

**ORIGINAL**

CHICAGO PUBLIC SCHOOLS  
PROPOSAL TO CLOSE BETSY ROSS ELEMENTARY SCHOOL  
AND WELCOME STUDENTS AT JOHN FOSTER DULLES  
ELEMENTARY SCHOOL  
Public Hearing

STENOGRAPHIC REPORT OF PROCEEDINGS had in  
the above-entitled matter held on April 17, 2013,  
at Central Office, 125 South Clark Street, Room  
1550, Chicago, Illinois, commencing at 8:00 p.m.,  
before the Honorable Gilbert J. Grossi, Retired,  
Independent Hearing Officer.

CPS STAFF MEMBERS PRESENT:

MS. WYNTER JACKSON, Law Department

MS. ASHLEY RICHARDSON, Portfolio  
Planner

MS. LaTANYA McDADE, Chief of Schools,  
Skyway Elementary Network

Reported by: Anna M. Morales, CSR, RMR

License No.: 084-002854

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1 (Whereupon, the following  
2 proceedings commenced at  
3 8 o'clock p.m.)

4 HEARING OFFICER GROSSI: I think we're going to  
5 start the meeting only because last hearing we ran  
6 out of time so many people needed to talk. So the  
7 faster we get started the more likely you'll be  
8 able to get to speak if you wish to.

9 Good evening, ladies and gentlemen. My  
10 name is Gil Grossi. I am the Independent Hearing  
11 Officer that will be presiding over the public  
12 hearing on the proposed closure of Betsy Ross  
13 Elementary School with the welcoming school of  
14 Dulles Elementary.

15 We have a total of two hours assigned for  
16 the meeting. So I'm going to begin by allowing the  
17 Chicago Board of Education to go first, use up to a  
18 maximum of one hour. After that, the remaining one  
19 hour will be given to the public. If the Board of  
20 Education does not use their full hour, then the  
21 remainder will go back to the public to speak.

22 The Board of Education gets to go first  
23 because they're the ones that are proposing the  
24 closure.

1           I don't have too many rules. The only  
2 rules I really have are that everyone be respectful  
3 to each other and to abide by the time limits so  
4 everybody gets a chance to speak. I was a judge  
5 for 23 years. I'm used to listening to both sides  
6 of the issue which I intend to do tonight.

7           At this point, before I turn things over  
8 to the attorney for the Chicago Board of Education,  
9 I have a couple of announcements. We have a  
10 Spanish interpreter available here. You want to  
11 make an announcement in Spanish if you would? We  
12 also have a sign language interpreter if anyone  
13 needs that, let us know.

14           If you have any documents you wish me to  
15 consider, don't give them to me. Give them to the  
16 court reporter. The court reporter will then mark  
17 them for the record.

18           And, lastly, there is procedure form  
19 that's available at the registration desk on the  
20 first floor that tells you all the procedures for  
21 this meeting. I will give you just as formality an  
22 electronic mail for purposes of tomorrow's  
23 deadline, but you can pick this procedure form up  
24 at the registration desk on the first floor.

1           At this point, I'm going to turn things  
2 over to the attorney for the Chicago Board of  
3 Education.

4           MS. JACKSON: Thank you. Good evening, your  
5 Honor. My name is Wynter Jackson. For the record,  
6 that's spelled W-y-n-t-e-r, last name Jackson,  
7 common spelling, J-a-c-k-s-o-n. I'm an attorney  
8 for the City of Chicago Board of Education's Law  
9 Department. I'm appearing here this evening before  
10 you in connection with the proposal of the Chief  
11 Executive Officer, or the CEO, of the Chicago  
12 Public Schools to close Betsy Ross Elementary  
13 School, or Ross, and welcome returning students at  
14 John Foster Dulles Elementary School, or Dulles.

15           At this time, I would like to tender to  
16 you and formally enter into the record the contents  
17 of what we are respectfully requesting to be  
18 entered into the record which is the CEO compiled  
19 Exhibit Number 1, a copy of which I previously  
20 tendered to the Hearing Officer and to the court  
21 reporter for the record.

22           HEARING OFFICER GROSSI: I will acknowledge  
23 receipt of that.

24           MS. JACKSON: Thank you. The CEO's Exhibit

1 Number 1 is a binder of documents being submitted  
2 for your consideration in support of the proposal.  
3 I should also say that there's a copy for public  
4 viewing on this podium to my immediate left.

5 The binder consists of evidence in the  
6 form of documents and written statements  
7 demonstrating that the CEO's proposal complies with  
8 the requirements of the Illinois School Code and  
9 the CEO's Guidelines for School Actions.  
10 Specifically, the written statements and documents  
11 demonstrate the following:

12 Tab A includes notice letters to the  
13 parents and guardians of students, school staff  
14 members, and Local School Council members at Ross  
15 and Dulles accompanied by draft transition plans.  
16 The notice letters and draft transition plan  
17 describes the following:

18 Number one, the basis of the proposal.  
19 Number two, it explains how the proposal meets the  
20 criteria of the guidelines. Number three, it  
21 identifies supports for student safety and  
22 security, academics, social and emotional needs,  
23 specific support for students with disabilities,  
24 students in temporary living situations, and

1 English-language learners. And fourth, it  
2 identifies the student's option to enroll in a  
3 higher performing school, provide information on  
4 choice of schools, and identify transportation  
5 where practicable.

6 Also, Tab A includes the notice of the  
7 scheduled community meetings and hearings published  
8 in the newspaper and affidavits attesting to the  
9 delivery of notice to the Ross and Dulles parents  
10 or guardians, school staff, Local School Council  
11 members, and elected officials.

12 Finally, at Tab A, you will find an  
13 affidavit attesting to proper publication of the  
14 following: Number one, the list of qualified  
15 independent hearing officers and draft Guidelines  
16 for School Actions before November 1st. Number  
17 two, the finalized Guidelines for School Actions  
18 following a 21-day public comment period. Number  
19 three, the proposals before March 31st and at least  
20 15 days before the first community meeting; and  
21 fourth, summaries from community meetings within  
22 five days of that meeting.

23 At Tab B, Mr. Hearing Officer, the binder  
24 includes the Illinois School Code Provisions --

1     excuse me, it includes the Illinois School Code  
2     Provisions designating the powers of the Board and  
3     outlines the process for school action. This tab  
4     also includes the Board's Policy on School  
5     Performance, Remediation and Probation for the  
6     2011-2012 school year and the Policy on the Review  
7     and Establishment of School Attendance Boundaries.

8             Also at Tab B are the Chicago Public  
9     Schools' Space Utilization Standards and the CEO's  
10    Guidelines for School Actions for the 2012 and 2013  
11    school year.

12            Finally, Tab B includes the CEO's  
13    Procedures for Public Hearings on Proposed School  
14    Closings.

15            And the third and final Tab C of the  
16    binder includes written evidence in support of the  
17    CEO's proposal. Tab C contains the transcripts and  
18    summaries from the two community meetings to elicit  
19    public comment held at a location convenient to the  
20    Ross and Dulles Schools' communities.

21            Tab C also includes the written statement  
22    of Ashley Richardson, a witness whom you will be  
23    hearing from in a moment, the accompanying  
24    presentation demonstrating Ross's underutilization

1 and the space available at the Dulles facility to  
2 welcome students without exceeding its enrollment  
3 efficiency range, and a map of the proposed  
4 attendance area boundary change.

5 And, finally, Tab C includes the written  
6 statement of LaTanya McDade, the CEO's second  
7 witness whom you will hear from and accompanying  
8 documents demonstrating Dulles' status as a higher  
9 performing school and outlining the supports that  
10 will be offered to students as they transition.

11 At this time, Mr. Hearing Officer -- or  
12 you've already done that. I was going to request  
13 that the CEO'S compiled exhibit be admitted into  
14 evidence and, instead, I would like to now --

15 HEARING OFFICER GROSSI: I'll accept it  
16 formally into evidence.

17 MS. JACKSON: Thank you. And I would like to  
18 introduce the CEO's representative,  
19 Ashley Richardson, who will make a statement in  
20 support of the proposal. This statement is located  
21 in the binder at Tab 21.

22 HEARING OFFICER GROSSI: Ashley Richardson.

23 MS. RICHARDSON: Good evening, your Honor. My  
24 name is Ashley Richardson, A-s-h-l-e-y,

1 R-i-c-h-a-r-d-s-o-n, and I'm the Portfolio Planner  
2 for the Chicago Public Schools. I have been in  
3 this position since June of 2012. As Portfolio  
4 Planner, I manage strategic planning to improve the  
5 efficient utilization of CPS facilities.

6 Prior to joining CPS, I worked as an  
7 analyst and manager at Kraft Foods before obtaining  
8 my master's of education in education policy and  
9 management at the Harvard Graduate School of  
10 Education.

11 I have been asked to appear at this  
12 hearing today to convey to you, the parents, and  
13 the community as well as interested members of the  
14 public in attendance information regarding the  
15 space utilization of the Ross facility with respect  
16 to the proposal to close Ross.

17 According to the Chief Executive Officer's  
18 guidelines for the 2012-2013 school year, the CEO  
19 may propose to close a school if it is  
20 underutilized based on CPS space utilization  
21 standards and student enrollment numbers recorded  
22 on the 20th day of attendance for the 2012-2013  
23 school year. The CEO may only propose a closure if  
24 the impacted students have the option to enroll in

1 a higher performing school and the resulting space  
2 utilization after the closure will not exceed the  
3 facility's enrollment efficiency range as defined  
4 by the CPS Space Utilization Standards.

5 I will discuss the details regarding the  
6 space utilization of this proposal. My colleague,  
7 LaTanya McDade, will discuss the performance of the  
8 welcoming school and highlight the supports being  
9 offered in the draft transition plan.

10 HEARING OFFICER GROSSI: Did you lose your mic?  
11 They're dropping like flies here.

12 MS. RICHARDSON: Ross is currently located at  
13 6059 South Wabash Avenue. Ross is an elementary  
14 school that as of the 20th day of attendance for  
15 the 2012-2013 school year serves 344 students in  
16 pre-kindergarten and kindergarten through 8th  
17 grade.

18 To understand the enrollment efficiency  
19 range of a facility, Chicago Public Schools  
20 utilizes its Space Utilization Standards which are  
21 located in your binder at Tab 14. The enrollment  
22 efficiency range is plus or minus 20 percent of the  
23 facility's ideal enrollment. For elementary school  
24 buildings, the ideal enrollment is defined as the

1 number of allotted homerooms multiplied by 30. The  
2 number of allotted homerooms is approximately 76 to  
3 77 percent of the total classrooms available.

4 As an elementary school's enrollment  
5 increases above the efficiency range, a school may  
6 be considered overcrowded as programming actions  
7 are reduced or compromised. As an elementary  
8 school's enrollment decreases below the efficiency  
9 range, a school may be considered underutilized as  
10 classrooms are unused or poorly programmed making  
11 the use of limited resources less effective.

12 A typical elementary school building has a  
13 total of 39 classrooms. Therefore, the number of  
14 allotted homerooms approximately 76 to 77 percent  
15 of 39 is 30 classrooms. Multiplying 30 classrooms  
16 by 30 equals the ideal enrollment of 900. Finally,  
17 the enrollment efficiency range is plus or minus 20  
18 percent of 900 which is 720 to 1,080.

19 If a school in this typical elementary  
20 school building had an enrollment below 720, it  
21 would be considered underutilized. Alternatively,  
22 if the school's enrollment was above 1,080, it  
23 would be overcrowded.

24 There are 41 classrooms within the Ross

1 facility. Approximately 76 to 77 percent of this  
2 number is 31, the number of allotted homerooms.  
3 This number multiplied by 30 gives the ideal  
4 enrollment of the facility which is 930. As such,  
5 the enrollment efficiency range of the Ross  
6 facility is between 744 and 1,116 students. As I  
7 stated, the enrollment of Ross as of the 20th day  
8 of attendance for the 2013 -- excuse me -- for the  
9 2012-2013 school year is 344. This number is below  
10 the enrollment efficiency range and, thus, the  
11 school is underutilized.

12 The CEO has proposed that students from  
13 Ross be welcomed at John Foster Dulles Elementary,  
14 or Dulles. If this proposal is approved by the  
15 Board of Education for the City of Chicago, the  
16 resulting space utilization will not exceed  
17 Dulles's enrollment efficiency range as defined by  
18 the CPS Space Utilization Standards.

19 Dulles has 38 total classrooms.  
20 Approximately 76 to 77 percent of this number is  
21 29, the number of allotted homerooms. This number  
22 multiplied by 30 yields the ideal enrollment of the  
23 facility which is 870. As such, the enrollment  
24 efficiency range of the Dulles facility is between

1 696 and 1,044 students. Dulles currently has  
2 528 students enrolled.

3 To fully explain the enrollment trend  
4 associated with these schools, I would like to  
5 direct your attention to the screen. Projected is  
6 a slide that shows the enrollment trend of Ross and  
7 Dulles. Green hash lines show the enrollment  
8 efficiency range of the Dulles facility and a  
9 circle representing the combined projected  
10 enrollment for 2013-2014. Ross's current  
11 enrollment of 344 and Dulles's current enrollment  
12 of 528 combines to a total of 872 within the  
13 enrollment efficiency range of the Dulles facility.

14 Further, the projected enrollment of Ross  
15 for the 2013-2014 school year is 351, and the  
16 projected enrollment for Dulles for next school  
17 year is 557.

18 As you can see, the 2013-2014 projected  
19 enrollment of Dulles combined with Ross projected  
20 to be reassigned to Dulles is 908 which is also  
21 within the efficiency range of the Dulles facility.  
22 Thus, there is enough space within the Dulles  
23 building for students from Ross and students from  
24 Dulles.

1           If Ross is closed, the CEO is also  
2   proposing that Ross's attendance area be reassigned  
3   to Dulles. This means that Dulles will be the new  
4   neighborhood school for students living in the Ross  
5   boundary. A map showing the proposed boundary  
6   change is located in your binder at Tab 23. And  
7   copies of this map were available tonight at the  
8   registration desk.

9           In proposing this boundary change, several  
10   factors were considered as outlined in the Review  
11   and Establishment of School Attendance Boundaries  
12   Policy including, but not limited to, the capacity  
13   of Dulles, geographic barriers, time travel,  
14   distance travels, and program considerations.

15           You will next hear from my colleague,  
16   LaTanya McDade, who will discuss the performance of  
17   Dulles and highlight the proposed transition  
18   efforts. Thank you, your Honor. This concludes my  
19   statement.

20           HEARING OFFICER GROSSI: Thank you.

21           MS. JACKSON: At this time, your Honor, I would  
22   like to now introduce the CEO's next  
23   representative, LaTanya McDade, who will make a  
24   statement in support of the proposal, and you can

1 find her statement in Tab 24 of your binder.

2 MS. McDADE: Good evening, your Honor. My name  
3 is LaTanya McDade, L-a-T-a-n-y-a, M-c-D-a-d-e. I'm  
4 the Chief of Schools for the Chicago Public Schools  
5 Skyway Network.

6 Chicago Public Schools are divided up into  
7 networks. Network offices are run by a chief and  
8 provide support and oversight for the schools  
9 assigned to them on behalf of the CEO. Dulles is  
10 within the geographical boundaries of the Skyway  
11 Elementary Network.

12 By way of background, over the past  
13 15 years, I have worked in a number of capacities  
14 within public education, including assistant  
15 principal, principal, and Deputy Chief of Schools  
16 before -- prior to becoming Chief of Schools in  
17 2012. I hold a bachelor's degree in elementary  
18 education from Chicago State University, a master's  
19 degree in school leadership and administration from  
20 Loyola University, and I am currently pursuing a  
21 doctorate from Lewis University.

22 As you have already heard, Ross fits the  
23 criteria of the Chief Executive Officer's  
24 Guidelines for School Actions because it is

1 underutilized based on CPS Space Utilization  
2 Standards and student enrollment numbers recorded  
3 on the 20th attendance day for the 2012-2013 school  
4 year.

5 Ross students will be welcomed by Dulles  
6 located at 6311 South Calumet Avenue. The facility  
7 at 6311 South Calumet Avenue has enough space to  
8 welcome the Ross students, and the resulting  
9 combined enrollment will not exceed the facility's  
10 enrollment efficiency range.

11 When Ross students are welcomed by the  
12 Dulles administration, staff and students, they  
13 will be attending a higher performing school based  
14 on the CEO's Guidelines for School Actions.

15 One way that the CEO's Guidelines for  
16 School Actions define a higher performing school is  
17 if a school received a higher level on the  
18 Performance Policy for the 2011-2012 school year.  
19 Under the CPS Performance Policy located in your  
20 binder at Tab 12, each school receives an annual  
21 rating based on its performance on a variety of  
22 student outcome measures including standardized  
23 test scores and student attendance.

24 District wide, schools designated Level 1

1 are the highest performing, and schools designated  
2 Level 3 are the lowest performing. Ross received a  
3 Level 3 rating for the 2011-2012 school year while  
4 Dulles received a Level 2 rating. The Performance  
5 Policy reports reflecting these levels are included  
6 in the binder of documents that you have received  
7 at Tab 25. Please note that the Performance policy  
8 ratings from the 2011-2012 school year appear under  
9 the 2012-2013 header on these reports as these  
10 ratings are used to determine each school's  
11 accountability status for the 2012-2013 school  
12 year.

13           If this proposal is approved, students  
14 will receive additional supports at Ross during the  
15 remainder of this year and at Dulles next year, and  
16 CPS will provide assistance to ease the transition  
17 process as much as possible. CPS has developed a  
18 plan dedicating additional resources to address any  
19 safety concerns and to fulfill students' academic,  
20 social, and emotional, and other individual needs.

21           The draft transition plan explaining these  
22 additional resources was sent home to all families  
23 affected by this proposal and is located in your  
24 binder at Tab 1.

1 CPS will publish final transition plans if  
2 the Board approves this proposal which will  
3 incorporate feedback from community meetings, this  
4 hearing, and additional input received.

5 The CPS Office of Safety and Security, or  
6 OSS, has worked with the Chicago Police Department,  
7 the Department of Family and Support Services,  
8 local community groups and faith partners, elected  
9 officials, and other sister agencies to develop a  
10 plan for the safe transition of students. If this  
11 proposal is approved, OSS will take the following  
12 steps:

13 First, OSS will review and update school  
14 safety audits, security personnel allocations, and  
15 school safety technology systems to make  
16 enhancements as appropriate. Second, OSS will be  
17 available to address specific safety concerns  
18 raised by students and staff. Third, OSS will  
19 provide safe passage supports for students and  
20 staff traveling to and from school. Safe passage  
21 workers wear identifiable vests and stand on  
22 designated school corners to monitor students'  
23 safety during the travel to school in the morning  
24 and home in the afternoon.

1           Prior to the start of the 2013-2014 school  
2 year, OSS will work with the Dulles administration  
3 and the community to designate specific  
4 intersections for safe passage supports.

5           Additionally, students will receive  
6 academic supports as they transition including the  
7 following:

8           First, a principal transition coordinator,  
9 or PTC, will be assigned to help the principal of  
10 Ross maintain academic rigor for the remainder of  
11 the school year and ensure a smooth transition to  
12 Dulles. PTCs are former principals or other  
13 administrators with significant experience who will  
14 be a resource for the administration and ensure  
15 continuity of support for faculty and students.

16           Second, the Dulles administration will  
17 receive comprehensive student specific data on all  
18 transitioning students to allow staff to  
19 proactively identify individual student needs and  
20 prepare to meet those needs.

21           Third, principals will receive  
22 discretionary resources to provide direct academic  
23 support to students. For example, these funds may  
24 be used to provide an instructional coach, teacher

1 leader or to obtain an academic tutoring position  
2 or program for students in reading and math.  
3 Principals will be provided guidance and support as  
4 they consider how to use these resources.

5 Students will also receive social and  
6 emotional supports to help them adjust to a new  
7 school environment including the following:

8 First, CPS will help school staff members  
9 facilitate intervention groups or Peace Circles  
10 aimed at helping students work through concerns  
11 associated with the transition.

12 Second, CPS will help staff members  
13 implement restorative practices such as peer  
14 circles and peer juries to encourage peer-to-peer  
15 problem-solving and resolution.

16 Third, groups of students in need of more  
17 individualized attention will be provided with  
18 access to highly structured interventions.

19 Fourth, to foster an environment that is  
20 both supportive and inclusive for all students, CPS  
21 will provide resources to the Dulles leadership to  
22 implement culture-building activities such as staff  
23 luncheons and team- and trust-building activities.  
24 Resources will also be provided to sponsor

1 activities such as school visits for families,  
2 coffee chats with the principal, picnics, field  
3 trips or parent meetings to help transitioning  
4 families get to know their new school.

5 Finally, additional transition supports  
6 will be provided to ensure that Ross students who  
7 have unique needs or circumstances are adequately  
8 supported in this transition including students  
9 with diverse learning needs, students in temporary  
10 living situations, English-language learners, and  
11 early childhood participants. These additional  
12 supports are described in more detail in the draft  
13 transition plan located in your binder at Tabs 1  
14 and 2.

15 In conclusion, Ross is underutilized. The  
16 combined enrollment of Ross and Dulles students at  
17 6311 South Calumet facility will not exceed the  
18 facility's enrollment efficiency range, and Dulles  
19 is a higher performing school.

20 The CEO believes that this proposed school  
21 closure will help the district better serve all  
22 students and is prepared to assist students with  
23 additional supports as they transition.

24 Thank you for your time and attention.

1 This concludes my statement.

2 HEARING OFFICER GROSSI: All right. Thank you.

3 MS. JACKSON: Your Honor, this concludes the  
4 presentation in support of the CEO's proposal. If  
5 you have any questions, we would be happy to answer  
6 those at this time.

7 HEARING OFFICER GROSSI: Do you have any  
8 information on the class sizes at Dulles that's  
9 going to result as a result of this?

10 MS. RICHARDSON: I can provide that to you  
11 before 5 p.m. tomorrow and amend the testimony with  
12 that response.

13 HEARING OFFICER GROSSI: Okay. Thank you. It  
14 appears that the Board took less time than they  
15 were allotted, so that leaves more time for the  
16 public. So we're going to begin with the public  
17 comments.

18 Just as you were, unfortunately,  
19 restricted at the community meeting, we're going to  
20 have to restrict it to two minutes here, too, so  
21 you all get a chance to speak. We have a time  
22 monitor there. She's going to be flashing when  
23 there's 30 seconds left, a big red card that will  
24 indicate that you have to stop. All right.

1           Is there anybody here -- is there any  
2 alderman here from an alderman's office that wishes  
3 to speak at the outset or not? You wish to speak?

4           ALDERMAN: No, sir.

5           HEARING OFFICER GROSSI: We're going to go down  
6 the line then. I do have one caution to any  
7 student who wishes to come up here. Because you're  
8 all minors, you are not to identify yourself by  
9 name. Just use the initials of your first name and  
10 your last name, like CB. You can't have your  
11 actual name go into the record. Okay.

12           Let's see. It says Felecia Reed does not  
13 wish to speak, right?

14           MS. REED: No.

15           HEARING OFFICER GROSSI: Then we're down to  
16 Wanda Toote.

17           MS. TOOTE: Good evening, your Honor.

18           HEARING OFFICER GROSSI: Good evening.

19           MS. TOOTE: My name is Wanda Toote, W-a-n-d-a,  
20 T-o-o-t-e. I have been given the responsibility to  
21 give the introductions.

22           Betsy Ross Elementary School was named  
23 after Betsy Ross, born in 1752 in Philadelphia,  
24 Pennsylvania. She was the eighth of 17 children

1 and best known for making the first American flag.  
2 She apprenticed with an upholsterer before  
3 irrevocably splitting with her family to marry an  
4 Anglican. The couple opened their own upholstery  
5 business drawing on Betsy's deft needlework skills.

6 In 1776, her first husband, John, was  
7 killed by a gun powder explosion. A year later,  
8 she married a sailor who also met an unfortunate  
9 end. In 1783, Betsy married for a third and final  
10 time. He died 34 years later, in 1817, after a  
11 long disability. Betsy Ross's life struggles were  
12 truly impressive.

13 Today, most scholars agree that it was not  
14 Betsy who made the first flag, but we know that she  
15 was a flag maker who was paid by the Pennsylvania  
16 State Navy Board.

17 The Betsy Ross House where she is reported  
18 to have made the flag and the claim that she once  
19 lived there is also a matter of dispute. Despite  
20 the unlikelihood of the story for which she is  
21 known, Betsy Ross is, however, a fine example of  
22 what many women of her time audaciously endured,  
23 widowhood, single motherhood, managing household  
24 and property independently and quickly remarrying

1 for economic reasons, and her story and her life  
2 are nonetheless stitched into the fabric of  
3 American history.

4 Betsy Ross Elementary School has continued  
5 Betsy's legacy of hard work and survival as her  
6 namesake families at Betsy Ross have had lives full  
7 of struggles, but they have moved on to do great  
8 things. A lot of our children come from single  
9 parent homes where they have to endure a lot of  
10 challenges.

11 HEARING OFFICER GROSSI: Ma'am, I am going to  
12 ask you to wrap up unfortunately.

13 MS. TOOTE: Somebody else's time is going to be  
14 cut and they know it; is that okay?

15 HEARING OFFICER GROSSI: Within reason.

16 MS. TOOTE: Just as the validity of Betsy  
17 Ross's accomplishments are a matter of dispute, so  
18 is the validity of the contributions that Betsy  
19 Ross Elementary School made to society.

20 Even though we're in the Washington Park  
21 area, our school has a lot of high performing,  
22 talented students and produced people like Dwayne  
23 Wade of Miami Heat and Lorraine Hansberry, who  
24 wrote Raisin in the Sun.

1           So as we go through our data this evening,  
2   I can only quote Lorraine Hansberry, "When you  
3   start measuring somebody, measure him right...make  
4   sure you done take into account what hills and  
5   valleys come through before he got wherever he is."

6           Ladies and gentlemen, we will present to  
7   you the criteria that you should consider before  
8   closing Betsy Ross.

9           HEARING OFFICER GROSSI: Thank you.

10          Darrell Kelly.

11          MR. KELLY: D-a-r-r-e-l-l, K-e-l-l-y, and this  
12   is Ross, school of truth. Now this eagle has been  
13   soaring for a long time but there's (inaudible)  
14   somewhere in this.

15          So why CPS recommend to close Ross if  
16   enrollment has declined by 38 percent over the last  
17   the ten years? There's truth to that. Public  
18   housing contributed to that case. But in the last  
19   three years, we have seen renovation of the  
20   Caldwell building between 51st and Indiana, new  
21   development construction at 60th and Wabash, and  
22   renovations at 59th and Wabash. These buildings  
23   have opened within the last six months. So we are  
24   seeing an upward trend in the attendance at Ross.

1 Those things were not taken into account.

2 It is true that Dulles' enrollment is 540.

3 But who wish to go to a community where they  
4 themselves are having issues? Housing projects,  
5 the loss of students. And who places a charter  
6 school one block away from the existing CPS school?  
7 We don't see that as a problem, but we know it is.

8 So the Ross school lacks ADA  
9 accessibility. A building with ADA is a ramp. We  
10 have a ramp. And if the Board is considering the  
11 elevator, how long has Betsy Ross been in existence  
12 without an elevator but yet is still maintained for  
13 almost 70 years?

14 Betsy Ross is and always will be the  
15 cornerstone of a community that's growing. Again,  
16 I hope you all consider that though the last ten  
17 years been in decline, with the new renovations and  
18 the properties opening in the Ross community, we  
19 will see an upward trend in enrollment. And if you  
20 consider us for this opportunity, I believe within  
21 the next year or so, you may see an increase of 150  
22 students or more by September.

23 HEARING OFFICER GROSSI: Thank you.

24 Student A, NS.

1       STUDENT NS: My name is NS, and I'm an 8th  
2 grader at Betsy Ross School. I ask myself, why  
3 would anyone want to close a great school? Have  
4 you ever visited Ross? Have you spoken to the  
5 children? Have you seen the laughter, their smiles  
6 when they are greeted every day at the door by  
7 Dr. Shabazz and Mrs. Wards?

8               On the day it was announced -- on the  
9 day -- sorry. On the day it was announced that our  
10 school was closing, tears flowed throughout the  
11 day. Children were comforted by teachers and  
12 staff; but the next day, we, the children, decided  
13 like the great Muhammad Ali to get up, to fight  
14 back, to throw punches, not in violence, but in our  
15 success, our stories, and our lives.

16              I am here today to represent those before  
17 me and the successes after me. We believe and look  
18 up to you and you seem have to given up.  
19 Muhammad Ali once said, I never give up on those  
20 who look up to me. It means that he never gives up  
21 on those who believe in him.

22              You look down on us, you gave up. We  
23 still have some people to believe in. Our  
24 principals, our teachers, and staff. The great

1 Victor Hugo once said, He who opens a school door  
2 closes a prison. Then my school was the gateway  
3 between heaven and hell.

4 So I ask today, which door are you opening  
5 for the children of the Ross community? Don't  
6 close something great, something that can become  
7 impossible to defeat. Martin Luther King, Junior,  
8 said, All who call on God in true faith earnestly  
9 from the heart will certainly be heard and will  
10 receive what they have asked and desired.

