

# Second Floor Scoop

LaProgram.org

## STUDENTS



### Regents Invitations

Invitations to Regents are distributed today, **Fri., Dec. 3**, in OP. If you are registered for a Regents you have already passed, please bring proof to your guidance counselor ASAP that you took it over the summer or in middle school.

Otherwise, not showing up to take your scheduled Regents exam will result in an ABS on your transcript. This mark will not be removed and may affect college admission.



### Dropping Regents Exams

You will have an opportunity to drop January Regents exams. You must consult your guidance counselor by **Tue., Dec. 7**, in order for this to occur. Any student who does not see his or her guidance counselor by this date will remain registered for the Regents.



### Tentative Schedules

Tentative schedules for the spring semester will be distributed in OP on **Wed., Dec. 15**. Only requests for changes that were discussed with a guidance counselor between **Dec. 15th and 20th**, will be addressed. After **Mon., Dec. 20**, there will not be any future program changes for the second semester.

Any junior who plans to take a double-period science class in senior year should register for Health in the second semester if his or her schedule permits.



### Acceptable Program Changes

As we are following an annualized schedule, we would like students to continue to work with the same teachers for the entire school year; therefore, we need to minimize the number of schedule changes.

Acceptable reasons for a student to request a program change for the Spring Term follow:

**REASON 1:** There is a gap in the schedule that the student would like to fill (without changing anything else).

**REASON 2:** The student is scheduled for a class he or she previously passed.

**REASON 3:** The student is missing one of the academic subjects he or she needs to graduate.

**REASON 4:** The student is missing a studio class.

**REASON 5:** The student participates on a spring school team sport and does not have PTO (Team Sports) on the schedule or the student needs to drop PTO for the Spring Term.

**REASON 6:** The student needs lunch.

## ARISTA



LaGuardia is looking for a teacher to advise ARISTA. ARISTA is the acronym to refer to the school-based National Honors Society, a prestigious organization that combines volunteering with scholastic excellence. See Ms. Lubeck in the Principal's Office if you are interested.

### Final Notice: Regents Proctoring Preferences

**Regents Proctoring Model #1:** One teacher proctors the first half of a Regents examination, and another proctors the second half of that same test in the same room. In this case, teachers might proctor twice per day.

**Regents Proctoring Model #2:** A single teacher proctors an entire Regents examination.

(Please cut or rip here.)

### Ballot - Regents Proctoring Preferences

Name: \_\_\_\_\_

\_\_\_\_\_ Regents Proctoring Model #1

\_\_\_\_\_ Regents Proctoring Model #2

Comments:

Please place this in Ms. van Keulen's mailbox by **Tue., Dec. 7**. Thank you for your input!

If you have any questions regarding information on this page, please call Ms. van Keulen, AP of Data and Technology, at (212) 496-0700 X 2261.

## TEACHERS



### Latest Donors Choose Beneficiaries

Educators throughout LaGuardia benefit from the generosity of donors on the **donorschoose.org** Web site. Ms. Washburn and Ms. Healy are the latest teachers to receive classroom resources.

Ms. Washburn was given funding for her recent Donors Choose project, "Provide A Portable Writing Lab." She received the following:

- computer mobile computing notebook (\$649.99)
- laser printer (\$184.99)
- computer speakers (\$29.99)
- ink jet paper - quantity 4 (\$8.45 each)

Ms. Healy received funding for her recent Donors Choose project, "Zooming in on the Writing Process."

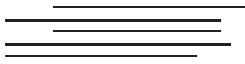
- ELMO TT-02RX visual presenter (\$760.99)
- steel, 3-shelf cart (\$299.99)
- ELMO anti-theft bracket (\$129.67)

Grant writers science teacher Ms. Pace ([apace2@schools.nyc.gov](mailto:apace2@schools.nyc.gov)) and English teacher Ms. Healy ([ehaly3@schools.nyc.gov](mailto:ehaly3@schools.nyc.gov)) would be happy to help educators apply for Donors Choose funding.

### Thank You



Students and parents appreciated your timely submission of your EGG file. Thank you.



JUNE 2010 STUDIO COMPREHENSIVE DATA

## June 2010 Studio Comprehensive Data

Please review the results of the June 2010 Studio Comprehensive examinations.

Regarding the Art Comprehensive, 48% of students taking the examination achieved mastery (85 or higher). 48% between a 65 and an 84, and 4% earned a grade lower than 65.

The results of the Dance Comprehensive follow: 57% achieved mastery, 31% earned between a 65 and an 84, and 12% received a grade lower than 65.

Students earned the following marks on the Music Comprehensive: 18% earned mastery, 64% received a grade between 65 and 84, and 18% earned a grade below 65.

