

Second Floor Scoop

SUBMITTING GRADES



TEACHERS: EGG Files: Coming Soon to an Inbox Near You

As you are well aware, the first marking period ends on March 18. Your EGG will be in your DOE e-mail inbox by Monday, March 16. Please be sure to submit grades before 9AM Monday, March 23, which is the deadline. Report cards will be distributed in OP on Wednesday, March 25.

Although this is the ninth time that faculty members have submitted EGG files, some still need assistance, and the Program Office staff in Room 201 is happy to help. For those who are ready to get cooking on their own, some helpful "Do"s and "Don't"s follow:

DO

- ...give grades in increments of five unless you are giving a grade between 90 and 100 or an 88.
- ...enter numbers in the correct columns. Grades should be typed into the "Mark" column; any comment may be entered into the "C1," "C2," and "C3" columns. (Comment codes can be accessed by click on the green "Lookup" tab.)
- ...submit your grades on time! Otherwise, you may not be able to make corrections before report cards are printed.

DON'T

- ...forget to select "Save Target As" after right-clicking on the attachment in your e-mail. If you skip this step, you will not have any grades to send back!
- ...give any grade lower than a 40. The only exception to this rule is if you teach physical education, drama, or dance and are giving a 9 to a medically excused student.
- ...change the name of the original file in any way. The correct format is LASTNAME_2008_2_1.

CLASSROOM CORNER

Featured Class: Music Technology

When choosing a class for the Classroom Corner, we look for evidence of instruction aligned to the school's yearly goals and dual mission; we also consider the specific skills with which the class equips students.

We thank Ms. Wilson for taking the photographs for the Corner.



Gary Fogel teaches a student to work with a computer to do a mix-down of an original recording in Music Technology.

AP TEST REGISTRATION



STUDENTS: Register for the AP Exam!

The deadline to register and pay for your AP exams is Friday, March 20 at 12PM. If you are paying by check, cash, or money order, bring your envelope to Room 231. If you wish to pay online, the new URL for the LaGuardia WebStore is http://webstores.activenetwork.com/school-software/fiorello_h_laguardia/

DATA PROCESSING ASSIGNMENT



STUDENTS: If a G-Code Appears on Your Schedule, Go to Room 201!

If any code starting with "G" appears on your schedule, you must report to the room in which that class is assigned. If you no longer have a copy of your schedule, go to Room 201 to ensure that you are going to all of your assigned classes.

If you fail to attend a data processing assignment or any other class more than twice in a single week, the Program Office will send your name to the deans for disciplinary action. It is easy to avoid this unfortunate outcome: Simply sign in at the beginning of the period during which you have a "G" class. If there is no work to be done, you can go to the Library or the Senior Lounge (if you are a senior).

PARENT-TEACHER CONFERENCES



Open School Night Approaches!

Teachers will meet with parents to discuss student performance on Thursday, March 26 from 5:30PM-8:00PM and on Friday, March 27 from 1:00PM-3:00PM. On Friday, March 27, classes will be held periods 2,3,8,9, and 10. Each period will last 35 minutes.

COMPENSATION FOR TEACHERS



TEACHERS: Get Reimbursed for Damaged or Stolen Property.

Did you know that an employee can be reimbursed for up to \$100 to replace any personal property damaged or stolen while conducting DOE business during the course of an academic year if an original receipt is provided with the claim? If you do not have a receipt, you can still be reimbursed for up to \$50 to replace any damaged or stolen personal property.

To file for reimbursement, fill out a Claim for Loss or Damage of Personal Property Form after reading the instructions, and submit it to HR Connect by mail at the following address:

65 Court Street
Brooklyn, NY, 11201

Alternatively, you can fax your Claim Form to (718) 935-2641.

The aforementioned form and instructions can be accessed online by clicking on links in the e-mail from Mr. Sommers.

If you have any questions regarding information on this page, please call Ms. van Keulen, AP of Data and Technology, at X3203 or any CFI Team member.

Data for Decision Making

THIS WEEK'S FOCUS: AP SUCCESS STORIES

Student success makes a great story. Indeed, the news media have been reporting over the past three months on student performance, focusing in particular on the nationwide extension of AP programs. This may be due to the following trends:

- Over the last ten years, extensive research has demonstrated that students benefit in college if they had previously enrolled in AP classes. There is also an abundance of data that shows the strong correlation between completion of AP courses in high school and graduation rates from four-year colleges.
- A significant number of colleges consider AP classes a good indication that students are ready for their school; not giving students the opportunity to take such classes lessens the likelihood that they will be able to go to reputable colleges, particularly in a state with such a strong AP program. More than 2.6 million students took at least one AP course last year, and over 140,000 of those attend classes in New York State.
- New York State has the highest percentage of seniors taking and passing an AP exam with a 3 or above by the end of their high school career: 22.7%.

In its Fifth Annual Report, The College Board emphasizes these recent great advancements in the enriching of students' high school learning. Some critics may see a financial conflict of interests here because The College Board benefits from student gains; however, even President Obama was quoted as saying the following while talking about Arne Duncan, the Secretary of Education:

"I remember a conversation we had about

In 2004-2005, 23 LaGuardia students passed the English AP exam. In 2007-2008, 144 students passed the test.

one of those lessons a while back. We were talking about how he'd managed to increase the number of kids taking and passing AP courses in Chicago over the last

few years. And he told me that in the end, the kids weren't any smarter than they were three years ago; our expectations for them were just higher. Well, I think it's time we raised our expectations for our kids all across this country and built schools that meet – and exceed – those expectations."

The bar has indeed been raised: Since 2002, the number of AP test takers has risen nearly 40%, and the number of students passing an AP exam has risen more than 30%. The greatest increases in AP participation in 2008 came among African-American and Latino students. The College Board is committed to the following principle: "All students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to

accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses...Schools should make every effort to ensure that their AP classes reflect the diversity of their student population."

All of our AP teachers are aware of this national trend. We consider the AP Program at Fiorello H. LaGuardia High School of Music & Art and Performing Arts to be very successful; the results from 2007-2008 support this perception.

The most impressive data were produced by the departments that increased enrollment in AP classes. For example, in 2004-2005, only 26 students took an English AP class with 23 students passing the AP exam; last year, however, 172 students took the class with 144 students passing the exam. Results from other departments will be discussed in the next issue.

Educators' efforts to teach students college-level material that then helps them to earn AP credits is certainly commendable. In a recent discussion with AP teachers in our school, however, the concern was shared that complex, time-consuming Advanced Placement classes require AP teachers to do considerably more work than their regular classes require them to do. We took note of this issue and looked into different proposals within the UFT Contract relating to teachers' work, keeping in mind the need for every job to be equitable. We are thinking about a plan to address this concern.

This article will continue in the next Yellow Sheet.

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-President Obama

Exam	2004-2005		2007-2008	
	Total Students Taking the Exam	Percent of Students Achieving Level Greater Than 3	Total Students Taking the Exam	Percent of Students Achieving Level Greater Than 3
French	27	77.8%	31	48.39%
Spanish Language	47	80.9%	81	62.96%
Music Theory	15	95%	14	78.57%
US History	95	49.5%	144	66.67%
Calculus AB	134	33.6%	119	31.09%
Art History	96	70.8%	156	48.07%
Biology	22	100%	22	68.18%
English Language	26	88.5%	172	84.30%
English Literature	67	90%	91	84.62%

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