11 For that, we call on you to allow us the  
12 Eagles of Ross to soar. Thank you.

13 HEARING OFFICER GROSSI: Student B, AB.

14 STUDENT AB: Good afternoon. My name is AB.

15 HEARING OFFICER GROSSI: We'll call you AB.

16 A VOICE: Excuse me, but I am the parent. It's  
17 okay. I'm her parent. I'm the parent of her.

18 HEARING OFFICER GROSSI: Okay.

19 STUDENT AB: I'm a fellow 4th grader honor roll  
20 student at Betsy Ross Elementary School, and this  
21 is my report card that I show you that I am an  
22 honor roll student. Have a nice day.

23 HEARING OFFICER GROSSI: Thank you. Student C,  
24 TM. Student C, TM.

1           STUDENT TM: Good evening. My name is -- I  
2 mean, my name is TM, and I am a second grader at  
3 Betsy Ross Elementary School, and I'm coming to  
4 tell you that what if a kid was outside around  
5 Dulles when they was shooting and what if a kid was  
6 up in a park when the car went through the gate?  
7 Thank you.

8           HEARING OFFICER GROSSI: Thank you. Student D,  
9 EL. Not going to talk? Okay. Student E as well,  
10 DH.

11          STUDENT DH: Good evening. My name is DH, and  
12 I am in third grade at Betsy Ross Elementary, and  
13 I'm an honor roll student at Betsy Ross Elementary,  
14 and these are my grade documents to show you that  
15 I'm an honor roll student.

16          HEARING OFFICER GROSSI: Student F, CH.

17          STUDENT CH: Hi. My name is CH. I'm a middle  
18 school student at Betsy Ross Elementary School and  
19 I disagree that Ross should close because this  
20 school has any and everything a perfect school can  
21 have. We have two computer labs with more than 35  
22 computers in each one. Not only that, each  
23 classroom has four computers and it's own  
24 SMART Board.

1           We have teachers who care for students and  
2   a principal who would do anything to get everything  
3   that is appropriate for a school. In our school,  
4   we have students in 4th and 5th grades who keep  
5   saying that they can't wait for middle school.  
6   They want to graduate from Betsy Ross that they  
7   can't imagine going to any other school. I can't  
8   either.

9           My favorite part about my school is all of  
10   the teachers and activities like gym, art, library,  
11   social studies, science, math, and even reading.  
12   This school is also really special to me because of  
13   the love, care and hearts the staff have for us. I  
14   have been -- I have been to other schools and none  
15   of them compares to Betsy Ross. We are Eagles and  
16   we want to soar.

17           Thank you for listening.

18           HEARING OFFICER GROSSI: Student G, CW.

19           STUDENT CW: Hi. My name is CW. Good evening.  
20   My name is CW. I am a Betsy Ross student. I am  
21   not going to speak a full page letter, but I will  
22   just tell you the facts at Betsy Ross School.

23           The school is open to -- the school is  
24   open six to seven days a week from 6 a.m. to 7 p.m.

1 most of the time 8 or 9 p.m. We have two computer  
2 labs, all day art and all day library. The Joffrey  
3 Ballet for 1st and 2nd grade girls who attend the  
4 Joffrey tower downtown Chicago. We learn different  
5 techniques every day but we take it slow for kids  
6 who don't understand.

7 We have different after-school programs  
8 like LEAP, Rocket Learning, Sylvan Learning,  
9 Orion's Math. We use technology for us to learn  
10 like iPads, computers, SMART Boards and clickers.

11 Here at Ross we do STMath, i-Ready, MAP  
12 Math, Khan Academy, LearnZillion, Mr. Anker,  
13 mathematics, and Battle of the Books where students  
14 at Betsy Ross got 1st place in the Burnham Park  
15 area. We have talent shows where any student at  
16 Ross is welcome to show their talent.

17 At Ross -- at Ross School, our teachers  
18 and principals want us to soar. We did Read the  
19 Most from coast to coast, and at Ross, we read the  
20 most. I am one of the students and younger 1st  
21 and 2nd grade students who won a competition for  
22 reading the most out of the whole school and we  
23 will be awarded.

24 Those are just some of the few things we

1 do at Betsy Ross School. But if you want us -- but  
2 if you want to know more, you will have to come and  
3 view it with your own eyeballs.

4 HEARING OFFICER GROSSI: Thank you. Student H,  
5 TS.

6 STUDENT TS: Good evening. My name is TS, and  
7 I am a student at Betsy Ross Elementary School. I  
8 am here today to show how grateful I am to have a  
9 school like Betsy Ross and to be welcome into their  
10 family.

11 I am concerned that if they send us to  
12 Dulles or Carter, they won't have the love and care  
13 and respect they show us here at Betsy Ross. I  
14 have siblings in 2nd and 3rd grade that have a  
15 passion for Betsy Ross. They come home and tell  
16 everybody how much they love their school and that  
17 Betsy Ross is their favorite school ever which  
18 makes our mom happy about sending us to Betsy Ross.

19 Many say that the neighborhood isn't safe,  
20 but if it isn't safe, why would you send us across  
21 the lines in which violence occurs?

22 I'm here to get the understanding of the  
23 CPS process which involves my beloved school. I  
24 was wondering if we left 2012 behind and jumped

1 into 2013 why are we going backwards instead of  
2 forward with the future waiting on us scholars  
3 today. Thank you for your time..

4 HEARING OFFICER GROSSI: Thank you.

5 Student I, CM.

6 STUDENT CM: Hello. My name is CM, and I'm a  
7 7th grader at Betsy Ross. I believe that Betsy  
8 Ross should stay open because I am a -- because I  
9 am concerned that my family and friends will not  
10 truly be welcomed at the school we are being  
11 assigned to. I guess I feel this way because going  
12 to my school is like going home.

13 I would like to share just one of the many  
14 reasons my school is special to me. When I was in  
15 4th grade at Betsy Ross, nobody could tell me to  
16 pick up a book. My grades looked like garbage.  
17 Then the new principals came in and everything  
18 started to change.

19 I began to care about my school and my  
20 education. My test scores began to grow and I  
21 began to love reading books. In fact, I just won a  
22 school-wide contest for reading the most books and  
23 taking the most Accelerated Reader tests on Read  
24 the Most from Coast to Coast day. And do you know

1 what the best part was? I was able to pick out  
2 five brand new books to keep for my own.

3 I love being part of a school that  
4 supports my learning, and I am worried that a new  
5 school will not take the same interest in me as an  
6 individual. At Betsy Ross, I am not a student. I  
7 am a family member.

8 So I plead, please keep my school open.  
9 Thank you for your time.

10 HEARING OFFICER GROSSI: Thank you.

11 Student J, MB.

12 STUDENT MB: Hello, my name is --

13 HEARING OFFICER GROSSI: Hi.

14 STUDENT MB: Hi. Hello, my name is MB. I am a  
15 current student at Betsy Ross Elementary School. I  
16 am willing to do anything to keep my school open.

17 Here at Ross Elementary, I feel safe  
18 coming in our school building because I know that  
19 there are no weapons or any way that I can be  
20 harmed because we have a full-day security guard  
21 who protects us. He checks anyone and everything  
22 that comes in the building to make sure no one has  
23 anything that could hurt other students.

24 I have been to Dulles once or twice, but I

1 have friends that attend Dulles, and they say they  
2 do not feel safe in Dulles because they do not have  
3 security guards. There are a lot of gangs and  
4 violence near their school and also in their  
5 school.

6 As a student, I think that Dulles will not  
7 provide me the knowledge that I need because Dulles  
8 does not have a full-day librarian or full-day art  
9 teacher. Here at Ross we have those things and the  
10 art and library teachers are willing to stay late  
11 as possible, not just those teachers, but the whole  
12 Betsy Ross staff.

13 If you ride past Dulles at 7:30 or  
14 8 o'clock, you see no cars, no lights on. If you  
15 ride past Ross at 7:30 or 8 o'clock, you see cars  
16 and lights on because teachers and others are  
17 trying to see what they could do to become a better  
18 teacher to help students with what they need.

19 And here at Ross, we have pride, we have  
20 dignity, and we are a family, and we are Betsy Ross  
21 Elementary School and we will not be closed any  
22 time soon. Thank you.

23 HEARING OFFICER GROSSI: Felicia Shakespeare.

24 MS. SHAKESPEARE: Good evening. I would like

1 to start by saying that at Betsy Ross we do believe  
2 that excellence is attainable. One thing that we  
3 are referring to tonight is a document called Ross,  
4 The Truth. What we have listed is what CPS  
5 recommends as the reasons to close Ross and what  
6 Dulles is bringing, Ross, The Truth.

7           What I would like to start off by saying  
8 is there was a vision for Betsy Ross to open a  
9 thriving library and media center. Over a year ago  
10 at this time, I came to Betsy Ross to actually make  
11 that dream come true. At this time, we were able  
12 to come into district compliance by opening our  
13 automated system which is called SOLAR which is  
14 Seeking On Line Access to Resources which brings  
15 digital and print resources to students in their  
16 families of Betsy Ross.

17           You said we did not have a library, but we  
18 have a library. In our library, we have over 3,000  
19 books that have been manually entered. We also  
20 have access to over 7,000 E-books. We also have a  
21 very strong relationship with the American Library  
22 Association who's actually here tonight to be part  
23 of our family. We've also have implemented reading  
24 programs through our library. One you heard

1 tonight is called the Accelerated Reader program,  
2 and I would like to say, to date, the students have  
3 read over 4,809 books at Betsy Ross which consists  
4 of over 23 million words. So we are reading at  
5 Betsy Ross.

6 I would also like to add, as it has been  
7 before stated, the issue was technology, that Ross  
8 lacks technology. That is not true. Ross has two  
9 state-of-the-art computer labs each with enough  
10 computers for the entire class. Each classroom  
11 teacher has four desktop classrooms -- I'm sorry,  
12 per classroom with printers, scanners, copiers, and  
13 faxers. We also have SMART Boards in every class,  
14 even including the library.

15 We also have document cams for every  
16 class, and we have a well-equipped science lab with  
17 new science program materials available, and iPads  
18 also can be made available no matter the facility.

19 So I would once again ask you to reassess  
20 what you're saying about Betsy Ross.

21 HEARING OFFICER GROSSI: Thank you.

22 Lejon Ross-Busch.

23 MS. ROSS-BUSCH: Good evening. My name is  
24 Lejon Ross-Busch, L-e-j-o-n, R-o-s-s, hyphen,

1 B-u-s-c-h. I'm speaking from the document Ross,  
2 The Truth.

3 As it relates to interior improvements  
4 needed at Ross and upgrades that will be given at  
5 Dulles School. One of the first things that my  
6 principal did when he came to Betsy Ross was to  
7 improve the culture and the climate of the school.  
8 So a part of the culture and the climate would of  
9 course be the building interiors.

10 He formed a partnership with Chicago Cares  
11 and other partnerships, and we were able to have  
12 our building and our classrooms painted and that  
13 was free. No cost. That would have cost CPS over  
14 a hundred thousand dollars. We also have murals on  
15 the second and third floor that showcase the  
16 skylines of various countries. We also have quotes  
17 and pictures of famous African-Americans on the  
18 walls located on the second floor.

19 We also have white boards in every  
20 classroom. We have a new roof. It's probably  
21 about seven years old.

22 We also looked at the outside facilities.  
23 Ross has a park adjacent to it. It also has enough  
24 room for us to play, the children to play at

1 recess. We also have an area in the back that's  
2 used for physical education classes. This allows  
3 physical education and library class -- physical  
4 education and recess to happen at the same time.

5 Thank you for your consideration and you  
6 listening.

7 HEARING OFFICER GROSSI: Thank you.

8 Ernestine Clarke.

9 MS. CLARKE: Good evening. My name is  
10 Ernestine Clarke, and I'm a proud teacher at the  
11 Betsy Ross Elementary School. I am the early  
12 childhood special education teacher, and I'm here  
13 to speak about our dynamic special education  
14 department which includes: We have inclusion from  
15 pre-K all the way to 8th grade. All of our special  
16 ed teachers are included in the common preps with  
17 the gen ed teachers. What a great way to  
18 collaborate because, remember, excellence is  
19 attainable at Betsy Ross.

20 I am the early childhood instructor and  
21 teacher at Betsy Ross. My program is a cluster  
22 program meaning that my students come from all over  
23 the City of Chicago. Let me give you a little  
24 demographics. From 98th and Bensley to the home of

1 our President, Barack Obama, that's where my  
2 students come from. They're city-wide.

3 Also, all of our rooms are technology  
4 ready. We have SMART Boards, computers, as many as  
5 we want, thanks to our principal. My kids also  
6 have touch screen; and, believe me, they can use a  
7 touch screen as well as the mouse.

8 We have inclusion for all of our field  
9 trips. That's from pre-K to 8th grade. We also in  
10 the special ed department have the same materials  
11 as our gen ed colleagues and students because,  
12 remember, excellence is attainable.

13 Also at Betsy Ross, in the early childhood  
14 instructional program, for the past five years,  
15 when it came time for our students for the  
16 re-evaluation, for them to be re-evaluated to see  
17 if they was going to stay continuous special ed or  
18 move on, I'm happy to say we have six students that  
19 moved on. I can't give you the names right now  
20 because that's confidentiality. Six students who  
21 were able to go into a regular 1st grade classroom.

22 And just today, I received a placement  
23 letter stating that I was going to have a new  
24 student. And guess what? That parent showed up

1 and we welcomed that parent. That parent enrolled  
2 and we gave them a book because we believe in  
3 literacy at Betsy Ross. All of our classrooms are  
4 staffed with classroom libraries and, believe me,  
5 the students use those libraries that we have in  
6 our classroom.

7 Remember, excellence is attainable at  
8 Betsy Ross Cockrell. Thank you for your attention.

9 HEARING OFFICER GROSSI: Thank you.

10 Brenda Love.

11 MS. LOVE: Coming. Good evening. My name is  
12 Brenda Love. That's B-r-e-n-d-a, L-o-v-e. I am  
13 going to talk a little bit about the lack of  
14 security technology. That's what they said about  
15 us for Ross Elementary.

16 For Dulles, it says security and  
17 technology such as entry screening and equipment.  
18 Well, we have those same kinds of things at our  
19 school. The security entry equipment is currently  
20 located at our main entrance. The security cameras  
21 are located in the parking lot, south entrance and  
22 north entrance. Monitoring equipment is located at  
23 the main entrance and office.

24 Lack of intervention programs they say

1 about us. They say, well, Dulles has academic  
2 intervention programs. Well, the truth is, for  
3 Betsy Ross, we have a partnership with LEAP. We  
4 have SES programs. We have Saturday school. And  
5 our children love to come to Saturday school. We  
6 have I Read It which is a web-based computer assist  
7 reading program. Our children love to do I Read  
8 It. You have not seen how well they do on I Read  
9 It when they are in the computer lab. They are so  
10 quiet, you just don't know that they're there, but  
11 they're sitting there.

12 We also have STMath, web-based computer  
13 assisted math. We have RTI, reading and math  
14 groups to address Level 2 students.

15 Our children are working hard, and I can't  
16 see why anyone wants to close Betsy Ross. Our  
17 children are working hard, and they just don't  
18 understand. And I don't know how anyone is going  
19 to make them understand that this is supposed to be  
20 all right.

21 But thank you for listening, and I want  
22 you all to have a blessed and wonderful day.

23 HEARING OFFICER GROSSI: Evelyn Sanford.

24 MS. SANFORD: Good evening. My name is

1 Evelyn Sanford, E-v-e-l-y-n, S-a-n-f-o-r-d. I'm  
2 the visual arts instructor at Betsy Ross  
3 Elementary.

4 I'm going to continue with the Betsy Ross,  
5 The Truth document talking about our before- and  
6 after-school extra-curricular activities, youth  
7 anti-violence. As far as Betsy Ross is concerned,  
8 we have Jiji and iReady programs which were  
9 available before and after school. So schools open  
10 before 8 o'clock and students have the opportunity  
11 to come in using computer labs to work on the Jiji  
12 and iReady programs.

13 We have the no cut policy for sports  
14 teams. So if students want to come out and play  
15 basketball, there's no try-out. If you are keeping  
16 your grades up and you want to play, then you're  
17 able to play. And those programs are available  
18 before and after school, volleyball, basketball.  
19 The gym is open so students are using that before  
20 school starts and again after school is over up  
21 until about 7, 8 o'clock at night. We have  
22 students in the building which is a part of our  
23 anti-violence. So instead of having students out  
24 in the streets where they say most issues occur

1 between 3 and 5, our students are safe because  
2 they're in the building with us being supervised,  
3 participating in after-school extra-curricular  
4 activities.

5 We also have co-ed Double Dutch which our  
6 students are multiple city champs. Co-ed flag  
7 football. Students are multiple regional champs,  
8 third in the city. Girls and boys track, all-city  
9 champs. Girls and boys volleyball. Girls and boys  
10 softball.

11 We also spoke about the Joffrey Ballet  
12 which is available to 1st and 2nd grade students.  
13 Ballroom dance. Art club which I facilitate twice  
14 a week. And Battle of the Books.

15 Our students again are safe within our  
16 school participating in these clubs. We have math  
17 competitions. Our students are nationally ranked  
18 in 2012. Drama club performs a high quality play  
19 each winter. And our teachers also volunteer as  
20 tutors, keeping them safe in our school, and that's  
21 a part of our nonviolence and extra-curricular  
22 activities that we provide here at Betsy Ross.  
23 Thank you.

24 HEARING OFFICER GROSSI: Thank you.

1 Idella Daughrity.

2 MS. DAUGHRITY: Good evening. My name is  
3 Idella Daughrity, I-d-e-l-l-a, D-a-u-g-h-r-i-t-y.  
4 I love working at Betsy Ross School. I'm a teacher  
5 there. We are a family at Betsy Ross School. We  
6 work together at Betsy Ross School. We plan  
7 lessons, projects, and field trips together. We  
8 review test data and student-led conference to help  
9 them excel.

10 We plan real-world experience for them,  
11 such as mock election, such as the economy, stuff  
12 that they can really identify and help them in the  
13 real world when they leave Betsy Ross. We, the  
14 entire staff at Betsy Ross, work together to  
15 prepare our students to be successful.

16 Thank you for listening.

17 HEARING OFFICER GROSSI: Janella Alexander.

18 MS. ALEXANDER: Hello. My name is  
19 Janella Alexander, J-a-n-e-l-l-a,  
20 A-l-e-x-a-n-d-e-r. Hello to everyone. I'm an  
21 instructor assistant at Betsy Ross Elementary  
22 School, and we are a family there at Betsy Ross  
23 Elementary School.

24 When the students come in the building,

1 they are greeted by Dr. Shabazz and Ms. Wards. And  
2 when they come down to the lunchroom for breakfast,  
3 I'm there along with my other colleagues to greet  
4 them as well. We give them a hug. We say hello to  
5 them. If there's any need for them at that time,  
6 we'll address that need.

7 We -- along with the programs and  
8 activities at the school, we are there for the  
9 kids. Leading up to the ISAT testing, we was  
10 there. The students, the teachers, we was there.  
11 During day school, after school, Saturday school,  
12 summer school, we was there. You know, they said  
13 it takes a village to raise a child, we are that  
14 village at Betsy Ross School to help our children  
15 in their education.

16 So I say to you, to everyone here that you  
17 all are making a great mistake by closing Betsy  
18 Ross Elementary School. And I have been there for  
19 some time now and I plan on retiring from Betsy  
20 Ross. Thank you.

21 HEARING OFFICER GROSSI: Thank you.

22 Edmund Vasquez.

23 MR. VASQUEZ: Good evening. My name is  
24 Edmund Vasquez, E-d-m-u-n-d, V-a-s-q-u-e-z.

1 I just wanted to hand you guys these  
2 petitions for closing our school. There's I  
3 believe 649. That's there.

4 I just wanted to say that it is a great  
5 mistake that you guys are closing Betsy Ross. I  
6 know you guys have not seen it with your own eyes,  
7 the beauty that has come out of a community that  
8 was designed to fail anyway. You guys need to come  
9 out and check us out. I like doing the talent  
10 shows. I invite you guys to come out during that  
11 time. All right. Have a great evening.

12 HEARING OFFICER GROSSI: Thank you.

13 Student K, JD.

14 STUDENT JD: Good evening. I am JD, a former  
15 graduate from Betsy Ross Elementary School.

16 I just want to inform you how Betsy Ross  
17 changed my life. I came to Betsy Ross in 6th  
18 grade. It was hard for me since our teacher was so  
19 ill we didn't have a stable teacher. It was very  
20 distracting because we also didn't have a stable  
21 lesson plan.

22 But somehow a miracle hit us and it hit us  
23 hard: Ms. Ross-Busch, an outstanding math teacher.  
24 She came with a plan, a perfect plan, a plan to

1 make sure our ISAT scores soar. Ms. Ross-Busch  
2 came right when ISAT testing was around the corner.  
3 As students, we knew we had to put in work and  
4 quick to make ourselves soar.

5 In 7th grade, we were blessed with a  
6 wonderful and outstanding principal, Dr. Shabazz.  
7 At this age of time, I was immature and he made me  
8 see things bigger and better and told me to take  
9 every opportunity to do my best. And I did.

10 Now I am attending Dunbar Vocational High  
11 School with a 3.7 GPA and I'm working my way up  
12 because eagles soar.

13 Another thing, I entered the school today  
14 and I came in the room where my teachers was  
15 conferencing with the report cards and I told  
16 Ms. Ross-Busch, I have a problem. My problem is  
17 that I have three Bs on my report card and it  
18 brought my GPA down to a 3.4. And the first thing  
19 she told me, well, we have to do that, what are you  
20 guys working on? I told her, equations, I can't  
21 get it. Can you help me? And she told me, come  
22 after school, I will be here and I will help you.

23 To me, she plays the most important role  
24 in my life because now I'm sitting with As and

1     excelling in algebra, and I just want to give a  
2     thanks out to Ms. Ross-Busch.

3           HEARING OFFICER GROSSI:   Student L, LS.

4           STUDENT LS:   Good evening.   My name is LS.   I  
5     am current graduate from Betsy Ross Elementary.

6           And at Ross, we are family.   Walking in  
7     the school, I was proud to go to school.   I  
8     transferred from Dulles Elementary to Betsy Ross.  
9     I transferred.   My reasons was because I didn't  
10    learn anything.   But at Ross, I learned a lot.   I  
11    was at Dulles for five, six years.   I mean, I went  
12    to Ross before.   And what I learned at Dulles -- I  
13    mean what I learned at Ross couldn't compare to  
14    what I learned at Dulles.

15           At Ross, we are family.   They weren't  
16    Ms. Ross-Busch or Ms. Loggins or Ms. Harrington.  
17    They was Momma Ross-Busch, Momma Loggins, and  
18    Momma Harrington.

19           The question that bothers me the most is  
20    why send great kids -- why send great kids who soar  
21    to a school where most kids are rude and they don't  
22    even care?   I say this on experience because I  
23    lived with those students from Dulles.   I lived in  
24    that same community and walked those same halls as

1 those kids walk today.

2 And Ross is more than a place for  
3 education, but it is a place to learn and grow. I  
4 have become who I am today from Ross, at Ross. I  
5 have two younger siblings at Ross today. My  
6 younger sibling is in 5th grade, and coming into  
7 Ross, she couldn't read or write. Now she's able  
8 to read and write because of Ross. Her grades  
9 coming from Fs to Ds to Cs and Bs.

10 CPS claims the school lacks students, but  
11 have you ever thought that we lack students because  
12 of homes being torn down and the violence? Last  
13 year, an 8th grader lost his life to a student  
14 between the two schools -- well, lost his life to a  
15 student at Carter Elementary which our Ross kids  
16 would have to go to. And his death also affected  
17 our lack of students because a lot of kids left  
18 after that because it was an emotional time.

19 I soared at Ross, graduating in the Class  
20 of 2012 salutatorian and also receiving a Daniel  
21 Murphy Scholarship. I was as well class president  
22 for the 7th and 8th grade year.

23 Betsy Ross prepares us for life. Dulles  
24 only prepares you for the next stage. So I think

1 taking what we have here and moving it to somewhere  
2 else where we have to start fresh doesn't make  
3 sense because look at us here. We all here to  
4 support us. Not just -- we not here to get our  
5 point across but make sure everybody else get  
6 theirs across, too. We are family. Don't break us  
7 apart. Thank you.

8 HEARING OFFICER GROSSI: Student M, KG.

9 STUDENT KG: Good evening. I am KG. I am a  
10 former graduate at Ross. Going to Ross was the  
11 best years of my life. I appreciate the most  
12 important people in my life today from Ross,  
13 Ms. Loggins, Ms. Ross-Busch, Ms. Wards  
14 Ms. Harrington, and Dr. Shabazz. Those are the  
15 people who made me the person I am today.

16 Betsy Ross is another home and another  
17 family. They went through so much to help us.  
18 They stayed after school to help us. Even when we  
19 went to high school, they still took time out of  
20 their day to help us.

21 Not only will I be hurt, the kids will  
22 also be hurt. They look up to those people and --  
23 excuse me -- and to take the kids away from Ross  
24 and put them somewhere uncomfortable, unsafe, and

1 where they won't feel like family, out of all the  
2 kids in Dulles, plus Ross kids. Ross staff members  
3 takes the time to get to know each and every one of  
4 the kids and make them feel welcome and help them  
5 to the best of their ability.

6 So I say that you don't close Ross for the  
7 kids.

8 HEARING OFFICER GROSSI: Student N, JC.

9 STUDENT JC: My experience at Betsy Ross has  
10 been the best experience I've ever had in my school  
11 life. I began attending Ross in September of 2012,  
12 and since the beginning, I felt welcome. It may be  
13 because how kindhearted our teachers are. It may  
14 be because how welcoming our students are; and it  
15 may be because our principal and assistant  
16 principal do everything they can for us.

17 I do know that every student at Betsy Ross  
18 is receiving everything that he or she needs  
19 whether it's academic learning or feeling  
20 confidence; but, most importantly, I know that  
21 every time I step into Ross, I feel brand new.

22 Please keep Betsy Ross open. Thank you.

23 HEARING OFFICER GROSSI: Student O, KS.

24 STUDENT KS: Hi. My name is KS. I have my

1 report card. In reading, in reading -- I mean,  
2 yes, in reading, I have an A. In writing, I have  
3 an A. In listening, I have a B. In speaking, I  
4 have an A. In research, I have an A, too. In  
5 mathematics, I have an A. In social studies, I  
6 have A. In art, I have an A. In social studies, I  
7 have an A. In physical education, I have a B. In  
8 library science, I have a B. In learning  
9 technology, I have a B.

10 I was there last week -- I mean, I wasn't  
11 here, but I was at the other meeting. At Betsy  
12 Ross, we soar like Eagles. We strive like Eagles.  
13 We always do our best. Discussions about education  
14 should not be made about money. They should be all  
15 about the kids.

16 Nelson Mandela once said, Education is the  
17 most powerful weapon which you can use to change  
18 the world. I feel that I can only do that if I  
19 stay at Ross.

20 We are provided so many opportunities to  
21 succeed, even coming here to speak tonight. My  
22 teachers know that this opportunity will help us to  
23 -- I mean, to help us speak for ourselves in the  
24 future. There is nobody who could teach like them.

1 They teach me the way I understand, and we have fun  
2 while doing it.

3 Just last week we baked cookies to  
4 practice measurement. Eating and learning. Does  
5 it get any better? Yes, does it get any better? I  
6 don't think so.

7 So to finish, I'd just like to say that at  
8 Ross we learn. Like Dr. King said, we need to  
9 fight for our rights, and I will fight for my  
10 school. Thank you.

11 HEARING OFFICER GROSSI: Jai Jones.

12 MS. JONES: Hello. I am Jai Jones, J-a-i,  
13 J-o-n-e-s. Everybody come up here and say that  
14 they are family. I can agree to that because we  
15 walked in the school and they opened their arms up  
16 to us. It's like when we was looking for a school,  
17 we went to Dulles. We went to every school in our  
18 community. And it was cold and it was snowing, but  
19 I had to walk.

20 And I was so upset by the time I reached  
21 Betsy Ross. I'm like, you're not going to turn me  
22 around. They said, no, we not. And they opened  
23 their arms to my kids. And ever since then, we  
24 felt like family. And we never did have a family.

1           And when my kids started going to  
2   Betsy Ross, Dr. Shabazz and Ms. Wards, it's not  
3   just about education with them. They love their  
4   kids. They love the parents. They can do anything  
5   that they can seven days a week, 24 hours a day.  
6   And some of these kids go home, they don't have a  
7   mother, father, sister, brother, auntie, uncle.

8           So we need Betsy Ross for these kids,  
9   because I grew up like that. And for Ms. Wards and  
10   Dr. Shabazz to love them kids more than they should  
11   and they have to, it's a blessing. And we don't  
12   want to take that away from the kids because they  
13   do have a family.

14          And it's going to make me cry because I  
15   never had one and they have a family that loves  
16   them. I want to see them make it. I want them to  
17   get an education. So what would they do if you all  
18   take that away? It's like tearing a child right  
19   from a mother and father, and not just a mother and  
20   father, but a mother and father that love them.

21          So we have to just think about things like  
22   that, and with that love, we want to make our  
23   parents proud, and that's Betsy Ross. Thank you.