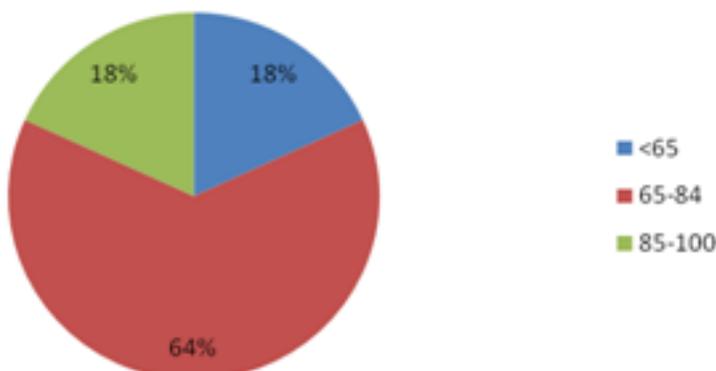
Those taking the Drama/ Theater Comprehensive earned the following marks: 75% achieved mastery, 11% earned a grade between 65 and 84, and 14% received a grade below 65.

Students and teachers are to be congratulated for their fine performance on these Studio Comprehensive tests. These results show evidence of students progressing as described in the Five Strands of Art Learning in *Blueprint for Teaching and Learning in the Arts*:

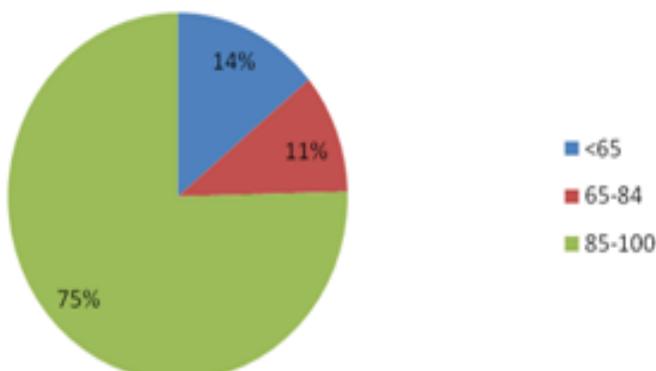
### 1. Arts Making

The arts-making strands indicate what students should be able to accomplish at the end of benchmark years...These charts provide 'snapshots' of...the skills, knowledge, and appreciation that should be mastered in selected areas and how these are honed...

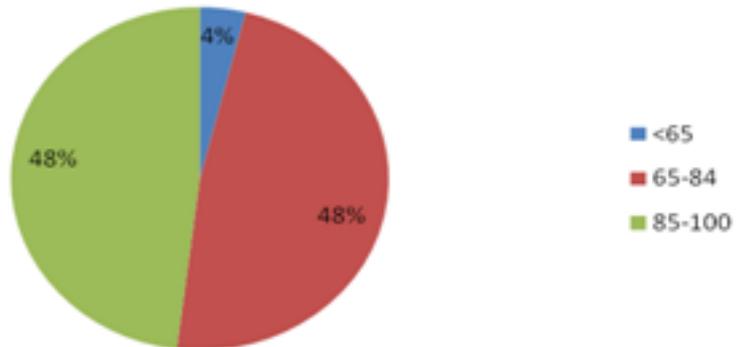
### Music Comprehensive



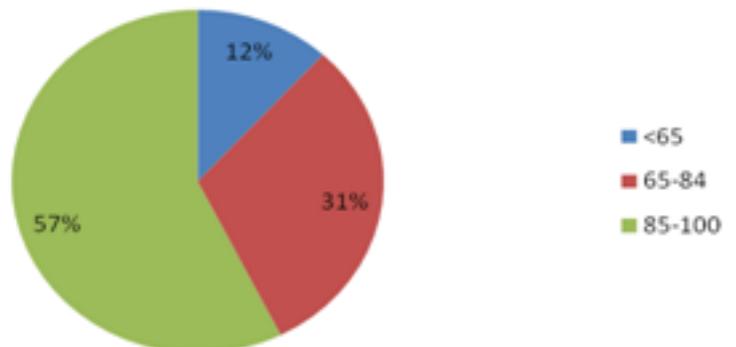
### Drama / Theater Comprehensive



### Art Comprehensive



### Dance Comprehensive



### 2. Literacy in the Arts

...[T]he careful observation of a work of art resembles the close reading of a text - one that includes making observations and drawing inferences. More generally, the arts provide students with inexhaustible subjects about which they may read and write, as well as engage in accountable talk.

### 3. Making Connections

This strand provides social, cultural, and historical contexts in which students may understand the arts, while indicating some of the links to other disciplines in the curriculum...

### 4. Community and Cultural Resources

Students should be actively engaged with the institutions, schools, studios, community-based organizations, libraries, concerts, exhibitions, and artists that contribute to the cultural and economic vitality of [New York]. These resources are integral to the development of young artists and musicians, expanding their horizons and enhancing the instruction they receive in school.

### 5. Careers and Life-long Learning

The career-building skills learned in arts activities are those required in all other fields of endeavor: goals setting, planning, and working independently and in teams" (Burton 3).

Burton, Judith M. "Five Strands of Arts Learning." *Blueprint for Teaching and Learning in the Arts*. New York: New York City Department of Education, 2004.