

**Learning, Performance and Achievement in the
Hewlett-Woodmere Public Schools 2007-2008:**

The Arts

A Report to the Board of Education

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December 10, 2008

The Shared Vision of the Hewlett-Woodmere Public Schools is the framework for this report and those to follow: *Hewlett-Woodmere Public Schools is a caring learning community dedicated to developing an individual's academic, artistic, and athletic abilities, cultivating character and celebrating success.*

The HWPS Mission speaks directly to the values we hold:

- Hewlett-Woodmere Public Schools strives to offer great breadth and depth in one of the most caring communities in the nation. We seek to develop the intelligences, potential, and interests of every child in our District.
- The 4 A's - Academics, the Arts, Athletics, Activities - allow every child to be prepared not only to make a living, but also to live a high quality life.

Linked to the Shared Vision and Mission is this report on assessment in the arts. Through the understanding of performance and achievement, we will begin to examine the processes and indicators that shape student success in our schools.

Assessment in the Arts

In our schools the process of learning for understanding and transfer is mediated by highly competent and caring professionals and support personnel. They are entrusted with designing curriculum, instruction and assessments to meet learner needs. Local assessments that are robust, relevant and real provide students and teachers with multiple opportunities for meaningful feedback.

The Difference between Formative and Summative Assessments

What do you understand? vs. Do you understand? (Scherer, 2007)

The first thing to consider when deciding whether an assessment is formative or summative, is looking at how the results are used.

Formative: It delivers information during the instructional process, before the summative assessment. Both the teacher and the student use formative assessment results to make decisions about what actions to take to promote further learning. Formative assessment, sometimes referred to as assessment *for* learning, is an ongoing, dynamic process that involves far more than frequent testing. Measurement of student learning is just one of its components.

Summative: In general, its results are used to make some sort of judgment, such as to determine what grade a student will receive on a classroom assignment, how to measure program effectiveness, or determine school progress. Summative assessment, sometimes referred to as assessment *of* learning, typically documents how much learning has occurred at a point in time. Its purpose is to measure the level of student, school, or program success.

Performance Assessment: The arts, by nature, are performance-based subjects. Performance assessment provides evidence of application of theories and practice. Students are given multiple opportunities to practice in formative-assessment modes. The context of performance assessment is the real world of visual art, music and theater based upon

mutually understood and, sometimes, mutually developed criteria. Performance assessment always operates on the highest levels of Bloom's Taxonomy of Educational Objectives (Faculty Center for Teaching and e-Learning), in the affective domain: responding, valuing, organizing, and characterizing; and in the cognitive domain: application, analysis, synthesis, and evaluation. Similarly, Wiggins and McTighe (1998) describe the six facets of understanding as explanation, interpretation, application, perspective, empathy, and self-knowledge. Evidence of the above can be demonstrated through a series of criteria-based performance assessments including, but not limited to, journaling, individual and group critiques, outside adjudications, portfolio reviews, performances, competitions, and video/audio documentation.

The design of individual or group performance assessment includes: a prompt or task, established and articulated criteria often expressed in a performance rubric, feedback, and reflection. This type of arts assessment is embedded in the instructional core in visual art classes and performing groups at the elementary level and continues through advanced elective levels at the high school level.

Assessment is part of the whole art making experience. It contributes to student learning and knowledge and is seen as part of a larger learning process. . . What has been missing from traditional assessment in the [arts] is an understanding on the part of students, parents, and the larger community of what constitutes the criteria used to make these assessments. Current practices in the arts seek to define criteria, making explicit the standards of performance and the levels of achievement that are expected of students at each developmental level (New York State Art Teachers Association, 2002, p. 45a).

This report will provide the foundation in data based upon local assessments and opportunities to excel for successive years. Some of the data represent multi-year profiles and some are single-year data (2007-2008). Over successive years we will present data that bear analysis and inform program effectiveness. Where there is a *single* data point in time (ex: final average of students in Studio Art), it is important to note that the data needs to be viewed in the larger context. Learning in the arts is sequential and builds upon previous experience. Artistic achievement at the commencement level is grounded in the continuity of experience that begins in the primary grades. In October 2008, we will have the achievement data from 2007-2008. Each year the data sets will build, allowing us to examine patterns that emerge.

INSTRUCTIONAL PROGRAMS

*(*indicates compliance with State mandates)*

Visual Art

Course Offerings/Exemplary Programs

Elementary—Program follows regulations and recommendations of the New York State Education Department (NYSED) in each of our elementary schools. All students have a 40-45 minute art class a minimum of one time per week in a dedicated space with a certified teacher.* The program progresses sequentially through its own curriculum and naturally becomes part of the interdisciplinary process. Students are introduced to materials and techniques; the elements and principles of art and design; the role of the artist in society; art

history; aesthetics; visual literacy and art criticism. All of the elementary schools also provide an after school art club for interested/talented students.

Middle School—Program follows regulations of NYSED and all students meet the arts requirement over the three years of Woodmere Middle School (WMS) in a variety of ways.* In addition to the basic or required studio classes, some students take additional visual art “exploratory” classes based on interest and aptitude. We also offer select 8th grade students the option of taking Accelerated Art, a High School foundation course that satisfies the graduation requirement* and allows students to begin visual art elective courses in their freshman year. Our Middle School program stresses creativity and originality, while students are also required to demonstrate an understanding of concepts and techniques. Students further develop their knowledge of art elements by experimenting with a wide variety of mediums. A critical component of the program is to help adolescents immersed in popular culture decipher the real and subliminal visual clues that are omnipresent, and make appropriate choices based on clear understanding.

High School—Hewlett High School (HHS) offers a range of foundation and elective courses that follow the Fine Arts Strands as defined by NYSED. Our course catalog provides options for students who intend to pursue a career in the visual arts, and also those who may choose art as a vocation. The aspiring professional and amateur are equally able to complete a three or five year sequence in a diverse range of specializations in our state of the art facility. We offer the foundation courses in the three strands prescribed by NYSED.

Studio Arts* (traditional media) is a year long foundation course. Electives that follow include Water Color, Figure Drawing, Drawing and Painting (beginner and advanced), Ceramics (beginner and advanced), Sculpture, and Recycled Design.

Drawing and Design for Production* (aka Mechanical Drawing), a second full year foundation course, is followed by two full years of advanced electives culminating in a year long Architecture course, which incorporates computer assisted design.

Media Arts*, the foundation level course for the technology strand, is followed by electives such as Computer Graphics, Web Design, Dark Room Photography (beginning and advanced), and Digital Photography (beginning and advanced).

In addition, we offer all students the opportunity to take college level work by enrolling in our Advanced Placement (AP) Studio class, and submitting either or both the Drawing Portfolio or the 2D Design Portfolio. AP Art History is also open to all juniors and seniors. Independent Study opportunities are made available to students who have taken all of the electives in a particular strand or have the desire to work collaboratively with one of the members of the department on a particular genre, or with a particular medium. Students log their work and collaboration hours along with ideas and reflections in a journal. They are also responsible for compiling a portfolio of their work.

The HHS has an Art Club that is a chapter of the National Art Honor Society and provides students with time for in-depth study, and also participation in outreach geared to extending art beyond the HHS and into the larger community.