24          HEARING OFFICER GROSSI: Thank you.

1 Student P, DJ.

2 STUDENT DJ: Hello.

3 A VOICE: If you don't want to, you don't have  
4 to.

5 A VOICE: Good job.

6 HEARING OFFICER GROSSI: Thank you.

7 Student Q, MJ.

8 STUDENT MJ: Hello. My name is MJ. At Betsy  
9 Ross, my teacher, Mr. Anderson, he teaches us  
10 things that you would learn in 8th grade or high  
11 school like algebra. It's hard, but he makes it  
12 easy for us. And all the teachers in the school  
13 really love us.

14 HEARING OFFICER GROSSI: Thank you.

15 Johnnie Hall.

16 MR. HALL: Good afternoon. My name is  
17 Johnnie Hall, J-o-h-n-n-i-e, H-a-l-l.

18 I just want to start off by saying we are  
19 a family. I'm a factory worker just in case you  
20 want to know. We are a family. It would bring  
21 (inaudible) if you close Betsy Ross.

22 I have been through this once. Lord  
23 knows, I can't go through it twice. It hurts.  
24 It's painful. Ms. Wards, Dr. Shabazz, the

1 teachers, the students, the parents are great.  
2 We're all a family.

3 All I'm asking you, let Betsy Ross stay  
4 open. It will work. Just give us a chance. Only  
5 thing I say, I go past the classroom, they  
6 learning, computer, library, gym, eating lunch,  
7 recess. If you close Betsy Ross, that will be a  
8 big mistake.

9 Our kids will survive at Betsy Ross, not  
10 Carter, not Dulles. Betsy Ross. So I'm saying for  
11 the last time, please keep Betsy Ross open. Thank  
12 you for the time.

13 HEARING OFFICER GROSSI: Aldina Loggins.

14 MS. LOGGINS: Good evening, your Honor. Board,  
15 my fellow Betsy Ross family, and friends, I am  
16 Aldina Loggins, an educator and an advocate for  
17 children which is the reason why we all are here  
18 today, to save our children.

19 Closing the doors to Ross School, their  
20 community, a second home for many of them, a branch  
21 to many opportunities, a place where all students,  
22 students who have graduated, some who just live in  
23 the community to our current students feel that  
24 Betsy Ross is a safe place to be.

1           Betsy Ross never closes, as you heard from  
2   the students. On any given day from 7 in the  
3   morning till 7 at night, there are children working  
4   on projects, playing basketball or just sitting  
5   around talking to keep from just hanging out on the  
6   streets. We all are familiar with that old saying,  
7   an idle mind is a devil's workshop.

8           It is amazing the community that has  
9   evolved in Ross School, that our night management  
10   who comes a few nights a week even knows the  
11   students.

12           Students are empowered to be whatever they  
13   want to be at Ross. If the doors to Ross close,  
14   let's think of the message it is sending to our  
15   children. Do we believe in their success? The  
16   important thing is not so much that every child  
17   should be taught as that every child should be  
18   given the wish to learn, words of the late  
19   Albert Einstein.

20           As I ponder Ross School closing, a song  
21   comes to mind, the late great Whitney Houston  
22   expressed it well: I believe the children are our  
23   future. I'm not going to sing, so don't be afraid.  
24   But I want to reflect on first a few lines. Yes,

1 we, at Betsy Ross, do believe children are our  
2 future. If we teach them well and let them lead  
3 the way, show them all the beauty they possess  
4 inside, give them a sense of pride, it makes it  
5 easier.

6           Everybody is searching for a hero. We,  
7 educators, principals, Board members, we are those  
8 heroes. Ross doors shouldn't be closed. What  
9 should happen is it should be cloned throughout the  
10 Chicagoland area so all children can have the  
11 experiences that our Betsy Ross students have.

12           From their dedicated administrators who  
13 stand at the door no coats on, cold, snowing every  
14 morning greeting students telling them how great  
15 they are, to be dedicated -- to the dedicated staff  
16 who have families or even sick parents that they're  
17 caring after, but they stay late for the --

18       HEARING OFFICER GROSSI: I'm going to need you  
19 to wrap up.

20       MS. LOGGINS: All right. Just the dedication  
21 to students is the main reason why our students  
22 make progress. Because they know we believe in  
23 them so they, in turn, believe in themselves.  
24 Don't close the doors to their hopes, desires and

1 aspirations. To be great, let's not shatter  
2 dreams. If Ross doors close, that's exactly what  
3 will happen. And are we willing to take that risk?

4 So as you think about Ross closing the  
5 doors, think about the face of opportunity you  
6 closed. Let's keep our children first. Keep Ross  
7 doors open.

8 And, in closing, I want to leave you with  
9 a few words. Let's remember the two basic  
10 processes of education, knowing and evaluating.  
11 Thank you for your time.

12 HEARING OFFICER GROSSI: Theresa Harrington.

13 MS. HARRINGTON: Good evening. One of the  
14 documents that we're leaving with you was a  
15 PowerPoint we did to highlight different things,  
16 and we were going to go point by point, but I just  
17 have to say, as a teacher, the pride I have in our  
18 children and these speeches they wrote and the way  
19 they present themselves is amazing. I think  
20 they're speaking for the education that they're  
21 getting at this school, and I hope you're seeing  
22 that because we have a lot of points to make and we  
23 know that's really important.

24 But because we're educators who care about

1 the children first, then learning how to speak  
2 publicly about what they believe in is such a  
3 valuable lesson. We have to let that happen. So  
4 thank you.

5 But I did want to point out one thing. In  
6 here, you will see two graphs, and one is a better  
7 map and one is about reading, and they are about  
8 the percentage of children that have already met or  
9 exceeded their goals for the year. And this was  
10 done in January when we did our MAP testing. In  
11 almost all of our classes, more than 50 percent of  
12 the children had already met their yearly goals by  
13 January. We had 67 and 64 percent of our students  
14 in 4th and 8th grade meeting their goals in math,  
15 and then we had, you know, 7th and 8th graders, 64,  
16 63 percent meeting their goals in January, that  
17 they have to meet by the end of the year. So  
18 there's a lot of learning.

19 But I just wanted to say when you share  
20 your statistics about why Dulles is a better  
21 school, it makes sense that you look at the numbers  
22 and you say, yes, the test scores are better.  
23 Dulles doesn't have to accept every child that  
24 walks into their door. We do. That mother, Jai,

1 just told us that she knocked on the door, they  
2 didn't accept her children. When you choose who  
3 you get, your scores reflect that. We don't turn  
4 down anyone who comes to our door. Of course, our  
5 scores are going to be different.

6 And let's be educators. I have a master's  
7 degree, 20 years of teaching. What do we know if  
8 we are saying that our children aren't performing  
9 lower, why would you put them into more crowded  
10 classrooms where they're going to get less  
11 assistance? If the concern is their learning, then  
12 we would want to have smaller class sizes. I'm not  
13 even -- I'm just saying like, it just doesn't make  
14 sense.

15 But, lastly, you made the comment that  
16 money is being spent to have administrators come in  
17 our building to make sure we're still teaching.  
18 Don't you worry because we don't go to work for our  
19 check, and I don't go to work for a job, and I have  
20 lived in three states, seven schools. I'm a great  
21 teacher. I will have a job. I'm not here to save  
22 my job. I'm here to save a great home for all of  
23 these children. Thank you.

24 HEARING OFFICER GROSSI: Snow Li.

1 MS. LI: Good evening, your Honor. My name is  
2 Snow Li, S-n-o-w, L-i, and I am a special education  
3 teacher at Betsy Ross.

4 I wanted to follow up with what  
5 Ms. Harrington had talked about in this PowerPoint,  
6 some of our data and some of the really big goals  
7 that we have at our school. I wanted to talk to  
8 you about the inclusion program at our school which  
9 is the first year that we've done it, and for -- I  
10 guess you don't know, inclusion is where special  
11 education students are taught with their general  
12 education peers. So instead of pulling them out  
13 into a separate classroom and teaching only those  
14 kids, we're teaching them now in their classrooms  
15 and it has huge advantages for all involved, one of  
16 which is letting us, our support team, actually  
17 work with kids that don't have an IEP, those kids  
18 or the general education that may also need the  
19 supports.

20 To give you an idea, I started at Betsy  
21 Ross last year, and I walked into a self-contained  
22 classroom of 13 kids K through 5 all in one  
23 classroom with special needs that had very limited  
24 access to general education students. And I went

1 to Dr. Shabazz, my principal, and I asked him at  
2 the end of the year if it was possible to do an  
3 inclusion program. A huge change for a school.  
4 And I had in mind only six kids that I wanted this  
5 program to work for. And I expected him to say no  
6 for budgetary reasons, for time reasons, for any  
7 number of things. He said yes. And not only did  
8 he say yes, he gave me an extra teacher. We have  
9 an extra special education teacher. We have  
10 computers, iPads, SMART Boards, three new  
11 curriculums including one for social, emotional  
12 learning just so that this program could work.

13 To show you what we've done in this one  
14 year, we have nine students that I work with in  
15 inclusion, and in half a year, that means from  
16 September to January, we have 1.1 years in reading  
17 growth and 1.2 years in math growth. And that's  
18 only half a year. That means they're on target to  
19 make over two years of growth this year. This is  
20 our first year that we're doing this program.

21 And this sort of inclusion, this sort of  
22 success doesn't come from one teacher and a set of  
23 resources. It comes from a lot of collaboration.  
24 That means hours and hours of poring over data

1 trying to figure out how these small groups of kids  
2 can learn and how they learn to their highest,  
3 learn to their general education peer standards.  
4 And that's what we do at Ross. We spend hours and  
5 hours poring over this data. And the teachers,  
6 every single teacher here can make my students feel  
7 special in a way that is not usually associated  
8 with special education. I'll wrap up. I promise.

9           And the last thing I wanted to say was  
10 this is something, a culture that we have built in  
11 the school. It's not something that you can  
12 transfer by moving kids or moving teachers. This  
13 culture is here at Ross and it's here to stay. So  
14 let's celebrate it and have it succeed more rather  
15 than stopping it in its tracks. Thank you.

16           HEARING OFFICER GROSSI: Michael Priest.

17           MR. PRIEST: Good evening. And I'd just first  
18 like to say, thank you for this opportunity. I  
19 wish my -- all the students at Betsy Ross and  
20 Oneida Cockrell could be here tonight just to  
21 witness the power of persuasion that these students  
22 and that these staff members have come forth with  
23 before you tonight.

24           But, ultimately, as the CEO's

1 representative so eloquently stated, it's basically  
2 a fiscal thing. So I propose to offer a fiscal  
3 solution to increase the utilization that is the  
4 issue here.

5           We are blessed to have two wonderful  
6 buildings that we have at Betsy Ross. We have the  
7 Betsy Ross main building, and we have the  
8 Oneida Cockrell formerly CPC building that houses  
9 our pre-K and kindergartner classrooms. What if we  
10 combine the buildings, what if we brought Cockrell  
11 into Betsy Ross; therefore, we will be higher  
12 utilized. We would have more students in our  
13 building; and, therefore, let's talk about that  
14 bottom line that the CEO's representatives stated  
15 which, you know, ultimately as Student K said,  
16 education should not be about money, but ultimately  
17 maybe it is. Please take that into consideration.

18           And although it would be a great sacrifice  
19 because our little building -- as they said, you  
20 should visit it. It is a wonderful thing to see  
21 students, special needs that are bussed in from all  
22 around the city get what they need and go on to  
23 sometimes actually no longer needing special  
24 services.

1           So great things are happening at Ross, but  
2   if need be, how about that consolidation, and let  
3   us continue to do what Dr. Shabazz and Ms. Wards  
4   have ingrained in our students to keep doing.  
5   Thank you.

6           HEARING OFFICER GROSSI: Thank you. Student R,  
7   TT. No? Okay. Student S, also TT. A different  
8   TT.

9           STUDENT TT: Good evening. My name is TT, and  
10   I'm here to show you my report card. Reading,  
11   English, B. Writing, A. Listening, A. Speaking,  
12   A. Research, A. Mathematics, A. Science, A.  
13   Social studies, A. Art, C. Physical, A. Library,  
14   B. Learning technology, B.

15          HEARING OFFICER GROSSI: Student T, AB.

16          STUDENT AB: Good evening. My name is AB.  
17   Before I read my report card, I've been in a gifted  
18   class for four years. My teacher was Ms. Gordon.

19               Now I want to read my report card. For  
20   reading and English, I had a B. Writing, A.  
21   Listening, A. Speaking, B. Research, A.  
22   Research, A. Wait. Mathematics, A. Science, B.  
23   Social studies, A. Music -- art, B. Physical  
24   education, B. Library, A. Learning and technology

1 is A. I have perfect attendance, too. Thank you.

2 HEARING OFFICER GROSSI: Laura Schulte-Cooper.

3 MS. SCHULTE-COOPER: Good evening. My name is  
4 Laura Schulte-Cooper, L-a-u-r-a, S-c-h-u-l-t-e,  
5 hyphen, C-o-o-p-e-r.

6 I was introduced to the Ross Elementary  
7 School family, and I stress family, last June when  
8 several co-workers from the American Library  
9 Association and I volunteered with Chicago Cares  
10 and were assigned to Ross. That morning, we were  
11 all welcomed to the school by principal  
12 Dr. Shabazz. When he spoke, we could really feel  
13 his passion for the students of Ross and for their  
14 education.

15 We were truly impressed seeing Ross  
16 students and parents participating in the workday  
17 which happened to be a beautiful, sunny Saturday in  
18 June. The kids were at school voluntarily. That's  
19 commitment. That's love.

20 These guys blow me away again tonight.  
21 You guys are awesome. I'm so glad that I came here  
22 tonight.

23 We had the opportunity to get to know  
24 Felicia Shakespeare, Ross's librarian. Yes, Ross

1 has a dedicated library and a librarian. And what  
2 a powerhouse she is. Pure positive energy,  
3 creativity, dedication.

4 All these people, the Ross family, truly  
5 touched my co-workers and me. I'm stressing  
6 people, these people. Please don't make this  
7 decision based on statistics and numbers on paper.  
8 Go check out the school and the kids. The  
9 principal, librarian, the teachers, the students at  
10 Ross are all doing great things. Closing their  
11 doors and tearing apart that community is just  
12 wrong.

13 HEARING OFFICER GROSSI: Thank you.

14 Vincent Hayes.

15 MR. HAYES: Good evening, your Honor.

16 HEARING OFFICER GROSSI: Good evening.

17 MR. HAYES: As I give you my presentation, I  
18 have a document for your viewing.

19 My name is Vincent Hayes. I'm a special  
20 education classroom assistant as well as the IT guy  
21 at Betsy Ross. I run a one-person help desk  
22 maintaining over 100 computers. Now you heard the  
23 numbers 1 and 100. I'm going to speak to you very  
24 quickly about some other numbers.

1           Using the school year 2011 school  
2   utilization report for Betsy Ross, I found that the  
3   total number of classrooms is not 41. There are  
4   38. I determined this by walking the school  
5   myself.

6           Based on that new figure, all of the  
7   ensuing numbers are not in alignment with the  
8   metrics used to compile the report. For the total  
9   number of allotted ancillary classrooms, using the  
10   approximation of 25 to 30 percent, the new number  
11   becomes 11 and not 10.

12           Continuing forward, the number of allotted  
13   classrooms changes from 31 to 27. This means that  
14   71 percent of the space required is used for  
15   homeroom use. According to the school year 2011  
16   spacial utilization report, approximately 70 to 75  
17   percent of the school's ideal enrollment is a good  
18   number. Based on that statistic, Betsy Ross is in  
19   the ballpark.

20           Furthermore, the ideal program enrollment  
21   number switches from 930 to 810, taking the  
22   enrollment efficiency range from 744 to 1,116 to  
23   672 to 1008 which is less and plus 20 percent.

24           As of today, the school's enrollment for

1 the 2012-2013 school year is -- I'm going to hurry  
2 up -- is 349. After applying your methodology for  
3 calculating a school's Spacial Utilization Index,  
4 the new number becomes 56 percent and not  
5 62 percent as previously stated. These new numbers  
6 have highlighted some flaws in the compilation of  
7 the initial data which begs the question, what  
8 other numbers are wrong?

9           However, if CPS had stayed with the  
10 methodology used by Ben Graves, HAIA, Principal of  
11 Educational Planning Consultants who was retained  
12 in 1994 by CPS, the Spacial Utilization Index would  
13 be in alignment with the criteria for efficient  
14 utilization. According to Mr. Graves' model, as  
15 seen in the Chicago Public School Elementary School  
16 Spacial Utilization Report of 2010-2011, total  
17 attending divided by total capacity would come out  
18 to 68 percent, which means that Betsy Ross is a  
19 highly efficient and run facility.

20           In conclusion, I would like to add that a  
21 school's utilization ratio cannot on its own  
22 adequately inform decisions related to the opening  
23 or closing of schools. Thank you.

24           HEARING OFFICER GROSSI: Thank you.

1 Christine Kijowski.

2 MS. KIJOWSKI: Good evening.

3 HEARING OFFICER GROSSI: Good evening.

4 MS. KIJOWSKI: K-i-j-o-w-s-k-i. I would like  
5 to first speak about our excellent staff. I know  
6 you heard all kinds of comments from the kids and  
7 from the staff, but if this is a business venture,  
8 the key to a successful business is an excellent  
9 staff.

10 And I have been a teacher for 27 years,  
11 and I have been on lots of different staffs all  
12 over from back woods Arkansas to blue ribbon  
13 schools in the suburbs. And I can honestly say  
14 that this year I'm very honored to be a part of the  
15 strongest staff that I've ever been a part of.  
16 It's a huge difference today to who Betsy Ross --  
17 what Betsy Ross School was just a few years ago.

18 We have several teachers -- and I'm sure  
19 this is also true of other schools -- several  
20 teachers with masters and beyond, teachers I know  
21 right now working towards National Board, a couple  
22 others have already achieved. We have a true team,  
23 and I'm sure you saw that evidence today.

24 With our NWEA growth scores which happened

75

1 through the year, several times through the year,  
2 our goal wasn't just 50 percent by half year. It  
3 was closer to 90 percent, and we had a few  
4 classrooms that are very close already. We can't  
5 wait for our next set of scores.

6 If we've done that within one year, I  
7 can't wait for next year. I kind of almost want  
8 ISAT to come back just so we can compare it and put  
9 it in their face because I know that they're going  
10 to blow it away. The difference is night and day.

11 Recently, Michelle Obama was here for the  
12 young woman who was killed in Washington Park, and  
13 one of the things that she brought up was that  
14 there's a big difference between her and that young  
15 lady was that she had a place that was safe. She  
16 had a place where she had an opportunity, and  
17 opportunities for our Ross students are huge  
18 because we make them happen. We want our kids to  
19 know they are somebody. They get to be somebody.

20 We have opportunities for them to be on  
21 clubs, on teams, on stage. We have kids who are  
22 underserved children who stand out in our crowd,  
23 and I would hate for them to be shoved into another  
24 school. A larger floor has larger cracks, and our

1 kids have already fallen through them a few times,  
2 and we want to keep them up on that stage.

3 Our school is currently one of the few  
4 beacons left in our neighborhood. And I'm sure you  
5 can tell from what was said tonight, that beacon is  
6 almost like 7-Eleven, 24 hours, 7 days a week we  
7 have kids there.

8 TIMEKEEPER: Can you please conclude?

9 MS. KIJOWSKI: Yes. One of our teachers  
10 proposed that, you know what, we're on our way up,  
11 why set our sights for just certain scores. Let's  
12 set it for certain excellence and programs.

13 And we would like to propose that our  
14 staff is willing and confident that we would like  
15 to become an international baccalaureate school,  
16 not just passing ISAT, not just NWEA scores, but if  
17 you're going to reach for the top and you have the  
18 leadership to get you there, why shoot for  
19 mediocre.

20 So I know, at Betsy Ross as our motto  
21 says, you know, excellence is attainable.  
22 International baccalaureate is known to be  
23 excellent, and we're known to do what it takes to  
24 be successful. Thank you.

1 HEARING OFFICER GROSSI: Thank you.

2 Laverne Young.

3 MS. YOUNG: Good evening. My name is  
4 Laverne Young, L-a-v-e-r-n-e, Y-o-u-n-g. Thank you  
5 very much for having us here for this final meeting  
6 and listening to our various concerns.

7 I have been at Betsy Ross for 13 years  
8 now, and I have been under the leadership of many  
9 different instructional leaders there at the  
10 school. The instructional leader that we are under  
11 right now is what I wanted to talk to you all about  
12 very briefly.

13 There's been a lot of talk about the  
14 teachers and how excellent we are for the students  
15 and how excellent the students are. And right now,  
16 as Ms. Kijowski said, we are on a roll. And in my  
17 past years of serving at Betsy Ross, we've had  
18 under the leadership of certain instructional  
19 leaders five staff members pass. Morale was low.  
20 Tension was high. Students were not achieving.

21 And right now at Betsy Ross, we are a  
22 turn-around school. Our school has been turned  
23 around, and I have been there to witness this.  
24 Dr. Rashid Shabazz and under the leadership of

1 Ronetta Wards has turned this school around, and we  
2 are on a roll and we would like to continue that.  
3 Ms. Wards came from Florida. Dr. Shabazz from  
4 Ohio. And I think that we owe it to them in terms  
5 of just having integrity and letting them finish  
6 what they have started with the spirit of  
7 excellence, and they have activated leadership  
8 capacity.

9 At the school, as we said before, they are  
10 there early in the morning, late at night.  
11 Dr. Shabazz took the curtains off the doors. There  
12 are no curtains on the offices. The door is never  
13 closed. And these students have a great sense of  
14 community and so do the teachers.

15 And so my -- I'm not pleading to you all  
16 to not close the school. I'm challenging you all  
17 with integrity to keep it open, with integrity to  
18 do as you would to your own friends and your own  
19 family and let these two instructional leaders  
20 finish what they started.

21 Eagles pick their mates by dropping a twig  
22 down, and when that eagle can pick that twig up,  
23 then the eagle drops another big twig and another  
24 big twig. And I think that when Dr. Shabazz came

1 into office as well as Ms. Wards, a big twig was  
2 dropped and they have picked it up and they are  
3 maintaining that.

4 So my challenge to you all, once again, is  
5 to do as you would to your own family and let us  
6 remain open. Give them the opportunity to finish  
7 what they have started in the spirit of excellence.  
8 Thank you.

9 HEARING OFFICER GROSSI: Thank you. All right.  
10 Well, we have gone through everyone on the list.  
11 We still have ten minutes. I'm not going to cut it  
12 short. So anybody who has not spoken who wishes to  
13 speak at this point, step up here one at a time at  
14 least until 10 o'clock.

15 Identify yourself for the record.

16 MS. BRIDGES: Versie Bridges, V-e-r-s-i-e,  
17 B-r-i-d-g-e-s, and I am a proud parent from Betsy  
18 Ross school. I wanted to take a minute to share an  
19 experience I had at Ross's welcoming school this  
20 week.

21 I walked to Dulles as a parent. I went  
22 into the office. I asked to speak to the principal  
23 which is Ms. Thurman. I was told that the  
24 principal was attending a meeting and that she

1 would be gone all day. So they directed me to the  
2 school counselor. While I was waiting, the  
3 secretary let me know that there's a half-day  
4 librarian, half-day art teacher and music. She  
5 also told me that there is only one 8th grade which  
6 is, if we have 40 some 7th graders and they have 30  
7 some 7th graders at their school and that combines  
8 like 80 7th graders, where are these 7th graders  
9 going to go off into 8th grade with one 8th grade  
10 class?

11 Finally, I asked to do a walk-thru of the  
12 school. The secretary got the assistant principal  
13 who told me that they were not ready for parents to  
14 do a walk-thru at this time.

15 I guess the part that really bothered me  
16 was that last part. Betsy Ross always welcomes  
17 parents and will find someone who can give them a  
18 tour. And if the time is inconvenient, they will  
19 make an appointment so that they could come back.

20 As a school parent volunteer, I see new  
21 families come weekly and they always say that this  
22 school makes them feel at home. It is home.

23 For my children, my granddaughter and  
24 myself, Betsy Ross must stay open. Thank you.

1 HEARING OFFICER GROSSI: Thank you.

2 MR. ANDERSON: Good evening. My name is  
3 Wayne Anderson. I teach 4th and 5th grade at  
4 Betsy Ross. I just want to give testimony.

5 I am from the northwest suburbs and I  
6 applied to CPS three years ago. I should -- the  
7 reason why I came to Betsy Ross is because of  
8 Dr. Shabazz. It's a blessing to work for a man who  
9 understands and gets what it means to be an  
10 educator, a principal for the students. My hat  
11 goes off to both Dr. Shabazz and Ms. Wards.  
12 They're just such a blessing to the kids.

13 If anything, this school is needed by the  
14 community. It's so needed. The hours that all of  
15 us as educators at Betsy Ross put in, the hours  
16 that Dr. Shabazz and Ms. Wards puts in is -- I  
17 never heard of this. I mean, I work with an  
18 all-star staff, and we are here for the kids every  
19 day.

20 I just -- again, it's such a blessing to  
21 work for an administrator who gets it. So thank  
22 you.

23 HEARING OFFICER GROSSI: Thank you.

24 MR. KELLY: I'm Darrell Kelly. My position is

1 special education assistant, but I have many roles,  
2 counselor, truant officer, gang advocate, recess  
3 coordinator. You name it, I do it.

4 But I come to you this hour not for my job  
5 but for the children. Yes, I say my children.  
6 Many of us do it because they pay us, but we do it  
7 for a calling rather than ourselves but to serve  
8 our children.

9 But your mission is tougher. You have to  
10 make recommendations, an unpopular decision to go  
11 against the Mayor and agree to keep Ross open.  
12 Just think about it. You can be the catalyst to  
13 say, hey, Mr. Mayor, this school offers youth  
14 ballet to its children. Or Ross School opens their  
15 doors long after hours when the boys and girls club  
16 close down the street. Did you know that by  
17 reading the My School My Voice Survey, the children  
18 love the school? The teachers believe in the  
19 leadership and the parents have a close bond with  
20 the school, and all of that has been a reflection  
21 on the test scores.

22 I know it's tough to say to the Mayor,  
23 hey, Mr. Mayor, this is a beacon in the community  
24 and we should keep it open; but I know I'm looking

1 at people who have the fortitude to say and do what  
2 is right to best serve the community of Betsy Ross.  
3 I want to say thank you all, thank you for your  
4 time.

5 HEARING OFFICER GROSSI: Thank you.

6 MS. GREEN: Good evening. My name is  
7 Viola Green. I'm a former employee of Chicago  
8 Cares which has formed a vital partnership with  
9 Betsy Ross Elementary over the last two years.

10 Over the last two years, we have painted  
11 nearly every single classroom and office in that  
12 building. And if you have ever been to the  
13 building, it's a block long and three floors with  
14 no elevator. So the students and teachers and  
15 everyone who has ever been to the building gets  
16 plenty of physical education.

17 We also have completed line games for  
18 recess activities in the back. We have done  
19 numerous murals, plywood murals, mosaics. We have  
20 helped to create a positive learning environment in  
21 that school.

22 In the last two years working with  
23 Betsy Ross, I have seen nothing but joyful  
24 students, joyful teachers, and an incredible

1 administration that I think has the ability to  
2 lead -- to help lead the students on to greater  
3 things. Thank you.

4 HEARING OFFICER GROSSI: Thank you.

5 MS. HARRINGTON: Theresa Harrington. I didn't  
6 spell it the last time. T-h-e-r-e-s-a,  
7 H-a-r-r-i-n-g-t-o-n.

8 Through going through this process, we did  
9 come to the conclusion that in the argument to stay  
10 open, we needed to say what were we willing to do  
11 to make things better. And like Ms. Kijowski said,  
12 we looked at all the different things going on with  
13 STEM and we really thought that if we could become  
14 an IB school, the teachers would be willing to go  
15 through all the personal development and the  
16 administration is willing to go through all the  
17 process.

18 We just want to say why we think we're  
19 ready for that challenge. The IB philosophy says  
20 that well-educated students will be willing to come  
21 back to the communities where they grew up, knowing  
22 the opportunities they had in their local school  
23 system help them get an excellent education. It's  
24 evident tonight that we have people, students that

1    come back. We have already set the framework for  
2    that kind of school. Okay. We have students that  
3    come back for help with everything.

4                Another IB philosophy is that  
5    student-centered inquiry and communications should  
6    be the norm. We have student-led conferences. We  
7    use project-based learning, math talks, the  
8    education of the whole child. We have ample  
9    opportunities for oral presentations, dramatic  
10   presentations, big six information literacy skills  
11   that include tests, definition, information-seeking  
12   strategies, location and access, use of  
13   information, sentences and evaluation.

14               Basically, we feel like we have already  
15   begun to lay the framework. We have the  
16   environment that would readily accept the training  
17   and everything we need to become an IB school.

18               MS. SANFORD: My name is Evelyn Sanford again.  
19   I'm a visual arts instructor at Betsy Ross.

20               I wanted to continue what Ms. Harrington  
21   was trying to say about the IB and what we're  
22   currently doing at the school. I want to speak  
23   specifically to what's happening with visual arts  
24   curriculum.

1 I started at Betsy Ross at the end of  
2 October, and I can really attest to this feeling of  
3 family even though I really -- I haven't even been  
4 teaching a whole year there. Students and staff  
5 would welcome me and I feel like this is my home.

