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# THE ALLIANCE TO SAVE PUBLIC EDUCATION

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SCHOOL AND COMMUNITY LEADERS FROM ACROSS NEW YORK STATE

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March 3, 2015

Dear Lawmaker:

Every day, nearly three million children and adolescents attend New York State's public schools: upstate and downstate, rural, urban and suburban, small, medium and large. The variety is immense. It may be painfully true that 109,000 students attend failing schools in New York State, but it also means that between 2.8 and 2.9 million students are attending successful schools. Even in successful schools, we are familiar with a certain percentage of our children who fail. We are constantly looking for ways within those systems to discover new and better methods to teach those struggling students and eliminate failure from the landscape of our public schools. However, we must continue to support the segments of our systems that create success. In fact, they should be celebrated and replicated where possible. The current effort at State reform, rather than focusing on our success and supporting what works effectively, appears to focus only on the State's failures. Failures can never be ignored, and do in fact need to be fixed, but not at the expense of damaging what creates our successful schools.

The Governor's agenda is connecting the politics of State aid to education policy...AT WHAT COST?

The Governor's agenda is failing to provide assistance to struggling schools...AT WHAT COST?

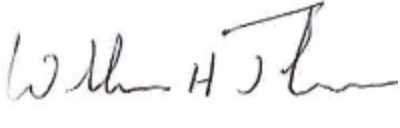





The Governor's agenda is removing control of our schools from our local communities...AT WHAT COST?

At what cost do we over test our students? It must not be at the cost of our children, and our communities.

New York's public schools include many that sustain student learning at high levels, and also some schools that fall below everyone's expectations. We believe the best use of our resources allows schools that work to continue to do so, and, at the same time, to support schools that need help to engage their students at the level we expect for all children. In a state as varied as New York, a one-size-fits-all approach to school improvement is bound to damage schools that already engender student success, while dissipating the focused support that failing schools require, to meet the needs of their students.

We urge the legislature to refrain from enacting the Governor's proposals without a thoughtful debate.

Sincerely,

		
William H. Johnson, Ed. D. Superintendent Rockville Centre UFSD	Steven R. Cohen, Ph.D. Superintendent Shoreham-Wading River CSD	Michael J. Hynes, Ed..D. Superintendent Patchogue-Medford UFSD
		
David Gamberg Superintendent Southold UFSD	Joseph V. Rella, Ph.D. Superintendent Comsewogue UFSD	Dan Brenner, Ph.D. Superintendent Roslyn UFSD

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David Gamberg Superintendent Greenport UFSD	Arnold Dodge, Ph.D. LIU-Post	Thomas P. Dolan, Ed. D. Superintendent Great Neck UFSD
		
Robert Manley Dean, School of Education Dowling College	Michael Ring, Ed. D. Superintendent Rocky Point UFSD	David J. Flatley Superintendent Carle Place UFSD
		
Leonard Skuggevik Superintendent Shelter Island UFSD	Tonie McDonald, Ed.D. Superintendent Levittown UFSD	William M. Donohue, Ed.D. Superintendent Byram Hills CSD
		
Mary Jones, Ed.D. Superintendent Wyandanch UFSD	Charles A. Leunig Superintendent Copiague UFSD	J. Phillip Perna Superintendent Montauk UFSD

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Lars Clemensen Superintendent Hampton Bays UFSD	William C. Cala, Ed.D. Superintendent Fairport CSD	John Lorentz Superintendent Farmingdale UFSD
		
Carmen Gumina Superintendent Webster CSD	Joseph Giani Ed.D. Superintendent South Country CSD	Anne Smith, Ed.D. Superintendent Mattituck-Cutchogue UFSD
		
Marianne F. Higuera, Ed.D. Superintendent Miller Place UFSD	Mary T. Kelly, Ed.D. Superintendent Amityville UFSD	