Professional Development

All of the art specialists have access to ongoing professional development through workshop participation, conference attendance and visiting artists. Classroom teachers can also access many of these artistic opportunities. The District supports state and national conference attendance for our arts specialists. Many of our staff not only attend but present workshops at all levels. Docent-led museum field trips are arranged at least once a year as a staff development initiative.

Partnerships/Collaborations

Students at every grade level participate in and attend a variety of programs that bring artists into our schools. Through the school budget and Parent Teachers Association (PTA) fundraising we are part of the Board of Cooperative Educational Services (BOCES) Cultural Arts Consortium. This gives us access to a wide variety of visiting artists from media or genre specific residencies. Our close proximity to New York City allows for field trips to major museums and artists' studios. (See Appendix A).

Student Outcomes/Assessments

All students participate and achieve success at their own level. This challenge of diverse levels and learning styles is accommodated by the flexibility and expertise of our certified art educators. All student artwork, from elementary grades through advanced high school electives, is evaluated through the use of teacher-created rubrics that clearly define the criteria and indicators of various levels of achievement. Teachers evaluate students in terms of their "personal best." Reporting progress to parents in visual art appears on all report cards beginning in second grade. Students also maintain personal portfolios beginning in elementary school. They, along with teachers and parents, can view this "body of work" and better understand artistic growth over time. Journal entries and sketch books also help students reflect on their artwork. Class critiques at the elementary, middle school and high school levels are ways that students can share ideas and learn from their peers.

In addition to Gallery One, a beautiful exhibition space in the Woodmere Education Center, our students participate in many local, regional, state-wide and national exhibitions and shows. Yearly, over 1500 individual pieces of artwork are displayed. Students, beginning in grade 4, have the opportunity to enter into the New York State Art Teachers Association (NYSATA) Portfolio Project, an outside juried assessment of artistic achievement. The students who enter the assessment consistently score in the highest range. Many of our teachers use the framework of the Portfolio Project as a classroom assessment tool for all students.

Music
Course Offerings/Exemplary Programs

Elementary—Program follows regulations and recommendations of the NYSED in each of our elementary schools. All students have a 40-45 minute music class a minimum of one time per week in a dedicated space with a certified teacher.* All of the elementary schools also provide an after school music club for interested/talented students. Beginning in 4th grade, students have the opportunity to select an instrument of their choice in either the band or orchestra and can also become a member of the 4th grade chorus. In 5th grade, students continue to receive lessons and have the opportunity for membership in the elementary school band, orchestra and chorus.

Middle School—Students continue their music instruction as members of the 6th, 7th or 8th grade performing music programs. All grades have individual bands, orchestras and choruses. In addition, Select 8th Grade Choir and Chamber Orchestra are available, through audition. Jazz Ensemble is also an auditioned ensemble that rehearses before school. Some non-performing music students in grades 6, 7 and 8 receive a semester of classroom music every other day*; all classes are taught by a certified music teacher.

Recently, the Music Department has assumed the responsibility of producing a musical at the WMS. These junior versions of Broadway shows have provided students with a musical experience that prepares them for the program at HHS.

2002 <i>Guys and Dolls</i>	2006 <i>Annie</i>
2003 <i>Music Man</i>	2007 <i>Once Upon a Mattress</i>
2004 <i>Fiddler on the Roof</i>	2008 <i>Oklahoma</i>
2005 <i>Into the Woods</i>	2009 <i>Alice in Wonderland</i>

High School—The HHS Music Department has a long and proud history as a program of excellence and was a Grammy Foundation Award winning “Signature School.” For five of the past eight years, the HHS Music Department has been voted one of the top 100 communities for music education in the country by the American Music Conference. Performing groups include String, Chamber and Symphony Orchestras, Women’s Choir, Mixed Choir, Select Women’s Chorus, Select Chorale and Vocal Jazz Ensemble, along with our award winning Marching Band, Dance Team, Concert Band, Wind Ensemble and Jazz Ensembles. The high school music program has competed and performed all along the East coast of the United States and in Canada. Performances in Disneyworld in Orlando, Florida, Quebec, Montreal and Toronto, Canada, have provided the music students with unique performing opportunities and enriching educational experiences.

Over the past six years, HHS has had a cultural exchange program with Liceo Classico Michelangiolo in Florence, Italy. After the tragedy of 9-11, our sister school from Florence, came to Hewlett with their Chamber Orchestra and presented us with a gift for the families who lost loved ones. Since then they have also returned with their choral ensemble. In 2006, our Chamber Orchestra visited and performed in Florence and in 2008 our Concert Chorale toured Florence and Rome performing at a variety of venues including the Vatican.

Students are also provided opportunities to work side by side with professional musicians in the New York City area as “Artists in Residence” and have worked closely with renowned composers in our commissioned music project. In addition, students have worked under the direction of nationally recognized conductors from both the college and professional ranks. The high school band program has traditionally been a part of the Newsday Marching Band Festival at Hofstra University and the New York City Columbus Day Parade. The Marching Band and Dance Team were invited and participated in the “Mazda Gator Bowl” in Jacksonville, Florida. The Concert Band and Wind Ensemble have regularly participated in the composers’ symposium at Hofstra University with many outstanding composers of contemporary wind literature.

The HHS String Program was selected to serve as the resident Orchestra for the Manhattan Choral Festival, with performances at Lincoln Center and the Cathedral of St. John the Divine, in New York City. The orchestra has also performed as the guest artist for the North Shore Hospital Charity Concert in the Tilles Center at Long Island University, C.W. Post Campus.

Our Vocal Department has received numerous awards over the years; most recently, the Concert Chorale was awarded a 6A+ with Honors and Distinction, the highest rating possible, at the New York State School Music Association (NYSSMA) Annual Spring Evaluation Festival. The choir has also performed many times on WPIX’s nationally televised broadcast of the United Cerebral Palsy Telethon, from the N.B.C. Studio 8H in New York City.

The Jazz education programs at HHS are taught in the evening and include two Instrumental Jazz Ensembles and a Vocal Jazz Choir. Students are selected by audition and have the opportunity to perform and learn the art of jazz and improvisation music theory is also offered at the high school with two levels of instruction. Theory I begins with the fundamentals of music that concludes with a four-part writing and analysis, followed by AP Music Theory that leads to the AP Exam and college credit. Since 1996, the Music Department has assumed the responsibility of producing a musical in the high school. These productions have provided a unique educational opportunity for many students and have become a vehicle that brings together students, parents, teachers, administrators, and members of the community.

1996 <i>Fiddler on the Roof</i>	2001 <i>Into the Woods</i>	2006 <i>Funny Thing Happened on the way to the Forum</i>
1997 <i>Carousel</i>	2002 <i>The Sound of Music</i>	2007 <i>The King and I</i>
1998 <i>Hello Dolly</i>	2003 <i>Victor Victoria</i>	2008 <i>Working</i>
1999 <i>Pippin</i>	2004 <i>Anything Goes</i>	2009 <i>Les Miserables</i>
2000 <i>A Chorus Line</i>	2005 <i>Grease</i>	

Partnerships/Collaborations

Students at every grade level participate in and attend a variety of programs that bring artists into our schools. Through the school budget and PTA fundraising we are part of the BOCES Cultural Arts Consortium which gives us access to a wide variety of performing artists. Our close proximity to NYC allows for concert attendance at a wide variety of venues.