6 I want to talk about little bit with the  
7 IB philosophy, speak to it in regards to art. The  
8 most significant and distinctive things of the IB  
9 program (inaudible) is who are we, where are we in  
10 place and time, how we express, how we express  
11 ourselves, how the world works, how we organize  
12 ourselves, sharing the planet, encouraging the  
13 students to develop independence and to take  
14 responsibility for their own learning, support  
15 student efforts to gain an understanding of the  
16 world and to function comfortably within it.

17 I want to speak to my educational  
18 philosophy as far as visual arts is concerned. I  
19 am -- this is currently what's happening in my  
20 classroom. All my lessons are developed through  
21 three core principles, creating an experience for  
22 youth that are critical, meaningful, and  
23 transformative. Literacy content centered in  
24 social justice and core integration which means

1 that I speak with teachers and integrate math,  
2 social studies, and reading current curriculum into  
3 my projects.

4 Content is that bridges be created and to  
5 experience to support the philosophy of art and  
6 artists to contribute to the wide range of ways the  
7 visual arts (inaudible.) My students are  
8 introduced to contemporary artists specifically  
9 artists of color in addition to classics. All  
10 students' projects are aligned with the Illinois  
11 State Visual Art Standards, core curriculum themes,  
12 elements of principles of art, and leave an  
13 opportunity for students to produce outcomes that  
14 allow students to investigate, define, and  
15 interpret who they are. Thank you.

16 HEARING OFFICER GROSSI: Thank you. That's  
17 going to conclude the hearing. I appreciate all of  
18 your input. If there's anything else anybody wants  
19 to add, as I indicated earlier, there are  
20 procedures you can get at the registration desk,  
21 but I will give you this e-mail site. If you wish  
22 to add anything tomorrow by 5 o'clock, you can send  
23 it to this following e-mail which is on the sheet.  
24 It's Qualityschools@cps.edu. Or in person you can

1 drop anything off at this building as long as it's  
2 in by 5 o'clock. Again, I appreciate all your  
3 input. The hearing is concluded.

4 (Whereupon, the Public Hearing  
5 adjourned at 9:59 o'clock p.m.)  
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1 STATE OF ILLINOIS )

2 ) SS:

3 COUNTY OF W I L L )

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5 ANNA M. MORALES, as an Officer of the  
6 Court, says that she is a shorthand reporter doing  
7 business in the State of Illinois; that she  
8 reported in shorthand the proceedings of said  
9 Public Hearing, and that the foregoing is a true  
10 and correct transcript of her shorthand notes so  
11 taken as aforesaid, and contains the proceedings  
12 given at said Public Hearing.

13 IN TESTIMONY WHEREOF: I have hereunto set  
14 my verified digital signature this 19th day of  
15 April, 2013.

16

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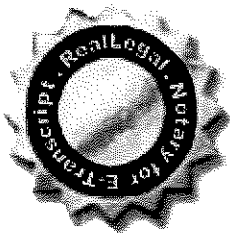
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*Anna M. Morales*

Illinois Certified Shorthand Reporter

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till	16:14	underutilized	village	37:19	workers
61:3	trend	11:20 13:9,21	49:13,14	wear	20:21
TIMEKEEPER	15:3,6 28:24	14:11 18:1	Vincent	20:21	working
77:8	29:19	23:15	2:21 72:14,19	web-based	45:15,17 48:4
TM	trips	unfortunate	Viola	45:6,12	51:11,20
2:5 31:24,24	23:3 43:9 48:7	26:8	2:24 84:7	week	61:3 75:21
32:1,2	truant	unfortunately	violence	33:24 47:14	84:22
told	83:2	24:18 27:12	30:14 35:21	56:10 57:3	works
51:8,15,19,20	true	unique	38:4 53:12	58:5 61:10	87:11
51:21 65:1	29:2 31:8	23:7	vision	77:6 80:20	workshop
80:23 81:5	39:11 40:8	University	39:8	weekly	61:7
81:13	75:19,22	17:18,20,21	visit	81:21	world
tomorrow	90:9	unlikelyhood	69:20	welcome	48:13 56:18
24:11 88:22	truly	26:20	visited	1:3 6:13 10:2	87:11,16
tomorrow's	26:12 36:10	unpopular	30:4	18:8 34:16	worried
5:22	71:15 72:4	83:10	visits	35:9 55:4,12	37:4
tonight	trust-building	unsafe	23:1	87:5	worry
5:6 16:7 39:3	22:23	54:24	visual	welcomed	65:18
39:22 40:1	truth	unused	46:2 86:19,23	14:13 18:5,11	wrap
56:21 68:20	28:12,17 39:4	13:10	87:18 88:7	36:10 44:1	27:12 62:19
68:23 71:20	39:6 41:2	update	88:11	71:11	68:8
71:22 77:5	45:2 46:5	20:13	vital	welcomes	write
85:24	try-out	upgrades	84:8	81:16	53:7,8
Toote	46:15	41:4	Vocational	welcoming	writing
2:3 25:16,17	TS	upholsterer	51:10	4:13 12:8	56:2 70:11,20
25:19,19	2:7 35:5,6,6	26:2	Voice	55:14 80:19	written
27:13,16	TT	upholstery	31:16 59:3,5	85:20	7:6,10 9:16,21
top	2:20 70:7,7,8	26:4	volleyball	well-educated	10:5
77:17	70:9,9	upset	46:18 47:9	well-equipped	wrong
torn	turn	57:20	voluntarily	40:16	72:12 74:8
				WHEREOF	wrote

27:24 63:18 Wynter 1:15 2:1 6:5 W-a-n-d-a 25:19 W-y-n-t-e-r 6:6	0 084-002854 1:24	73:23 20th 11:22 12:14 14:7 18:3 2010-2011 74:16 2011 73:1,15 2011-2012 9:6 18:18 19:3 19:8 2012 9:10 11:3 17:17 35:24 47:18 53:20 55:11 2012-2013 11:18,22 12:15 14:9 18:3 19:9,11 74:1 2013 1:8 9:10 14:8 36:1 90:15 2013-2014 15:10,15,18 21:1 21 3:17 10:21 21-day 8:18 22 3:18 23 3:18 5:5 16:6 40:4 24 3:19 17:1 58:5 77:6 25 2:3 3:19,20 19:7 73:10 26 3:20 27 73:13 75:10 28 2:4 29 14:21	15:11 349 74:2 35 2:7 3:8 32:21 351 15:15 36 2:8 3:9 37 2:8 3:10 38 2:9 3:10 14:19 28:16 73:4 39 13:13,15	50:17 60 2:18 60th 28:21 6059 12:13 62 74:5 63 2:18 64:16 6311 18:6,7 23:17 64 64:13,15 649 50:3 66 2:19 67 64:13 672 73:23 68 2:19 74:18 696 15:1	80 2:23 3:18 81:8 810 73:21 82 2:4,23 84 2:24 85 2:18 86 2:11 3:20 870 14:23 872 15:12
year 9:6,11 11:18 11:23 12:15 14:9 15:15 15:17 18:4 18:18 19:3,8 19:12,15,15 21:2,11 26:7 29:21 39:9 53:13,22 64:9,17 66:9 66:21 67:2 67:14,15,18 67:19,20 73:1,15 74:1 75:14 76:1,1 76:2,6,7 87:4 yearly 64:12 years 5:5 17:13 26:10 28:17 28:19 29:13 29:17 41:21 43:14 52:11 54:11 65:7 67:16,17,19 70:18 75:10 75:17 78:7 78:17 82:6 84:9,10,22 yields 14:22 young 2:22 76:12,14 78:2,3,4 younger 34:20 53:5,6 your 6:4 7:2 10:23 12:10,21 15:5 16:6,18 16:21 17:1,2 18:19 19:23 23:13,24 24:3 25:9,10 25:10,17 35:3 36:3 37:9 42:5 44:8 46:16 50:6 60:14 63:11 64:20 65:3 66:1 72:15,18 74:2 79:18 79:18 80:5 83:9 84:3 88:18 89:2 youth 46:6 83:13 87:22 you're 25:7 40:20 46:16 57:21 63:21 77:17 you've 10:12 Y-o-u-n-g 78:4	1 3:3,5 6:19 7:1 18:24 19:24 23:13 72:23 1st 8:16 34:3,14 34:20 43:21 47:12 1,044 15:1 1,080 13:18,22 1,116 14:6 73:22 1.1 67:16 1.2 67:17 10 2:2 3:10 73:11 80:14 100 72:22,23 1008 73:23 11 3:11 73:11 12 3:11 18:20 125 1:9 13 3:12 66:22 78:7 14 3:13 12:21 15 3:13 8:20 17:13 150 29:21 1550 1:10 16 3:14 17 1:8 2:2 3:15 25:24 1752 25:23 1776 26:6 1783 26:9 18 3:15 1817 26:10 19 3:16 19th 90:14 1994 74:12	3 3:6 19:2,3 47:1 3rd 35:14 3,000 39:18 3.4 51:18 3.7 51:11 30 2:4 3:5 13:1 13:15,15,16 14:3,22 24:23 73:10 81:6 31 2:5 3:5 14:2 73:13 31st 8:19 32 2:5,6,6 3:6,6 33 2:7 3:7 34 26:10 344 12:15 14:9	4 4 3:6 4th 31:19 33:4 36:15 64:14 82:3 4,809 40:3 40 2:9 81:6 41 13:24 73:3 42 2:10 3:11 44 2:10 45 2:11 48 2:11,12 49 2:12 3:11,20	7 7 3:8 33:24 46:21 61:2,3 77:6 7th 36:7 51:5 53:22 64:15 81:6,7,8,8 7,000 39:20 7-Eleven 77:6 7:30 38:13,15 70 2:20,20 3:16 3:16 29:13 73:16 71 2:21 73:14 72 2:21 3:17 720 13:18,20 744 14:6 73:22 75 2:22 73:16 76 13:2,14 14:1 14:20 77 13:3,14 14:1 14:20 78 2:22	9 9 3:10 34:1 9:59 89:5 90 3:8,18 76:3 900 13:16,18 908 15:20 930 14:4 73:21 98th 42:24
	2 3:5 19:4 23:14 45:14 2nd 34:3,21 35:14 47:12 20 3:16 12:22 13:17 65:7		6 6 2:1 3:3,8 33:24 6th	8 8 3:9 4:3 34:1 38:14,15 46:10,21 8th 12:16 30:1 42:15 43:9 53:13,22 59:10 64:14 64:15 81:5,9 81:9 8:00 1:10	

**I am here today to represent those before me, and the success after me. We believed and looked up to you and you seem to have given up. Muhammad Ali once said," I never give up on those who look up to me." It means that he never gives up on those who believe in him.**

**You looked down on us. You gave up. We still have some people to believe in, our principals, our teachers, and staff.**

**The great Victor Hugo once said," He who opens a school door, closes a prison. Then my school must be the gateway between heaven and hell. So I ask today which door are you opening for the children of the Ross community?**

**Don't close something great, something that can become impossible to defeat.**

**Martin Luther King Jr said," All who call on**

**My name is Namon Smith and I'm an 8<sup>th</sup> grader at Betsy Ross School. I ask myself why anyone would want to close a great school.**

**Have you ever visited Betsy Ross? Have you spoken to the children? Have you seen the laughter, their smiles when they are greeted every day at the door by Dr. Shabazz or Mrs. Wards?**

**On the day it was announced our school was closing tears flowed throughout the day. Children were comforted by teachers and staff, but the next day, we the children decided, like the great Muhammad Ali, to get up, to fight back to throw punches. Not in violence but in our success, our stories, and our lives.**

**God in true faith, earnestly from the heart,  
will certainly be heard, and will receive  
what they have asked and desire."**

**For that we call on you to allow us, the  
eagles of Ross, to soar.**

*Thank  
You*

# TEACHER COMMENTS AND REQUEST FOR CONFERENCE

A (✓) in the box at the right indicates that the teacher desires a conference with you.

## COMMENTS

Reporting Period 1

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

Reporting Period 2

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

Reporting Period 3

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

Reporting Period 4

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

# PARENT/GUARDIAN COMMENTS AND REQUEST FOR CONFERENCE

Please sign below to show that you have read this report. If you wish to confer with the teacher, place a (✓) in the box provided.

## COMMENTS

Reporting Period 1

*My child has read or been read to at least 100 minutes each week.*  
 Signature of Parent or Guardian \_\_\_\_\_ ☐ Yes ☐ No  
☐ Conference Requested

Reporting Period 2

*My child has read or been read to at least 100 minutes each week.*  
 Signature of Parent or Guardian \_\_\_\_\_ ☐ Yes ☐ No  
☐ Conference Requested

Reporting Period 3

*My child has read or been read to at least 100 minutes each week.*  
 Signature of Parent or Guardian \_\_\_\_\_ ☐ Yes ☐ No  
☐ Conference Requested

Conference held on:

☐ Reporting Period 1  
☐ Reporting Period 2  
☐ Reporting Period 3  
☐ Reporting Period 4

If this box is checked, your child must attend a Chicago Summer School Program in compliance with the Elementary/Promotion Policy.

NEXT ASSIGNMENT	
Grade	Room

NAME: Arianna Bridges BIRTH DATE: 1/18/2003  
 STUDENT ID NUMBER: 45074420 GRADE: 04 ROOM: A213

# REPORT OF STUDENT ACHIEVEMENT GRADES 1-8

## 2012-2013 School Year

SCHOOL: Betsy Ross Elementary School  
 SCHOOL ADDRESS: 6050 S Wabash Chicago, Illinois 60637  
 PRINCIPAL: Dr. Rashid K. Shabazz  
 TEACHER: L. Daugherty

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## GROWTH IN KNOWLEDGE AND SKILLS

The following grading codes are used to report your child's achievement

The Chicago Public Schools uses a standards-based curriculum. The letter grades below are typically placed to the Illinois Learning Standards. The letter grades indicate the student's progress in meeting grade-level standards.

A - Surpassing/Exceeds the standard  
B - Meets the standard  
C - Needs the standard  
D - Less than acceptable performance on standard  
F - Does not meet the standard  
I - Indicates an area not to be graded at this time

Each grade represents your child's achievement for one 10-week reporting period on that standard. An average corresponds to the grade on your child's permanent record.

CURRICULUM	Reporting Period:	ACHIEVEMENT				
		1	2	3	4	FINAL
Chicago Reading Framework	L Daughty					
Reading in the English Language Standards						
Native Language Standards						
[✓] means that your child needs to improve in this area.						
Has developed background knowledge (prior knowledge)						
Uses a variety of reading strategies						
Compares reading material - fiction						
Has developed oral reading fluency						
Responds to literature (oral, written, artistic)						
Reads a variety of materials independently						
Number of books read (yearly goal is a minimum of 25 books)		10	10	25		
Writing Standards	L Daughty					
[✓] means that your child needs to improve in this area.						
Uses the writing process (prewriting, drafting, revising, editing)						
Processes writing for a variety of purposes and audiences						
Writes with focus, coherence, and clarity						
Uses standard English conventions (spelling, grammar, word usage)						
Listening Standards						
Speaking Standards						
Research Standards						
Mathematics Standards	L Daughty					
[✓] means that your child needs to improve in this area.						
Has developed number sense (basic operations: +, -, x, ÷)						
Estimates and uses measurements						
Uses geometric concepts						
Uses and interprets data (probability and statistics)						
Science Standards	L Daughty					
Social Science Standards						
Art Standards						
Music Standards						
World Languages Standards						
Dual Language Proficiency						
Health Education Standards						

(S) Significantly Modified Curriculum

## GROWTH IN KNOWLEDGE AND SKILLS

CURRICULUM	Reporting Period:	ACHIEVEMENT				
		1	2	3	4	FINAL
Physical Education Standards						
Library Science						
Learning Technology						

### English Language Proficiency

Enrolled in a  
Bilingual Program  
Student is in the Bilingual Program Year.  
(Excluding Kindergarten)

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

The Overall English Language Proficiency Development is based on the student's performance on all domains within each of the five Illinois English Language Proficiency Standards  
(Social and Instructional Language, Language Arts, Mathematics, Science, and Social Studies).

### English Proficiency Development

1-Entering 2-Beginning 3-Developing 4-Expanding 5-Rising 6-Reaching

Reporting Period:	1	2	3	4
Overall English Language Development				
The numbers below indicate the proficiency demonstrated on assignments in each domain as aligned to the Illinois English Language Proficiency Standards				
Domain	1	2	3	4
Listening				
Speaking				
Reading				
Writing				

☐ Student meets criteria for transition to general program of instruction (monthly ear)

## GROWTH IN HABITS AND ATTITUDES

Chicago Public Schools students are expected to show progress in work, social, and health and safety habits, along with positive character development, to gain the greatest benefit from the total school program. A checkmark (✓) means that your child needs to improve in this area.

Work Habits	Reporting Period:	ACHIEVEMENT			
		1	2	3	4
Writes legibly					
Follows directions					
Works independently					
Works in a group					
Takes part in class activities					
Cares for materials					
Comes prepared for work					
Completes assigned classroom work					
Does homework assignments					
Social Habits	Reporting Period:	1	2	3	4
Exercises self-control					
Makes appropriate decisions independently					
Accepts teacher guidance					
Follows class routines and obeys rules and regulations					
Respects school property and property of others					
Character Development	Reporting Period:	1	2	3	4
Shows caring, concern for others					
Shows courage in difficult situations					
Is courteous to others					
Shows fairness in making decisions					
Is honest and truthful					
Shows kindness and is helpful to others					
Shows respect for self and others					
Is responsible, showing reliability and dependability					
Commits to completing tasks successfully					
Health & Safety Habits	Reporting Period:	1	2	3	4
Practices good health habits					
Obeys traffic and safety rules					
Uses conflict resolution strategies					

## ATTENDANCE

Regular attendance and progress are necessary for successful progress in school. A note dated and signed by the parent or guardian is required each time a student is absent or tardy. If you have questions regarding your child's attendance reporting, please contact the school within two weeks receipt of this report card.

Attendance	Reporting Period:	ACHIEVEMENT			
		1	2	3	4
Number of days in the reporting period		25	62	43	
Total days absent		0	0	0	
Unexcused absences		0	0	0	
Days tardy		0	0	0	

# TEACHER COMMENTS AND REQUEST FOR CONFERENCE

A (✓) in the box at the right indicates that the teacher desires a conference with you.

## COMMENTS

Reporting Period 1

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

Reporting Period 2

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

Reporting Period 3

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

Reporting Period 4

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

# PARENT/GUARDIAN COMMENTS AND REQUEST FOR CONFERENCE

Please sign below to show that you have read this report. If you wish to confer with the teacher, place a (✓) in the box provided.

## COMMENTS

Reporting Period 1

*My child has read or been read to at least 100 minutes each week.*  
 Signature of \_\_\_\_\_ ☐ Yes ☐ No  
 Parent or Guardian \_\_\_\_\_ ☐ Conference Requested

Reporting Period 2

*My child has read or been read to at least 100 minutes each week.*  
 Signature of \_\_\_\_\_ ☐ Yes ☐ No  
 Parent or Guardian \_\_\_\_\_ ☐ Conference Requested

Reporting Period 3

*My child has read or been read to at least 100 minutes each week.*  
 Signature of \_\_\_\_\_ ☐ Yes ☐ No  
 Parent or Guardian \_\_\_\_\_ ☐ Conference Requested

Reporting Period 4

Conference held on:  
☐ Reporting Period 1  
☐ Reporting Period 2  
☐ Reporting Period 3  
☐ Reporting Period 4

If this box is checked, your child must attend  
☐ a Chicago Summer School Program in \_\_\_\_\_  
☐ compliance with the Elementary/Promotion Policy.

NEXT ASSIGNMENT	
Grade	Room

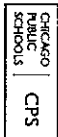
NAME: Destiny Hicks BIRTH DATE: 12/9/2003  
 STUDENT ID NUMBER: 45631400 GRADE: 03 ROOM: A213

# REPORT OF STUDENT ACHIEVEMENT GRADES 1-8

## 2012-2013 School Year

SCHOOL: Betsy Ross Elementary School  
 SCHOOL ADDRESS: 6059 S Wabash Chicago, Illinois 60637  
 PRINCIPAL: Dr. Rashid K. Shahbaz  
 TEACHER: L. Daugherty

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## GROWTH IN KNOWLEDGE AND SKILLS

The following grading codes are used to report your child's achievement:

The Chicago Public Schools uses a standards-based curriculum. The letter grades below are explicitly linked to the Learning Standards. The letter grades indicate the student's progress in meeting grade-level standards.

A - Substantially exceeded the standard  
B - Exceeded the standard  
C - Meets the standard  
D - Less than acceptable performance on standard  
F - Indicates an area not to be graded at this time

Each grade represents your child's achievement for one 10-week reporting period on that standard. An average grade of the four grades is recorded at the end of the school year in the column headed FINAL. The grade corresponds to the grade on your child's permanent record.

CURRICULUM	Reporting Period:	ACHIEVEMENT			
		1	2	3	4 FINAL
Chicago Reading Framework	Reading in the English Language Standards	B	B	A	
Reading in the English Language Standards					
(✓) means that your child needs to improve in this area.					
Has developed word knowledge (phonics/orthography)					
Uses a variety of reading strategies					
Compares reading materials - fiction					
Compares reading materials - nonfiction					
Has developed oral reading fluency					
Responds to literature (oral, written, audio)					
Reads a variety of materials independently					
Number of books read (yearly goal is a minimum of 25 books)		10	10	25	
Writing Standards	Writing	B	B	B	
(✓) means that your child needs to improve in this area.					
Uses the writing process (prewriting, drafting, revising, editing)					
Produces writing for a variety of purposes and audiences					
Writes with focus, coherence, and clarity					
Uses Standard English conventions (punctuation, grammar, word usage)					
Listening Standards	Listening	A	A	A	
Speaking Standards	Speaking	A	A	A	
Research Standards	Research	B	B	A	
(✓) means that your child needs to improve in this area.					
Has developed number sense (basic operations: +, -, x, ÷)					
Estimates and uses measurements					
Uses geometric concepts					
Uses and interprets data (probability and statistics)					
Science Standards	Science	B	A	A	
Social Science Standards	Social Science	A	A	A	
Art Standards	Art	A	A	A	
Music Standards	Music	A	B		
World Languages Standards	World Languages				
Dual Language Proficiency	Dual Language				
Health Education Standards	Health Education				

(S) Significantly Modified Curriculum

## GROWTH IN KNOWLEDGE AND SKILLS

CURRICULUM	Reporting Period:	ACHIEVEMENT			
		1	2	3	4 FINAL
Physical Education Standards	Physical Education	A	B	A	
Library Science	Library Science	A	A	A	
Learning Technology	Learning Technology	B	C	B	

### English Language Proficiency

Enrolled in a \_\_\_\_\_ Student is in the Bilingual Program Year: \_\_\_\_\_  
(Excluding Kindergarten)

☐ TB/PI Program

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

The Overall English Language Proficiency Development is based on the student's performance on all domains within each of the five Illinois English Language Proficiency Standards  
(Social and Instructional Language, Language Arts, Mathematics, Science and Social Studies).

### English Proficiency Development

1. Entering 2. Beginning 3. Developing 4. Expanding 5. Bridging 6. Reaching

Reporting Period:	1	2	3	4
Overall English Language Development				
The numbers below indicate the proficiency demonstrated on assignments in each domain as aligned to the Illinois English Language Proficiency Standards				
Domain	1	2	3	4
Listening				
Speaking				
Reading				
Writing				

☐ Student meets criteria for transition to general program of instruction  
(monthly ear)

## GROWTH IN HABITS AND ATTITUDES

Chicago Public Schools students are expected to show progress in work, social, and health and safety habits, along with positive character development, to gain the greatest benefit from the total school program. A checkmark (✓) means that your child needs to improve in this area.

Work Habits	Reporting Period:	ACHIEVEMENT			
		1	2	3	4
Writes legibly					
Follows directions					
Works independently					
Works in a group					
Takes part in class activities					
Cares for materials					
Comes prepared for work					
Completes assigned classroom work					
Does homework assignments					
Social Habits	Reporting Period:	1	2	3	4
Exercises self-control					
Makes appropriate decisions independently					
Accepts teacher guidance					
Follows class routines and class rules and regulations					
Respects school property and property of others					
Character Development	Reporting Period:	1	2	3	4
Shows caring concern for others					
Shows courage in difficult situations					
Is courteous to others					
Shows fairness in making decisions					
Is honest and truthful					
Shows kindness and is helpful to others					
Shows respect for self and others					
Is responsible, showing reliability and dependability					
Commits to completing tasks successfully					
Health & Safety Habits	Reporting Period:	1	2	3	4
Practices good health habits					
Obeys traffic and safety rules					
Uses conflict resolution strategies					

## ATTENDANCE

Regular attendance and progress are necessary for successful progress in school. A note dated and signed by the parent or guardian is required each time a student is absent or tardy. If you have questions regarding your child's attendance reporting, please contact the school within two weeks (month) of this report card.

Reporting Period:	ACHIEVEMENT			
	1	2	3	4 FINAL
Number of days in the reporting period	26	82	43	
Total days absent	1	2	4	
Unexcused absences	0	1	1	
Days tardy	0	1	1	

Hi.

My name is Curtis Hicks. I am a middle school student at Betsy Ross Elementary and I disagree that Ross should close because this school has any and everything a perfect school can have.

We have two computer labs with more than 35 computers in each one. Not only that, each classroom has four computers and its own smart board.

We have teachers who care for students and a principal who would do anything to get everything that is appropriate for a school.

In our school, we have students in the fourth and fifth grades (like my brother) who keep saying that they can't wait for middle school. They want to graduate from Betsy Ross meaning that they can't imagine going to any other school. I can't either.

My favorite part about my school is all of the teachers and activities like gym, art, library, social studies, science, math and even reading.

This school is also really special to me because of the love, care and hearts the staff have for us. I have been to other schools and NONE of them compares to Betsy Ross.

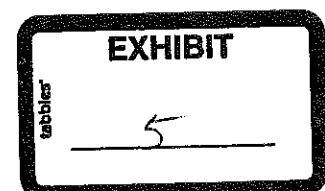
We are eagles and we want to soar.

Thank you for listening.



~~Ciera Wilson~~  
My name is ~~Chantara McKinney~~ I am not going to speak a full page letter, but I will just tell you the facts at Betsy Ross School.

1. The school is open 6 to 7 days a week from 6:00 am to 7:00 pm most of the time 8:00 or 9:00 pm.
2. We have two computer labs. All day art and all day library.
3. The Joffrey Ballet for 1<sup>st</sup> and 2<sup>nd</sup> grade girls who attend the Joffrey tower downtown Chicago.
4. We learn different techniques every day. But we take it slow for kids who don't understand.



5. We have different afterschool programs like leap, rocket learning, Sylvia learning, Orions math...
6. We use technology for us to learn like I-pads, computers, smart boards and clickers.
7. Here at Ross we do stmath, I- Ready, mapmath, Khan Academy, learn zillion, Mr. Anker, mathetics and battle of the books where students at Betsy Ross got 1<sup>st</sup> place in the Burman Park area.
8. We have talent shows where any student at Ross is welcome to show their talent.
9. At Ross school our teachers and principals want us to soar. We did Read the most from coast to Coast. And At Ross we rad the most... I am one of the students and younger 1st and 2<sup>nd</sup> grade students who

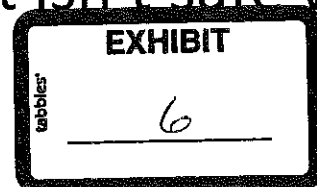
won a competition for reading the most out of the whole school and we will be awarded.

Those are just some of the few things we do at Betsy Ross School. But if you want to know more you will have to come and view it with your own eyes.

Thank you

Good evening,

My name is tionna smith and I am a student at Betsy Ross elementary school. I'm here today to show how grateful I am to have a school like Betsy Ross and to be welcome into their family .I'm concerned that if they send us to Dulles, or carter they won't have the love,care,and respect they show us here at Betsy Ross. I have siblings in second and third grade that <sup>have</sup> ~~has~~ a passion for Betsy Ross. They come home and tell everybody how much they love their school, and that Betsy Ross is their favorite school ever, which makes our mother happy about sending us to Betsy Ross. Many say that the neiborhood isn't safe, but if it isn't safe why



would you send us across the lines in which violence occurs . I'm here to get the understanding of the CPS process in which involves my beloved school. I was wondering if we left 2012 behind and jumped into 2013 why are we going backwards instead of forward with the future waiting on us scholars today. Thank you for your time.

# TEACHER COMMENTS AND REQUEST FOR CONFERENCE

A (✓) in the box at the right indicates that the teacher desires a conference with you.

## COMMENTS

Reporting Period 1  
is too easily distracted - MATHEMATICS STD

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

Reporting Period 2

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

Reporting Period 3

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

Reporting Period 4

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

# PARENT/GUARDIAN COMMENTS AND REQUEST FOR CONFERENCE

Please sign below to show that you have read this report. If you wish to confer with the teacher, place a (✓) in the box provided.

