.

Kenneth Moore
PA President, Robeson High School

FOR THE RECORD

I urge the DOE to create a School Transformation Zone for low-performing schools and the City Council to pass Resolution # 96257 and # 302 supporting the Zone and the redesign and expansion of the school day for students. This will allow schools like the one my son attends and where I am the PA President to improve. We need some better programs at Robeson HS, programs that involve more than Regents prep, programs that will make school more enjoyable. Closing the school will only negatively impact the community.

The parents at Robeson need a lot of help and extra attention from the DoE, the community and parents. If Robeson is in the Transformation Zone, our parents will be better equipped to be active participants in their child's education. The Zone can provide better training for parents that go beyond PA meetings etc. The teachers will have more time to prepare for lessons and most of all much need mental health clinics can be on site opposed to a referral.

Robeson needs the resources to improve not to be closed. Closing the school will only shuffle the students out and the problems will continue not get better.

Thanks.

La'Tonya Anthony
PA Member, Sheepshead Bay HS (Brooklyn, NY)

FOR THE RECORD

My name is La'Tonya Anthony. I am a parent and a PA member at Sheepshead High School. I want to state on record that I urge the DoE to create a School Transformation Zone for low-performing schools and the City Council to pass Resolution # 96257 and # 302 supporting the Zone and the redesign and expansion of the school day for students.

I have a daughter who goes to Sheepshead. We love the Sheepshead community. My daughter is in Special Education and we love all of her teachers. They are very helpful and encourage her to do her best. Right now she participates in a job training program where she is doing nursing training in Coney Island.

What happens to this program if they shut it down? What happens to Special Education kids who lose a program that works? What the DoE needs to do is enhance such programs like the one my daughter is in. If this is implemented and Sheepshead opts in the School Transformation Zone, the Principal and excellent teachers would provide the necessary leadership and intensive support and our school could surpass the marks we already get.

I just don't see how the solution for our school is to shut it down. We have great teachers, great students and great parents. We could use some help making our school better.

I will not give up, my daughter will not give up and I know her teachers won't either. We have to make Sheepshead a better school, but shutting it down is not the answer.

Thank you



Council of School Supervisors & Administrators, New York City

New York State Federation of School Administrators
Local 1 American Federation of School Administrators, AFL-CIO

FOR THE RECORD

MEMORANDUM OF SUPPORT

TO: Hon. Robert Jackson, Chair – New York City Council Committee on Education
Hon. Christine Quinn, Speaker – New York City Council

FROM: Ernest Logan, President – Council of School Supervisors and Administrators (CSA)

RE: *Introduction 155 – sponsored by Council Members Jackson, Barron, Chin, Comrie, Crowley, Dickens, Dromm, Fidler, Gentile, James, Koppell, Koslowitz, Lander, Nelson, Palma, Recchia, Rodriguez, Rose, Seabrook, Vann, Williams and Foster.*

President

Ernest A. Logan

Executive Vice President

Peter J. McNally

First Vice President

Randi Herman, Ed.D.

Secretary

Mark Cannizzaro

Treasurer

Laverne Burrowes

Vice Presidents

Jermaine Garden

Robert Kazanowitz

Richard Oppenheimer

Henry Rublo

Nancy Russo

Special Vice President-Retirees

Irwin Shanes

Executive Director Operations

Anita Gomez-Palacio

Executive Director Field Services

Audrey Fuentes

16 Court Street

Brooklyn, NY 11241-1003

718/ 852-3000 Tel

718/ 403-0278 Fax

www.csa-nyc.org

The Council of School Supervisors and Administrators (CSA) is pleased to support Introduction 155. The bill would amend the New York City Charter to require the Chancellor of the New York City Department of Education (DOE) to submit an annual report to the New York City Council accounting for school enrollment, capacity and utilization.

As educators and educational administrators, it is our position that it is in the best interest of all concerned, that on a yearly basis the New York City Department of Education provide the New York City Council a timely accounting of the population, utilization and capacity of our school system. By doing so, the City Council can better evaluate the projected student population increases and decreases; fluctuations in funding; the capacity of the physical plants which house our education system; and other relevant factors. This information is important to take into account so that the City Council can identify potential issues, and that those issues can be addressed accordingly in the DOE's planning process for the next academic year.

All too often, school administrators and teachers are forced to make last minute changes due to these factors, which can lead to haphazard planning and a less than efficient use of available resources. It is evident that the number of young New Yorkers who are eligible to receive free public education increases annually. Therefore the provision of services must be amended accordingly. We must also take into account institutions located in the same physical plant, and the increased needs which those situations present. The data provided by the passage of the bill would provide a more accurate snapshot of issues facing our public school system. CSA is in full support of Intro. 155.

CSA is local 1 of AFSA, the American Federation of School Administrators, a unit of the AFL-CIO. CSA is also part of NYSFSA, the New York State Federation of School Administrators. CSA represents approximately 6,100 Principals, Assistant Principals, Supervisors, Education Administrators, Day Care Directors and Assistant Directors, as well as 9,000 retirees and spouses.

FOR THE RECORD

Good Afternoon,

My name is Ocynthia Williams and I am a parent leader with the NYC Coalition for Educational Justice and a mom to six children all who attended public schools in New York City. I have one child left in the system who attends Urban Academy Laboratory HS in district 2.

I'm unable to be at the hearing in person today, but believe so strongly in **Resolutions 156 and 157** put forth by chair of education Councilman Robert Jackson that I wanted to present this written testimony as a pledge of my dedication and belief that low-performing schools need a bold initiative to transform teaching and learning and to raise student achievement.

So many schools are being left to flounder and fail, until they're in dire trouble, and the only course the state and DoE can take is to close them down. Well, what if there was a mechanism or a Zone in place that uplifts the failing schools and turns them around before they're in dire straits? What if schools in the zone were offered the right supports for students like comprehensive, integrated support services that addressed the whole child; an expanded school day and year; increased planning and professional development time for teachers and administrators; rigorous, enriched college and career-preparatory curriculum for all students; and also included parents and community in decision-making? Just imagine if the kind of attention that is being paid to closing schools and opening up charter schools could be paid to struggling schools before they needed to be closed? It would mean that children would get the kind of services and education that we all know they need and deserve! Well, that is exactly what CEJ is calling for in the creation of a School Transformation Zone.

The School Transformation Zone would provide leadership and intensive supports to low-performing schools so that they don't have to be closed, like PS 64, a District 9 school in my community. This school has been persistently low-performing for years, but it has never gotten the kind of leadership and intensive supports that we're talking about in this zone. With those interventions, we believe that this school could transform teaching and learning for its student population and raise student achievement; something that we as parents want to see happen

With real community and parent input in redesigning and expanding the day and year along with the expertise of the school community, and help schools would receive from being part of the transformation zone, I know that schools can become successful. I saw it work with the creation of the Lead Teacher Program a few years back when CC9 worked with the DOE, the union, parents and the community. We created a very successful partnership and program that proved to be very successful in its early years.

I know that this may sound like a cliché, but it really does take a village to raise a child. And we have so many struggling villages that need all of our help and support to be successful so I encourage the Council to pass both of the resolutions being put forth and hold hands with CEJ urging the chancellor to include the School Transformation Zone as a bold new initiative that can transform teaching and learning and turn around schools before they have to close schools and disrupt the lives of all involved. Thank you.

Testimony of Victoria Valencia in Support of Resolutions 156 and 157

Good afternoon. My name is Victoria Valencia and I am the mother of a daughter who attended Newtown High School in Queens – one of the 34 schools at risk of closing next year. Three years ago, when my daughter was in 11th grade, with just 2 years left to complete her diploma, she dropped out of school. Recently arrived to this country, my daughter needed more services to be successful in her studies – services that were not provided to her. My daughter needed to learn English and she was constantly placed in Spanish classes. When she tried to get involved with school activities, she was continually rejected because she lacked the language. The lack of attention, lack of a curriculum to address the needs of all students, and lack of a system to support recent immigrants were factors that caused my daughter to not complete her education and to drop out of school.

I know that my daughter is not the only one who has suffered like this. One in three students at Newtown are English Language Learners, and many of the other high schools at risk of closing have high percentages of English Language Learners. Many of these students are not receiving the curriculum and supports they need to learn English and graduate. Here I am as a mother, and participant in our society, urging our elected officials to support and approve the two resolutions that Councilmember Robert Jackson has proposed. For our schools to improve, it is necessary to expand the school day in a way that implements the necessary services for all students – rigorous curriculum, art, physical education and tutoring so that students can be academically successful. To achieve this, we must support the creation of a Zone of School Transformation to restructure low-performing schools for improvement. It is critical that schools don't close, and that the ones that are open have necessary resources to adequately assist students, so that no one is forced to drop out of school like my daughter.