Professional Development

All of the music specialists have access to ongoing professional development through workshop participation, conference attendance and visiting clinicians. Classroom teachers can also access many of these musical opportunities. The District supports state and national conference attendance for music specialists. Many of our staff not only attend but present workshops at all levels.

Student Outcomes/Assessments

All students participate and achieve success at their own level. This challenge of diverse levels and learning styles is accommodated by the flexibility and expertise of our certified music educators. All student performances, from elementary grades through advanced high school electives are evaluated through the use of teacher created rubrics that clearly define the criteria and indicators of various levels of achievement. Teachers evaluate students in terms of their “personal best.” Reporting progress to parents in music appears on all report cards beginning in second grade. In addition our students have ample opportunity to participate in school and District-wide concerts. Students, beginning in grade 4, may participate in the NYS School Music Association Festival, a juried assessment of musical competency; beginning in grade 5, students may participate in the Nassau Music Educators Association (NMEA) All-County Music Festival. Each year over 300 students District-wide participate in the NYSSMA evaluation festival.

Theater

Course Offerings/Exemplary Programs

Elementary—Theater education at the elementary level is provided by classroom teachers. The NYS English Language Arts (ELA) Standards include strategies for speaking and listening across all four standards and at every grade level. Teachers refer to the Performance Indicators to include appropriate theater experiences within the classroom. Class plays are produced in collaboration with music and art teachers for the delight and entertainment of students, teachers and parents. In addition, students in grades 4 and 5 have the opportunity to audition for an after-school musical theater production annually.

Middle School—The Theater Program does annual workshops for all 8th grade students. During these presentations, we introduce students to basic use of body language, voice and facial expression in theater and communication. Students also engage in introductory improvisational exercises. In addition, students engage in musical productions work with teachers and coaches to further develop their acting skills.

High School—Introduction to Theater is a beginning-level theater course that satisfies the arts graduation requirement.* Designed to enhance the fundamental appreciation of the

components of theater, students are required to participate in beginning improvisation, act on a stage, develop character through observation and imitation techniques, write sketches, participate in scene study, and in-class discussions and showcases. Students participate in ensemble exercises focusing on concentration, voice/ diction, physicality, trust, spontaneity, and listening. Students study improvisation extensively in this course and use it as an entrée into character development, and also learn the spontaneous art of acting in the moment and instinctual acting. Students learn script analysis and learn about acting on a stage in this unit. Blocking, rehearsing, memorizing and performing are all involved as well as character development and scoring a scene for beat changes. Students learn the important concepts of knowing a character's objectives, obstacles and tactics. Students write three scripts per year in this course (scriptwriting) using different guidelines. Students learn the cardinal rule of 'conflict elicits drama' and use that as a basis for creating a scene. Then students perform these scenes and receive feedback. The culmination of the Introduction to Theater course is the entirely student written, student-produced and student-performed class production.

Theater Workshop 1 & 2 is an intermediate-level theater course designed to enhance the fundamental appreciation of the components of theater learned in the prior theater course. Students in this course will be required to participate in intermediate-level ensemble exercises, scene study, character development, monologue and audition preparation, acting on film, Meisner techniques, in-class discussions and showcases. There is extensive written work in the form of sketch writing and journal writing which are used in each class, as reflection on class work and outside theater experiences. Students learn more extensive character development techniques and implement character biographies and improvisation in Intermediate Scene Study. Students perform two scenes (one drama and one comedy) and choose one for presentation in our showcase. Audition preparation involves rehearsing and performing monologues from two different genres. Additionally, students practice cold reading techniques. Meisner Techniques include 'privacy in public,' 'repetition' exercises, and 'physical life projects.' These techniques are designed to help actors tap into organic emotions by reacting spontaneously to their scene partners and by acting completely in the moment. Acting on Film is a unit in which we study screenplay writing and the various techniques involved in acting in front of a camera. Students write scripts (incorporating camera shots) and then perform these pieces in the school's Audio-Visual Studio.

Theater Workshop 3 & 4 is an advanced theater course designed to enhance the fundamental appreciation of the components of theater learned in the prior theater courses. Students in this course will be required to participate in advanced ensemble exercises, scene study and monologue preparation in contemporary, classical Greek theater and Shakespearean theater. In addition, students will participate in class discussions, showcases, audition preparation, reader's theater, and musical theater. Students will also study theater criticism and theater history. Students in this class work with the most advanced students, combining with the Theater Workshop 5/6 course, to work on more advanced scene study units that are directed by Theater 5/6 students. Additionally, there is a musical theater unit in which students learn to approach a song as a monologue as they first speak and then "act" their chosen song through singing. Music is also used as students block or "choreograph" a non-spoken scene to a given piece of music using non-linear storytelling techniques. There is a theater history unit on classical Greek theater that culminates in an original project in which students write and perform a scene using some version of a Greek chorus. There is an in-depth study of Shakespearean acting in this course as well. Students study the history of Shakespearean theater and learn the fundamentals of using Shakespearean language such as caesuras, iambic pentameter, and paraphrasing for

understanding. Through various exercises students learn to use the language to its maximum benefit and in doing so, come to understand what they are saying and develop ease with the text. Students complete both a monologue and scene from Shakespeare and perform these pieces at our yearly Shakespearean Showcases for English classes.

Theater Workshop 5/6 is the advanced theater workshop elective for fourth year theater students. New units include: "Directing for the Theater," in which students from this class direct students from Theater Workshop 3/4 (it is a combined class) in scene study units. This provides a wonderful opportunity to look at theater from a new perspective, as the director. "Topics in Acting" is a unit in which students focus on an advanced topic of their choice. Students are asked to research various acting styles of some more challenging playwrights, like Beckett, Albee, Pinter, Moliere, Williams, Shaw and Wilde. Students learn about various playwrights and how to act in certain genres, such as the Theater of the Absurd (Beckett) or British Comedy of Manners (Wilde), for example. Then, they act in a scene and monologue of their choice based on their research. The Senior Theater Projects is the major, culminating theater project of their four years of theater studies. Students choose a topic of their choice in acting, directing or writing and create a theater piece that is shown before an audience at the end of the school year. Modern Drama is an 11th-12th English/Theater elective that focuses on modern literature that is written for performance. This class investigates elements of dramatic literature and the various forms of drama that have evolved from modern realism to theater of the absurd, to postmodern performance art. Students will focus on the exploration of drama, humor, gender and identity through various forms of modern theater. Additionally, dramatic literature is studied comparatively within the fields of literature, theater history, theater production, and cinema.

Annually, the Theater Program sponsors two public productions. The performances in the Little Theater draw sold-out attendance and are consistently of professional quality. These have included:

2004 – 2005	<i>You Can't Take it With You And Then There Were None</i>
2005 – 2006	<i>The Man Who Came to Dinner Lost in Yonkers</i>
2006 - 2007	<i>Metamorphoses The Importance of Being Earnest</i>
2007 – 2008	<i>A Midsummer Night's Dream Fools</i>

Partnerships and Collaborations

Students at all levels have access to performances that are brought into all of our schools. Field trips to local productions as well as Broadway and off-Broadway theater are regularly scheduled.

