



LAGUARDIA ARTS RECEIVED AN "A" ON OUR
2007 - 2008 PROGRESS REPORT
AND IS A NYCDOE "OUTSTANDING" HIGH SCHOOL.

THE LAGUARDIA ARTS WEEKLY BULLETIN

KIM M. BRUNO, PRINCIPAL

FEBRUARY 9 - FEBRUARY 13, 2009

WWW.LAGUARDIAHS.ORG

THE WEEK OF FEBRUARY 9-13

BELL SCHEDULE

Feb. 9-13	
Monday-Friday	
Regular	
0	7:26 - 8:06
1	8:10 - 8:50
2	8:54 - 9:34
3	9:38 - 10:18
4	10:22 - 11:02
5	11:06 - 11:46
6	11:50 - 12:30
7	12:34 - 1:14
8	1:18 - 1:58
9	2:02 - 2:42
10	2:46 - 3:26
11	3:30 - 4:10

TEACHER TIME

February 9-13 Regular Teacher Time

UPCOMING EVENTS

February 9-27	Senior Art Show 1
Thursday, Feb. 12	Open House 5:00PM-8:30PM (All after-school activities are canceled.)
Friday, Feb. 13	Rapid Dismissal (All after-school activities are canceled.)
February 16-20	Mid-winter Recess
Monday, February 23	Department Conferences
Friday, February 27	Blood Drive (Please call ext. 5206 to sign up.)

CLASSROOM CORNER

This Week's Focus: Visual Arts



Students demonstrate their ability to understand the concept of perspective in Ms. Dell's 3-D Design class.

NEWSWORTHY

La! STUDENTS: Ambassadors Needed for La! Open House!

Close to 1000 prospective students were accepted into our school for the Fall 2009 semester, and we are excited to welcome these students and their families as guests at LaGuardia's upcoming Open House on **Thursday, February 12** from 5:00PM-8:30PM.

If you are interested in answering guests' questions and giving them directions during this invitation-only event, you should sign up in the Guidance Suite. Student Ambassadors will be assigned specific locations throughout the building. La! T-shirts will be provided.

Spring PM School Begins!

PM School will begin on **Tuesday, February 24**. If a student has failed a class or is missing credits, that student must meet with his or her guidance counselor to be programmed for the appropriate PM School course. We are offering the following PM school classes during the spring semester:

- Living Environ. 1
- Chemistry 1
- Earth Science 1
- Algebra 1
- Geometry 1
- Intermed. Algebra
- Health
- Physical Education
- English 1
- English 3
- English 5
- English 7
- Global 1
- Global 3
- US History
- US Government

STUDENTS: Transcript Updates

Please review the transcript that you received on **Thursday, February 5**. If you notice an incorrect grade, you must see your guidance counselor by **Thursday, February 12**.

If you have to make up credits, see your guidance counselor to be programmed for PM classes, which start on **Tuesday, February 24**.

If your transcript lists either a missed or failed Regents examination, you should talk with your guidance counselor about preparatory classes and tutoring.

STAFF: Visiting Us Over Vacation?

Any staff member who plans to be in the building over the vacation should speak with Ms. Fogel in Room 237 by **Wednesday, February 11** to complete the necessary paperwork.

DATA FOR DECISION MAKING

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SCHOLARSHIP REPORT: FALL 2008 (PART ONE)

Laurels for LaGuardia's Educators
Our teachers work hard to reach every student, using differentiated instruction to help all students to excel.

The Scholarship Report to the right is a testament to LaGuardia teachers' efforts to reach out to parents and provide students with the support they need to succeed. The number of failures dropped in art, dance, English, foreign language, math, music, science, and social studies.

Number Failing - Total			
All grades: # of students failing	Fall 2006-07	Fall 2007-08	Fall 2008-09
Art	33	70	63
Dance	14	17	9
English	129	105	78
Foreign Language	93	74	56
Health/Phys Ed	60	88	133
Math	253	160	145
Music	36	25	6
Science	164	269	152

FEEDBACK FROM PD WORKSHOPS (PART ONE)

Writing Style Guide Workshop

Teachers from the English, Science, Art, and Music Departments shared welcome feedback about LaGuardia's Writing Style Guide. Their recommendations even included a title change: LaGuardia Arts Scholastic Reference Pamphlet. All participants saw potential in this project, and the ideas and lesson plans that teachers shared with us will ensure that the Reference Pamphlet will more effectively meet the needs of our students and educators.

While teachers appreciated the effort that was put into the existing Guide, they had ideas about how to make it easier to use. Educators felt that it would be more appropriate to release the Pam-

phlet as a letter-sized guide with three holes pre-punched so that students could store it in their binders and refer to it often; the current folded brochure was considered to be too bulky. This easy access to the guide would only be possible if the Pamphlet were made available both online and in hard copy form. In addition, educators argued that each subject should be copied on different colored paper to make the Pamphlet easier to navigate.

This multi-colored Reference Pamphlet, which a student could refer to in class at any time by simply opening a binder, is filled with useful content; however, teachers felt that it could benefit students even more with further

revision. The updated Pamphlet would include vocabulary for every subject as well as a general vocabulary section. Educators even considered asking teachers to list the top ten words with which their students should be familiar but are not. This is one of many ways that the Pamphlet would be a reference guide that met the specific needs of our school's students and teachers. Other recommendations included the inclusion of a list of one hundred books that high school students should read and also school-wide writing rubrics for the following: a research paper, a paragraph, an article, a concert or exhibition commentary, and a science museum report.

Although workshop participants had no shortage of ideas or enthusiasm, they agreed that writing such a comprehensive guide is necessary but is certainly not easy. Teachers felt that the Pamphlet had to be referred to regularly in the classroom. In addition, it was agreed that studios must be a significant part of this project. Finally, the likelihood of successful implementation would be increased if departments saw a final draft during department meetings and offered their feedback. We encourage you to make further suggestions. These will be taken into consideration as the Pamphlet is finalized in months to come.

ARIS and Daedalus Workshop

Workshop participants learned how to use the ARIS and Daedalus Web sites to do much more than access their rosters. Daedalus provides

educators with pictures, contact information, grades, schedules, and attendance records. ARIS, on the other hand, is the online destination where one

can find a student's test results. Acuity scores, Regents results, and middle school examination scores can easily be found on ARIS. This site also allows

teachers to group and sort their students according to several criteria, highlighting trends in student performance.

ARIS: <http://arisnyc.org> Daedalus: <http://admin-laguardiahs.theschoolsystem.net>

If you have any question regarding information on this page, please call Ms. van Keulen, AP of Data and Technology, at X3203 or Mr. Sommers, AP Organization, at X2237.