Testimonio de Victoria Valencia en Apoyo de Resoluciones 156 y 157

Buenas tardes. Mi nombre es Victoria Valencia y yo soy madre de una jovencita que era en Newtown High School en Queens – una de las 34 escuelas en riesgo de cerrar para el próximo año. Hace tres años, cuando mi hija estaba en onceavo, con solo dos años para completar su educación de bachillerato, mi hija se salió de la escuela sin terminar sus estudios. Recién llegadas a este país, mi hija requería de más servicios para ser exitosa en sus estudios. Servicios los cuales no fueron proveídos. Mi hija necesitaba aprender Inglés y continuamente era puesta en clases de español. Cuando intentaba involucrarse en las actividades de la escuela era constantemente rechazada por falta del idioma. La falta de atención y de un currícula incluyente de todos los estudiantes y con un proceso de desarrollo para estudiantes recién inmigrantes, fueron los factores que llevaron a que mi hija no completara su secundaria y se saliera de la escuela.

Yo sé que mi hija no es la única que ha sufrido así. Uno en cada tres estudiantes en Newtown está aprendiendo inglés, y muchas de las otras escuelas secundarias en riesgo de cerrar tienen altos porcentajes de estudiantes aprendiendo inglés. Muchas de estas estudiantes no están recibiendo el currículo y los apoyos que se necesitan para aprender inglés y graduarse. Estoy aquí como madre, como participante de nuestra sociedad, apoyando e urgiendo a nuestros miembros del gobierno local que apoyen y aprueben las dos resoluciones que han sido propuestas por el Concejal Robert Jackson. Es necesario, para el mejoramiento de nuestras escuelas que se expanda el día escolar de modo que se implementen los servicios necesarios para que todos – un currículo riguroso, arte, educación física, tutoría para que todos los estudiantes sean exitosos académicamente. Para lograr esto, es necesario que se apoye a establecer una Zona de Transformación Escolar en las cuales se define una reestructuración para mejorar escuelas de bajo rendimiento. Es crítico que las escuelas no cierren, y que ya abiertas tengamos los recursos necesarios para asistir adecuadamente a todos los estudiantes, para que ningún se sienta forzado a salirse de la escuela tal como le ocurrió a mi hija.

Testimonio en Apoyo de Resoluciones 156 y 157 para
la Zona de Transformación Escolar y Día Expandido
*Testimony in Support of Resolutions 156 and 157 for
the School Transformation Zone and Expanded Learning Time*

Mi nombre es Esperanza Vasquez y soy un miembro del Padres en Acción de New Settlement Apartments y la Coalición para la Justicia Educativa. Tengo un niño en IS 22 y uno en PS 55 in Distrito 9 del Bronx.

Mi hijo esta interesado en la ciencia pero en su día escolar no hay tiempo para explorar investigación en el laboratorio, ni explorar que tipo de carrera lo lleva la investigación. El no tiene deporte, ni arte u otras actividades que les motivan a los estudiantes quedarse en la escuela. La escuela tiene programa de tutoría pero mucho niños no se califican o no pueden aprovechar de los programas. Esta es una escuela de bajo rendimiento y se beneficiaria de la Zona de Transformación Escolar y el día expandido para que los niños tengan mas apoyo y puedan explorar ideas y cosas que les interesan.

Como madre yo pienso que el tiempo expandido y la Zona tendrían un gran impacto en mejorar la calidad de maestros y el currículo para los estudiantes. Seria bueno si la Zona apoye a escuelas crear un lugar, diseñado correcto, donde los padres pueden informarse y recibir ayuda. También debe incluir a los padres en el nivel político y educativo en decisiones sobre sus hijos.

Esperamos que las resoluciones 156 y 157 pasen y que les apoye porque nuestros niños necesitan prepararse para la universidad. Esta Zona y el día expandido puedan reformar el sistema escolar de como es ahora y mejorar nuestras escuelas.

My name is Esperanza Vasquez and I am a member of Parents in Action at New Settlement Apartments, and the Coalition for Educational Justice. I have one son at IS 22 and one at PS 55 in District 9 in the Bronx.

My son is interested in science but there's not enough time in his school day to explore laboratory science, or to learn about careers in science research. He doesn't get sports, arts, or other activities that motivate students to stay in school. The school does have a tutoring program, but many children don't qualify for it, and are not able to take advantage of it. He is in a very low performing school that would benefit from being part of the School Transformation Zone and expanded learning time so that the children could have more support and discover new ideas and topics that engage them.

As a mother, I think that the expanded learning time and the Zone would make a great impact on improving teacher quality and curriculum for students. It would be great if the Zone also created a space, designed correctly, where parents could get information and receive support. Parents should also be included in school policy and educational decisions about their children.

We hope that Resolutions 156 and 157 pass and that you support us, because our children need to get ready for college. This Zone and the expanded school day could reform the school system from how it is now, and really improve our schools.

My name is Lenore Brown. I live in Cypress Hills, Brooklyn and I am a member of Cypress Hills Advocates for Education and the NYC Coalition for Educational Justice. **I am here today to support Resolutions 156 and 157 on the School Transformation Zone and Expanded Learning Time, and also to change the Blue Book law.**

These changes to the Blue Book law are very important. CEJ has fought for students at low-performing schools to have full science labs as well as space for arts, music, gym and other enrichment classes. When the DOE inaccurately assesses space, they push too many students – and too many schools – into a building and students lose important services like these. We must stop these policies.

Low-performing schools have been left on their own for too long to struggle and fail. We need a comprehensive initiative to work with them to build their capacity and raise achievement.

Closing schools has negative impacts on students and communities. Research has shown that as high-needs students are pushed from one overcrowded, low-performing school to another without the supports to serve them, it causes more and more schools to fail. For example – in 2004, **the 19 schools that the DOE is trying to close this year had a special education population of 7%.** Today, their special education population is 18% and it's growing. With so many students needing extra supports, it is no surprise that these schools are struggling. Instead of punishing these schools, we should help them to improve.

There is a better way. There are examples across the country and internationally of schools that have made huge increases in student achievement through:

- Expanded school day and year for students
- Increased planning and professional development time for teachers
- Rigorous, enriched college and career-preparatory curriculum for all students
- Comprehensive, integrated support services for students
- Parents and community included in decision-making

CEJ thinks we can resolve these problems by creating a School Transformation Zone led by an expert educator with experience turning around schools.

There is money to do this. 34 NYC schools will soon be receiving up to \$2 million from the state to either:

- close down
- convert into charters or
- make major reforms to turn themselves around

These schools could be part of the Zone, and use this money to implement these reforms. The DOE could also apply for federal Innovation Funds, private grants, and use existing money to support other schools in the Zone.

The DOE is still finding money to support new initiatives – **they just announced that 81 schools will pilot innovative strategies through the NYC i-Zone. But of these 81 schools, only 13 are low-performing schools, and only 1 is part of the 34 lowest-achieving schools.**

IS 302, my neighborhood school, has been very low-performing for many years. Two years ago, it joined the Middle School Initiative, and with the additional supports and programs it has been able to implement, the school has made real progress. **This shows that when schools are well supported, they can turn around.**

Please pass Resolutions 156 and 157, and the law to change the Blue Book. Thank you for your support.



ADVOCATES FOR CHILDREN
Helping children succeed in school

Advocates for Children of New York, Inc.
151 West 30th Street, 5th Floor
New York, NY 10001
Phone: (212) 947-9779
Fax: (212) 947-9790
www.advocatesforchildren.org

**Testimony to be Delivered to the
Education Committee of the
New York City Council**

FOR THE RECORD

Re: The Proposed School Transformation Zone

**By: Kim Sweet, Advocates for Children of New York
April 28, 2010**

Board of Directors

Jamie Levitt, President
Harriet Chan King,
Secretary
Barry Ford, Treasurer
Paul Becker
Lauren Hammer
Breslow
Kevin J. Cumin
Jessica Davis
Marjorie Glover
Roderick Jenkins
Jeffrey E. LaGueux
Sharon Mahn
Aurelia Martinez
Maura K. Monaghan
Mala Thakur
Lysa Vanible

Executive Director
Kim Sweet

Deputy Director
Matthew Lenaghan

Good afternoon. Thank you for this opportunity to comment on the proposal to create a School Transformation Zone for low-performing schools.