Professional Development

Our theater specialist, a professional actor herself, has access to ongoing professional development through workshop participation, conference attendance and visiting clinicians. Classroom teachers can also access many of these theatrical opportunities. The District supports state and national conference attendance for our theater specialist. She has recently

been commended by the NYS Teachers of English as an Outstanding Educator and the program has been recognized as well as a "Program of Excellence."

Student Outcomes/Assessments

There is extensive written work in the form of sketch writing and journal writing which are used in each class, as reflection on class work and outside theater experiences. Students engage in creating, performing, critiquing, and self-reflecting in an interactive and collaborative environment. Authentic assessment, in terms of audience reaction, is the best indicator of the achievement of our students.

Opportunities for Excellence in the Arts

From the classroom to the public space, the student of the arts has multiple opportunities to learn, to achieve, and to share his/her achievement with the school, the community, and beyond. The first set of data below includes the foundation-level and elective course enrollments and end-of-year course outcomes at the secondary level (2007-2008). The second set of data illustrates the level of elementary and secondary student participation in public performance events and exhibitions. Individual achievement is indicated. These data provide evidence of the breadth and depth of student learning in visual art, music, and theater.

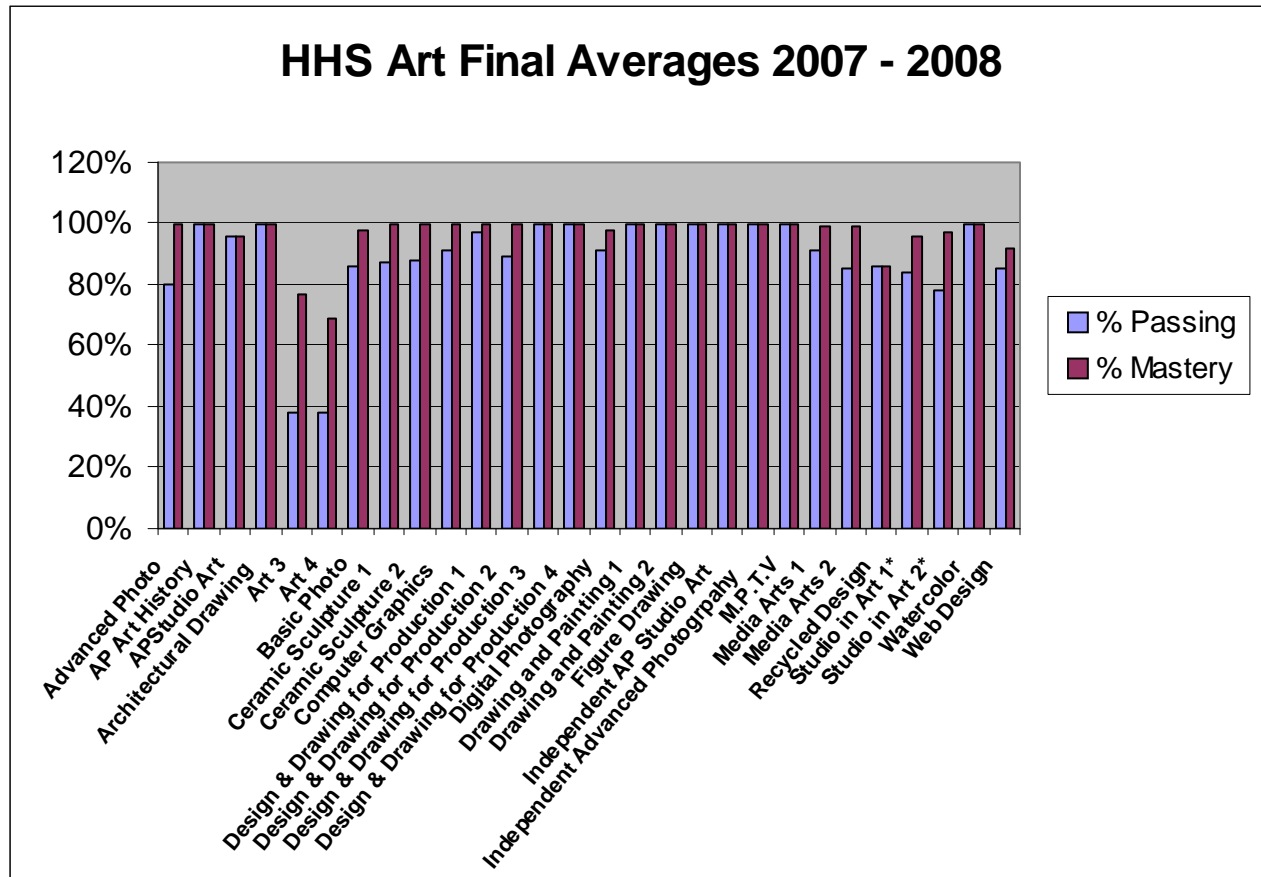
HHS End-of-Course Achievement in Art, Music and Theater (2007-2008)

Visual Art

Course Name	Enrolled	# Proficient	# Mastery	% Passing	% Mastery
Advanced Photo	15	3	12	100%	80%
AP Art History	7	0	7	100%	100%
APStudio Art	24	0	23	96%	96%
Architectural Drawing	15	0	15	100%	100%
Art 3	13	5	5	77%	38%
Art 4	13	4	5	69%	38%
Basic Photo	50	6	43	98%	86%
Ceramic Sculpture 1	45	6	39	100%	87%
Ceramic Sculpture 2	17	2	15	100%	88%
Computer Graphics	46	4	42	100%	91%
Design & Drawing for Production 1*	39	1	38	100%	97%
Design & Drawing for Production 2*	38	4	34	100%	89%
Design & Drawing for Production 3	24	0	24	100%	100%
Design & Drawing for Production 4	24	0	24	100%	100%
Digital Photography	58	4	53	98%	91%
Drawing and Painting 1	19	0	19	100%	100%
Drawing and Painting 2	14	0	14	100%	100%
Figure Drawing	15	0	15	100%	100%
Independent AP Studio Art	1	0	1	100%	100%
Independent Advanced Photography	1	0	1	100%	100%
M.P.T.V	9	0	9	100%	100%
Media Arts 1*	77	6	70	99%	91%
Media Arts 2*	78	11	66	99%	85%

Recycled Design	22	0	19	86%	86%
Studio in Art 1*	70	8	59	11%	96%
Studio in Art 2*	63	12	49	19%	97%
Watercolor	15	0	15	0%	100%
Web Design	13	1	11	8%	92%