## COMMENTS

Reporting Period 1

☐ My child has read or been read to at least 100 minutes each week.  
Signature of Parent or Guardian \_\_\_\_\_  
☐ Yes ☐ No  
☐ Conference Requested

Reporting Period 2

☐ My child has read or been read to at least 100 minutes each week.  
Signature of Parent or Guardian \_\_\_\_\_  
☐ Yes ☐ No  
☐ Conference Requested

Reporting Period 3

☐ My child has read or been read to at least 100 minutes each week.  
Signature of Parent or Guardian \_\_\_\_\_  
☐ Yes ☐ No  
☐ Conference Requested

Conference held on:

☐ Reporting Period 1  
☐ Reporting Period 2  
☐ Reporting Period 3  
☐ Reporting Period 4

If this box is checked, your child must attend a Chicago Summer School Program in compliance with the Elementary/Promotion Policy.

NEXT ASSIGNMENT	
Grade	Room

NAME \_\_\_\_\_ BIRTH DATE 5/18/1999

STUDENT ID NUMBER 42450731 GRADE 07 ROOM A114

# REPORT OF STUDENT ACHIEVEMENT GRADES 1-8

2012-2013 School Year

SCHOOL: Betsy Ross Elementary School

SCHOOL ADDRESS: 6059 S Wabash Chicago, Illinois 60637

PRINCIPAL: Dr. Rashid K. Shabazz

TEACHER: L. Ross-Burch

Educate • Inspire • Transform

CITY OF CHICAGO  
Rahm Emanuel  
Mayor

CHICAGO PUBLIC SCHOOLS  
CPS

CHICAGO PUBLIC SCHOOLS

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## GROWTH IN KNOWLEDGE AND SKILLS

The following grading codes are used to report your child's achievement:

The Chicago Public Schools uses a standards-based curriculum. The letter grades below are explicitly linked to the Illinois Learning Standards. The letter grades indicate the student's progress in meeting grade-level standards.

A - Substantially exceeds the standard  
 B - Exceeds the standard  
 C - Meets the standard  
 D - Less than acceptable performance on standard  
 F - Does not meet the standard  
 I - Indicates an area not to be graded at this time

Each grade represents your child's achievement for one 15-week reporting period on that standard. An average corresponds to the grade on your child's permanent record.

CURRICULUM		ACHIEVEMENT				
Reporting Period:	1	2	3	4	FINAL	
Chicago Reading Framework						
Reading in the English Language Standards	A	A	A			
Reading in the Native Language Standards						
(*) means that your child needs to improve in this area.						
Has developed word knowledge (vocabulary)						
Uses a variety of reading strategies						
Compares reading material - fiction						
Compares reading material - non-fiction						
Has developed oral reading fluency						
Responds to literature (oral, written, artistic)						
Reads a variety of materials independently						
Number of books read (yearly goal is minimum of 25 books)	16					
Writing Standards						
(*) means that your child needs to improve in this area.						
Writes the writing process (prewriting, drafting, revising, editing)						
Produces writing for a variety of purposes and audiences						
Writes with focus, coherence, and clarity						
Uses Standard English conventions (spelling, grammar, word usage)						
Listening Standards						
B	C	B				
B	B	B				
Speaking Standards						
B	C	B				
B	B	B				
Research Standards						
(*) means that your child needs to improve in this area.						
Has developed further skills (basic operations: +, -, x, ÷)						
Estimates and uses measurement						
Uses algebraic concepts						
Uses geometric concepts						
Uses and interprets data (probability and statistics)						
Science Standards						
A. Collins	C	D	C			
Social Science Standards						
A. Logistics	D	C	B			
Art Standards						
I	F	B				
Music Standards						
World Language Standards						
Dual Language Proficiency						
Health Education Standards						

(S) Significantly Modified Curriculum

## GROWTH IN KNOWLEDGE AND SKILLS

CURRICULUM		ACHIEVEMENT				
Reporting Period:	1	2	3	4	FINAL	
Physical Education Standards	A	B	B			
Library Science	A	A	A			
Learning Technology	A	A	A			

### English Language Proficiency

Enrolled in a \_\_\_\_\_ Student is in the Bilingual Program Year: \_\_\_\_\_  
 TBE/PII (Excluding Kindergarten)

Program

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

The Overall English Language Proficiency Development is based on the student's performance on all domains within each of the five Illinois English Language Proficiency Standards (Social and Instructional Language, Language Arts, Mathematics, Science, and Social Studies).

### English Proficiency Development

1 - Emerging 2 - Beginning 3 - Developing 4 - Expanding 5 - Bridging 6 - Reaching

Reporting Period:	1	2	3	4
Overall English Language Proficiency Development				
The numbers below indicate the proficiency demonstrated on assignments in each domain as aligned to the Illinois English Language Proficiency Standards				
Domain	1	2	3	4
Listening				
Speaking				
Reading				
Writing				

☐ Student meets criteria for transition to general program of instruction (monthly ear)

## GROWTH IN HABITS AND ATTITUDES

Chicago Public Schools students are expected to show progress in work, social, and health and safety habits, along with positive character development, to gain the greatest benefit from the total school program. A checkmark (✓) means that your child needs to improve in this area.

Work Habits		Reporting Period:			
		1	2	3	4
W: responsibility					
Follows directions					
W: works independently					
W: works in a group					
Takes part in class activities					
Comes prepared for work					
Completes assigned classroom work					
Does homework assignments					
Social Habits		Reporting Period:			
		1	2	3	4
Exercises self-control					
Makes appropriate decisions independently					
Accepts teacher guidance					
Follows class routines and class rules and regulations					
Respects school property and property of others					
Character Development		Reporting Period:			
		1	2	3	4
Shows caring concern for others					
Shows courage in difficult situations					
Is courteous to others					
Shows fairness in making decisions					
Is honest and truthful					
Shows kindness and is helpful to others					
Shows respect for self and others					
Is responsible, showing reliability and dependability					
Commits to completing tasks successfully					
Health & Safety Habits		Reporting Period:			
		1	2	3	4
Practices good health habits					
Obays traffic and safety rules					
Uses conflict resolution strategies					

## ATTENDANCE

Regular attendance and progress are necessary for successful progress in school. A note about and signed by the parent or guardian is required each time a student is absent or tardy. If you have questions regarding your child's attendance reporting, please contact the school within two weeks receipt of this report card.

Reporting Period:		1	2	3	4	FINAL
Number of days in the reporting period	26	62	43			
Total days absent	0	0	0			
Unexcused absences	0	0	0			
Days tardy	0	0	0			

Chamara McKinney

Good Evening.

My name is Chamara McKinney and I am a seventh grader at Betsy Ross. I believe that Betsy Ross should stay open because I am concerned that my family and friends will not truly be welcomed at the school we are being assigned to. I guess I feel this way because going to my school is like going home.

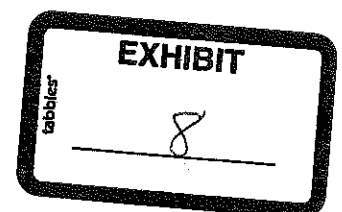
I would like to share just one of the many reasons my school is special to me.

When I was in fourth grade at Betsy Ross, nobody could tell me to pick up a book. My grades looked like garbage.

Then, the new principals came and everything started to change.

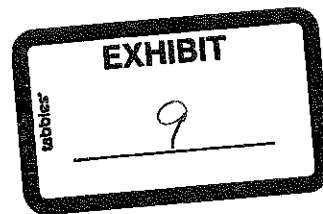
I began to care about my school and my education. My test scores began to grow and I began to love reading books. In fact, I just won a school wide contest for reading the most books and taking the most Accelerated Reader tests on "Read the Most from Coast to Coast" day. And you know what the best part was? I was able to pick out 5 brand new books to keep for my own. I love being part of a school that supports my learning and I am worried that a new school will not take the same interest in me as an individual. At Betsy Ross, I am not a student...I am a family member.

So I plead, PLEASE keep my school open.  
Thank you for your time.



SOS

Save our students



Hello my name is M.B.

I am a current student at Betsy Ross elementary school. I am willing to do anything to keep my school open. Here at Ross elementary I keep safe coming in our school building because I know that there are no weapons on my way that I can be harmed because we have a full-day security guard who protects us. He checks everything that comes in the building to make sure no one has

anything that could hurt our students

I have been in other schools where

but I have friends that attend Dulles and they tell that they do not feel safe in Dulles because they do not have security

guards there are a lot of gangs and violence near their school and also in their school. As a student

I think that Dulles will not provide me the knowledge I

need because Dulles doesn't have a

full day librarians full day  
art teacher here at Ross we  
have those things and the  
art and library teachers are  
willing to stay late as  
possible not just those teachers  
but the whole Betsy Ross  
staff if you ride pass  
dules at 7:30 or 8:00 you  
see no cars no lights  
on you ride pass Ross  
you see cars and lights on  
because teachers and others  
are trying to see what they  
could do to become a better  
teacher to help students with  
what they need. Here at Ross  
we have pride we have  
dignity we are a family  
and we are Betsy Ross  
elementary school and we will  
not be closing any time soon.  
Thank you.

# Ross School: The Truth

EXHIBIT

10

<u>Ross Elementary</u> <i>Why CPS recommends to close this school</i>	<u>Dulles Elementary</u> <i>As a welcoming school, Dulles will offer.</i>	<u>Ross:</u> <u>The Truth</u>
Enrollment has declined by 38% over the last 10 years (555 to 344)	Current school enrollment 540	<ul style="list-style-type: none"> <li>Housing projects closed which contributed to the loss of students.</li> <li>Washington Park Charter School located approximately one block from has taken many of students.</li> </ul>
Building lacks ADA accessibility	A building with ADA accessibility	<ul style="list-style-type: none"> <li>Ross is ADA accessible. There is a ramp located at north entrance.</li> <li>A ramp is also located in the middle of the building for wheelchair accessibility.</li> </ul>
Interior improvements are needed at Ross	Upgraded school interiors and improvements such as fresh paint, new ceilings and floors	<ul style="list-style-type: none"> <li>Through a partnership with Chicago Cares, 43 classrooms were painted between 2011-2012 (<b>FREE, NO COST</b>)</li> <li>Second and third floor hallways were also painted (<b>FREE, NO COST</b>) which saved CPS over \$100,000</li> <li>New murals through Chicago Cares, City Year/Business Executive Board</li> <li>Whiteboards in every class</li> <li>New roof</li> </ul>
Outdoor facilities		<ul style="list-style-type: none"> <li>2 usable outdoor spaces for Physical Education and recess</li> <li>A 300 yard walking track with grassy play area and playground with rubberized mat.</li> <li>Over 70 yard secure area with dual entrance points (one from gym/one from lunchroom)</li> <li>Enables recess and Physical Ed. to take place outdoors at the same time.</li> </ul>
Lacks technology	Dulles will have more technology	<ul style="list-style-type: none"> <li>Two state-of-the-art computer labs EACH with enough computers for an entire class size.</li> <li>Four desktop classroom per class with printers (printer, scanner,</li> </ul>

		copier and fax)	<ul style="list-style-type: none"> <li>• Document cams very class</li> <li>• Smartboards in every class.</li> <li>• Well equipped Science Lab with new science program materials.</li> <li>• Ipads can be made available no matter the facility.</li> </ul>
Lacks a school-wide library	School-wide library		<ul style="list-style-type: none"> <li>• Ross has a school-wide library with SOAR (Seeking Online Access to Resources) bringing digital and print resources to students and their families.</li> <li>• Inviting libraries in each classroom with titles labeled according to grade level or genre.</li> <li>• Partnership with the American Library Association</li> <li>• Full-time librarian</li> </ul>
Lacks security technology	Security technology, such as, entry screening equipment		<ul style="list-style-type: none"> <li>• Security entry equipment is currently located at the main entrance.</li> <li>• Security cameras are located in the parking lot, south entrance and north entrance.</li> <li>• Monitoring equipment is located at the main entrance and office.</li> </ul>
Lacks Intervention Programs	Academic Intervention Programs		<ul style="list-style-type: none"> <li>• Partnership with LEAP</li> <li>• SES Programs</li> <li>• Saturday School</li> <li>• i-Ready (Web-based computer-assisted Reading Program)</li> <li>• ST Math (Web-Based computer-assisted Math)</li> <li>• RtI Reading and Math groups to address level 2 students</li> </ul>
Before and Afterschool Extracurricular Activities <b>Youth Antiviolence</b> Our students are here safely with us from 7 am to well past 5 pm.			<ul style="list-style-type: none"> <li>• Jiji and iReady available before and after school</li> <li>• No cut policy sports teams have before and after school</li> <li>• Co-ed Double Dutch (multiple city champs), Co-ed Flag Football (multiple regional champs/3<sup>rd</sup> in city), Girls and Boys Track (city champs), Girls and Boys Volleyball, Girls and Boys Softball</li> <li>• Jeoffrey Ballet, Ballroom dance</li> <li>• Art club</li> </ul>
No more boys and girls			<ul style="list-style-type: none"> <li>• Battle of the Books (7/8 grade Network Champions 2013)</li> </ul>

club within their safe zone.		<ul style="list-style-type: none"> <li>• Math competitions – Nationally ranked 2012</li> <li>• Drama club performs high quality play each winter.</li> <li>• Teachers as volunteer tutors</li> </ul>
Excellent Staff Key to success of any school, regardless of size or money.		<ul style="list-style-type: none"> <li>• Teachers with Masters and beyond</li> <li>• Teachers with /working toward NBCT</li> <li>• Collaborative team/involved teachers</li> <li>• True team with strong results (NWEA growth)</li> <li>• Look what we did in one year, predictions are excellent.</li> </ul>
Recent News: Michelle Obama Provide necessary resources for inner city youth to have better opportunities. Need for better schools, neighborhoods, more engaged community involvement. Emanuel's youth antiviolenace plan seeks \$50 million in funding.		<ul style="list-style-type: none"> <li>• Opportunities for Ross students to be a "somebody"</li> <li>• Are numerous - in their classroom, on a club, on a team, or on stage. Small schools allows our underserved children to stand out in the crowd and gain team and leadership experiences that would otherwise be missing.</li> <li>• We are the core of this neighborhood. With the boys and girls club gone and the abandoned homes surrounding the school, we are the only beacon left. Our students don't want to leave at the end of the day, or even after they graduate! Stop by any day around 4- 5 o'clock and you will see kids at their school staying as late as they can because they know it a place were they are cherished. To be successful, Michelle Obama recently said, you need opportunity and safe place to be. Betsy Ross is that place for each of our children.</li> </ul>

# Ross Elementary School BUILDING...SUCCESS!

*"Believing Excellence is Attainable"*



*You've got to read this part!*



# BUILDING...A BRAND

Creating Partnerships to Better Serve the Youth in our Community

- Chicago Cares
- City Year/Business Executive Board
- American Library Association
- Teacher for America
- Teacher Mate
- K-2 Literacy Grant
- Joffrey Ballet
- Achievement Network
- Daniel Murphy Scholarship Foundation
- Crayons Gone Wild



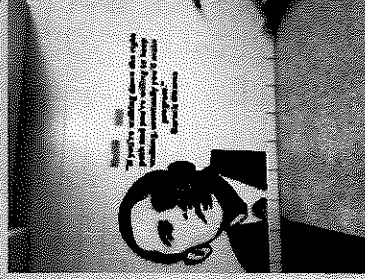
*It all starts with a dream...*

# BUILDING...PARTNERSHIPS

## Joffrey Ballet

Primary students in 1<sup>st</sup> and 2<sup>nd</sup> grade were selected to study ballet with America's premier ballet company. Sixteen students received dance scholarships to continue training throughout their high school careers. (This is more than any other school in the Burnham Park Network!)

## City Year



## Chicago Cares

Chicago Cares builds volunteer experiences that mobilize and inspire people to make Chicago a stronger community.

*Where will your education take you?*



# Partnerships, cont.

- Corporate Executive Board

- Chicago Children's Museum

## CLIMB Program: 2012/13

*Collaborative Learning in Museums and Beyond*

- Teacher Mate

Teacher uses MP3 players and iPads for instruction

- Tutor Mate

Skype sessions with people from corporate America

- Achievement Network



Students Jamari (Left) and Makhi (Right) were extremely focused to get each screw into their wood pieces both tight and straight. CLIMB 2012-2013

# BUILDING...SCHOOL CULTURE



## *"Read the Most from Coast to Coast & Dr. Seuss Birthday Celebration"*

### Accelerated Reader Program

"It determines success not only in the classroom, but in life. Highly popular and successful for over 25 years, Accelerated Reader (AR) is a powerful tool for monitoring and managing independent reading practice."

- Ross Students have read over 22,654,437 words and 4,612 books.

(School Goal – 6, 0000, 000 words and 7000 books)

- Students participated in *"Read the Most from Coast to Coast"* on March 1, 2013. School-wide our students took tests for 2077 books.

# BUILDING...SCHOOL CULTURE



## The American Math Challenge

Out of *all* the schools in Illinois, Betsy Ross ranked 5<sup>th</sup>!

## Scholastic Book Fair

The 2011/12 book fair was themed

### *"It's A Reading Celebration"*

This school-wide fundraiser brought in \$2400.00 in 4 days with proceeds for new books for the school library, teachers classroom libraries, and book donations "dollar for dollar" from proceeds to the "Toys for Tots" organization.

This was a strongly supported school wide and community supported event.

## Battle of the Books 2013

4<sup>th</sup>-8<sup>th</sup> grade students volunteered to compete in the CPS city-wide novel reading contest.

On April 8<sup>th</sup>, Ross's 7<sup>th</sup>/8<sup>th</sup> grade team was awarded 1<sup>st</sup> Place in the Burnham Park Network for this competition. Congratulations!



*Are you done with that one yet? I want it!*

# Building Inclusion



- This year we piloted the first inclusion program at Betsy Ross
- Servicing wider range of RTI students



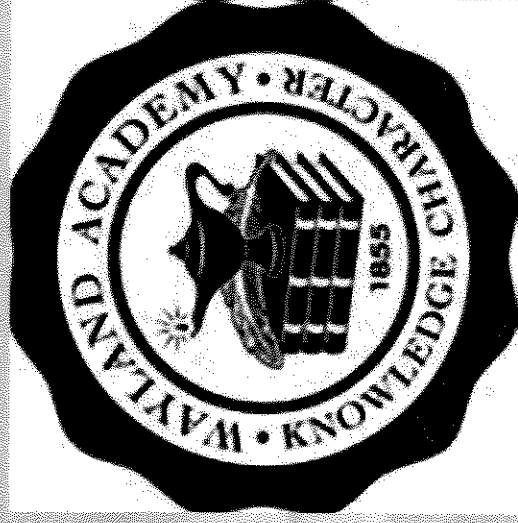
## DATA

- In HALF a year, students grew **1.1 year in Reading**
- In HALF a year, students grew **1.2 year in Math**

# Building...Futures



*Keia Richardson, one of two Daniel Murphy Scholarship recipients in 2012, makes her valedictorian speech.*

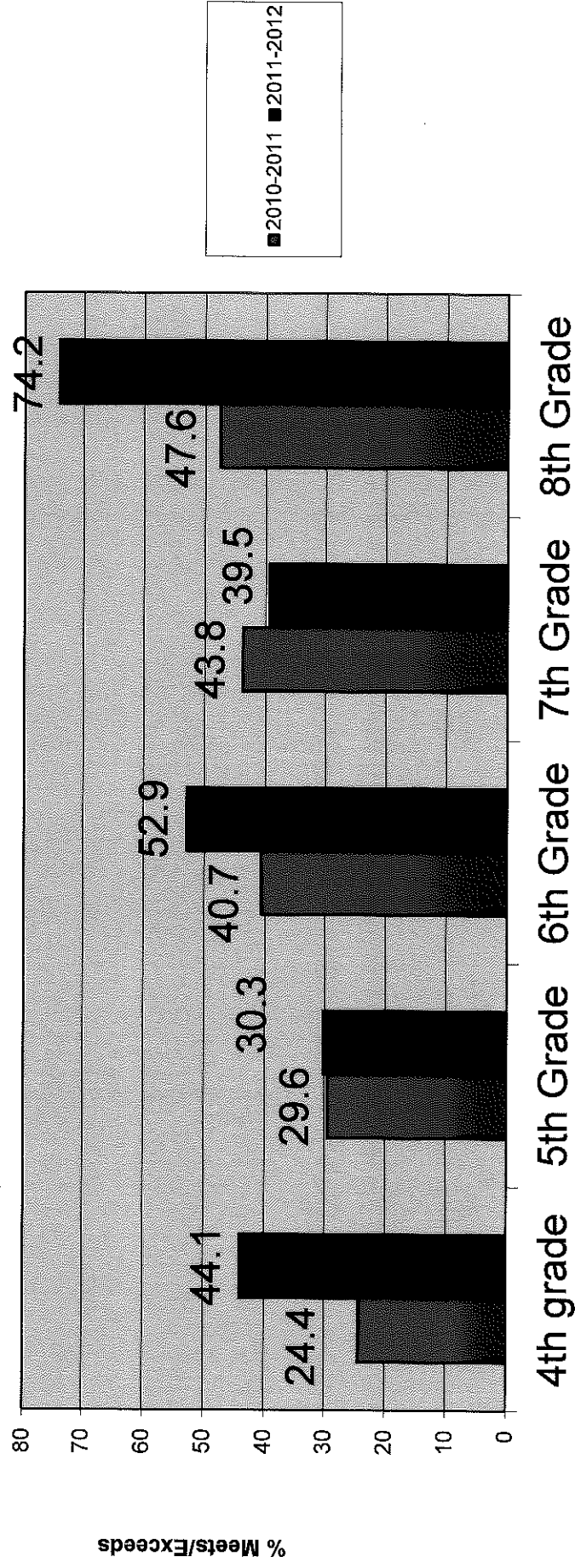


**Daniel Murphy  
Scholarship Fund**

# Building...Readers

## Data Analysis: Reading 2011/12

### Reading Trend Performance 2011-2012

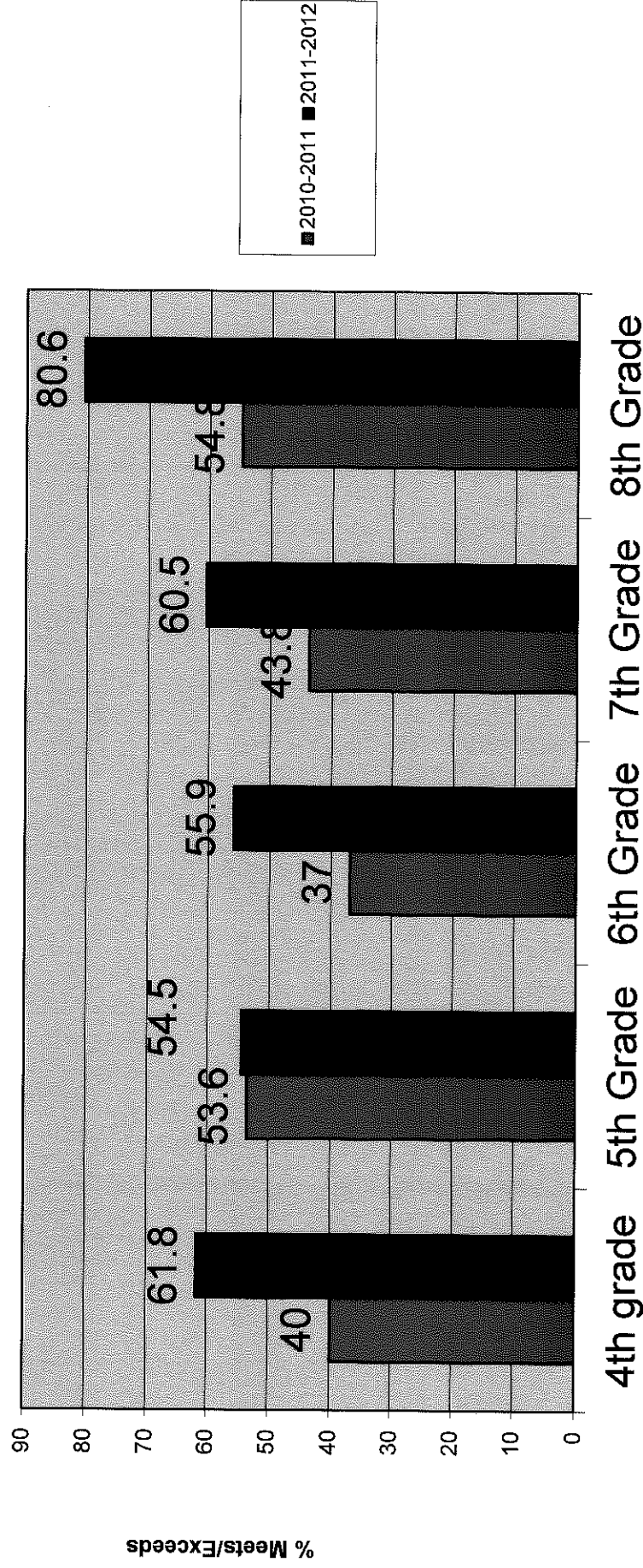


### Grade Level

# Building...Mathematical Thinkers

## Data Analysis: Math 2011/12

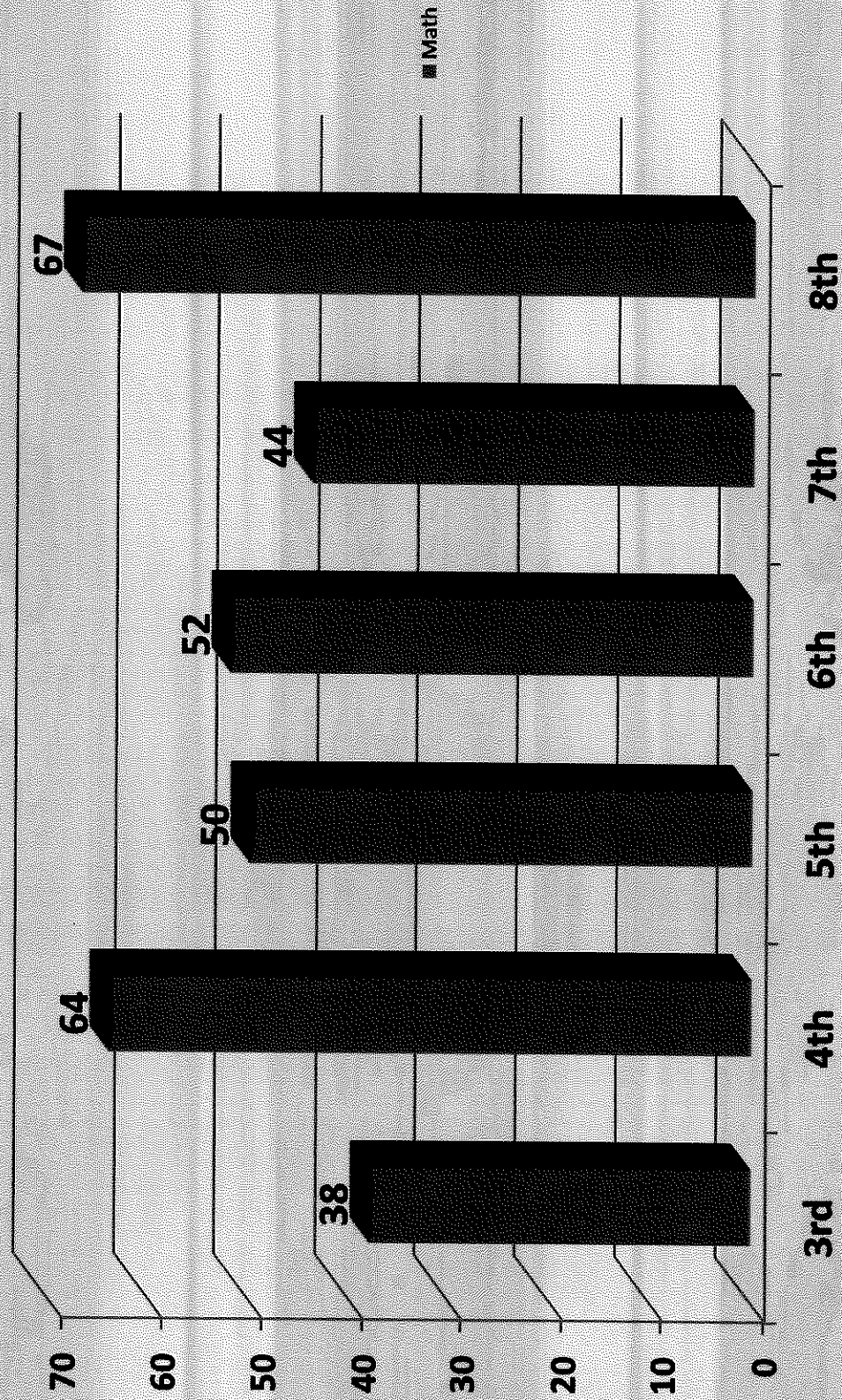
Math Trend Performance  
2011-2012



Grade Level

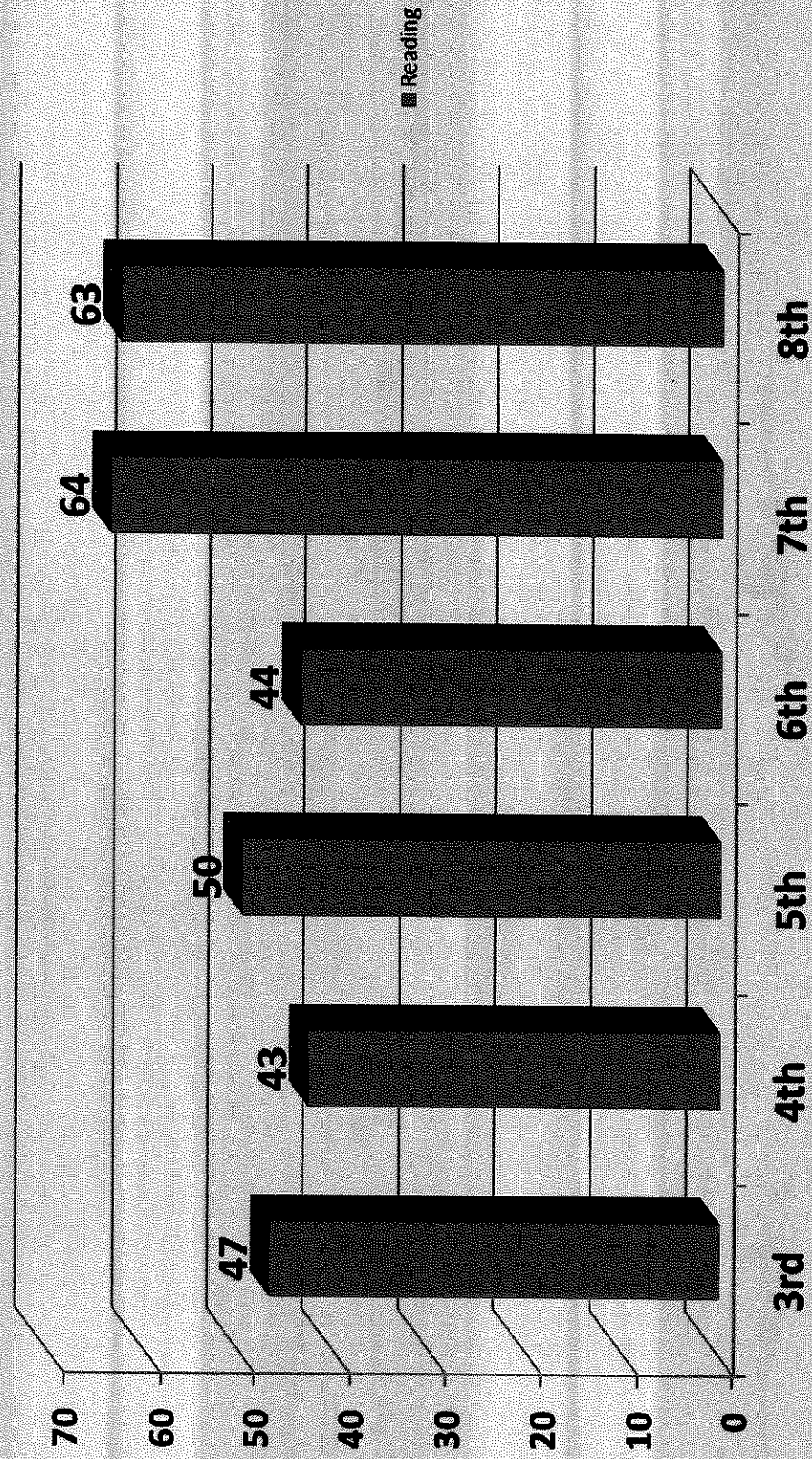
# NWEA Map Winter Data

% Meets or Exceeds RIT Goals Math



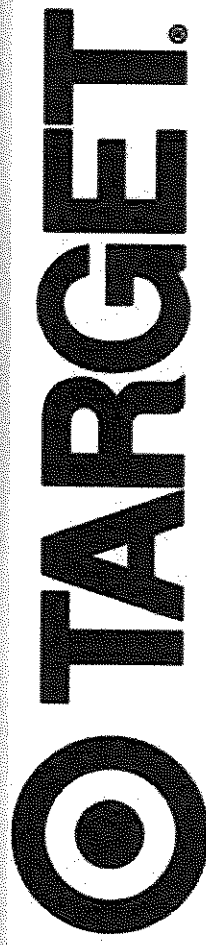
# NWEA Map Winter Data

**% Meets or Exceeds RIT Goal Reading**



# Grants-Charitable Gifts

- Target
  - \$25,000.00 literacy grant for classroom libraries
- Dwayne Wade Foundation
  - \$10,000.00
  - mural



# Professional Development

Ross teachers seek opportunities outside of the classroom to grow as learners.