My name is Kim Sweet, and I am the Executive Director of Advocates for Children of New York. For almost 40 years, Advocates for Children has worked in partnership with New York City's parents to speak out for the most vulnerable children in the school system -- children living in poverty, children with disabilities, children who are immigrants or learning English, children involved in the foster care or juvenile justice systems, and children who are homeless.

Day after day, we work with families whose children have not received a quality education in the public schools of New York City and in many cases, must now struggle to learn basic academic skills. We clearly need ambitious and creative school reform strategies to turn around failing schools and raise the quality of education for all children in the system, including those students who present the greatest challenges.

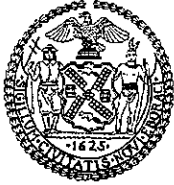
Under current leadership, the New York City Department of Education (DOE) has yet to articulate or pursue a coherent strategy for school turn around. To the contrary, the DOE's primary answer to failing schools has been an aggressive policy of school closure, which appears to target schools that, as a group, serve disproportionately large numbers of the city's most at-risk students. The new, small schools that replace the schools that are closed have rarely offered the bilingual or dual language programs or the range of special education supports and services that the larger schools have provided. The result, we believe, is that the most high-needs populations are simply shuffled from one failing school to another, which is eventually closed as well.

Regardless of the composition of the student body, the decision to close a school can be extremely disruptive for current students, potential students, and students at surrounding schools remaining open. School closure should not be the primary strategy for addressing failing schools; it should be the last resort.

For this reason, Advocates for Children supports the proposal for a School Transformation Zone for low-performing schools. Examples from across the country indicate that with the right supports, failing schools can be turned around. The Zone would need strong, experienced leadership – someone with experience in transforming struggling schools, and it would need to prioritize planning and professional development for teachers, as well as comprehensive support services for students.

As a primary strategy for school reform, school closure causes unnecessary disruption and dislocation. All students experience unneeded stress and upheaval, and the most vulnerable students run a high risk of getting lost in the shuffle. The DOE needs to build its capacity to turn around failing schools; the School Transformation Zone would be a good place to start.

Thank you for this opportunity to submit testimony today. I would be happy to answer any questions you may have.



THE CITY OF NEW YORK
INDEPENDENT BUDGET OFFICE
110 WILLIAM STREET, 14TH FLOOR
NEW YORK, NEW YORK 10038
(212) 442-0632 • FAX (212) 442-0350 • EMAIL: ibo@ibo.nyc.ny.us
<http://www.ibo.nyc.ny.us>

**Testimony of George Sweeting, Deputy Director
New York City Independent Budget Office
To the New York City Council Committee on Education
Hearing on the Education Department's
Enrollment, Capacity, and Utilization Report**

April 28, 2010

Good afternoon, Chairman Jackson and members of the Education Committee. My name is George Sweeting, and I am Deputy Director of the New York City Independent Budget Office. Thank you for the opportunity to testify about Intro 155 which would overhaul the Department of Education's (DOE) Enrollment, Capacity, Utilization report which is often referred to as the "ECU report," and for those of us with long histories in this field sometimes as the "Blue Book" in honor of the cover on the old hard copy version.

In my testimony, I will discuss some benefits that would result from the enactment of the Intro, but also mention some concerns and some suggestions for additional items to consider for the enhanced report. These include more information on the type of school, the physical capacity of school buildings and the specific grades served in a school.

Requiring the DOE to provide timely and scheduled releases of the annual Blue Book makes sense. Although in recent years the DOE has done a better job in releasing the report early in the subsequent school year—for example the report for the 2008/2009 school year was released in September 2009—there have been times when the report was delayed, particularly in years when a new five-year education capital plan was under development. Legislating an annual publication date should avoid such problems in the future. In addition to ensuring that capacity and enrollment data are available when reviewing the five-year plan and the subsequent annual amendments, having this information routinely available for guides and school choice Web sites helps to inform families' school application decisions for the following fall.

Intro 155's goal of improving the quantity and quality of the information included in the annual ECU report is also important. Council Members and their staff, along with IBO and other policy researchers routinely encounter limitations and inconsistencies in the data when using the Blue Book. Having a more comprehensive report would make it easier to analyze where school overcrowding is a problem and to help identify possible solutions.

However, our review of Intro 155 found some potential problems and shortcomings in the proposal which the Council might want to consider as the Intro moves through the legislative process. The core of Intro 155 is a requirement that DOE report on space that had not originally been used to house regular classroom instruction such as cluster rooms, specialty rooms, gymnasiums, auditoriums, libraries, and lunchrooms that have been converted to classroom use. The Intro would also require the DOE to provide detailed data on many other converted school spaces that might not be as pertinent to understanding capacity—including teachers lounges,

locker rooms, rooms to provide special education related services, and occupational or physical therapy rooms. Although it is generally better to require more detail to understand how programming at a school effects the use of school space, if the Blue Book becomes bogged down with too much detail it may become less useful.

Having noted the potential for data overload, we nevertheless have suggestions for additional data items to consider adding to the report that IBO believes would enhance understanding of school and building capacity. The existing report's capacity measures are heavily dependent on how a school is programmed. Currently, when looking at year-to-year changes in capacity at school organizations, some of the observed changes are actually the result of changes in programming from one year to the next rather than changes in physical capacity. For example, the Blue Book measure of capacity at an elementary school would increase from one year to the next if the principal had more fourth grade classes and fewer kindergarten classes than the year before. Because the assumed class size for kindergarten classrooms is 20 students whereas the assumed class size for fourth grade classrooms is 28 students, the Blue Book capacity measure would show an increase in capacity from the previous year, although the number of classrooms did not change. To deal with this problem, IBO suggests requiring an additional measure of capacity that is only dependent on the physical space available—such as the total number of classrooms.

When high schools utilize programming that is not typical—such as longer school days or multiple sessions—it can also provide a misleading measure of capacity. The capacity measure does not take this programming into account, because it assumes the same level of efficient programming, whereby regular classrooms are used seven out of eight periods a day, or 87.5 percent of the time. Therefore, the utilization rate may be well over 100 percent even though students are not all attending school at the same time. Contrasting these schools with other schools that have similar utilization rates but no programmatic changes to remedy the overcrowding can result in an apples to oranges comparison. To avoid such confusion, it would be helpful if the Blue Book identified schools that use an alternate schedule for programming classes.

The Blue Book currently identifies the building level, but it would be useful to also know the organization level. Organization level is important in cases where organizations are placed in buildings whose level differs from its own level such as when an elementary school is placed in a middle school building. Furthermore, with the recent trend away from the more traditional DOE nomenclature for schools it is more difficult to separate schools by school type and grades provided. Since the Blue Book calculates capacity differently for schools depending on which grades they serve, it would be helpful to know the actual roster of grades and number of classrooms assigned to each grade for each school. At a minimum, a more detailed school level identifier could be used such as the following: primary school (PS), middle school (MS), primary/middle school (PS/IS), high school (HS), or middle/high school (IS/HS).

Finally, it would be helpful to have charter schools co-located in DOE buildings clearly identified in the report. The charters should have an appropriate indicator of their status when reporting the capacity measures, the count of classrooms as suggested by IBO, and when identifying which school organizations have access to gymnasiums, lunchrooms, and other facilities when they share a building.

Thank you for the opportunity to testify and I will be happy to answer any questions you may have.



THE CITY OF NEW YORK
OFFICE OF THE PRESIDENT
BOROUGH OF MANHATTAN

SCOTT M. STRINGER
BOROUGH PRESIDENT

**Testimony of Manhattan Borough President
Scott M. Stringer**

Before the New York City Council Committee on Education
Regarding Reform of the Department of Education's
Enrollment, Capacity and Utilization Report

April 28, 2010

Good afternoon Chair Jackson and members of the Education Committee. Thank you for holding this important hearing on reforming the Department of Education's Enrollment, Capacity and Utilization report, also known as the "blue book."

Two weeks ago I held a press conference to address the space crisis that some 43% of Manhattan's elementary and middle schools face as a result of chaotic DOE space planning policy and practices. Over the course of the past two years, my office has released three reports on the flawed methodology used to project school enrollment which has led to severe overcrowding in the public schools. During this time I have also convened "war rooms," bringing together parents, the DOE, and elected officials to collaborate and resolve challenges associated with overcrowding and space planning issues. My office, other elected officials, advocates and school communities have called for reform of the blue book for many years now.