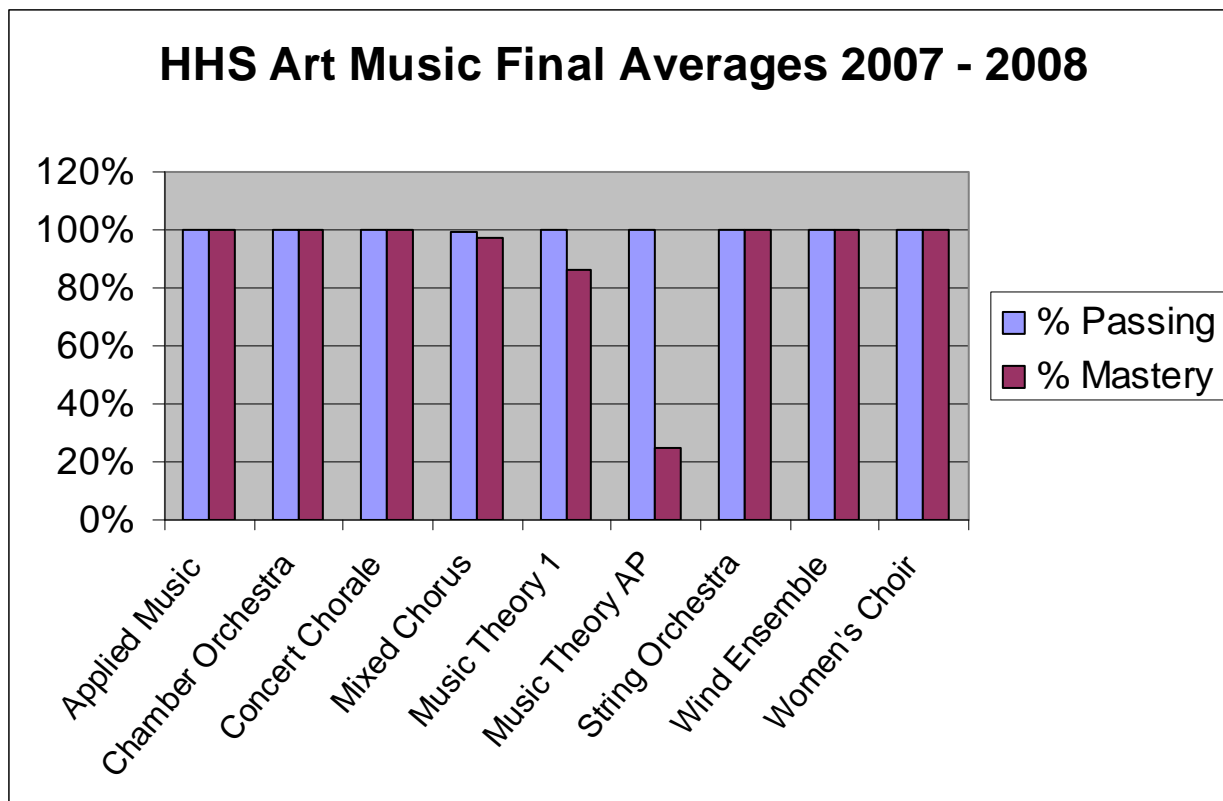
* Foundation-level course meets commencement-level requirement for the arts.



Foundation-level courses build directly on skills and competencies acquired at the intermediate and elementary levels. Students who commit to multiple electives in art do so as a result of their interests and developed skills. Many intend to pursue a career in the visual arts or an avocation in the arts.

Music

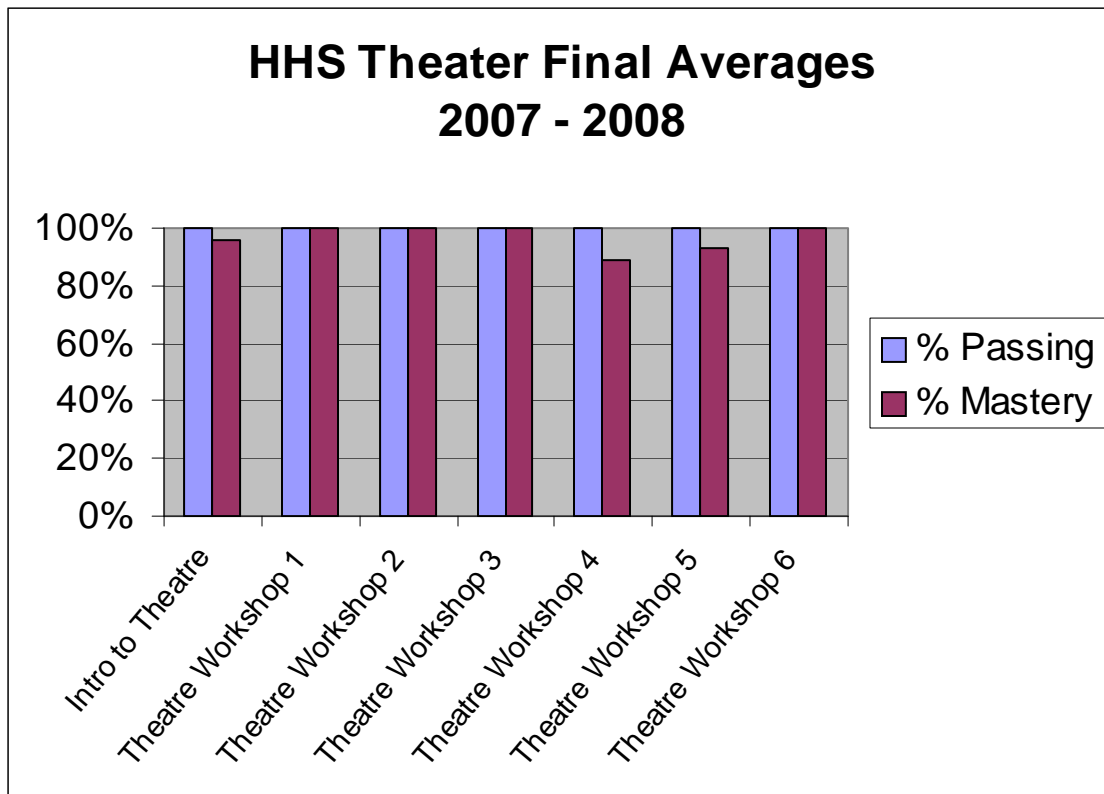
Course Name	Enrolled	# Proficient	# Mastery	% Passing	% Mastery
Applied Music	7	0	7	100%	100%
Chamber Orchestra	19	0	19	100%	100%
Concert Chorale	41	0	41	100%	100%
Mixed Chorus	73	1	71	99%	97%
Music Theory 1	7	1	6	100%	86%
Music Theory AP	4	3	1	100%	25%
String Orchestra	56	0	56	100%	100%
Wind Ensemble	64	0	64	100%	100%
Women's Choir	46	0	46	100%	100%



Students who pursue music education in performance-based programs at the commencement level have demonstrated a level of proficiency and possess a prerequisite set of skills acquired at the elementary and intermediate levels that allows them to consistently perform at the mastery level.

Theater

Course Name	Enrolled	# Proficient	# Mastery	% Passing	% Mastery
Intro to Theatre	50	2	48	100%	96%
Theatre Workshop 1	22	0	22	100%	100%
Theatre Workshop 2	22	0	22	100%	100%
Theatre Workshop 3	9	0	9	100%	100%
Theatre Workshop 4	9	1	8	100%	89%
Theatre Workshop 5	15	1	14	100%	93%
Theatre Workshop 6	15	0	15	100%	100%



Students of theater achieve the life-enhancing skills of communication, expression, public speaking, acting, and appreciation. The nature of the work is both individual and team based providing opportunities for further developing inter- and intra-personal intelligences.