Ross teachers hone their skills by participating in weekday and weekend trainings.

## Global Education Conference

Held at the University of Chicago, teachers collaborated with elementary and high school teachers during workshops aimed to prepare students to compete in a global society.

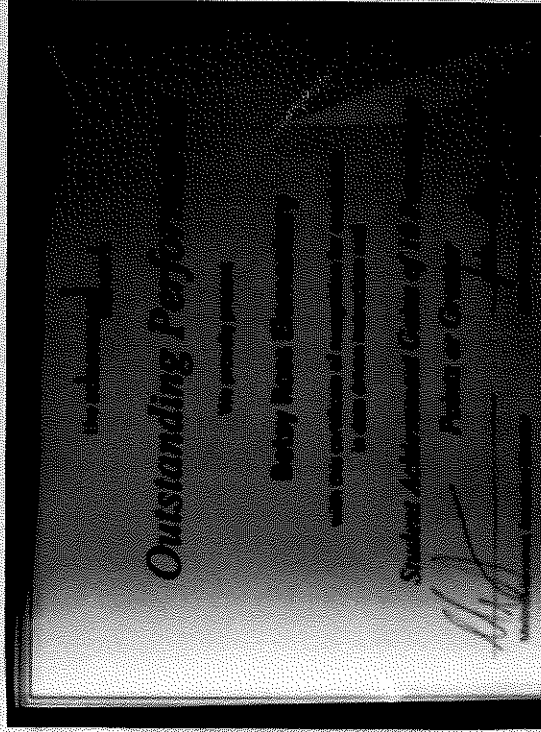
## Coursera.org

Teachers have the opportunity to take free 4-12 week online courses (offered by over 60 prestigious universities worldwide) that pertain to education and other related field.

Some of the courses that have been/are being taken are Aboriginal Worldviews and Education, Children Acquiring Literacy Naturally, Videogames and Learning, and E-learning and Digital Cultures.



The Achievement Network works with 27 schools in Illinois. Ross is one of 5 district schools selected to work with The Achievement Network whose mission is to strengthen school-wide practice and culture by using learning standards and achievement data to get breakthrough results for students in low-income communities.

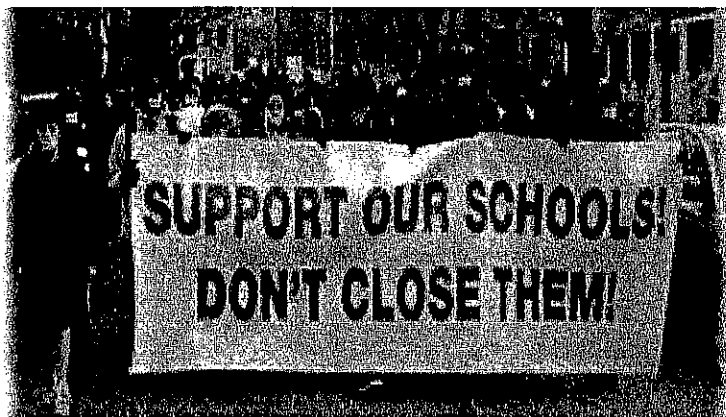


- ❖ 2013 Award for Student Achievement Gains of 10 Percentage Points or Greater
- ❖ 2013 Award for Excellence in Data Driven Practice for Developing Teachers



# Building...a FAMILY!





# Stand Up For Our Schools!

**CPS school closings –along with “turnarounds” and “consolidations”– will:**

- Disrupt the education of thousands of children — forcing larger class sizes & interrupting their learning
  - Ignore thousands of community members who spoke out strongly *against* these actions
    - Further destabilize neighborhoods and leave even more empty buildings
      - Jeopardize the safety of our children
    - Unfairly impact African-American students and African-American educators
  - Close our schools while they open 60 new charter schools operated by the mayor’s supporters

## **What can we do?**

- **Organize** in our neighborhood against the closings and turnarounds with marches, canvasses & general outreach.
- **Speak out** at aldermanic offices, at State Representative & State Senator offices.
- **Attend weekly Wednesday “lobby days”** to Springfield to call for No School Closings & an Elected School Board. Get more info by calling or emailing CTU.
- **Spread the word** through our churches, community organizations & block clubs. Contact CTU for materials or support.
- **Go to [www.elections.il.gov](http://www.elections.il.gov)** to get contact info for your elected officials. Call your State Representative & Senator. Demand they support SB 1571 –for an **Immediate Moratorium on School Closings-** and HB2793 –for an **Elected Representative School Board.**

***Stay connected with the fight for quality education in EVERY Chicago neighborhood***

Go to:

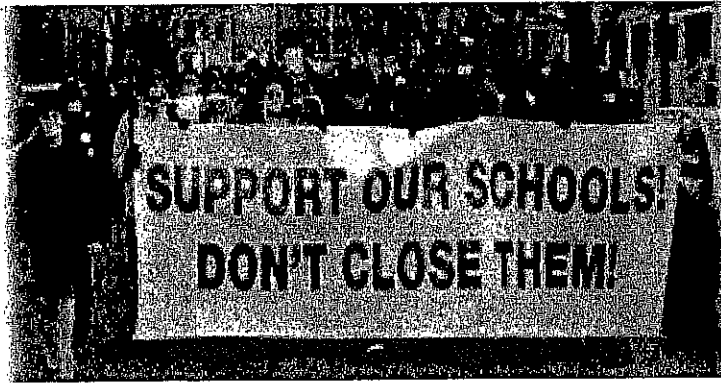
**[movechicagoschoolsforward.com](http://movechicagoschoolsforward.com)**  
*for updates on hearings, protests, citywide and community actions.*

---

For support organizing in your school or community contact:

**[organizing@ctulocal1.com](mailto:organizing@ctulocal1.com)**  
**312-329-6227**

Join parents, students and educators in your neighborhood in the growing movement against Mayor Emanuel’s school closings!



# ¡Luchemos Por Nuestras Escuelas!

Los cierres escolares de CPS – además de las “reconstituciones” y “consolidaciones” – van a:

- Interrumpir la educación de miles de niños – provocando tamaños de clases más grandes y interrumpiendo el proceso de aprender
- Ignorar a los miles de miembros de las comunidades quienes han levantado sus voces en contra de estas acciones
  - Desestabilizar más a las comunidades y dejar aún más edificios vacíos
  - Poner en peligro la seguridad de nuestros niños
- Tener un impacto injusto en contra de los estudiantes afroamericanos y los maestros afroamericanos

## ¿Qué podemos hacer?

- **Organizarnos** en nuestras comunidades en contra de los cierres y las reconstituciones con marchas y hacer promoción en la comunidad para que corra la voz sobre lo que está pasando.
- **Levantar nuestras voces** en las oficinas de los concejales y de los representantes y senadores estatales.
- **Cada miércoles mandamos gente a Springfield** para exigir que se detengan todos los cierres escolares y luchar por una junta de educación elegida por el pueblo. Para más información llame o mande un correo electrónico al sindicato de maestros de Chicago (CTU, por siglas en inglés)
- **Correr la voz en nuestras iglesias,** organizaciones comunitarias y comités de vecinos. Contacte al CTU para obtener materiales o apoyo.
- **Visite [www.elections.il.gov](http://www.elections.il.gov) para obtener la información de contacto de sus oficiales electos.** Llame a su representante y senador

***Manténgase conectado con la lucha por una educación de calidad en TODAS las comunidades de Chicago***

Visite al sitio web:

**[Movechicagoschoolsforward.com](http://Movechicagoschoolsforward.com)** para información sobre audiencias, manifestaciones y acciones generales y en comunidades específicas.

Para recibir apoyo para organizar su escuela o su comunidad contacte:

[organizing@ctulocal1.com](mailto:organizing@ctulocal1.com) 312-329-6227

¡Únase con padres, estudiantes y maestros en su vecindario en el

Producido por empleados del sindicato



# **Congressional Forum on School Closings**

## **Sponsors:**

**Congressman Bobby Rush & Congressman Danny K. Davis**

**Saturday, April 20, 2013  
9:00 A.M. to 3:00 P.M.**

**Quinn Chapel AME Church**

**2401 S. Wabash**

**Chicago, IL 60616**

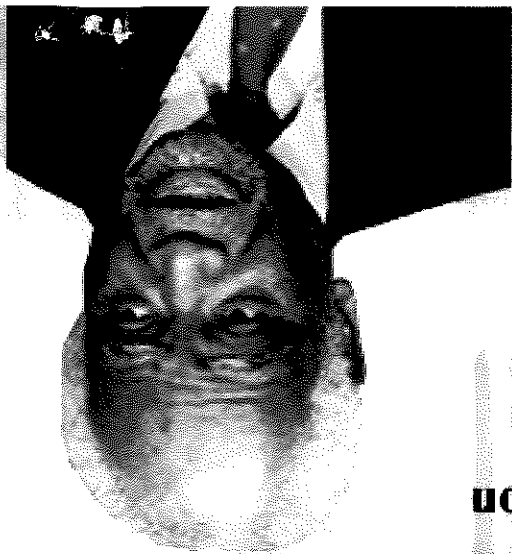
**Reverend James M. Moody, Pastor**

**Students, Parents, Teachers, Principals,  
Politicians, Unions, Everyone is Invited**

**For additional information  
please call:**

**773.533.7520 or  
773.224.6500**

**Paid for by Congressman Danny K. Davis  
and Congressman Bobby Rush**



## Benefits of IB for Ross Community

<b>IB Areas of Interaction</b>	<b>Benefits for Community</b>
<p><b>Health and Social Education:</b> Exploration of topics that relate to individual and societal health and well-being</p>	<p>According to a report from Chicago's Center for Urban Transformation, "...Englewood residents are dying of cancer and other diseases at rates far above the city average. Englewood ranks in the top one-fifth of all Chicago community areas in the prevalence of a number of serious health issues including low birth weight, infant mortality, chronic lower respiratory disease, liver disease and HIV and other sexually transmitted diseases. More than half of the children in local elementary schools have not received all required immunizations for their age group."</p> <p>Our children need a program that supports them in the lifelong goal of healthy living.</p>
<p><b>Environments:</b> Exploration of global environmental issues that affect us and our surroundings</p>	<p>Through the visual arts and science: Introducing students to creating green art. Using recycled and discarded materials. Exploring why creating green art is relevant and necessary by looking at the current state of waste disposal in USA and abroad.</p>
<p><b>Community and Service:</b> Curriculum-based voluntary work that betters the world around us</p>	<p>Through the visual arts and social studies: Exploring how and in what instances people have made an impact or have been directly involved in social/political movements.</p>
<p><b>Human Ingenuity:</b> Exploration of why and how humans create</p>	<p>Through the visual arts and language arts: Exploring various individuals and interrupting their creative processes and the brevity of creative careers.</p>
<p><b>Approaches to Learning:</b> Development of effective skills, of critical, coherent and independent thought, and the capacity for solving problems and making decisions</p>	<p>Through all content areas: "Recognizing and helping students develop the range of their capacities, positive attitudes and effective habits of mind is the shared responsibility of teachers, and is at the core of all curriculum development and delivery."</p>

\*[http://www.svsd.org/parentclub/ib\\_myp\\_faqs/ib\\_myp\\_faqs\\_04013.html](http://www.svsd.org/parentclub/ib_myp_faqs/ib_myp_faqs_04013.html)

\*<http://www.ibo.org/become/index.cfm>

\*<http://www.edwards.cps.k12.il.us>

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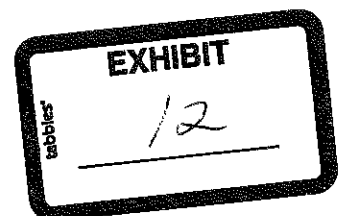
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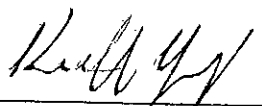
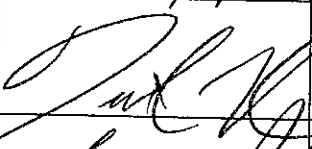
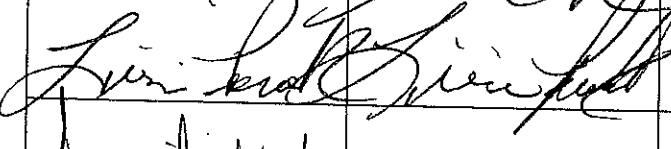
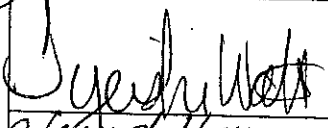

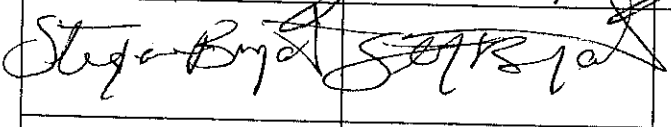
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Cynthia Clark	Cynthia Clark		872-223-5874
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Tommie Bisset	Tommie Bisset	708 979 8077	
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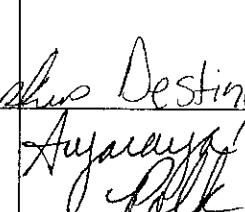
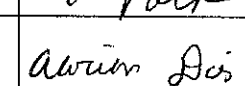
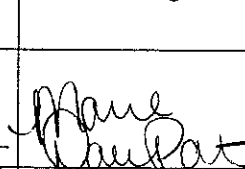

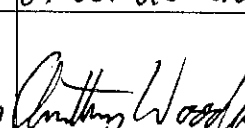
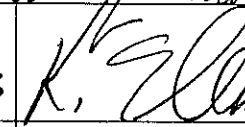
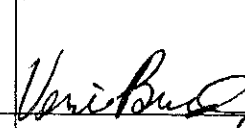
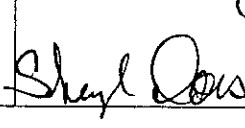
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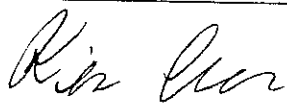

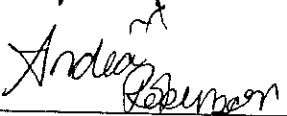
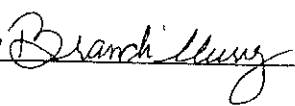



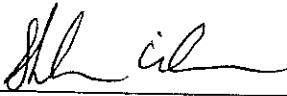
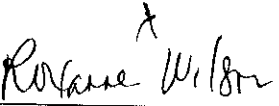
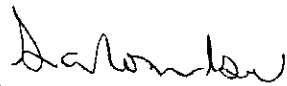
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Christine Dukes	Christine Dukes		
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Joan Stevens	Joan Stevens		773-966-4748
Jerome Means	Jerome Means		859-377-1022
Jamel Beamon	Jamel Beamon		773-673-1143

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Latisha Clark	J. Plunkett		(773) 459-8559
Cheryl C. Auld	C. Auld		(773) 708-0205
TEESha NELSON	Teesha Nelson		773 621-8152
Carla Wendell	Carla Wendell		773 341-0053
Latrarious Tuff	Latrarious Tuff		(773) 454-4667
Amanda Parker	Amanda Parker	PAHkerm. amandaparker.com	773-629-4812
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Sherry Mathew	Sherry Mathew		(708) 566-7895
Ida Thomas	Ida Thomas	NONE	NONE
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Resilia Thompson	Resilia Thompson		773-896/391
Sciret Hedges	Janet Hedges		773-455-4599
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MARY MOORE	Mary Moore		773 4463345
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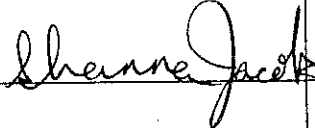
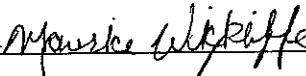
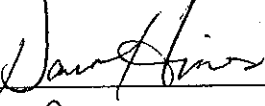
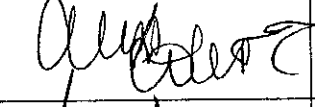
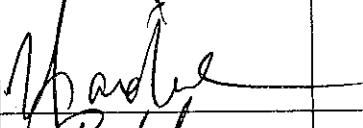
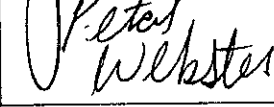
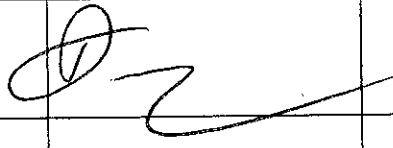
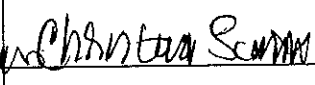
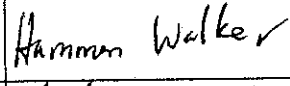
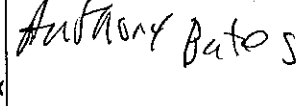
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# HELP SAVE BESTY ROSS SCHOOL AND COMMUNITY

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Moungdarn	Moungdarn		773-484- 9637
Tony Watts	Tony Watts		773-396- 0121
Terry P. Jackson	Terry P. Jackson		773-226-0093
<del>Paul &amp; Paula</del>	<del>Paul &amp; Paula</del>		773-526-8586
Gregory H.	Gregory H.		773-512-5166
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Petal Webster			773-981-2841
Duwan Judson			773- 567-1942
Charlene Sumner			773-675-8647
Hamm Walker			773-603-1387
Anthony Bates			773 715-7724

# Parent Advisory Council Meeting

Thursday, April 4, 2013

Time: 9:00 a.m.



## Meeting Agenda:

- Approval of March Meeting Minutes
- Upcoming Events (Community Meetings, Board Public Hearing around school closings and Approve May Meeting Refreshment Costs)
- Old Business
- Parent Workshop with Chicago Children's Museum Logistics
- New Business
- Questions/ Ideas/ Suggestions
- Adjournment

*Betsy Ross/ Oneida Cockrell: Believing Excellence is Attainable...*

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Terence Mallory	<i>Terence Mallory</i>		
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J. Joe Jenkins	<i>Joe Jenkins</i>		773-651-1582
Soldie Jacobs	<i>Soldie Jacobs</i>		872-600 1236
Eyvonne Locke	<i>Eyvonne Locke</i>		224-800-22 773-966-7121, 47

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Sylvia Bailey	Sylvia Baah	Sylvia.bailey25@ com	773-655-0331
CHRISTIAN JONES	CHRISTIAN JONES	CHRISTIAN JONES@ com	773-251-0904
Michelle Pheer	Michelle Pheer	michelleblack67 gmail.com	702-350-7770
Sumetta Jones	Sumetta Jones		773-499-6907
Ernesto Lucas	Ernesto Lucas		773-4742909
ROBERT DORSEY	ROBERT DORSEY		
Essie Dorsey	Essie Dorsey		773-891-2549

PETITION TO KEEP BETSY ROSS SCHOOL OPEN  
6059 S WABASH AVE  
CHICAGO, ILLINOIS 60637

# HELP SAVE BETSY ROSS SCHOOL AND COMMUNITY

Name	Signature	E-mail	Phone#
Phonda Strong <del>Phonda</del>	Phonda Strong		773 / 812-7976
Lillibra Cross Mariit Simpso <del>Maria</del>	Lillibra Cross Mariit Simpson		773 / 812-7480
Alvin Clark	Alvin Clark		815 / 252-2400
Martell Donaldson	Martell Donaldson		773 / 312-2410
Berita Hardy	Berita Hardy		773-703-0583
Vernadine Williams	Vernadine Williams		773-807-1661
Jamelly Woods	Jamelly Woods		773-650-0329
Kristal Carter	Kristal Carter		(312) 532-1931
Montressa Finney	Montressa Finney		847-764-3823
Shamika Faircliff	Shamika Faircliff		773-354-3254
			773-729-0456

PETITION TO KEEP BETSY ROSS SCHOOL OPEN  
6059 S WABASH AVE  
CHICAGO, ILLINOIS 60637

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SAVE BRS

# HELP SAVE BETSY ROSS SCHOOL AND COMMUNITY

Name	Signature	E-mail	Phone#
Jamika Byrd	Tamika Byrd		
Kim Lee	Kim Lee		
Paheen		WJPT	
TREVOY HESS	Trevey Hess		
<del>Andre Smith</del>			
Rev Andre Smith	Andre Smith		773-6689210
Kellye Seals	Kellye Seals		
William Williams	William Williams	@gmail.com	773-444-0065
Lafayette Seals	Lafayette Seals		
John Ford	John Ford		
Bernard Hall	Bernard Hall		

# HELP SAVE BESTY ROSS SCHOOL AND COMMUNITY

Name	Signature	E-mail	Phone#
Betty Kladner	Betty Kladner		773-800-8319
Mike Lawson	Mike Lawson		
Brittany Lawrence	Brittany Lawrence		773-712-8512
Jackie McGraw	Jackie McGraw		773-606-5597
Bobby King	Bobby King		773-301-2831
Cheryl Arnold	Cheryl Arnold		773-226-7827
Bertha Love	Bertha Love		(773) 726-6589
J. Carter	Juanita Carter		(773) 707-6070
T. Jackson	Teddy Jackson		
A. Christen	Arlene Christen		

Dear Mayor Rahm Emanuel April 4, 2013

Please, as a concerned parent of 3 children that attend Betsy Ross Elementary School. I have been to a lot of School and have seen at different ways of teaching children and the Moment, transferred my kids to Betsy Ross, I feel in love. They are one group of staff members that I can honestly say they care. They love and provide for my children as if they are theirs. They spend extra hours to make sure that each individual at their school gets the support and love that they need. Betsy Ross really get involve with all issues it's like a family so one will feel left out. I have never seen this before and I love this about Betsy Ross. I honestly think that they are making a bad decision. Then if not safe. They have not considered that, the gang violence

# HELP SAVE BETSY ROSS SCHOOL AND COMMUNITY

Name	Signature	E-mail	Phone#
Groce B Henderson	*		773 373 6442
Faymon Henderson			773 499 0014
Rosemary Dondle			773-759-5517
Shu Fuh			773-658-6151
Alesha Hays			773-592-2252
L. Franklio	L. Franklio		11 11
Helene Fuchs	*		5237 773-894- <del>15</del>
Dorothea Butler	Dorothea Butler		872-244-7295
Herbert Gilmore	Alberta Gilmore		312 666 2407
Catherine Locke	Catherine Locke		708-264-7361
Shelton Young	Shelton Young		630-415-5889

PETITION TO KEEP BETSY ROSS SCHOOL OPEN  
6059 S WABASH AVE  
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HELP SAVE BETSY ROSS SCHOOL  
AND COMMUNITY

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## SCHOOL OPEN

# HELP SAVE BETSY ROSS SCHOOL AND COMMUNITY

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ALV

HELP SAVE BETSY ROSS SCHOOL  
AND COMMUNITY

[illegible]

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PETITION TO KEEP BETSY ROSS SCHOOL OPEN  
6059 S WABASH AVE  
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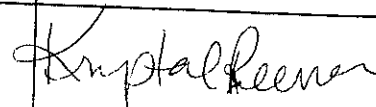
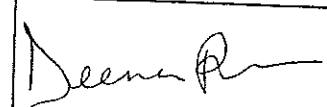
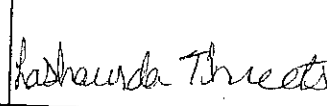
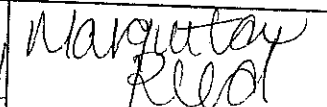
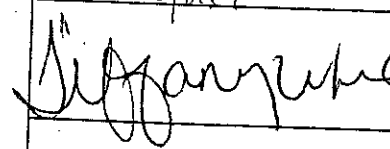

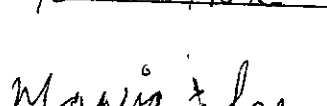
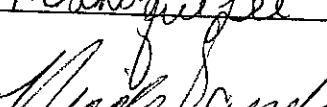
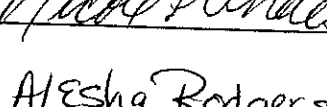
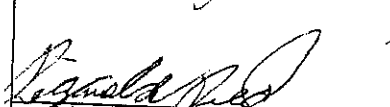
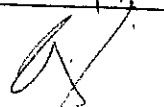
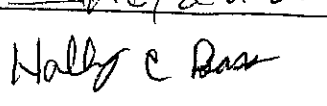
# HELP SAVE BETSY ROSS SCHOOL AND COMMUNITY

Name	Signature	E-mail	Phone#
K. Torrey	K. Torrey	n/a	n/a
Kadada Davis	K. Davis	n/a	n/a
L. Roundtree	L. Roundtree	n/a	n/a
Keena Roundtree	L. Roundtree	n/a	n/a
T. Charles	T. Charles	N/A	N/A
S. Charles	Shirley Charles	N/A	N/A
P. Hill	P. Hill	N/A	N/A
T. Spike	Tamika Spike	N/A	N/A
Kamari	Kamari	n/a	n/a
A. Hall	A. Hall	—	—
Cherise	Cherise	—	n/a

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# HELP SAVE BETSY ROSS SCHOOL AND COMMUNITY



Name	Signature	E-mail	Phone#
Krystal Reeves		bosskryssie@gmail.com	N/A
Deena Reeves		N/A	N/A
Lashawnda Threets			N/A
Marquita Reed		NIKKI871@yahoo.com	N/A
	T. F. Fancher	—	—
Yolanda Robinson		N/A	N/A
Monique Lee			
Nick Sanders		N/A	N/A
Alesha Rodgers		N/A	N/A
	Regina		—
Holly C Bass		NA	NA
<del>Holly C Bass</del>			