According to a 2008 Class Size Matters survey, half of all principals said that data the DOE used to analyze utilization and capacity in their schools was inaccurate, and underestimated overcrowding in their schools. And every week my office hears from parents whose children can no longer take music classes because the music room in their school has been converted into a classroom, or have lost access to their science lab, despite the fact that they must demonstrate proficiency in science to pass state Regents tests. A fundamental problem with the Department's estimation of space, based on the blue book, is the inaccuracy that always seems to go in one direction only: there exists a systemic bias in favor of too little school space.

Earlier this month I sent a letter to Chancellor Klein, outlining a series of recommendations to improve current DOE policies and practices that would help curb problems associated with overcrowding and co-locations. My office found that 86 of the borough's 199 elementary and middle schools face unnecessary challenges in providing students with a quality education because of the DOE's poor planning around overcrowding and co-locations. A catalogue of narratives we compiled, detailing the broad range of challenges many school communities now face, evidences a problem we know is even more severe and widespread than we were initially

able to capture: new school communities have reached out to my office subsequent to our releasing our findings, to share their stories with us.

Poor planning based on flawed formulas and assumptions in the blue book and an utter failure to meaningfully engage and incorporate feedback from school communities around overcrowding and co-locations have resulted for a heightened and unnecessary state of anxiety, confusion and chaos. At present, the educational climate in New York City is largely and unnecessarily defined by uncertainty. Amending the blue book is a necessary and long overdue step to fixing the DOE's planning process and ensuring that there are enough seats for students in our public schools. I commend Chairman Jackson and the City Council for introducing legislation that will bring us much closer to an accurate blue book. Some of the most important components of this legislation include but are not limited to the following:

- Recognition of the critical need to reduce class size;
- An account of all students learning in trailers and annexes, which should be included in the DOE's calculation of schools' total enrollment;
- An account of and remediation plans for loss of spaces dedicated to art, music, science, special education, and physical and occupational therapy. Long-term capacity issues should not be resolved by turning cluster rooms into classrooms;
- A clear picture of shared common spaces in school buildings, such as cafeterias, gymnasiums and outdoor areas.

Finally, the importance of community input resounds strongly in the face of the Supreme Court's recent decision to overturn the DOE's closure of 19 schools. Judge Lobis sent a clear message that the DOE must do a better job of listening to and incorporating community feedback. To this point, now is an appropriate time to consider resolutions introduced by Education Chair Robert Jackson, and which stem from important work of parents at the Coalition for Educational Justice, to help low performing schools by expanding the school day and year, and creating a School Transformation Zone for those schools that require increased supports to effectively serve their students.

As is true in the larger picture of educational reform in New York City and beyond, successful changes will not occur in a vacuum, and are most likely to occur when community voice plays a meaningful role in decision making processes. Working towards a more accurate and functional blue book requires that the DOE collaborate in a meaningful way with the people who work and learn in buildings where significant space concerns are a daily reality. The Department's larger goal of closing the achievement gap is undeniably tied to its ability to create and foster stable learning environments, and provide all students with a well-rounded education.

**Testimony by David C. Bloomfield
in Support of New York City Council Resolution No. 157
to Establish a School Transformation Zone**

**New York City Council Education Committee
April 28, 2010**

My name is David Bloomfield. I am a professor of education at The CUNY Graduate Center and Brooklyn College. At the College, I head the Master's Program in Educational Leadership. I am also a former President of the Citywide Council on High Schools. As an educator and parent leader, I want to express my support for establishing a School Transformation Zone to improve low-performing schools and prevent school closings.

My support for the Transformation Zone is simple: it works. And wholesale closure of schools, as recently practiced and evaluated in Chicago, doesn't.

In its 2004 report, "Virtual District, Real Improvement," the Institute for Education and Social Policy, then at New York University, concluded that the New York City Chancellor's District, upon which the current proposal is based, showed significantly higher 4th grade reading scores than a control group of failing schools, even after accounting for greater increases in resources, with reasoned speculation that the upward trend might have continued if not for the District's elimination by this administration. In Miami-Dade, which Rudy Crew led after establishing the Chancellor's District in New York, his "School Improvement Zone," similar to the Chancellor's District, raised student achievement in 39 of Miami's most-troubled schools. Even the Gates Foundation-funded study, "The Turnaround Challenge," found that of the strategies studied, including New York's Children First initiative, the greatest improvements were in Miami's Improvement Zone.

In contrast, the 2009 study, "When Schools Close," by the University of Chicago's Consortium on Chicago School Research shows that a school closing strategy similar to Chancellor Klein's showed little effect on academic performance of displaced students. The poor results of school closures have been confirmed by multiple studies in New York, including the New School report, "The New Marketplace," which detailed what it called "collateral damage" of school closures on displaced students, especially those with disabilities and/or limited English proficiency. And, as researchers Aaron Pallas and Jennifer Jennings have shown, the new schools that replaced closed schools opened with populations significantly more ready to learn. The recent court decision in Mulgrew v. Board of Education largely turned on the City Department of Education's failure to document, either by negligence or intention, the impact of closure on other schools, impacts that would be avoided by a successful Transformation Zone initiative.

In conclusion, I urge you to pass Resolution 157. We need to reject the DOE's reliance on empty, if headline-grabbing, structural solutions. A Transformation Zone would not grab headlines. Good teaching rarely does.

Contact:

David C. Bloomfield

718-877-6353 (cell)

718-951-5608 (work)

davidb@brooklyn.cuny.edu



class size matters
124 Waverly Place, NY, NY 10011
phone: 212-674-7320
www.classsizematters.org
email: classsizematters@gmail.com

April 28, 2010

**Testimony before the NY City Council Education Committee on reforming the
"blue book"**

Suggestions on how to improve Int. 0155-2010

Thank you, Chair Jackson, for holding these hearings, and thanks to the committee and the Speaker for proposing this critical legislation to reform the Department of Education's annual report on Enrollment, Capacity and Utilization, better known as the "blue book".

I have studied this issue carefully over the last three years, as the co-chair of the Manhattan Borough president's task force on school overcrowding and the primary author of the report "A Better Capital Plan," written with the collaboration of the Manhattan task force, the UFT, the Center for Arts Education, and other parent leaders.¹

Why is this effort to provide more accurate school utilization figures so important?

Right now, the DOE inserts new schools and charters into buildings that it assumes are "underutilized," according to a controversial formula that few observers believe accurately evaluates how much space actually exists in the building.

In fact, according to the principal survey that Emily Horowitz and I released in the fall of 2008, half of all principals said that the capacity and utilization ratings were inaccurate, and underestimated the actual level of overcrowding at their schools.²

By siting new schools or programs in our existing overcrowded infrastructure, the administration is creating worse conditions, leading to the loss of critical cluster rooms and specialized spaces, causing special education students to receive their services in hallways and in closets, and preventing any effort to systematically reduce class size.

¹ "A Better Capital Plan," A Report by the Campaign for a Better Capital Plan, the Manhattan Task Force on School Overcrowding, Class Size Matters, the United Federation of Teachers and The Center for Arts Education, October 2008; posted at http://www.classsizematters.org/A_Better_Capital_Plan_final_final.pdf

² Emily Horowitz and Leonie Haimson, "How Crowded Are Our Schools? New Results from a Survey of NYC Public School Principals," October 3, 2008; posted at http://www.classsizematters.org/principal_survey_report_10.08_final.pdf

The most significant improvement this legislation will make is the requirement that the city's state-mandated "Contract for Excellence" (C4E) class size goals be incorporated into the utilization formula. The current formula assumes "target" class sizes that are 20-22 percent larger in grades 4-12th than the city is supposed to achieve by the 2011-2012 school year. *(See chart A for grade by grade comparisons).*

The state C4E regulations mandate that the city's capital plan and class size plan be aligned, so to the extent that the school capital plan is based on the city's estimate of current overcrowding, this will hopefully lead to a more realistic, aggressive plan for school construction.³

The legislation also calls for a detailed set of check-lists to be included in the "turnaround" document that each principal fills out each year, with more information provided as to whether there is dedicated space for physical education, library, lunch, art, etc. Right now, according to DOE officials, they have no idea how many schools lack gymnasiums, which is rather startling, given the crisis of obesity among our children.