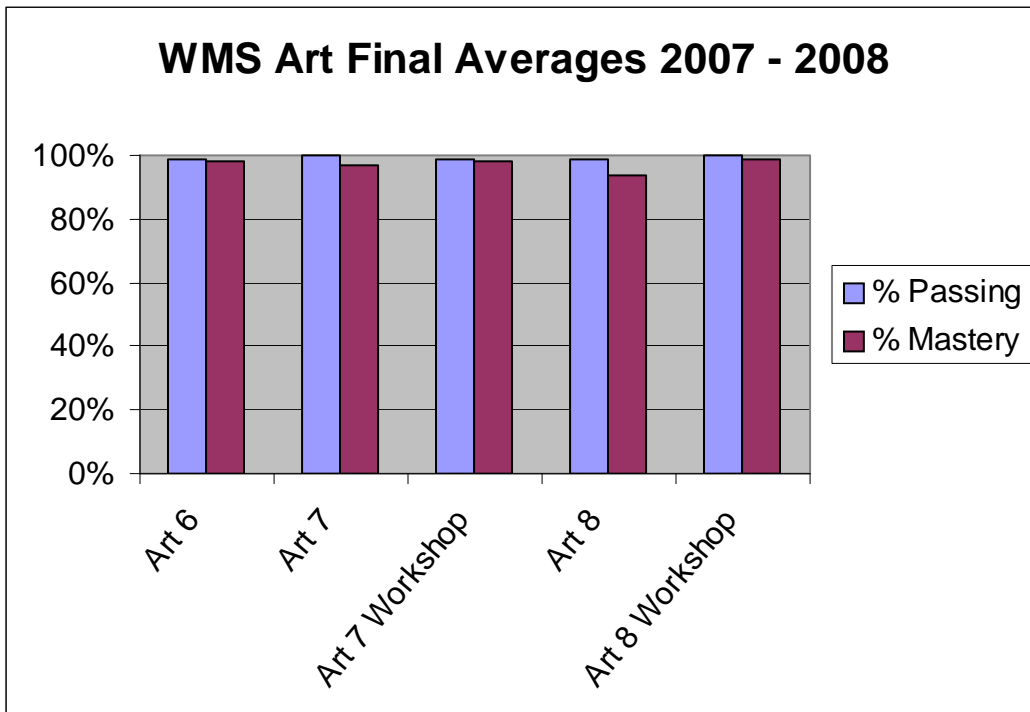
HHS 2007 and 2008 Graduates' Arts Participation

The table below represents various levels of arts participation at the high school level. The data include student choices that may span art, music, and theater. The high level of arts engagement of the 2008 HHS graduates reflects the value of the arts in their learning and in their lives. The numbers and percent represent the individual students who took from four to over ten courses in the arts.

HHS Graduates' Arts Participation											
Year	Class Size	4-5 Courses	%	6-7 Courses	%	8-9 Courses	%	10 + Courses	%	Total	%
2008	310	84	27%	54	17%	32	10%	28	9%	198	64%
2007	285	85	30%	54	19%	23	8%	11	4%	173	61%

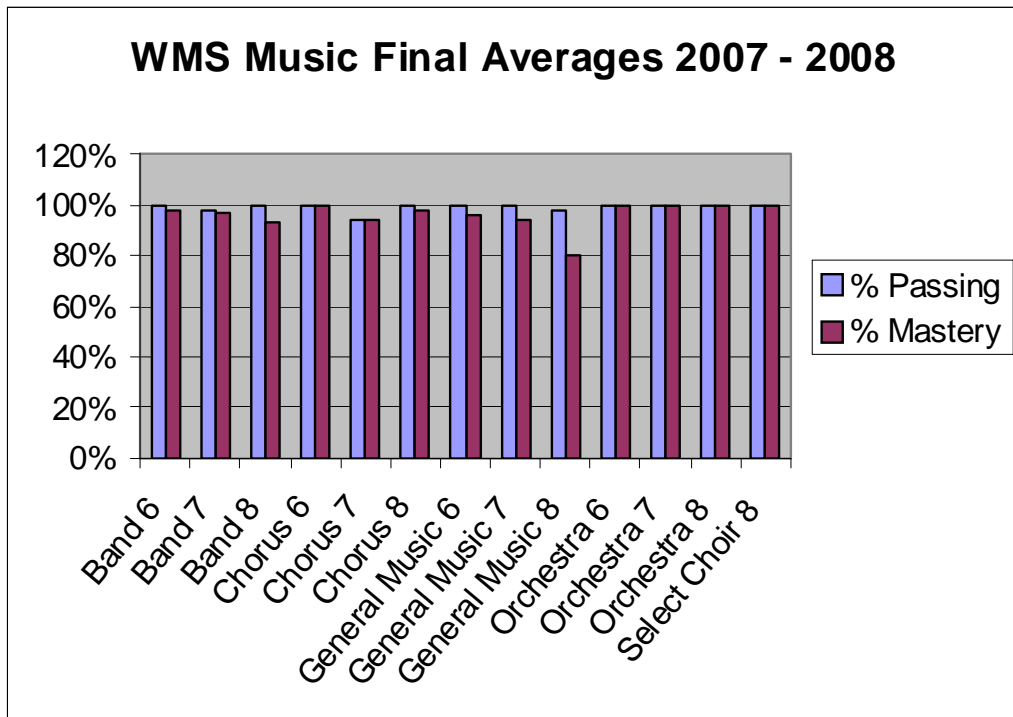
**Woodmere Middle School
Visual Art**

Course Name	Enrolled	# Proficient	# Mastery	% Passing	% Mastery
Art 6	172	2	169	99%	98%
Art 7	110	3	107	100%	97%
Art 7 Workshop	110	1	108	99%	98%
Art 8	98	5	92	99%	94%
Art 8 Workshop	82	1	81	100%	99%



Music

Course Name	Enrolled	# Proficient	# Mastery	% Passing	% Mastery
Band 6	56	1	55	100%	98%
Band 7	65	1	63	98%	97%
Band 8	56	4	52	100%	93%
Chorus 6	81	0	81	100%	100%
Chorus 7	53	0	50	94%	94%
Chorus 8	42	1	41	100%	98%
General Music 6	49	2	47	100%	96%
General Music 7	70	4	66	100%	94%
General Music 8	81	14	65	98%	80%
Orchestra 6	31	0	31	100%	100%
Orchestra 7	18	0	18	100%	100%
Orchestra 8	28	0	28	100%	100%
Select Choir 8	30	0	30	0%	100%



Theatre

Production/Event	Cast	Crew/Production Staff	Total
Middle School Theater Workshop (2006 – 2007)	21	0	21
Middle School Theater Workshop (2007 – 2008)	23	0	23

Assessing the Arts in the Elementary Schools and in the Early Childhood Center

Arts assessment at the elementary level is used to reinforce learning, encourage students to pose artistic problems, and seek creative solutions. Music and art teachers provide various vehicles including criteria based rubrics, group discussions, journals, sketchbooks or recordings. Student self-assessment is often the tool that provides both the learner and the teacher with the most information. Exhibition and public performance are also aspects of performance based assessment at the elementary level. Within the schools, and in the wider community, concerts, sing-alongs, and displays are vehicles that provide evidence of group and individual arts learning. These myriad assessment strategies enable the arts teacher to provide insight into student achievement. This information is included in the standards-based report card (2-5). The reporting follows the standards and performance indicators that apply to learning in art and music.

HWPS Student Participation in Public Performances and Exhibitions (2007-2008)

Student participation in public performances and in exhibitions is exceptionally high. Opportunities like the District Gallery One, Nassau Music Educators Association All-County Music Festival, and musical and dramatics theater productions abound. Following is a detailed description by discipline of the many and varied experiences in which our students participate.