PETITION TO KEEP BETSY ROSS SCHOOL OPEN  
6059 S WABASH AVE  
CHICAGO, ILLINOIS 60637

# HELP SAVE BETSY ROSS SCHOOL AND COMMUNITY

Name	Signature	E-mail	Phone#
RAYCO Lee	<i>Rayco Lee</i>	—	773-677-8911
Carl Noys	<i>Carl Noys</i>	—	—
David Irby	<i>David Irby</i>	—	—
ALLEN Bell	<i>Allen Bell</i>	—	324 334-6191
Balaziah Jones	<i>Balaziah Jones</i>	—	773-615-6760
KEN CHATMAN	<i>Ken Chatman</i>	—	788 351 7476
Charles DIXON	<i>Charles Dixon</i>	—	773 616 2554
CHRIS ALLEN	<i>Chris Allen</i>	—	(773) 510-4094
LEARNIS ROSS	<i>LR</i>	—	773-332-5445
Stanley Lumpkin	<i>Stanley Lumpkin</i>	—	312-672-1988
Janeus Sigler	<i>Janeus Sigler</i>	—	773-569-2193

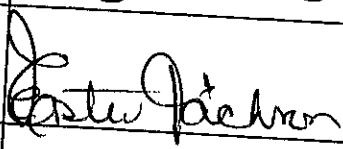
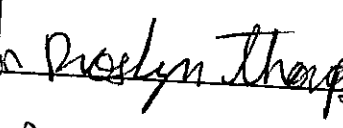
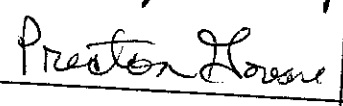
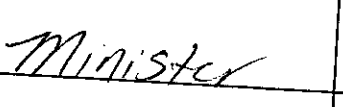


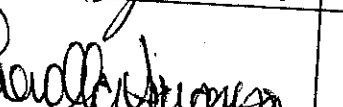
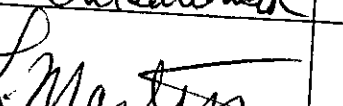
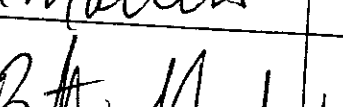
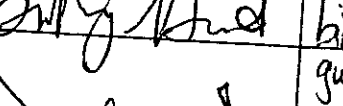
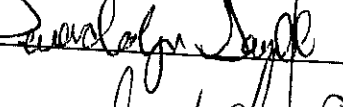
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6059 S WABASH AVE  
CHICAGO, ILLINOIS 60637

# HELP SAVE BETSY ROSS SCHOOL AND COMMUNITY

Name	Signature	E-mail	Phone#
Michael Crawford	Michael Crawford	—	—
Ramon Williams	Ramon Williams	ramonw82@yahoo.com	—
Brandy Hemander	Brandy Hemander	—	708 209-7284
ERICA Upchurch	Erica Upchurch	emuchurch@cps.edu	—
Hurrah Brimah	Hurrah Brimah	—	—
Miriam Jerni	Miriam Jerni	—	773-31846
De, 15 Leffler	De, 15 Leffler	—	—
Anthony DeBartolo	Anthony DeBartolo	—	—
William Nelson	William Nelson	—	—
Catherine Levi	Catherine Levi	—	✓
Michelle Ford	Michelle Ford	—	—

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6059 S WABASH AVE  
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# HELP SAVE BETSY ROSS SCHOOL AND COMMUNITY

Name	Signature	E-mail	Phone#
Ester Jackson		efackson@mcne.cps.edu	535-6261
Roslyn Thompson		h1tDanDan@yahoo.com	773-799-5587
Preston Louis		_____	773-955-9928
Stacy Swanson		_____	773-459-4058
Tederro Duffie		Tederro@yahoo	773 577-1723
Neole Johnson		_____	773-707-2363
Levelle Swanson		_____	(773) 858-4749
Lakeita Martin		_____	708 832 0600
Brittany Hood		bizzieb16@yahoo	773 814 0636
Gwendolyn Grubbs		guengamble69@gmail.com	773 331-9427
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6059 S WABASH AVE  
CHICAGO, ILLINOIS 60637

# HELP SAVE BETSY ROSS SCHOOL AND COMMUNITY

Name	Signature	E-mail	Phone#
JOHANNIE ASSEL	<i>[Signature]</i>	<i>[Signature]</i>	773 754-1991
Lance Johnson	<i>[Signature]</i>	<i>[Signature]</i>	(773) 821-7799
Melain	<i>[Signature]</i>	<i>[Signature]</i>	
LaShell	<i>[Signature]</i>	<i>[Signature]</i>	(773) 821-0042
DeKel	<i>[Signature]</i>	<i>[Signature]</i>	
KIRIL ELLIS	<i>[Signature]</i>	N/A	312 852-5917
PAMELA SMITH	<i>[Signature]</i>	N/A	773 718-4885
ALESIA HOLMES	<i>[Signature]</i>	N/A	773-344-5198
NELSON BAX	<i>[Signature]</i>	N/A	N/A
Sharon Bates	<i>[Signature]</i>	N/A	N/A
DeLeon Scott	<i>[Signature]</i>	DeLeon Scott@ Yahoo.com	N/A

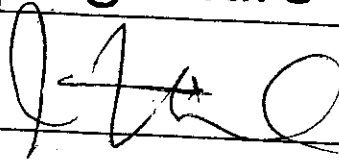
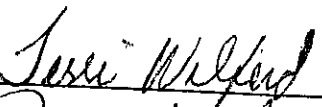
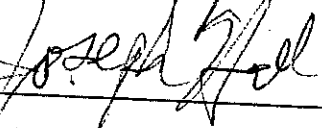
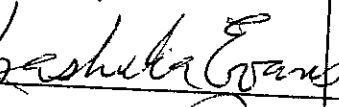


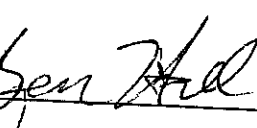


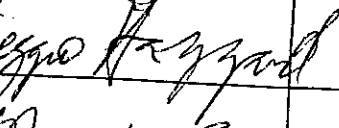

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6059 S WABASH AVE  
CHICAGO, ILLINOIS 60637

# HELP SAVE BETSY ROSS SCHOOL AND COMMUNITY

Name	Signature	E-mail	Phone#
Rexee Johnson	Rexee Johnson	_____	_____
Latravious Tuff	Latravious Tuff	_____	773 454-6742
Dorniche Nicherson	Dorniche Nicherson	_____	_____
Douglas Petty	Douglas Petty	_____	773-641-0000
Ayvaraya Polk	Ayvaraya Polk	_____	773-920-8478
Delia Williams Bey	Delia William Bey	dwilliamsbe@cps.edu	_____
Charles Tony	Charles Tony	_____	773-668-4196
Jaqueline Overton	Jaqueline Overton	JacquelineOverton@yahoo.com	773) 507-5607
Sherry Bell	Sherry Bell	_____	(773) 978-3156
Shakida Jones	Shakida Jones	_____	(773) 403-0974
Fred Neal	Fred Neal	_____	(773) 691-9962

PETITION TO KEEP BETSY ROSS SCHOOL OPEN  
6059 S WABASH AVE  
CHICAGO, ILLINOIS 60637

# HELP SAVE BETSY ROSS SCHOOL AND COMMUNITY

Name	Signature	E-mail	Phone#
Jimme Wilson		JBWilson70@hotmail.com	(312) 801-8364
Terri Wilford		tmwilford@yahoo.com	
Joseph Hill			
Lakisha Evans			
Donna Jackson			
David Hill			
Ben Hill			
Joyce Taylor			
Jerena Wilson			
Reggie Hazzard			
Mack Connor			

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6059 S WABASH AVE  
CHICAGO, ILLINOIS 60637

# HELP SAVE BETSY ROSS SCHOOL AND COMMUNITY

Name	Signature	E-mail	Phone#
JENNIFER Smith	Jennifer Smith		
SKYLINE HILL	Jessie Hill		
JESSICA HILL	Jessica Hill		
ANITA MILLER	Anita Miller		
ANITA SIMPSON	Anita Simpson		
DARREN BENNETT	Darrell Benoit		
CHARLES HILL	Charles Hill		
MICHELLE HILL	Michelle Hill		
DORCEA HILL	Dorell Hill		
PAUL EGGETON	Paul Eggeston		
ARMY ARABID	Laney Arnold		

PETITION TO KEEP BETSY ROSS SCHOOL OPEN  
6059 S WABASH AVE  
CHICAGO, ILLINOIS 60637

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Name	Signature	E-mail	Phone#
Roderick Moore	Roderick Moore	None	(773) 457-9779
Dean Washington	Dean Washington	None	
Tranette Spencer	Tranette Spencer		312-652-9247
Tamara Lott	Tamara Lott	Hott247@gmail.com	773 495-8078
Eric Hansen	Eric Hansen	None	773-297-9990
Yvonne Pileus	Yvonne Pileus		773-952-8210
Marcell James	Marcell James	None	(708) 629-5603
Sheena Moore	Sheena Moore	sheenamoore@live.com	(773) 603-8535
Candace Ross	Candace Ross		312 927 3602

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 6059 S WABASH AVE  
 CHICAGO, ILLINOIS 60637

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Name	Signature	E-mail	Phone#
Margie Mosey	Margie Mosey	margie@yaho	(773) 382-6299
Shanna Jacobs	Shanna Jacobs		872-600-1236
Goldie Jacobs	Goldie Jacobs		(312) 983-9657
Regina Minter	Regina Minter	regina.minter@ymca	(773) 735-4349
Amarie Parks	Amarie Parks		
Mister Pearson	Mister Pearson		
Rachel Wilson	Rachel Wilson	babygirl2_63@yahoo.com	773-1029-4812
Theresa Hughes	Theresa Hughes		773-979-0015
Chris Brown	Chris Brown		850-980-3513
Anguette Suggs	Anguette Suggs		773-470-7506
Jamale Sears	Jamale Sears	jamalesears@yahoo.com	773-382-6402
			773-8526422

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6059 S WABASH AVE  
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# HELP SAVE BETSY ROSS SCHOOL AND COMMUNITY

Name	Signature	E-mail	Phone#
Emmanuel Williams	Emmanuel Williams		
Dominique Stevenson	Dominique Stevenson	WM	(773) 678-7115
Regina Minter	Regina Minter		(773) 739-4349
Altrice Blount	Altrice Blount		773) 484-6350
Crystal Harris	Crystal Harris	charris26@yahoo.com	773-965-1342
Marcus Taylor	Marcus Taylor	MTaylor74500@yahoo.com	773-965-7342
Tyisha Watkins	Tyisha Watkins		773-256-0205
Selena Webbster	Selena Webster	Selena Sandridge @aol.net	
Keesha Nelson	Keesha Nelson	Keesha Nelson@yahoo.com	773-615-6519
TATUAN Brassel	Tatuan Brassel		
Lynola Hodge	Lynola Hodge		773-619-2401
			773-632-8569

PETITION TO KEEP BETSY ROSS SCHOOL OPEN

6059 S Wabash Ave

Chicago, Illinois 60637

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Name	Signature	E-mail	Phone #
Emmanuel Williams	Emmanuel Williams		312-218-0191
Crystal Harris	Crystal Harris	cherrie26@yahoo.com	708-965-7342
Diana Fort	Diana Fort		773-499-0770
Mary Taylor	Mary Taylor		
Tamika Carter	Tamika Carter	12meme36@gmail	(773) 941-2948
Courtney Rogers	Courtney Rogers		312 661-6019
Fredrick Mull	Fredrick Mull		773 403 0010
Rachel Wilson	Rachel Wilson	babygirl2-63@yahoo.com	773-979-0015
Sheresa Hughes	Sheresa Hughes		
Tyeshia Watkins	Tyeshia Watkins		(773) 698-5551
Edie Clayton	Edie Clayton	edieclayton@yahoo.com	(773) 695-805
Deidre DeVance	Ms Deidre DeVance	deidredevance@gmail.com	
Marion DeVance	Marion DeVance		
Jasmin DeVance	Jasmin DeVance		(773) 845-8997
Robert DeVance	Ms Robert DeVance		
Jiselle DeVance	Jiselle DeVance	jdevance_83@yahoo.com	(773) 855-9682
Adonius Shores	Adonius Shores		(773) 367-5150
Zoi Allen	Zoi Allen		(773) 698-9078
Constance Allen	Constance Allen		(773) 698-9074
Kimberly Waller	Kyla Waller		(773) 912-5629
Selena Webster	Selena Webster	SelenaSandridge@att.net	(773) 643-9057
Anguette Sizs	Anguette Sizs		(773) 382-6422
Marcell James	Marcell James		(708) 629-5605
Johanna Jones	Johanna Jones	Jones.Johanna@yahoo.com	(773) 847-858-5468

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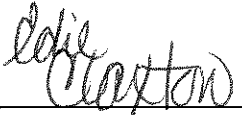
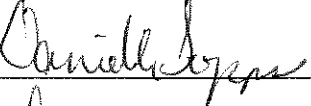
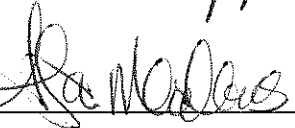

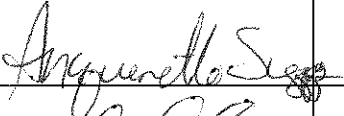
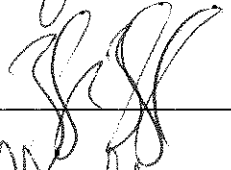


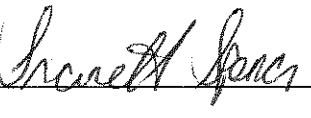
PETITION TO KEEP BETSY ROSS SCHOOL OPEN  
6059 S WABASH AVE  
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PETITION TO KEEP BETSY ROSS SCHOOL OPEN  
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Reed

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Alician Pitts	Alician Pitts		872 800 7156
Reilly Seelw	Reilly Seelw		773 786-6121
Brenda Figueroa	Brenda Figueroa		773 414-0824
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Keenebra Rogers	Keenebra Rogers	Keenebra Rogers	
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Jadah Reed

Jadah Reed

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Clifton Roby	Clifton Roby		
Sad Noble	Sad Noble		
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Anthony White	Anthony White		
Eric Hune	Eric Hune		773-936-0652
RUSSELL HARRIS	Russell Harris		1773 499-2447
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Robert Stewart	Robert Stewart		773-397-7781
Michael Mitchell	Michael Mitchell		312-636-1546
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Laren Hawkins	Laren Hawkins		773-683-9424
Yvette Berry	Yvette Berry		773-580-2790
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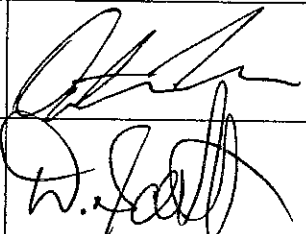
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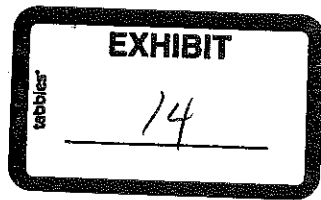
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EXHIBIT

13

Good Evening I am a young man  
a former student from [unclear] school.  
I just want to share with you  
"How Betty's love changed my life".  
I came to Betty's house in 1st  
grade, in 1st grade it was hard  
for me, because there our  
teacher was so strict we didn't  
have a choice but to follow  
what she dictated. Because  
we also didn't have a choice  
lesson plan, but somehow a  
miracle hit us and hit us hard.  
Ms. Ross-Burns a outstanding  
motivator, she came with  
a plan a perfect plan a plan  
to make sure our test scores  
rose. She said I came with test  
testing, right around the corner  
we '03 students knew we had  
to get in work & back to make  
our 2003, in 7th grade we  
were blessed with a wonderful  
principal Dr. Johnson. At that  
age I was immature but he made  
me see the bigger picture  
and told me ~~to~~ to take every  
opportunity to do my best &  
I did. Now I am attending  
University V.A. with a 3.7 GPA  
& working my way out. I  
am a 2003 grad.

shows what I will continue  
to do.



We are family  
they weren't just  
Ms. Loggins or Ms.  
Mama Ross-bush

I am a current graduate from Betsy Ross Elementary. The question the bothers me the most is why send great kids who stars to a school where kids are rude and wild most kids at Dulles don't take school as serious as we do at Ross I tell you this from experience. Ross is more than a place for education but it is a place to learn and grow. I became who I am at Ross. Also I have 2 younger siblings at Ross. My 5 grade sister once had problems learning she came from F's & D's to C's & B's... CPS claims to be closing schools who lack children have you ever thought they we may lack children because homes being torn down and the violence. Last year I was an eighth grader at Ross and we lost an student to gang violence his death affected our numbers as well. The people who caused this were the children who now attend one of the school that Ross children are supposedly be accepted too. I soared at Ross graduating class of 2012 salutoreny as well as class President. Betsy Ross prepared us for life as Dulles only prepares you for the next stage.



Hi my name is Kattin George I am a former graduate at Ross, going to Ross was the best years of my life. I appreciate the most important people in my life today from Ross Ms. Loggins, Ms. Roschbusch, Ms. Wards, Ms. Harrington and Ms. Shubazz, those are the people who made me the person I am today. Betsy Ross is another home, and another family. They went through so much to help us. They stayed after school to help us. Even when we went to high school they still took time out there day to help us. Not only would I be hurt, the kids would also be hurt. They look up to those people and to take the kids away from Ross and put them somewhere uncomfortable, ~~and~~ unsafe, and <sup>where they</sup> ~~want~~ felt like family, out of all the kids in Dallas Plus <sup>Ross kids</sup> ~~the~~ Ross staff members takes the time to get to know each and everyone of there kids and make them feel welcomed, and help them to the best of their ability. So I say that you don't close Ross for the kids.

# **S.O.S /S.O.C**

**My experience at Betsy Ross has been the best experience I've ever had in my school life. I began attending Ross in September of 2012 and since the beginning, I've felt so welcome.**

**I don't know if it's because of how kindhearted our teachers are.**

**I don't know if it's how welcoming the students are.**

**And I don't know if it's because our principal and assistant principal do everything they can for us.**

**But I do know that every student at Betsy Ross is receiving everything he or she needs whether it's academic learning or feeling confidence.**

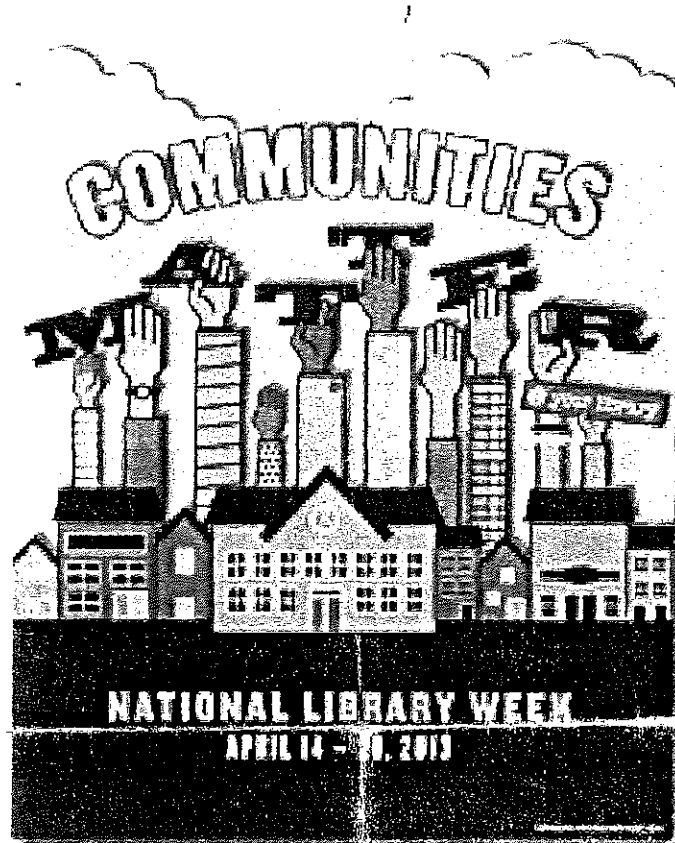
**But most importantly, I know that every time I step in our school, I feel brand new.**

**Please keep Betsy Ross open.**

**Thank you!**



# Family Reading Night



**Theme:**

***“Communities Matter!”***

*in Celebration of National Library Week, ...*

**When:** Thursday April 18, 2013

**Where:** Betsy Ross Elementary School

Address: 6059 S. Wabash Ave., Chicago, IL 60637

Phone: (773)535-0650

**Time:** 4pm to 6pm *ALL ARE WELCOME!!!*



# TEACHER COMMENTS AND REQUEST FOR CONFERENCE

A (✓) in the box at the right indicates that the teacher desires a conference with you.

## COMMENTS

Reporting Period 1  
Socializing inhibits progress - CHGO READING FRMMK

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

Reporting Period 2  
Demonstrates independent work skills - WRITING STANDARDS

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

Reporting Period 3

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

Reporting Period 4

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

# PARENT/GUARDIAN COMMENTS AND REQUEST FOR CONFERENCE

Please sign below to show that you have read this report. If you wish to confer with the teacher, place a (✓) in the box provided.

## COMMENTS

Reporting Period 1

*My child has read or been read to at least 100 minutes each week.*  
Signature of Parent or Guardian \_\_\_\_\_ ☐ Yes ☐ No  
☐ Conference Requested

Reporting Period 2

*My child has read or been read to at least 100 minutes each week.*  
Signature of Parent or Guardian \_\_\_\_\_ ☐ Yes ☐ No  
☐ Conference Requested

Reporting Period 3

*My child has read or been read to at least 100 minutes each week.*  
Signature of Parent or Guardian \_\_\_\_\_ ☐ Yes ☐ No  
☐ Conference Requested

Conference held on:

☐ Reporting Period 1  
☐ Reporting Period 2  
☐ Reporting Period 3  
☐ Reporting Period 4

If this box is checked, your child must attend a Chicago Summer School Program in \_\_\_\_\_  
☐ compliance with the Elementary Promotion Policy

**NEXT ASSIGNMENT**  
Grade \_\_\_\_\_  
Room \_\_\_\_\_

NAME Kaveena Scott BIRTH DATE 8/4/2001  
STUDENT ID NUMBER 44179318 GRADE 05 ROOM A210

# REPORT OF STUDENT ACHIEVEMENT GRADES 1-8

## 2012-2013 School Year

SCHOOL Betsy Ross Elementary School  
SCHOOL ADDRESS 6069 S Webster Chicago, Illinois 60637  
PRINCIPAL Dr. Rashid K. Strabazz  
TEACHER E. Hughes

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## GROWTH IN KNOWLEDGE AND SKILLS

The following grading codes are used to report your child's achievement:

- The Chicago Public Schools uses a standards-based curriculum. The letter grades below are explicitly linked to the Learning Standards. The letter grades indicate the student's progress in meeting grade-level standards.
- A - Substantially exceeded the standard
  - B - Exceeded the standard
  - C - Meets the standard
  - D - Less than acceptable performance on standard
  - F - Does not meet the standard
  - I - Indicates an area not to be graded at this time
- Each grade represents your child's achievement for one 10-week reporting period on that standard. An average grade of the four grades is recorded at the end of the school year in the column headed FINAL. The grade corresponds to the grade on your child's permanent record.

# LITERACY

CURRICULUM		ACHIEVEMENT				
Reporting Period:	1	2	3	4	FINAL	
Chicago Reading Framework						
Reading in the English Language Standards	E Hughes	B	C	A		
Reading in the Native Language Standards						
(✓) means that your child needs to improve in this area.						
Has developed word knowledge (phonics/vocabulary)						
Uses a variety of reading strategies						
Comprehends reading material - fiction						
Has developed oral reading fluency						
Responds to literature (oral, written, written)						
Reads a variety of materials independently						
Number of books read (yearly goal is a minimum of 25 books)						
Writing Standards						
(✓) means that your child needs to improve in this area.						
Uses the writing process (prewriting, drafting, revising, editing)						
Produces writing for a variety of purposes and audiences						
Writes with focus, coherence, and clarity						
Uses Standard English conventions (spelling, grammar, word usage)						
Learning Standards						
Spelling Standards		A	B	B		
				A		
Research Standards		B	A	A		
Mathematics Standards		B	B	A		
(✓) means that your child needs to improve in this area.						
Has developed number sense (basic operations: +, -, x, ÷)						
Estimates and uses measure/units						
Uses algebraic concepts						
Uses geometric concepts						
Uses and interprets data (probability and statistics)						
Science Standards	E Hughes	B	A	A		
Social Science Standards		C	B	A		
Art Standards		A				
Music Standards						
World Language Standards						
Dual Language Proficiency						
Health Education Standards						

(S) Significantly Modified Curriculum

## GROWTH IN KNOWLEDGE AND SKILLS

CURRICULUM		ACHIEVEMENT				
Reporting Period:	1	2	3	4	FINAL	
Physical Education Standards	B	A	B			
Library Science	C	A	B			
Learning Technology	A	A	B			

### English Language Proficiency

Enrolled in a \_\_\_\_\_ Student is in the Bilingual Program Year: \_\_\_\_\_  
(Excluding Kindergarten)

☐ TBE/TP Program

- ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

The Overall English Language Proficiency Development is based on the student's performance on all domains within each of the five Illinois English Language Proficiency Standards

(Social and Instructional Language, Language Arts, Mathematics, Science, and Social Studies).

### English Proficiency Development

- 1- Emerging 2- Beginning 3- Developing 4- Expanding 5- Bridging 6- Reaching

Reporting Period:	1	2	3	4
Overall English Language Proficiency Development				
The numbers below indicate the proficiency demonstrated on assignments in each domain as aligned to the Illinois English Language Proficiency Standards				
Domain	1	2	3	4
Listening				
Speaking				
Reading				
Writing				

☐ Student meets criteria for transition to general program of instruction (monthly eval)

## GROWTH IN HABITS AND ATTITUDES

Chicago Public Schools students are expected to show progress in work, social, and health and safety habits, along with positive character development, to gain the greatest benefit from the total school program. A checkmark (✓) means that your child needs to improve in this area.

Work Habits		Reporting Period:			
		1	2	3	4
Writes legibly					
Follows directions					
Works independently					
Works in a group					
Takes part in class activities					
Cares for materials					
Comes prepared for work					
Completes assigned classroom work					
Does homework assignments					
Social Habits					
Exercises self-control					
Makes appropriate decisions independently					
Accepts teacher guidance					
Follows class routines and obeys rules and regulations					
Respects school property and property of others					
Character Development					
Shows caring concern for others					
Shows courage in difficult situations					
Is courteous to others					
Shows fairness in making decisions					
Is honest and truthful					
Shows kindness and is helpful to others					
Shows respect for self and others					
Is responsible, showing reliability and dependability					
Commits to completing tasks successfully					
Health & Safety Habits					
Practices good health habits					
Obey traffic and safety rules					
Uses conflict resolution strategies					

## ATTENDANCE

Regular attendance and progress are necessary for successful progress in school. A note dated and signed by the parent or guardian is required each time a student is absent or tardy. If you have questions regarding your child's absences, please contact the school within two weeks receipt of this report card.

Reporting Period:		1	2	3	4	FINAL
Number of days in the reporting period		26	82	43		
Total days absent		0	2	0		
Unexcused absences		0	2	0		
Days tardy		0	0	1		

Ka'veona Scott

Hi. My name is Ka'veona Scott from Betsy Ross, home of the Eagles. I was here last week on Friday and I am here again to keep my school open.

At Betsy Ross, we SOAR like eagles. We STRIVE like eagles. We ALWAYS do our best!

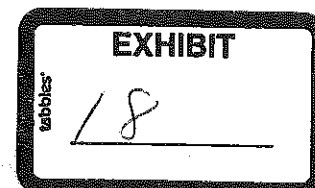
Decisions about education should not be made about money. They should be all about the kids.

Nelson Mandela once said, "Education is the most powerful weapon which you can use to change the world." I feel that I can only do that if I stay at Ross.

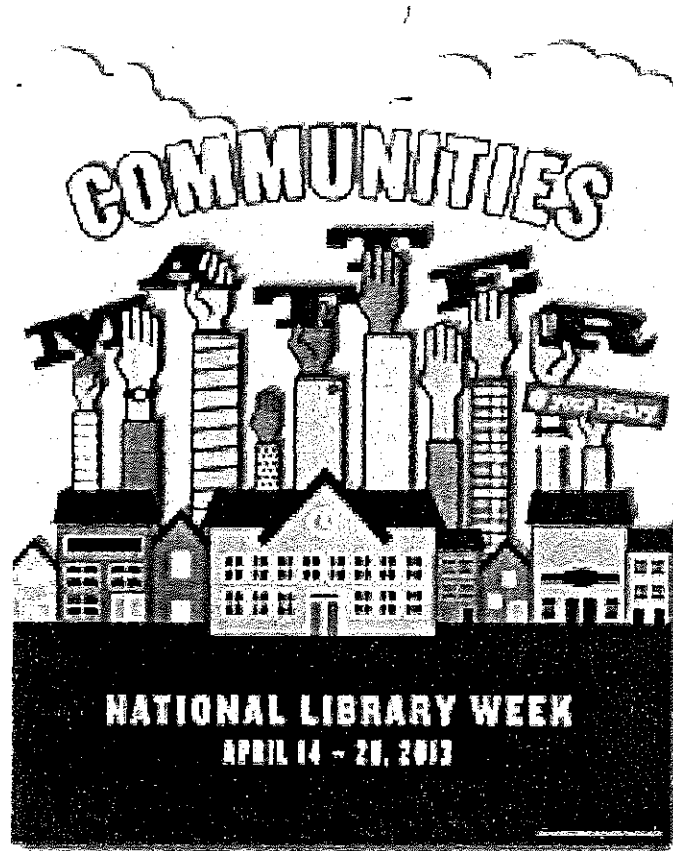
We are provided so many opportunities to succeed; even coming here to speak tonight. My teachers know that this opportunity will help us to speak up for ourselves in the future. There is nobody who could teach like them. They teach me the way I understand and we have fun while doing it. Just last week, we baked cookies to practice measurement. Eating and learning? Does it get any better than that? I don't think so.