All this is critically important, but we strongly urge you to include additional provisions in the legislation, so that the data on school utilization will more accurately reflect the actual level of overcrowding in our schools:

- **The number of students currently housed in annexes and trailers for each school should be reported, and assigned to the main building for the purposes of calculating a school's utilization rate.**

Believe it or not, there are schools with hundreds of students in trailers, and yet are still be listed as underutilized, because each trailer is assumed to have its own separate "capacity".

As one principal observed in our survey: *"My school occupies two buildings due to overcrowding in the main building. We have an annex which is one mile away from the main building and students are bussed there by yellow shuttle buses. There are 4 portable classrooms in the schoolyard, however due to the way that the DOE calculates space utilization, it does not deem my building as overcrowded."*

- **The new turn-around document should be completed during a walk-through of the building, including the principal, the PA president, the UFT chapter leader, the School Leadership Team chair, and any other SLT member who wants to participate.**

³ See SED's regulations (§100.13(b)(1)(vi)) for the requirement that the DOE's Five-Year Plan be aligned with the capital plan for school construction. Yet during recent City Council hearings on the proposed amendment to the five year capital plan, when CM Fidler questioned Sharon Greenberger, head of the School Construction Authority, what class size goals the capital plan was designed to achieve, she responded: "It's 20 for K through 3, 28 for middle school and 30 for 9 through 12....." Yet these goals are 20-22% larger than the goals in their state-mandated class size reduction plan. TRANSCRIPT OF THE MINUTES of the COMMITTEE ON EDUCATION, December 16, 2009, p. 61.

It was the strong consensus of our Taskforce that the entire school community should be involved in a rigorous space assessment, rather than have this left up to the principal or other school administrator to undertake in isolation. Each year, a Building Condition Assessment Survey is completed through a comprehensive walk through at the school level, including the principal, a representative from the SCA and the custodial staff.

A detailed space assessment is just as critical, and needs to involve all the critical stakeholders. The completed document should be signed off by the principal, the PA president, the SLT chair, and the UFT chapter leader. District Community Education Council members should be invited to participate in school walk-throughs as well.

- **There should be a public appeals process if a school receives a utilization or capacity rating that parents, teachers and/or the principal believes is inaccurate.**

To ensure more reliable data, there needs to be a formal way for stakeholders to challenge their school utilization figures, and for an independent arbitration be triggered, involving the district CEC and/or the district leadership team in helping to resolve the dispute.

Right now, no one really understands and few agree with the figures that appear in the "blue book," and yet there is no way to correct this data, or ensure that these figures have been accurately computed from the arcane formula devised by DOE.

We know in many cases that DOE routinely releases inaccurate data, for example in its class size reports; and it is likely that this occurs in its utilization figures as well.

- **Finally, a commission or taskforce should be appointed to make further refinements to the official utilization formula, to ensure it allows for sufficient space for cluster rooms and other dedicated spaces for art, science, gym, and lunch; as well as adequate intervention rooms for the actual population of students needing such services.**

Right now, the DOE's formula includes inadequate space for cluster rooms, and assumes no dedicated spaces for a library, art, science or other rooms in middle and high schools. As a result, there are many schools that have lost their libraries, art rooms, science and computer labs to classrooms – and are still listed as underutilized.

The number of intervention rooms allotted each school is based on a theoretical average of special education students, rather than the actual number of students needing services at each school.

Many principals report using inadequate space for remediation or special education services:

From our principal survey: *"We are using closet space for speech, SETTS, and SPINS."*

Another response: *"The classroom that we presently have our 12:1 is too small. It was the Dean's office space that was for our SAVE Room detainees (total 8.) The students are sitting on top of each other."*

Yet another: *"We lost our Science Lab and Art Studio. Most if not all of our AIS [Academic Intervention Services] Instruction is in our hallways and inappropriate offices in the Gym."*

The taskforce should look at what figures should be adopted for assumed room occupancy rates, with those currently assumed in the "blue book" formula very high. The taskforce should also consider whether a different formula should be adopted in cases where a school building is shared by multiple programs or schools.

This taskforce should be composed of representatives from the DOE, the CSA (the principals union), the UFT, advocacy groups and parent leaders, and should report back to the City Council within a year with specific recommendations.

In short, though this legislation is a good start, we need a better bill, that ensures that in the future, students are provided with a well-rounded education, with sufficient space for art, science and gym, lunch at a reasonable time, appropriate class sizes, and no children forced to receive their mandated services in hallways and in closets, as so many are now.

Finally, a few words about the resolutions submitted regarding the School Transformation Zone:

The concept is a good one, and echoes the model of the Chancellor's District under Rudy Crew, which provided smaller classes, a longer day and other reforms to persistently low-performing schools. Yet I believe that the issue of class size should be given greater prominence in this resolution; as smaller classes are essential to improve learning opportunities in our low-performing schools. The average class sizes in our "failing" schools remain far above the average class sizes in rest of the state, while they should be even smaller.

Indeed, simply extending the school day for students who are already disengaged or disaffected without transforming the conditions under which they learn and improving the quality of the feedback they receive in their existing classes is not likely to lead to significant improvements; especially for the high-needs students who need help the most.

Current conditions in many of our low-performing schools are so alienating, with class sizes at 30 or more, that students do not attend classes for the full number of periods they are currently assigned; and they would be unlikely to attend even more classes if the school day was lengthened.

In short, the idea of a transformation zone is a good one, but a necessary ingredient in connecting kids more strongly to the act of learning is to give them smaller classes.

Thank you for your attention to this issue.

Chart A

Grades	UFT Contract limits	historical class sizes in "blue book"	target class sizes in "blue book"	Five-Year Plan Class Size goals by 2012
Kindergarten	25	25	20	19.9
1-3 grades	28	25	20	19.9
4-5 (Title 1 Schools)	32	25	20	22.9
4-5 (Non- Title 1)	32	31	28	22.9
6-8 (Title 1 Schools)	30	28	28	22.9
6-8 (Non- Title 1)	33	30	28	22.9
9-12 (core classes)	34	34	30	24.5



THE CENTER FOR ARTS EDUCATION

Testimony to the New York City Council Committee on Education

Re: Introduction 0155:

A local law to amend the New York city charter, in relation to requiring the chancellor of the city school district to submit to the council an annual report concerning school enrollment, capacity and utilization.

Delivered by Doug Israel, Director of Research and Policy

The Center for Arts Education

April 28, 2010

Thank you Chairman Jackson and members of the Committee on Education for the opportunity to testify today. I am Doug Israel, Director of Research and Policy for The Center for Arts Education (CAE). I am here today to express support for Introduction 155, legislation being developed to improve the city's annual data collection and reporting that is conducted to determine school enrollment, capacity and utilization.

The allocation of classroom space in city public schools is a critical issue, especially as it relates to schools and communities dealing with overcrowded school buildings and the loss of space available to students. The Center for Arts Education is particularly concerned with the availability of adequately equipped spaces for arts instruction (dance, music, theater, and visual arts) in city public schools.

According to the Department of Education's *Annual Arts in Schools Report* the lack of available in-school arts space was one of the top three challenges to implementing arts education reported by all schools. Regrettably, there is evidence that this lack of dedicated arts space is growing. According to survey conducted last year by Class Size Matters, 25% of principals responding reported losing art, music, dance, drama, or foreign language spaces to general education classrooms during their tenure.

There are recent reports of the loss of cherished arts spaces from schools across the city, such as at PS 149 in Harlem, where the school has had to sacrifice its music room to make space for two co-located schools. The school has an array of instruments including violins and keyboards, and a talented music teacher, but can no longer use the instruments because there is no space to house them and provide the instruction.

These arts spaces are vital to the mission of schools to provide students with quality instruction and they are often the lifeblood of schools across the city. These spaces need to be more thoroughly accounted for, protected, preserved, and in many cases reclaimed and resurrected.

Without question, easing overcrowding and providing adequate classroom space for our students should be a top priority for the city. However, this should not be done at the expense

of providing students with the facilities necessary to support learning in the arts and other subject areas that require specialized facilities, such as science and physical education.

As a first step, The Center for Arts Education has publicly called for more accurate reporting on the availability and use of "cluster room" space, specifically calling for a detailed accounting of the current arts spaces that exist, and the particular use, as well an accounting of arts spaces in public schools that have already been converted to other uses.