Public Performance Events and Exhibitions: Art

Exhibit/Venue	2006-07 Participation	2007-08 Participation	Exhibit/Venue	2006-07 Participation	2007-08 Participation
NYSATA/NYSCOSS Statewide Conference	15 students	15 students	Adelphi University Figure Drawing Class	4 students	3 students
NYSATA/NYSSBA Statewide Conference	30 students <i>one piece chosen for permanent collection</i>	30 students <i>one piece chosen for permanent collection</i>	NYSATA Legislative Exhibit	30 students	30 students
NYSATA	42	45 students	Art	30 students	34 students

CONFERENCE Student Exhibit Members Exhibit	students 10 pieces	12 pieces	Supervisors Assoc. All County Exhibit	<i>One Student Scholarship winner</i>	<i>One Student Scholarship winner</i>
Hewlett-Woodmere Public Library Faculty Exhibit <i>Biennial Exhibit</i>	43 pieces	NO EXHIBIT	LI Media Arts Show 5 Towns College	11 student portfolios/51 photos <i>One Best in Show</i>	19 student portfolios/78 photos <i>Three Honorable Mentions</i>
Gallery One—Fall Exhibit <i>Woodmere Education Center</i>	241 students	251 students	Gallery One—Spring Exhibit	269 students	254 students
Colors of L.I. Exhibit L.I. Museum	15 students	15 students	Carolyn McCarthy Congressional Exhibit Adelphi University	3 students <i>One 2nd place award</i>	3 students
Advanced Visions HS AP Hillwood Gallery, C.W. Post	2 students	4 students	District-wide Exhibit Hewlett- Woodmere Library	578 students	587 students
12x12 Exhibit—HS Students Hillwood Gallery, C.W. Post	3 students	7 students	Advanced Placement Exhibit H-W Public Library	28 student pieces 7 teacher pieces	29 student pieces
AP Exhibit Art League of Long Island	NO EXHIBIT	3 students	Newsday Scholar Artist (200	NOT IN EXISTENCE	1 Scholar Artist 1 Honorable Mention
National Art Honor Society	15 inductees	21 inductees			

The NYSATA Portfolio Project		
The NYSATA Portfolio Project is a directed portfolio open to children in grades 4 through HS Advanced Electives. Students bring their portfolios, which they present to an adjudicator. The portfolio and presentation are judged based on a specific rubric applicable to the student's level. The numerical score is converted to a score range.		
Level	06-07 Participation	07-08 Participation
Elementary	8 students – all scored in outstanding range 3 perfect scores	10 students – all scored in outstanding range 4 perfect scores
Middle School	5 students – all scored in outstanding range 2 perfect scores	8 students – all scored in outstanding range 3 perfect scores
HS Commencement	12 students – all scored in outstanding range 4 perfect scores	9 students – all scored in outstanding range 3 perfect scores
HS – Elective Level	Category not available in 06-07	6 students – all scored in outstanding range 2 perfect scores
HS – Major Sequence	5 students – all scored in outstanding range 2 perfect scores	4 students – all scored in outstanding range 3 perfect scores

Rallye Motors Peter Terrian Scholarship	
06 - 07	07 - 08
1 student nominated for Fine Arts Scholarship 1 student nominated for Media Art Scholarship	1 student nominated for Fine Arts Scholarship – winner of \$5,000 Award 1 student nominated for Media Art Scholarship 1 student nominated for Architecture Scholarship
Newsday Scholar Artist	
NA	One Honorable Mention September Scholar Artist was a HHS Photography Student

Public Performance Events and Exhibitions: Music

EVENT	# of Participants 2006-2007	# of Participants 2007-2008	EVENT	# of Participants 2006-2007	# of Participants 2007-2008
HHS Marching Band— Homecoming Parade and ½ Time Show	165	186	All-District Orchestra Night	196	188
			Middle School Musical	100	83
Newsday Marching Band Festival	165	186	All District Jazz Night	66	55
Home Football Night Game	165	186	HHS Spring Concert I	172	183
Marching Band— Nassau County Big 4 Football Playoffs	165	NA	WMS 7th Grade Spring Concert I	198	198
LI String Festival Assoc.Concert I	7	4	Ogden Elem. Spring Concert	175	166
HS Musical at HHS	150	65	WMS Spring 6th Grade Concert	197	179
NYSSMA All-State Conference	5	8	Hewlett Elem. Spring Concert	175	162
WMS 7th Grade Winter Concert1	198	204	WMS 8th Grade Spring Concert	210	207
HHS Winter Concert I	195	207	Disney Performance Tour	NA	268
Ogden Elem. Winter Concert	150	161	HHS Spring Concert II	94	122
WMS 6th Gr. Winter Concert II	197	182	HHS Spring Concert III	131	128
HHS Winter Concert II	197	192	HHS Senior Music Department Awards Night	100	100
Hewlett Elem. Winter Concert	150	156	Hewlett Elem. 4th Grade Evening Concert	100	158
WMS Winter 8th Gr. Concert III	210	211	Ogden Elem. 4th Grade Evening Concert	100	169
Holiday Chorale Tour & Caroling in Town	35	42	HHS Commencement Exercises	50	45
NMEA All County Music Festival	59	80	Tri M Music Honor Society	20 inductees	20 inductees
All-District Chorus Night	252	246	Concert Chorale Italian Tour	NA	38
LI String Festival Assoc.Concert2	8	4			

**Public Performance Events and Exhibitions: Theater
2006-2007**

Production/Event	Cast	Crew/Production Staff	Total
<i>Metamorphoses</i>	24	13	37
<i>The Importance of Being Ernest</i>	9	20	29
Senior Theater Projects	19	4	23
Intro to Theater Class Play	56	4	60
Thespian Sponsored Improv Olympics	18	7	25
Thespian Society Annual Talent Show	44	8	52
Thespian Society Induction Ceremony	18 new inductees		

2007-2008

Production/Event	Cast	Crew/Production Staff	Total
<i>A Midsummer Night's Dream</i>	29	16	45
<i>Fools</i>	10	20	30
Senior Theater Projects	51	10	61
Intro to Theater Class Play	50	4	54
Thespian Sponsored Improv Olympics	22	4	26
Thespian Society Annual Talent Show	24	12	36
Thespian Society Induction Ceremony	22 new inductees		
Day of Theater Showcases	90	2	92

The Value of the Arts in Student Learning and Lives

At a time when high-stakes tests are dominating classrooms and schools, the HWPS stands firm on its commitment to the arts recognizing the impact of experience and learning in the arts has on students' lives. While some districts try to close the budget gap by eliminating programs in the “non-core” subject areas, the Hewlett-Woodmere Board of Education has consistently brought the community stakeholders together to share in our mission to provide a quality education that meets state mandates, provides academic intervention services to students, and ensures a curriculum that is both comprehensive and expansive. Our award-winning programs in the Arts attest to this commitment. All of these programs are curriculum based and provided within the context of the school day by certified instructors led by arts administrators. In HWPS, we understand that

The arts keep us honest-they do not pretend to be objective, and they come not just from the head (which always fools us into a false sense of certainty and the illusion of control), but also from the heart. The heart allows us to contend with the messiness of life, to fully embrace the complexity of human systems on their own terms, and to thus more effectively engage with each other. . . The arts enable us to

embrace the creative impulse that is inherent in chaos, so we can adapt and innovate as a way of being, not as victims of circumstance or crisis.