So to finish, I'd just like to say that at Ross, we learn. Like Dr. King said, we need to "Fight for our right" and I WILL fight for my school.

Thank you.



# Family Reading Night



**Theme:**

***“Communities Matter!”***

*in Celebration of National Library Week, . .*

**When:** Thursday April 18, 2013

**Where:** Betsy Ross Elementary School

Address: 6059 S. Wabash Ave., Chicago, IL 60637

Phone: (773)535-0650

**Time:** 4pm to 6pm *ALL ARE WELCOME!!!*



# TEACHER COMMENTS AND REQUEST FOR CONFERENCE

A (✓) in the box at the right indicates that the teacher desires a conference with you.

## COMMENTS

Reporting Period 1  
Socializing inhibits progress - CHGO READING FRMWK

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

Reporting Period 2  
Needs to arrive on time - WRITING STANDARDS

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

Reporting Period 3

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

Reporting Period 4

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

# PARENT/GUARDIAN COMMENTS AND REQUEST FOR CONFERENCE

Please sign below to show that you have read this report. If you wish to confer with the teacher, place a (✓) in the box provided.

## COMMENTS

Reporting Period 1

My child has read or been read to at least 100 minutes each week. ☐ Yes ☐ No  
Signature of Parent or Guardian \_\_\_\_\_ ☐ Conference Requested

Reporting Period 2

My child has read or been read to at least 100 minutes each week. ☐ Yes ☐ No  
Signature of Parent or Guardian \_\_\_\_\_ ☐ Conference Requested

Reporting Period 3

My child has read or been read to at least 100 minutes each week. ☐ Yes ☐ No  
Signature of Parent or Guardian \_\_\_\_\_ ☐ Conference Requested

Conference held on:

☐ Reporting Period 1  
☐ Reporting Period 2  
☐ Reporting Period 3  
☐ Reporting Period 4

If this box is checked, your child must attend a Chicago Summer School Program in \_\_\_\_\_  
☐ compliance with the Elementary Promotion Policy

**NEXT ASSIGNMENT**  
Grade \_\_\_\_\_  
Room \_\_\_\_\_

NAME: Talyana Tague BIRTH DATE: 9/25/2001

STUDENT ID NUMBER: 44327408 GRADE: 05 ROOM: A210

# REPORT OF STUDENT ACHIEVEMENT GRADES 1-8

## 2012-2013 School Year

SCHOOL: Betsy Ross Elementary School

SCHOOL ADDRESS: 6059 S Wabash Chicago, Illinois 60637

PRINCIPAL: Dr. Rashid K. Shakazz

TEACHER: E. Hughes

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## GROWTH IN KNOWLEDGE AND SKILLS

The following grading codes are used to report your child's achievement

The Chicago Public Schools uses a standards-based curriculum. The letter grades below are explicitly linked to the Learning Standards. The letter grades indicate the student's progress in meeting grade-level standards.

A - Substantially exceeds the standard  
B - Exceeds the standard  
C - Meets the standard  
D - Less than acceptable performance on standard  
F - Does not meet the standard  
I - Indicates an area not to be graded at this time

Each grade represents your child's achievement for one 18-week reporting period on that standard. An average grade of the four grades is recorded at the end of the school year in the column headed FINAL. The grade corresponds to the grade on your child's permanent record.

CURRICULUM		ACHIEVEMENT				
Reporting Period:		1	2	3	4	FINAL
Chicago Reading Framework	E: Hughes	F	C	B		
Reading in the English Language Standards						
Reading in the Native Language Standards						
[✓] means that your child needs to improve in this area.						
Has developed word knowledge (phonics/orthography)						
Uses a variety of reading strategies						
Comprehends reading material - fiction						
Comprehends reading material - non-fiction						
Has developed oral reading fluency						
Responds to literature (oral, written, artistic)						
Reads a variety of materials independently						
Number of books read (yearly goal is a minimum of 25 books)						
Writing Standards	E: Hughes	D	B	A		
[✓] means that your child needs to improve in this area.						
Uses the writing process (prewriting, drafting, revising, editing)						
Produces writing for a variety of purposes and audiences						
Writes with focus, coherence, and clarity						
Uses standard English conventions (spelling, grammar, punctuation)						
Listening Standards		A	A	A		
Speaking Standards		C	A	A		
Research Standards		F	B	A		
Mathematics Standards	E: Hughes					
[✓] means that your child needs to improve in this area.						
Has developed number sense (basic operations: +, -, x, ÷)						
Estimates and uses measurements						
Uses algebraic concepts						
Uses and interprets data (probability and statistics)						
Science Standards	E: Hughes	C	A	A		
Social Science Standards	E: Hughes	D	B	A		
Art Standards		B	C			
Music Standards						
World Languages Standards						
Dual Language Proficiency						
Health Education Standards						

(S) Significantly Modified Curriculum

## GROWTH IN KNOWLEDGE AND SKILLS

CURRICULUM		ACHIEVEMENT				
Reporting Period:		1	2	3	4	FINAL
Physical Education Standards		B	C	A		
Library Science		C	D	B		
Learning Technology		A	A	B		

### English Language Proficiency

Enrolled in a \_\_\_\_\_ Student is in the Bilingual Program Year: \_\_\_\_\_  
TBE/TPJ (Excluding Kindergarten)

Program \_\_\_\_\_

The Overall English Language Proficiency Development is based on the student's performance on all domains within each of the five Illinois English Language Proficiency Standards (Social and Instructional Language, Language Arts, Mathematics, Science, and Social Studies).

English Proficiency Development		ACHIEVEMENT				
Reporting Period:		1	2	3	4	FINAL
1 - Emerging	2 - Beginning	3 - Developing	4 - Expanding	5 - Bridging	6 - Reaching	
Overall English Language Proficiency Development						
The numbers below indicate the proficiency demonstrated on assignments in each domain as aligned to the Illinois English Language Proficiency Standards						
Domain	1	2	3	4		
Listening						
Speaking						
Reading						
Writing						

☐ Student meets criteria for transition to general program of instruction (monthly sat)

## GROWTH IN HABITS AND ATTITUDES

Chicago Public Schools students are expected to show progress in work, social, and health and safety habits, along with positive character development, to gain the greatest benefit from the total school program. A checkmark (✓) means that your child needs to improve in this area.

Work Habits		Reporting Period:			
Reporting Period:		1	2	3	4
Writes legibly					
Follows directions					
Works independently					
Works in a group					
Takes part in class activities					
Comes prepared for work					
Completes assigned classroom work					
Does homework assignments					
Social Habits					
Respects self-control					
Makes appropriate decisions independently					
Accepts teacher guidance					
Follows class routines and change rules and regulations					
Respects school property and property of others					
Character Development					
Shows caring concern for others					
Shows courage in difficult situations					
Is courteous to others					
Shows fairness in making decisions					
Is honest and truthful					
Shows kindness and is helpful to others					
Shows respect for self and others					
Is responsible, showing reliability and dependability					
Commits to completing tasks successfully					
Health & Safety Habits					
Practices good health habits					
Obeyes traffic and safety rules					
Uses conflict resolution strategies					

## ATTENDANCE

Regular attendance and promptness are necessary for successful progress in school. A note dated and signed by the parent or guardians is required each time a student is absent or tardy. If you have questions regarding your child's attendance reporting, please contact the school within two weeks (end of this report card).

Reporting Period:		1	2	3	4	FINAL
Number of days in the reporting period		26	62	43		
Total days absent		2	2	1		
Unexcused absences		0	0	0		
Days tardy		3	4	4		

# TEACHER COMMENTS AND REQUEST FOR CONFERENCE

A (✓) in the box at the right indicates that the teacher desires a conference with you.

## COMMENTS

Reporting Period 1  
Demonstrates independent work skills - CHGO READING FRMWK

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

Reporting Period 2  
Socializing inhibits progress - WRITING STANDARDS

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

Reporting Period 3

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

Reporting Period 4

☐ Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
☐ Remediation plan on file ☐ Conference Requested

# PARENT/GUARDIAN COMMENTS AND REQUEST FOR CONFERENCE

Please sign below to show that you have read this report. If you wish to confer with the teacher, place a (✓) in the box provided.

## COMMENTS

Reporting Period 1

My child has read or been read to at least 100 minutes each week. ☐ Yes ☐ No  
Signature of Parent or Guardian \_\_\_\_\_ ☐ Conference Requested

Reporting Period 2

My child has read or been read to at least 100 minutes each week. ☐ Yes ☐ No  
Signature of Parent or Guardian \_\_\_\_\_ ☐ Conference Requested

Reporting Period 3

My child has read or been read to at least 100 minutes each week. ☐ Yes ☐ No  
Signature of Parent or Guardian \_\_\_\_\_ ☐ Conference Requested

Conference held on:

☐ Reporting Period 1  
☐ Reporting Period 2  
☐ Reporting Period 3  
☐ Reporting Period 4

If this box is checked, your child must attend a Chicago Summer School Program in \_\_\_\_\_  
☐ compliance with the Elementary Promotion Policy

**NEXT ASSIGNMENT**  
Grade \_\_\_\_\_  
Room \_\_\_\_\_

NAME: Aaliyah Bridges BIRTH DATE: 12/15/2001

STUDENT ID NUMBER: 45059057 GRADE: 05 ROOM: A210

# REPORT OF STUDENT ACHIEVEMENT GRADES 1-8

2012-2013 School Year

SCHOOL: Betsy Ross Elementary School

SCHOOL ADDRESS: 6059 S. Wabash Chicago, Illinois 60637

PRINCIPAL: Dr. Rashid K. Shabazz

TEACHER: E. Hughes

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Andrea L. Zopp

EXHIBIT

20

## GROWTH IN KNOWLEDGE AND SKILLS

The following grading codes are used to report your child's achievement:

- The Chicago Public Schools use a standards-based curriculum. The letter grades below are explicitly linked to standards.
- A - Substantially exceeds the standard  
 B - Exceeds the standard  
 C - Meets the standard  
 D - Less than acceptable performance on standard  
 F - Does not meet the standard  
 I - Indicates an area not to be graded at this time
- Each grade represents your child's achievement for one 16-week reporting period on that standard. An average grade of the four grades is recorded at the end of the school year in the column headed FINAL. The grade corresponds to the grade on your child's personal record.

CURRICULUM	Reporting Period:	ACHIEVEMENT			
		1	2	3	4 FINAL
Chicago Reading Framework	E. Hughes				
Language Standards					
Reading in the					
Native Language Standards					
(✓) means that your child needs to improve in this area.					
Has developed word knowledge (phonics/orthography)					
Uses a variety of reading strategies					
Comprehends reading material - fiction					
Comprehends reading material - non-fiction					
Has developed oral reading fluency					
Responds to literature (oral, written, artistic)					
Reads a variety of materials independently					
Number of books read (yearly goal is a minimum of 25 books)					
Writing Standards					
(✓) means that your child needs to improve in this area.					
Uses the writing process (prewriting, drafting, editing)					
Produces writing for a variety of purposes and audiences					
Writes with focus, coherence, and clarity					
Uses Standard English conventions (spelling, grammar, word usage)					
Listening Standards					
Research Standards					
Mathematics Standards					
(✓) means that your child needs to improve in this area.					
Has developed number sense (basic operations: +, -, x, ÷)					
Estimates and uses measurements					
Uses algebraic concepts					
Uses geometric concepts					
Uses and interprets data (probability and statistics)					
Science Standards					
Social Science Standards					
Art Standards					
Music Standards					
World Language Standards					
Dual Language Proficiency					
Health Education Standards					

(S) Significantly Modified Curriculum

## GROWTH IN KNOWLEDGE AND SKILLS

CURRICULUM	Reporting Period:	ACHIEVEMENT			
		1	2	3	4 FINAL
Physical Education Standards					
Library Science					
Learning Technology					

### English Language Proficiency

Enrolled in a \_\_\_\_\_ Student is in the Bilingual Program Year: \_\_\_\_\_  
 TSE/PI (Excluding Kindergarten)

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

The Overall English Language Proficiency Development is based on the student's performance on all domains within each of the five Illinois English Language Proficiency Standards (Social and Instructional Language, Language Arts, Mathematics, Science, and Social Studies).

### English Proficiency Development

1 - Emerging 2 - Beginning 3 - Developing 4 - Expanding 5 - Bridging 6 - Reaching

Reporting Period:	1	2	3	4
Overall English Language Proficiency Development				
The numbers below indicate the proficiency demonstrated on assignments in each domain as aligned to the Illinois English Language Proficiency Standards.				
Domain	1	2	3	4
Listening				
Speaking				
Reading				
Writing				

☐ Student meets criteria for transition to general program of instruction (monthly test)

## GROWTH IN HABITS AND ATTITUDES

Chicago Public Schools students are expected to show progress in work, social, and health and safety habits, along with positive character development, to gain the greatest benefit from the local school program. A checkmark (✓) means that your child needs to improve in this area.

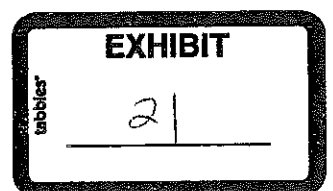
Work Habits	Reporting Period:	1	2	3	4
Writes legibly					
Follows directions					
Works independently					
Works in a group					
Takes part in class activities					
Cares for materials					
Comes prepared for work					
Completes assigned classroom work					
Does homework assignments					
Social Habits	Reporting Period:	1	2	3	4
Exercises self-control					
Makes appropriate decisions independently					
Accepts teacher guidance					
Follows class routines and class rules and regulations					
Respects school property and property of others					
Character Development	Reporting Period:	1	2	3	4
Shows caring, concern for others					
Shows courage in difficult situations					
Is courteous to others					
Shows fairness in making decisions					
Is honest and truthful					
Shows kindness and is helpful to others					
Shows respect for self and others					
Is responsible, showing reliability and dependability					
Commits to completing tasks successfully					
Health & Safety Habits	Reporting Period:	1	2	3	4
Practices good health habits					
Obey traffic and safety rules					
Uses conflict resolution strategies					

## ATTENDANCE

Regular attendance and promptness are necessary for successful progress in school. A note dated and signed by the parent or guardian is required each time a student is absent or tardy. If you have questions regarding your child's attendance reporting, please contact the school within two weeks (twice) of this report card.

Reporting Period:	ACHIEVEMENT			
	1	2	3	4 FINAL
Number of days in the reporting period	26	62	43	
Total days absent	0	0	0	
Unexcused absences	0	0	0	
Tardy	0	0	0	

**An Objection to the SY 2011- 2012  
School Utilization Report for Betsy  
Ross**



**An Objection to SY 2011 School Utilization Report for Betsy Ross...School Id:  
610150**

For your consideration I submit the following. In viewing the data that was available for the above mentioned report there was an item that caught my attention. The report shows the **Total number of Classrooms** to be forty-one (41) which in fact there are thirty-eight (38). This was determined by a walk of the facility with the staff/parents. Based on that new figure all of the ensuing numbers are not in alignment with the metrics used to compile the report. For the total number of **Allotted Ancillary Classrooms**, using the approximation of 25% - 30% the new number becomes eleven and not the ten as shown.

Continuing forward, the number of **Allotted Homeroom Classrooms** changes from thirty-one (31) to twenty-seven (27). This means that 71% of the space required is used for homeroom use. According to SY 2011 S.U.R. approximately seventy to seventy-five percent of a school's ideal enrollment is a good number. Based on that statistic Betsy Ross is in the ballpark.

Furthermore, the **Ideal Program Enrollment** number switches from 930 to 810 taking the **Enrollment Efficiency Range** from 744 – 1116 to 672 – 1008 which is less and plus 20%.

As of today the **School's Enrollment for the 2012 – 2013** school year is 349.

After applying your methodology for calculating a **School's Space Utilization Index** the new number becomes fifty-six percent (56%) and not the sixty-two percent (62%) as exhibited. These new numbers have highlighted some flaws in the compilation of the initial data.

However, if CPS had stayed with the methodology used by Ben Graves, HAIA, Principal of Educational Planning Consultants who was retained in 1994, the Space Utilization Ratio (Index) would be in alignment with the criteria for efficient utilization. According to Mr. Graves' method, as seen in his *Chicago Public School Elementary School Space*

*Utilization Report for SY 2010 – 2011, Total Attending (TA)/Total Capacity (TC)*  
would come out to be sixty-eight percent (68%). To quote from his report ***“sixty to eighty percent would be considered an efficiently run facility.”***

In conclusion I would like to add that ***“a schools space utilization ratio (index) cannot, on its own, adequately inform decisions related to the opening or closing of schools”.***

Hello. My name is Versie Bridges and I am a proud parent from Betsy Ross School. I wanted to take a minute to share an experience I had at Ross's welcoming school this week.

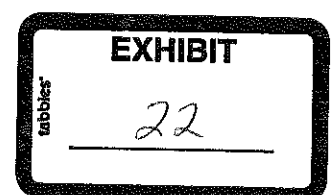
I walked to Dulles as a parent and went into the office. I asked to speak to the principal Ms. Thurman, and I was told that the principal was attending a meeting that would last all day. So they directed me to the school counselor. While I was waiting, the secretary let me know that there is a half-day librarian, half-day art teacher and music. She also told me that there is only one 8<sup>th</sup> grade class.

Finally, I asked for a walk through of the school. The secretary got the assistant principal who told me that they were not ready for parents to do a walk through as of now.

I guess the part that really bothered me was that last part. Betsy Ross always welcomes parents and will find SOMEONE who can give them a tour. And if the time is inconvenient, they will make an appointment so they can come back. As a school parent volunteer, I see new families come weekly and they always say that this school makes them feel at home. It is home. For my children, my granddaughter, and myself.

Betsy Ross must stay open.

Thank you!



## IB Physical Education Philosophy

International Baccalaureate Cultivate healthy and active lifestyle, promote intercultural awareness – history, culture, and values. They focus on Self reflection, communication, and teamwork.

Students at Betsy Ross currently participate in fitness testing, self evaluation and SMART goal setting. Students learn about how nutrition affects fitness and health.

Students participate in traditional U.S. sports as well as internationally popular sports such as lacrosse, rugby, and cricket. The younger grades refocus and relax with one minute yoga before they leave the room.

Students are asked to reflect on their learning through Formative evaluations that are connect to personal goals.

Evaluate their own fitness and create a plan and goals for self improvement.

The P.E. program is infused with cross curricular learning goals integrating Math/science- trajectory, force, angles etc.

History /Cultural – basketball, swing dance, They exposed to music from around the world as they participate in physical activities and the only kids in Englewood that sing Dominic the donkey – an Italian Christmas song.

Students are taught during PE and athletic practices to reflect as they practice- what do I need to do to improve. How can I give feedback that will help a teammate.

The IB program promotes aesthetic activity, Students at Betsy Ross compose aesthetic movements and perform for their peers and the community. However, Dance unit focuses not necessarily on the steps and rhythm of the dance, but on the social and emotional aspects of courage and empathy. Challenging children to show the courage to take a chance and perform in front of your peers even if it is not comfortable, or perhaps for some students the real lesson is to become more understanding of how non-athletes feel when we play traditional team sports. *we are not the stars - just stars*

Physical education at Betsy Ross strives to educate the whole child, not only physically, but emotionally and social as well. *which is exactly what the IB program is all about,*

I would cherish the opportunity to enhance my professional development by becoming an IB certified teacher.

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## Introduction

Betsy Ross Elementary School was named after Betsy Ross, born in 1752 in Philadelphia, Pennsylvania. She was the eighth of 17 children and best known for making the first American flag. She apprenticed with an upholsterer before irrevocably splitting with her family to marry an Anglican. The couple opened their own upholstery business, drawing on Betsy's deft needlework skills.

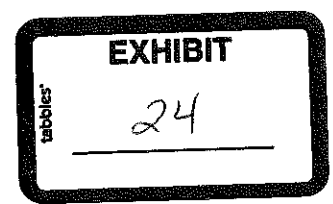
In 1776, her first husband, John was killed by a gunpowder explosion. A year later, Betsy married a sailor who also met an unfortunate end. In 1783, Betsy married for a third and final time. He died 34 years later, in 1817, after a long disability. Betsy Ross's life struggles were truly impressive.

Today, most scholars agree that it was not Betsy who made the first flag. But we know that she was a flag maker who was paid by the Pennsylvania State Navy Board.

The Betsy Ross House, where she is reported to have made the flag and the claim that she once lived there is also a matter of dispute. Despite the unlikelihood of the story for which she is known Betsy Ross is, however, a fine example of what many women of her time audaciously endured, widowhood, single motherhood, managing household and property independently and quickly remarrying for economic reasons, and her story and her life are nonetheless stitched into the fabric of American History.

Betsy Ross Elementary School has continued Betsy's legacy of hard work and survival. As her namesake families at Betsy Ross have had lives full of struggles but they have moved on to do great things. A lot of our children come from single parent homes where they have to endure a lot of challenges. Just as the validity of Betsy Ross's accomplishments are a matter of dispute so is the validity of the contributions that Betsy Ross Elementary School make to society. Even though we are in the Washington Park area our school has a lot of high performing, talented students and produced people like Dwyane Wade, of Miami Heat and Lorraine Hansbury, who wrote Raisin in the Sun. So as we go through our data this evening I can only quote Lorraine Hansberry "When you starts measuring somebody, measure him right...Make sure you done take into account what hills and valleys he come through before he got wherever he is."

Ladies and gentlemen we will present to you the criteria that you should consider before closing our school.



## Benefits of IB for Ross Community

IB Areas of Interaction	Benefits for Community
<b>Health and Social Education:</b> Exploration of topics that relate to individual and societal health and well-being	According to a report from Chicago's Center for Urban Transformation, "...Englewood residents are dying of cancer and other diseases at rates far above the city average. Englewood ranks in the top one-fifth of all Chicago community areas in the prevalence of a number of serious health issues including low birth weight, infant mortality, chronic lower respiratory disease, liver disease and HIV and other sexually transmitted diseases. More than half of the children in local elementary schools have not received all required immunizations for their age group." Our children need a program that supports them in the lifelong goal of healthy living.
<b>Environments:</b> Exploration of global environmental issues that affect us and our surroundings	Through the visual arts and science: Introducing students to creating green art. Using recycled and discarded materials. Exploring why creating green art is relevant and necessary by looking at the current state of waste disposal in USA and abroad.
<b>Community and Service:</b> Curriculum-based voluntary work that betterers the world around us	Through the visual arts and social studies: Exploring how and in what instances people have made an impact or have been directly involved in social/political movements.
<b>Human Ingenuity:</b> Exploration of why and how humans create	Through the visual arts and language arts: Exploring various individuals and interrupting their creative processes and the brevity of creative careers.
<b>Approaches to Learning:</b> Development of effective skills, of critical, coherent and independent thought, and the capacity for solving problems and making decisions	Through all content areas: "Recognizing and helping students develop the range of their capacities, positive attitudes and effective habits of mind is the shared responsibility of teachers, and is at the core of all curriculum development and delivery."

\*[http://www.svhs.svhsd.org/parentclub/ib\\_myp\\_faq\\_ib\\_myp\\_faq\\_04013.html](http://www.svhs.svhsd.org/parentclub/ib_myp_faq_ib_myp_faq_04013.html)

\*<http://www.ibo.org/become/index.cfm>

\*<http://www.edwards.cps.k12.il.us>

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## International Baccalaureate (IB) at Ross: *We are ready for the challenge...*

IB Philosophy	Current Instructional Philosophy at Ross
<p>"Well-educated students will be willing to come back to the communities where they grew up, knowing the opportunities they had in their local school system helped them get an excellent education."</p>	<p>We have students returning to Ross all the time to use technology, get assistance with research projects, and meet with their former teachers.</p> <p>Alumni come to share their success stories of college and careers knowing that the door to Ross is always open.</p>
<p>"Student centered inquiry and communication"</p>	<p>Student led conference. Project based learning, Math talks, the education of the whole person, ample opportunities for oral presentations, dramatic presentations, Big6 Information Literacy Skills: Task Definition, Information Seeking Strategies, Location and Access, Use of Information, Synthesis, and Evaluation</p>
<p>IB and Visual Arts: most significant and distinctive feature of the IB Program is the six trans-disciplinary themes.</p> <ul style="list-style-type: none"> <li>Who we are</li> <li>Where we are in place and time</li> <li>How we express ourselves</li> <li>How the world works</li> <li>How we organize ourselves</li> <li>Sharing the planet</li> </ul> <p>Encourages students to develop independence and to take responsibility for their own learning. Supports students' efforts to gain understanding of the world and to function comfortably within it</p>	<p>What is happening now at Ross and how it supports IB programming:</p> <ul style="list-style-type: none"> <li>All lessons developed from three core principles creating experiences for youth that are critical, meaningful and transformative.</li> <li>A literacy curriculum centered in social justice and core integration. Content approached in a manner that bridges the creative experience from a lens that supports the philosophy that art and artists contribute in a wide range of ways the visual arts make the world more just.</li> <li>Students are introduced to contemporary artists, specifically artists' of color in addition to the classics.</li> <li>Student projects are aligned Illinois visual art standards, core curriculum themes, elements and principles of art and leaves an opportunity for students to produce outcomes that allow students to investigate, define and interpret who they are</li> </ul>

\*[http://www.svhs.svsd.org/parentclub/ib\\_myp\\_faqs/ib\\_myp\\_faqs\\_04013.html](http://www.svhs.svsd.org/parentclub/ib_myp_faqs/ib_myp_faqs_04013.html)

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First and foremost giving all praise and honor to the Holy Creator of everything who has giving us this wonderful gift we have today which is a present and the gift today is the breath of life. Secondly giving thanks to the men, women and children, who have giving their time and energy to Save Our Children and to Save Our School Betsy Ross Elementary, I greet you in the in the holy tongue. Shalom!

Our Plan is For the Present because our gift which is today. Are our Children!

Our children! Have to have the support of their parents in all their affairs, our children are lost. Because parents today do not take the time nor effort to look over their most precious gift that they have, their child. I Am a Single father with the most beautiful precious gem. My son, he is my world. He is the feeling i receive each and every morning he kisses me on the nose to wake me up to go to his school Betsy Ross, the joy i receive when he says to me Abba i love you. The support i need when he is riding on my back. The hug i receive when he runs into my arms. He is my heart that beats inside of me, My Child Our Child Our Children. They are the refection of us. You and me! We as parents have to see this; we have to know that we deserve this. Our precious gift, our Children! And Parents must protect their most precious gift their child's life! By any means necessary! That is why I am here to protest against the closure of our children's school Betsy Ross Elementary! In fact that is why we are here to protest against the closure of any schools that deserve to remain open. It is easy for you so called political super powers to close a school that you have never seen with your own eyes. You so called super powers in politics you have never seen the beauty that has come out of a community that was set up and designed to fail in the first place. Because if you had seen it with your own eyes, I know for a fact Betsy Ross Elementary on the South Side of Chicago!

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In the spirit of Martin Luther King Who Said. "I refuse to accept despair as the final response to our current Conditions. I refuse to accept the idea that man's present nature makes him morally incapable of reaching up for the eternal "oughtness" that forever confronts him. I refuse to accept the idea that man is unable to influence the unfolding events which surround him. I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood or sisterhood can never become a reality.

I believe that unarmed truth and unconditional love will have the final word in reality. I have the audacity to believe that peoples everywhere can have three meals a day for their bodies, education and culture for their minds, and dignity, equality and freedom for their spirits, Which he holds in trust for its true owners - all those to whom beauty is truth and truth beauty - and in whose eyes the beauty of genuine brotherhood and sisterhood & peace is more precious than diamonds or silver or gold. I believe that the lion and the lamb shall lie down together and every man shall sit under his own vine and fig tree and none shall be afraid." I still believe that We *Shall* still overcome! This is what I Believe because my belief are these the True reflection Of You and me. Our Children who are Our Seeds!" Thank You!

In The Heart of Englewood/Woodlawn, would not be on That Bullshit Ass so called list for potentially closing, Excuse My Language! So today I am Angered with you Mayor Mr. Rahm Emmanuel, I am angered with you Alderman Mr. Cocksucker and I Am angered with you Board President Ms. Barbra Byrd. Because you are not out here to save our children like you say are, no, in fact you are putting our children in harm's way and removing them from a place they call their second home, Betsy Ross Elementary!

In conclusion, Mr. Rahm Emmanuel I would like to remind about the promise you gave to me and my son. And that promise was that you have not kept! To Keep Our Children Safe.

My Name Is Edmund Vasquez Sr.

You Can Call Me Brother Jeremiyah, Shalom!