The "true book legislation" being developed by the City Council represents a positive step to accomplish these goals. Specifically, the bill would require:

1) That schools actually provide detailed information on how cluster rooms are being used, providing much needed transparency and giving parents and decision-makers a better sense of the space needs of schools and the actual function of existing classrooms. The lack of specificity that is inherent in the term "cluster room" does a disservice to the school and its students and makes those rooms more expendable as schools deal with overcrowding and co-location pressures.

2) That schools report on the number of rooms that have been converted or repurposed and are no longer used for their original function. This first ever reporting requirement will help capture critical information about how schools use space and what losses have occurred in the recent past due to overcrowding or other factors. Providing a detailed account of the loss of arts spaces in public schools can help galvanize support for their protection and hopefully lead to the restoration of these spaces for their original intent.

We believe these, and the other reporting requirements described in the bill, will provide greater transparency can play a role in halting the loss of critical arts spaces and have a positive impact on student learning at school in all five boroughs.

In addition to these measures, CAE has called on the Department of Education and the School Construction Authority to:

- Ensure that arts spaces are incorporated into the design and construction of all new school facilities;
- Create a citywide plan to inventory and then reclaim lost arts spaces in public schools;
- Ensure that the formula used to determine capacity at the school level reflects the loss of arts and other cluster spaces and the need to improve access of students to these and other common areas, such as auditoriums and gymnasiums.

We are encouraged that attention is being paid to the importance of arts spaces in public schools and look forward to a review of final bill language.

Thank you for your time and consideration of this testimony.

Numbers Don't Lie

When it comes to classroom crowding, parents are proven right

By Rachel Laiserin and Helen Rosenthal

Posted by West Side Spirit on January 28, 2010 · 0 Comments

- Kindergarteners denied gym time.
- Kids getting speech therapy in a former closet.
- Gym locker and shower rooms now used for administration.
- Some kids getting lunch at 10:30 a.m., some at 1 p.m., because 1,000 students must share common space built for 700.
- Indoor recess held in the auditorium, at the same time as music or science classes in the same auditorium.

This is just a sample of complaints reported by parents at an October 2009 Community Education Council public hearing focused on crowding in District 3 elementary schools. At that meeting, the Department of Education assured parents that despite widespread complaints, there was in fact plenty of capacity. According to the department, roughly 1,500 seats were empty and available to accommodate new students.

The parent council disputed the department's conclusions and appointed a fact-finding team to quantify these gut feelings. The team included representatives from the most overcrowded schools.

We reviewed relevant department data reports, toured schools with an eye toward classroom use and collaborated with PTA and other parent representatives from each school. We reviewed historical enrollment to project one-, two- and three-year demand; analyzed the impact of new residential development on student enrollment; analyzed all enrollment by district and zone residency; identified enrollment details of choice schools; and analyzed the impact of projected sibling enrollment.

The data team found that the parents were right. Each of the schools in the study area, from West 70th to 97th streets, were at or above capacity. The most crowded was P.S. 87, at 121 percent capacity. For three schools in close proximity to one another (P.S. 199, P.S. 87 and P.S. 9), the annual growth rate of students living in the catchment area was in the double digits for the past three years. We looked at projected enrollment for these three schools and found that they could not accommodate the 100 to 150 extra students projected to enter the public school system next year. And they certainly could not accommodate the many more children expected in 2011 and 2012.

By mid-December, the department reviewed our numbers and, using its own methodology, projected capacity in these schools of 200 to 300 seats for next year. It was great that they had come down from 1,500 seats, but we challenged their methodology again. According to our methodology, and assuming a kindergarten classroom size of 20 to 25 students, four to six additional kindergarten classrooms are required for the 2010-2011 school year.

Just recently, the department pulled a 180 and agreed that there is demand for classroom seats. Officials have announced a plan for a new K-5 school that will have three classes ("sections") of 25 kindergarteners each, for a total of 75 new students in 2010. The school will add a new grade each year. The department plans to locate this new school in the O'Shea building on West 77th Street, right in the heart of the most overcrowded schools.

The parent council was pleased to vindicate concerns in the southern part of the district using hard facts. It's also critical that we continue to get agreement on hard facts in the northern part of the district. We believe the deleterious impact of overcrowding cannot be overestimated and we're glad that parents listened to their guts, and that we were able to back them up. The data proved that parents were right all along.

– Rachel Laiserin is a P.S. 87 parent and Helen Rosenthal is the former Chair of Community Board 7.

Elliott Roseboro
23 Pulaski St. Apt.4
Brooklyn, NY 11206

718-875-1016

I like to thank the City Council for having continuing discussion on this extremely important closing of schools issue.

The closing down of 30 or more city schools, forcing thousands of kids to go out of their neighborhoods and often out of their own Boros to receive an education is an educator's nightmare. To then take away those children's Metro Cards on top of that is despicable. It is an unequivocal recipe for failure. By its very nature this ill-thought-out combination will create more lateness, truancy and less well rested students. I won't go into the fact that this may be intentional, that it causes other schools to fail, that it opens up room for more Charter schools and it gentrifies neighborhoods.

I do hope that I will be asked about gentrification.

Now as he's done over the past 9 years, businessman Mayor Mike will allow you to go through your, now normal, complain and hearings cycles, he'll buy some people off and then he'll close down the schools regardless of what the Council, kids parents and public think. The futures of our children and the City itself dictate that this of emergency importance and not to be lost in what has become a normal routine of loss to the Mayor's will.

The Mayor and others tout the sizable amounts of education money to cities that create more Charter schools. Though President Obama's plan was well intentioned, it didn't allow for the self-interest, greed and devaluing of our children that often happens when huge sums of money are up for the taking. When control and access to such large sums of money and its inherent power, meets up with short sighted or criminally minded public officials and vendors, our children's future can often be cast aside. Of course this is with exception to our fine City Council members, however some other officials and vendors are no different than the other special interest groups using this for self gain and little actual regard for our children and their future. The educational funds possibly lost would pale hugely to the 2 or more generations of district school kids lost in the shuffle and closings while trying to create a mere 4-6 percent Charter schools. Wouldn't it make much more sense to negotiate with and show the Obama administration that those same monies, allocated to proven programs such as proposed by CEJ (The Coalition for Education Justice), would have a much broader and deeper effect on the entire schools system than what is planned to effect less than 7 or 8 percent?

After spending the past eight years and hundreds of millions of dollars to create 3 percent charter schools, shouldn't the resounding question be:

"WHAT THE HELL HAPPENED TO THE OTHER 97% OF OUR CHILDREN!?"

"IN THOSE 97% OF SCHOOLS – WHY ARE TEACHERS STILL BUYING BOOKS, PENCILS, PAPER AND BLACKBOARD TOOLS OUT OF THEIR MEAGER PAY?"

“WHY ARE WE CONTINUING TO LOOSE ART, MUSIC, LABS AND OTHER ENRICHMENT PROGRAMS RATHER THAN EXPANDING THEM!?”

THE BOTTOM LINE IS WHY IS A MUCH LARGER POPULATION OF SCHOOLS BEING PUNISHED WITH CLOSINGS AND LOSSES OF SERVICES WHILE OTHERS ARE PROSPERING? THESE CLOSINGS ALONE HURT OUR KIDS, THEIR FUTURE AND OUR NEIGHBORHOODS.

We're here to make all schools good schools and that starts by keeping them open and allowing our children the choice, convenience, and resources of being educated in their own neighborhood.

CEJ School Transformation Zone

I urge the DOE to create a School Transformation Zone for low-performing schools and the City Council to pass Resolution # 96257 and # 302 supporting the Zone and the redesign and expansion of the school day for students:

1. Low-performing schools need a bold initiative to transform teaching and learning and raise student achievement. Currently they are being left to flounder and fail, until they are closed down. Often they are failing because they have huge numbers of high-needs students and not enough supports to serve them.

2. The DOE's main strategy to address low-performing schools has been to close them down and start new schools. While there are a few exceptions, this has had negative impacts on students, communities and other schools, as high-needs students are shuttled from one over-taxed school to another.

