



# Community District Education Council 26

## New York City Department of Education

Address: 61-15 Oceania Street, Bayside, NY 11364 Phone: (718) 631-6927 Fax: (718) 631-1347 E-mail: CEC26@schools.nyc.gov.

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**Anita Saunders**  
Community Superintendent  
District 26

Website: [www.cdec26.org](http://www.cdec26.org)

**Date:** **Wednesday, December 15, 2010**

**Time:** **Public Meeting – 7:00 P.M. (SHARP)**  
**Business Meeting to follow**

**Location:** **MS 67 – 51-60 Marathon Pkwy, Little Neck, NY - Room B44A**

## CALENDAR/PUBLIC MEETING

1. Call to Order
2. **Topic –CAPITAL PLAN 2010-2014**  
**Guest Speakers: Mary Leas**, Senior Manager of External Affairs & **Monica Gutierrez**, Project Support Manager for Queens (School Construction Authority- SCA).  
SCA representatives will conduct a public hearing to review the 2010-1014 Five Year Capital Plan allocations for the district (capacity needs, capital improvement projects and city council Resolution A). A summary of projects currently awarded will be discussed and a look at upcoming projects currently in the Plan for D26 will be provided. Also, creating a priority list for work projects at our District’s schools will be discussed.
3. Adjournment

## BUSINESS MEETING

1. Call to Order
2. Approval of Minutes dated November 17, 2010
3. President’s Report
4. Budget Review
5. Old Business – Resolution passed 11-17-10 (Save Our Schools-S.O.S.) See Attachment
6. New Business
7. Superintendent’s Report
8. Adjournment

# HAPPY HOLIDAYS

Anyone wishing to speak during the Public Meeting session must sign the Speakers Sheet provided by the CDEC.

### **ANNOUNCEMENTS**

- *Winter Recess – School Closed December 24<sup>th</sup> – January 2, 2011*
- *Next meeting – January 19, 2011*

*Light refreshments will be served*



All meetings are held at wheelchair accessible sites.

## **Community District Education Council 26**

November 17, 2010

### **Resolution to Support Save Our Schools is calling on the DOE to Provide Academic Intervention Services, Suspend High-Stakes Policy Decisions and Establish a Revised Accountability System and Provide Comprehensive Support and Guidance to the City's Most Struggling Schools**

WHEREAS the recent attempt by the NYS Department of Education to counteract test score inflation resulted in a drastic shift in the number of students reported as performing below grade level, grade level, with 58% below proficiency in English Language Arts (ELA), up from 31% the prior year and 46% below proficiency in Math, up from 18% the prior year;

WHEREAS the number of students who tested in Level 1 on the ELA test increased from 12,000 to 63,000 citywide from 2009 – 2010;

WHEREAS in 36% of elementary and middle schools, two thirds of the students are not meeting standards in ELA;

WHEREAS according to the more reliable National Assessment of Educational Progress (NAEP) exams, New York City has not narrowed the achievement gap significantly in any subject or grade since 2003;

WHEREAS many cities have outpaced New York City in gains on the NAEP scores during this time period, revealing how Klein and Bloomberg's claims of exceptional progress are exaggerated;

WHEREAS according to the NAEPs, NYC's rankings in student achievement have fallen further behind those in other cities since 2003 among all groups, including Black, Hispanic, poor and non-poor students;

WHEREAS according to the NAEPs, NYC is the only city tested in which the average scores of non-poor students' scores have declined since 2003;

WHEREAS there are a large number of families in the City who were led to believe their children were proficient when they were not;

WHEREAS at a third of New York City high schools, a majority of the graduates who go onto one of the City University of New York colleges require remedial work;

WHEREAS it is difficult to determine whether an increase in state test scores is due to an increase in efforts spent on test preparation, to tests becoming easier, or to students' learning;

WHEREAS the New York City Department of Education's current accountability system relies predominantly (85% of the school report card) on standardized test scores in English Language Arts and Mathematics and the scores from consecutive years are used to measure "Annual Yearly Progress (AYP)";

WHEREAS the standardized test scores are the primary means by which determinations on students' grade promotion, teacher performance, and principal's bonuses are made;

WHEREAS the standardized tests currently in use are NOT designed to assess students' academic progress or to evaluate teacher effectiveness, and experts say that one year's test scores at the school level are primarily random,

WHEREAS there is a dire and urgent need for an assessment system that truly measures our students' achievement, our teachers' performance, and our schools' quality;

WHEREAS such an assessment system must be comprehensive and holistic and must not rely on any one particular metric as the major indicator of success;

THEREFORE BE IT RESOLVED that the **CDEC 26 join with the Save Our Schools campaign** in calling upon the NYC Department of Education to respond quickly and concretely to this crisis by: immediately developing and implementing a plan for intensive academic services for all students who scored at Level 1 and Level 2, including those now in high school; providing comprehensive support and guidance to the city's most struggling schools, working with parents and school communities to implement these proposals by prioritizing and targeting financial and program resources to serve the students and schools of greatest need, and take forward steps with the students and schools it serves to make this right a reality;

BE IT FURTHER RESOLVED that the **CDEC 26 join with the Campaign to Save Our Schools** to demand that the DOE suspend for one year all high-stakes policy decisions based on standardized test scores and establish a revised accountability system based on reliable multiple measures;

BE IT FURTHER RESOLVED that students throughout the system be provided with more individualized attention, including smaller classes particularly in the city's most struggling schools;

BE IT FURTHER RESOLVED that the new accountability system must be inclusive, drawing on resources and expertise available among teachers, administrators, education experts and parents.

DATED: NOVEMBER 17, 2010