The arts also provide a "holding space" for collective consciousness, playing back the evolving story of our humanity. . . The arts help us to create new stories about ourselves, an emerging self that can at any moment come into being-arising from whatever messiness exists in current reality-so as to transform both the individual's and collective's identity (Huston, 2007, pp. 61-62).

We are moving from an economy and a society built on the logical, linear, computer like capabilities of the Information Age to an economy and a society built on the inventive, empathic, big-picture capabilities of what's rising in its place, the Conceptual Age...High concept involves the capacity to detect patterns and opportunities, to create artistic and emotional beauty, to craft a satisfying narrative, and to combine seemingly unrelated ideas into something new. High tough involves the ability to empathize with others, to understand the subtleties of human interaction, to find joy in one's self and to elicit it in others, and to stretch beyond the quotidian in pursuit of purpose and meaning (Pink, 2006, pp. 1-3).

Further evidence of the desirability of a comprehensive arts program relates to the habits of mind and 21st century skills. Heath, in American for the Arts Action Fund (2008) found the following:

Research shows that young people who participate in the arts for at least three hours on three days each week for one full year or more are:

- *4 times more likely to be recognized for academic achievement*
- *3 times more likely to be elected to class office*
- *4 times more likely to participate in a math and science fair*
- *3 times more likely to win an award for writing an essay or poem*

In addition, young arts participants as compared with their peers are likely to:

- *Read for pleasure nearly twice as often*
- *Participate in youth groups nearly four times as frequently*
- *Perform community service nearly twice as often (p.2).*

The Americans for the Arts Action Fund (2008) states:

The fact is: arts education makes a tremendous impact on the developmental growth of every child, and has proven to help "level the learning field" across socio-economic boundaries. Art also has proven to make a measurable impact on at-risk youth by deterring delinquent behavior and truancy problems while also increasing overall academic performance.

In addition, arts education strengthens student problem-solving and critical-thinking skills, adding to overall academic achievement and school success. Plus, it gives students a deeper appreciation of the world around them (p.3).

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Appendix A

Cultural Arts Partnerships

CULTURAL ARTS PARTNERSHIPS

In addition to the extensive arts curriculum, each year the district supports a wide range of Cultural Arts programming through Nassau County BOCES, along with a host of visiting artists and residencies. Field trips to museums and galleries as well as concerts and performances are an additional component of our arts exploration. Musicians, dancers, actors, story tellers, puppeteers, visual artists and museum educators provide training for students and faculty. Funding for this portion of our arts curriculum is embedded in our district budget and augmented through fund-raising by our PTA. Our yearly budget for Cultural Partnerships is over \$60,000.00. Additional revenue that enables all students to participate in these offerings comes from student scholarships provided by the Hewlett-Woodmere Student Opportunities Fund. Following is a sampling of the programs (2006-2007) that we regularly participate in:

Artists in Schools

Arts in Education Programs - 2006-2007

Theatreworks USA In-School Productions
Lou Del Bianco—Around the World
Rock and Roll Fun with Squeaky Clean Band
Catskill Puppet Theater
Tilles Center, LIU—Ballet Hispanico
Balanced Mind—Professional Development
Rafe Martin—Story Teller and Author
The Rusty Pipes
Suzy Kline—Author/Illustrator
Listen Four—The Bryant Park String Quartet
Anthony J. Maiello—Music Clinician
Class Act Performing Artists
Judith Caseley—Writing/Illustrating Children’s Books
Encore Performing Arts, Inc.
Janice Buckner Song and Puppetry
Robert Kimmel Smith—Author/Illustrator
Tilles Center, LIU—Alvin Ailey American Dance
Clinics/Performances—Mike Carubia—Jazz Clinician
Gordon Korman—Author/Illustrator
Tilles Center, LIU—Big Apple Circus
RainArt Productions, Inc.—Cuentos
Vanaver Caravan—Tribute to Woody Guthrie
Barbara Fabrizio—Creative Movement Program/Pre-K

Museum Field Trips – 2006-2007

Metropolitan Museum of Art
Brooklyn Museum
Whitney Museum
Heckscher Museum
Nassau County Museum of Art
Long Island Media Arts Show
Guggenheim Museum
MOMA
PS 1
Hillwood Gallery, LIU

Artists in Schools
Arts in Education Programs – 2007-2008

Suzy Kline – Author Visit
Sweet Potato Pie and Such! – Theatreworks
Robert Kimmel Smith and His Books – Visiting Author
Earthbeat – Festival of Dance & Music
Make a Good Choice – Lou Del Bianco – Music, Theater
Native People of Long Island – Music, Visual Arts
Leonora Knight, Books Alive Interactive Concerts – Theater
Dance Around the World – Arts Horizon – Dance
Rope Warrior – Class Act Performing Artists – Theater
Party to the Bet of Books - Janice Buckner – Whole Language
Judith Caseley – Writing & Illustrating Children’s Books – Literature
Write Out Loud - Barbara Garriel – Author Presentation
Rock & Roll Fun with Squeaky Clean – Drip Dry Records – Music
Brain Challenge – Allen Strauss – Visual Arts
Hiawatha – Catskill Puppet Theater – Theater
The Ned Show – Agostino & Co. – Music, Visual Arts
Totem Tales – Native American Transformation Stories – Music, Theater
The Book: From Writer to Reader – Ballyhoo Bookworks – Visual Arts, Literature
Gordon Korman – Author Visit
Retumba! Journey to the Caribbean – Music, Dance, Theater
The Golden Dragon Acrobats – Music, Theater
Cuentos: Tales from the Latino World, Friends of the Arts – Literature
Finding North – Friends of the Arts – Music, Theater, Visual Arts
My Holocaust Story – Marion Blumenthal Lazan – Literature
Red Hot Holiday Stomp – Jazz at Lincoln Center – Music
Mike Richardson – Day of Jazz – Music
Steven Blutman – Marching Band Clinician – Music

Museum Field Trips – 2007-08

Metropolitan Museum of Art
Heckscher Museum
Nassau County Museum of Art
Long Island Media Arts Show
MOMA
Hillwood Gallery, LIU

The term 'the arts' includes, but is not limited to, music (instrumental and vocal), dance, drama, folk art, creative writing, architecture and allied fields, painting, sculpture and forms, all those traditional arts practiced by the diverse peoples of this country. (sic) and the study and application of the arts to the human environment. History. Main article: History of art. In Ancient Greece, all art and craft was referred to by the same word, *techne*. Thus, there was no distinction among the arts. The arts refers to the theory, human application and physical expression of creativity found in human cultures and societies through skills and imagination in order to produce objects, environments and experiences. Major constituents of the arts include visual arts (including architecture, ceramics, drawing, filmmaking, painting, photography, and sculpting), literary arts (including fiction, drama, poetry, and prose), performing arts (including dance, music, and theatre), and culinary arts... The arts are a very wide range of human practices of creative expression, storytelling and cultural participation. They encompass multiple diverse and plural modes of thinking, doing and being, in an extremely broad range of media. Both highly dynamic and a characteristically constant feature of human life, they have developed into innovative, stylized and sometimes intricate forms.