3. There is a better way. With the right supports, low-performing schools can significantly raise achievement without closing down. Across the country, schools and networks have turned schools around through comprehensive, coordinated reform plans that build on existing strengths and develop a school's capacity for the long run through:
 - Expanded school day and year for students
 - Increased planning and professional development time for teachers
 - Rigorous, enriched college and career-preparatory curriculum for all students
 - Comprehensive, integrated support services for students
 - Parents and community included in decision-making

4. The School Transformation Zone would provide leadership and intensive supports to low-performing schools so that they don't have to close down.
 - Schools would apply to the Zone and be accepted based on their vision, plan and capacity for school transformation.
 - No school could be closed without having the opportunity to join the Zone for 3 years and demonstrate steady increases in student achievement.
 - The Zone would be funded by School Improvement Grants for those schools receiving these funds. The DOE would apply for Innovation Funds and private funds to support additional schools in the Zone, as well as use existing funds.

- The Zone would be led by an expert educator with a track record of turning around struggling schools. Parents, teachers, and other stakeholders would be part of a Coordinating Committee to help lead and monitor the Zone.
 - High-performing schools would also join the Zone to serve as mentors and coaches to low-performing schools.
5. Two weeks ago, the DOE announced its expansion of the “i-Zone” (Innovation Zone) to pilot promising innovations in 81 schools. Only 13 of those 81 schools are very low-performing (in the lowest 25%). There should be an initiative like this for the lowest-performing schools, so that they can improve and not close. The School Transformation Zone enables struggling schools to get what the best schools already have.

Testimony before the NY City Council Education Committee on reforming the "Blue Book"

Submitted by Shino Tanikawa, a parent in D2

Thank you for this opportunity to submit a testimony and, more importantly, the efforts to reform and improve the Enrollment, Capacity and Utilization Report. I cannot stress enough how important your efforts are in ensuring that our children learn in an environment that is conducive to learning (i.e., small classes).

I am a parent with two children in public schools in New York City: the older in a high school and the younger in an elementary school. Having had my children attend schools in buildings that are more than 100 years old, I have come to recognize the inadequacy of the current Blue Book quite well.

A school building is more than a collection of classrooms. Our children do not spend every minute of their school day in their classroom. They go to the bathroom. They eat lunch in the cafeteria. They dance in the dance studio. When the students are in school, the school building is a dynamic system, not a static structure. Subtle things, such as the width of the stairwell and capacity and location of common facilities (i.e., gym, cafeteria, bathrooms), have an impact on the daily lives of students who move around inside the building. These factors are particularly relevant in some of the older buildings, built in a very different pedagogical era.

For example, the capacity of the cafeteria dictates how many lunch periods a school must have each day. The size of the school yard dictates how many classes can have recess at a given time. The location and the capacity of bathrooms must be considered when assigning classrooms. The width and the number of the stairwells influence not only the emergency evaluation plan but also the routine flow of students to/from the cafeteria or the yard. Yet, these factors are currently not considered in the capacity calculation in the Blue Book. One outcome of this shortcoming is the fact that many elementary students eat their lunch at 10:40AM, forcing them to go without a meal for 7 or 8 hours in the afternoon.

Suppose there are two 6-bedroom houses. One has two stories, a dining room that seats 12 people, 3 full bathrooms and a large backyard. The other has six stories, a dining room that seats 4 people, 1 full bathroom and no yard. Nobody would say these two houses have the same capacity, yet, if you let the Blue Book analyze the capacity, it will give the same capacity number. Obviously there is something wrong.

Understandably, these factors are difficult to quantify. However, ignoring them is a disservice to our children by placing undue burden on everyone.

Furthermore, I believe that the cluster rooms should be treated as "mandatory set-asides" and not as "allowances" as they are currently considered. By making them "allowances," these rooms are not protected when they are converted into classrooms. Revising of the "turnaround" document to record the "original use" of each room is an important step in the right direction. The capacity of the school should not increase when a cluster room is converted to a classroom.

Similarly, in middle schools a teacher's work room should be a mandatory set-aside if middle school classrooms are to be in use 7 out of 8 periods every day. Such a room should not double up as the teachers' lounge but be separate, giving teachers quiet work space for their prep hours.

There are other rooms that might be considered mandatory set-asides: computer, art, science, and dance. By making them mandatory set-aside, these rooms will NOT add capacity when converted to classrooms. And, if a school is lacking such a room, it should be reflected in the capacity calculation.

Finally, I am in support of recommendations made by the Class Size Matters. We need to count students in TCUs, to include the school community in filling out a better turnaround document, to establish a public appeals process, and to create a taskforce to further refine the Blue Book formulae.

It is clear that a more comprehensive and thorough assessment of each building is needed. Not all school buildings are created equal. We cannot simply count the number of rooms and arrive at a capacity.

Thank you for your work on improving our children's education.

Blue Book Reform
Testimony Before City Council Education Hearings
April 28, 2010

I am Ann Kjellberg of the Public School Parent Advocacy Committee, a loose consortium of public school parents from around the city working for common goals.

I testified before this body in hearings in 2008 on the 2010-2014 capital plan about the inadequacy of provision of seats for middle school. I attach that testimony here today.

In that testimony, I pointed out that Blue Book formulae are clearly inadequate to measure overcrowding in our middle schools. Many of our middle schools are identified as underenrolled, while they have class sizes far in excess of Contract for Excellence commitments. I cited the example of Baruch Middle School, which was identified by Deputy Chancellor Kathleen Grimm in City Council testimony as underenrolled, the same year they converted their library, their auditorium, and a teacher room to classroom space in order to drive class size from 33 - 36 to 28 - 30, a vivid example of the deformities introduced by the Department's methods of calculating enrollment. (This year utilization jumped to 117% by the historic method, so apparently Deputy Chancellor Grimm's appraisal was not predictive.)

The Blue Book measure of "programming efficiency" for calculating middle school enrollments encourages the cannibalization of facilities for the arts and sciences; it obscures the different needs of different schools (The Clinton School for Artists and Writers has no art room, for example) and the different existing conditions in different schools. The DOE argues that the "popularity" of successful programs results in overcrowding in those schools, but they are responsible for controlling enrollment in schools of choice, and they should be trying to duplicate successful programs rather than force more students into them. Faulty mechanisms for measuring enrollment obscure their failure to provide a sufficient number of adequate middle school programs to meet the city's academic needs.

I studied statistics on the eleven D2 middle schools attended by most of the graduating students from my child's elementary school. All but one had average class sizes this year in excess of 30, even though only two were listed in the Blue Book with utilization at or above 100 percent. Eight of them had seen their utilizations increase over the Blue Book of 2006-2007, in spite of massive infusions of class size reduction funds to the system as a whole and DOE arguments that middle school enrollment is declining. Clearly the current measures are not identifying the real needs. (The schools were: School of the Future, Baruch, Lab, Museum, Clinton, IS 289 Salk, GVMS, East Side Middle, Wagner, and MAT.)

Another chronic problem with the Blue Book with particular impact on middle school is its failure to recognize the inherent differences between buildings—a problem that also plagues elementary schools, which were often not built for the sort of learning mandated by today's curriculum. You can fit a lot more students in a room when you put each one at a desk facing forward like an airline passenger and don't move them all day, as was done in an earlier generation of pedagogy. Middle School rooms, now crammed into the attics of elementary schools, aggravate this problem by squeezing large children into spaces built for small children.

A City Council Task Force and several highly persuasive reports from the Annenberg Institute ("New York City's Middle-Grade Schools: Platforms for Success or Pathways to Failure?" Campaign for Educational Justice, in collaboration with the Annenberg Institute for School Reform (January 2007), <http://www.annenberginstitute.org/pdf/MiddleGrades.pdf>; "Our Children Can't Wait: A Proposal to Close the Middle Grades Achievement Gap," Campaign for Educational Justice, in collaboration with the Annenberg Institute for School Reform (January 2008), <http://www.annenberginstitute.org/pdf/MiddleGrades2.pdf>) confirmed what we already know, that our middle school students are exceptionally academically, socially, and psychologically vulnerable. The chronic underperformance of our high school students is a further measure. Numbers in the Blue Book that cloak the deterioration of middle school facilities and students' access to supportive adults are not mere statistics; they are calls to action.

The upshot is that the DOE institutionally has no motivation accurately to assess its facilities needs: independent analysis is required to develop adequate measures. I applaud the Council's intention to require the Blue Book to conform to the Contract for Excellent class size minimums, but I call on the Council further to develop a rigorous process, with real input from the people who know, for appraising the real situation in our schools. The Blue Book should be about realities, not about formulae. Students should not have to have preps in their classrooms or be taught in hallways or locker rooms. Building adequate facilities for teaching and learning is a fundamental responsibility of the system, and it can't be done when we only look through rose-colored glasses.

Ann Kjellberg
Public School Parent Advocacy Committee
Statement before the Panel for Educational Policy
on the 2010-2014 proposed five-year capital plan
November 16, 2008

I would like to call your attention to the absence of middle school seats in the D2 capital plan for 2010 to 2014.

The capacity section of the capital plan refers to a PS/IS at the Foundling Hospital, but this project was presented to Community Board 5 as a PreK through 5 elementary school. The PS/IS at 36th Street is projected to provide not even enough seats for the students generated by the Con Edison Development that will contain it. According to last year's capital plan, the MEETH site will house PS 59, currently a PreK through 5 elementary school, during construction of a new facility for it on its current site. The interim site at MEETH would have 500 seats, adding 100 seats to P. S. 59's original 400. The new capital plan lists this as a 500-seat capacity PS/IS, although apparently in reality it only adds 100 new PS seats to D2.

Hence, not counting the unsited schools, the current capital plan adds 663 (net) PS seats to District 2. Completed projects from the last plan added 143 elementary school seats and 194 middle school seats. Hence the two plans combined add 806 elementary school seats and 194 middle school seats.

If Beekman and the Green School do come on line as K-8 schools, the addition of those IS seats will be welcome. But they will not provide additional middle school seats for students leaving D2's already overcrowded K-5 elementary schools. Meanwhile, one hears that overcrowding in the "far downtown" is so severe that it may be necessary to convert one or both of these schools to K-5, increasing the number of elementary school students needing D2 middle school placement.

At the same time, our middle school students, who have been recognized over and over as exceptionally academically vulnerable and underserved by the existing system, are educated in severely overcrowded conditions. Nearly all of them have class sizes in the mid 30s, although the city's class size reduction plan calls for middle school class sizes of 23. They often share cafeterias, libraries, gyms, and cluster spaces with overcrowded elementary schools. They often occupy spaces built for elementary school students that are physically too small for them. They lack dedicated spaces for intervention, and the utilization formula, which forces scheduling to maximize use of space, discourages dedicated spaces for art, music, and even academic subjects. Clinton School for Artists and Writers has no dedicated art room. Greenwich Village Middle School cannot accommodate all its kids in the cafeteria during lunch hours without breaking fire code. Baruch, which was identified by Deputy Chancellor Grimm in City Council Testimony as

underenrolled, this year converted their library, their auditorium, and a teacher room to classroom space in order to drive class size from 33 - 36 to 28 - 30.

These conditions obviously fly in the face of the city's class size reduction commitments. They are bad enough all by themselves, but as D2 parents watch swelling ranks of elementary school students in District 2 move up through our schools, are baffled that the DOE fails to take action to address middle school needs. We pressed DOE/SCA to move on the 75 Morton Street site and remain mystified as to why that was not aggressively pursued. We urge you to continue to act on this site, which one would think adverse economic circumstances might make more feasible. And we urge you to look more widely at the needs of our middle school students and our future middle school students and to address them in the capital plan.

New York City Council Hearings on Resolutions 156 and 157 in Support of School Transformation Zone & Expanded/Redesigned School Day for Children

Testimony of Carol Boyd
Parent Leader
NYC Coalition for Educational Justice
cababoy2050@optimum.net

Charles Dickens Tale of Two Cities begins "it was the best of times; it was the worst of times". For far too many students and families, today's school system can only be described as the best of times or the worst of times as there may be only one city, but there are surely two school systems: those that thrive and those that falter. Although I reside in persistently under performing Bronx school District 9 I am happy and fortunate to enjoy the best of times for my two high school children. I am also very sad and it is rather unfortunate that children who live next door to, above, below and across the street from my family are experiencing the worst of times as most of them attend local schools that are scheduled to be closed.

The prevailing culture of viewing schools as items of planned obsolescence is a design for imminent failure. Despite its current popularity, the practice of closing schools does not contribute to the greater good. In fact, research has shown that school closures have negative impacts on both the students they serve as well as the community at large because of the disproportionate numbers of high needs students that end up in the surviving schools. Newly created small schools are usually ill equipped to serve these students. It is this kind of musical school chairs that contributed to the demise of the schools that have been slated for closure. What remains are schools filled with all the children who have been left behind.

Resolutions 156 and 157 call for the establishment of a School Transformation Zone to improve low performing schools and to redesign and expand the school day for children, both of these are positive intervention strategies to turnaround schools and avoid school closure. They are historic in nature because they are based on a model proposed by the NYC Coalition for Educational Justice of which I am a proud Parent Leader. Further, these resolutions provide the tenets for leveling the playing fields by enabling schools that continually hover on the brink of under performance to receive necessary support to avoid possible future dissolution.

I strongly urge members of the Council to join Chairman Robert Jackson and 70 other elected officials, unions and community based organizations to lend their support of behalf of this critical legislation; not solely because of where they emanated but because they make sense and are good for schools and schools children. The time to put an end to the tales of two school systems is now. Let's ensure that the delivery of public education in our city is the best of times for all students and that all schools become great schools.

Thank you.

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 155 Res. No. _____

in favor in opposition

Date: 4/28

(PLEASE PRINT)

Name: George Sweeting

Address: 110 William St

I represent: NYC Independent Budget Office

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 302 Res. No. 91257

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: The Rev. JOANNE DAUER-CARDASIS

Address: 2500 Westchester Ave. Bronx, New York 10461

I represent: 1047 Amsterdam Ave. New York

Address: 1047 Amsterdam Ave. New York N.Y.

**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: 4/28/10

(PLEASE PRINT)

Name: USA Donor

Address: _____

I represent: CCE ONE

Address: 220 Henry St 10009
Manhattan

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: _____

Name: MAZY C SPIEGEL (PLEASE PRINT)

Address: 521 W 23

I represent: PUBLIC SCH / PARENT

Address: _____

**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: April 28, 2010

Name: Tricia Joyce (PLEASE PRINT)

Address: 140 Nassau St

I represent: Parents

Address: _____

**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: 4-28-2010

Name: Helen Rosenthal (PLEASE PRINT)

Address: _____

I represent: CB7 / manhattan

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

1:

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

Name: Leonie Haumson (PLEASE PRINT)

Address: _____

I represent: Class Size Matter

Address: _____

**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: 4/28/2010

Name: ELLIOTT ROSEBORO (PLEASE PRINT)

Address: 23 PULASKI ST BROOKLYN NY 11206

I represent: Coalition for Educational Justice

Address: _____

**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: 4/28

Name: BARBARA BENSON (PLEASE PRINT)

Address: 150 W 10th St

I represent: INCAPITAL PLANNING SCA

Address: Planning, Operating Doc

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: 4/28

(PLEASE PRINT)

Name: Raffaella

Address: 103rd St, Manhattan

I represent: Portfolio Planning

Address: 103rd St, Manhattan

**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: _____

(PLEASE PRINT)

Name: Jeff Shear

Address: 103rd St, Manhattan

I represent: Division of Infrastructure

Address: Portfolio Planning

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 527 Res. No. 157

in favor in opposition

Date: 4/28/10

(PLEASE PRINT)

Name: David C Bloomfield

Address: 62 Bergen St Brooklyn

I represent: Affiliation = Brooklyn College

Address: Cuny Grad Center

**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: 4/28/10

(PLEASE PRINT)

Name: ERIN MCGILL

Address: _____

I represent: MANHATTAN BOROUGH PRESIDENT SCOTT M STRINBER

Address: 1 CENTRE ST 10th FLOOR NY NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 155 Res. No. _____

in favor in opposition

Date: 4/28/10

(PLEASE PRINT)

Name: Doug Israel

Address: 225 W. 34th St, NYC

I represent: The Center for Arts Education

Address: 225 W. 34th St

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 155 Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Emily Horowitz

Address: 60 E. 12th #14L NYC 10003

I represent: Class Size Matters / Task Force on

Address: Overcrowding

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. 155 Res. No. _____

in favor in opposition

Date: 4-28-10

(PLEASE PRINT)

Name: SHINO TANIKAWA

Address: 118 SULLIVAN ST NY 10012

I represent: a public school parent

Address: _____

**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: _____

(PLEASE PRINT)

Name: Ann Kjellberg

Address: 107 Bank NYC

I represent: Public School Parent Advoc Com

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 155 Res. No. 207

in favor in opposition + BlueBook

Date: 4/28/10

(PLEASE PRINT)

Name: Lenore Brown

Address: _____

I represent: NYC Coalition for Educational Justice

Address: _____

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