



***American Ballroom Theater Company, Inc.
Dancing Classrooms Program Evaluation
Executive Summary***

Introduction

Dancing Classrooms, a project of the American Ballroom Theater, was launched in 1994 as a not-for-profit organization, teaching ballroom dance to fourth and fifth grade students in the New York City Public Schools. The mission of this arts-in-education program is to build social awareness, confidence and self-esteem in children through the practice of social dance. Through standards-based, in-school residences, the vocabulary and techniques of ballroom dance are used to foster respect, teamwork, confidence and a sense of accomplishment. Currently, *Dancing Classrooms* serves 19,000 students in 195 schools.

In 2005, American Ballroom Theater engaged Philliber Research Associates to conduct a one-year evaluation of the *Dancing Classrooms* program. The purpose of this evaluation was to document changes in student skills, attitudes, and behavior as reported by classroom teachers, parents, Teaching Artists, and the students themselves. Student pre/post questionnaires, teacher questionnaires, parent questionnaires and Teaching Artist questionnaires were used to measure program objectives in the areas of improved social skills, improved self confidence, increased awareness of student cultural heritage, increased levels of physical activity and exercise, and increased skills in dance and coordination. Research was conducted by Philliber Research Associates in close collaboration with American Ballroom Theater staff.

Results

Classroom teachers, parents/guardians, Teaching Artists, and the students themselves agreed that participants not only enjoyed *Dancing Classrooms*, but also made important gains in social skills, self confidence, and self image.

- Overall, respondents (teachers, parents/guardians, Teaching Artists and students) agreed that the program helped students overcome social anxieties, including interacting with members of the opposite sex and overcoming shyness.
- They agreed that *Dancing Classrooms* gave students an important opportunity to gain new skills and excel in an area that was new to most of them.

- Respondents also agreed that program participation helped increase etiquette (or good manners), respect for others, and social skills (like politeness, teamwork and cooperation).
- They agreed that *Dancing Classrooms* helped increase student confidence and self esteem, with students reporting a significant increase in liking to perform in front of a group (on pre/post questionnaires) and more than 80% agreeing that they felt good about themselves while participating in the program.
- The majority of respondents agreed that *Dancing Classrooms* helped increase student awareness of other cultures and/or their pride in their own cultural heritage.
- Nearly three-quarters of the classroom teachers agreed that the program helped increase students' physical development, coordination, and participation in positive physical activity.

Most teachers reported their students talked about their experiences in their classrooms with some of them indicating that new skills, developed through program participation, were also evident in the classroom. More than 90% of parents/guardians indicated their children talked about *Dancing Classrooms* at home, with a number of them reporting that their sons/daughters practiced their dancing at home.

Taken together, evaluation results suggest that *Dancing Classrooms* offers students unique opportunities to gain new skills, overcome social anxieties, develop more social skills, and gain self confidence. These tasks are critical to healthy adolescent development, and students are able to make these gains while having a great deal of fun. Finally, the program is successful at gaining the positive support of classroom teachers and parents/guardians for what these young people are capable of, and what they are accomplishing, during their 10 weeks of program participation.

The following quotes help summarize the benefits of the *Dancing Classrooms* program.

From classroom teachers:

- *My students have become more accepting of those children who do not always fit in.*
- *Many learned how to interact better with their peers and many learned to be respectful of one another.*
- *For children who are not academically gifted, this program gave them a chance to shine.*
- *The quieter children see more open and more verbal. The students, overall, seem to take more risk.*

From parents/guardians:

- *I was surprised how mature [my son acted during the performance] and how respectful he was with the female partners.*
- *I think my daughter now recognizes that if she wants to do something, she can.*

- *Dancing made [my son] feel accomplished and raised his self esteem.*
- *What surprised me was that the students showed love for the stage and for their performance.*

From Teaching Artists:

- *[Ballroom dancing] was a skill most students did not know they would be good at – especially those who did not excel academically.*
- *A few students who did not normally “stand out” in class became very confident and began to open up with their dancing. Some of them who rarely got noticed because they don’t misbehave finally received well-deserved attention for their quiet, subtle rise to being skilled dancers; they began to “stick out” in class as some of the best dancers. I feel like their hard work finally got appreciated without them having to call attention to themselves.*
- *My biggest success was getting the special education kids to learn quickly enough to dance with the other classes. In another school, I saw a tough boy who was suspended for the first few weeks of my class for fighting, who I never thought would like to dance, come to the [American Ballroom Theater] scholarship program.*

And finally, from the students themselves:

- *I learned that to work in a team, I have to work with other people and I can’t take the lead 100%.*
- *I learned not to be mean or put somebody down about how they dance.*
- *I feel more confident because I know that I can dance.*
- *It helped me feel more confident to dance and work with boys.*
- *I feel that I don’t have to be so shy around other people.*
- *I improved my concentration. Ballroom dancing is hard work.*
- *I felt like I can express my feelings in the dances.*
- *I felt that I didn’t need to be afraid, just needed to be myself.*

American Ballroom Theater Company, Inc.
Dancing Classrooms Program Evaluation
2005-06 Report

The American Ballroom Theater Company is a not-for-profit organization that promotes ballroom dancing to the general public “as an expression of culture, a means of creative investigation, and a vehicle for social interaction and learning.”¹ This report presents results from a one-year evaluation of *Dancing Classrooms*, a program of the American Ballroom Theater that has provided instruction in ballroom and Latin dancing in New York City schools since 1994. This program promotes the use of dance to develop self confidence, social awareness, teamwork, and self-esteem. According to program estimates, approximately 20% of participating students are White/non-Hispanic; 30% are Asian; 25% Hispanic; and 25% African/African American. Participants include children with special education designations. The program uses a curriculum-based approach with a 10-week series of 45 to 50 minute classes held twice each week. Featured dances include the Merengue, Rumba, Foxtrot, Waltz, Tango, and Swing. Teaching Artists include information on the history and geography of each dance, with the course culminating in events with parent/family participation and a city-wide dance team competition. The program was featured in the critically acclaimed documentary “Mad Hot Ballroom” and in “Take the Lead,” starring Antonio Banderas.

The purpose of this evaluation was to document changes in student skills, attitudes, and behavior as reported by classroom teachers, parents, Teaching Artists, and the students themselves. Student pre/post questionnaires, teacher pre/post questionnaires, parent questionnaires and Teaching Artist questionnaires were used to measure the following program objectives:

- Improved social skills in the areas of teamwork, cooperation, and respect for adults and peers;
- Improved self confidence and positive self image;
- Increased awareness of the cultural heritage of students and their peers;
- Increased levels of physical activity and exercise; and
- Increased skills in dance and coordination.

Research was conducted by Philliber Research Associates in close collaboration with American Ballroom Theater staff.

This report presents evaluation results by evaluation strategy, beginning with the results of classroom teacher questionnaires.

¹ From the American Ballroom Theater’s mission statement

Teacher Questionnaire Results

Thirteen teachers whose students participated in the *Dancing Classrooms* program responded to a number of questions regarding the effectiveness of the program. Eight teachers completed pre-questionnaires while 11 teachers completed post-questionnaires; five teachers completed both². The majority taught fifth graders. At least half of these teachers had previous involvement with the program. Two teachers reported their classes had been participating in *Dancing Classrooms* for six years.

Respondent Characteristics

	Percent
School:	
PS 11M	23%
PS 144Q	23%
PS 314K	31%
PS 121	23%
Grades Taught:	
2 nd and 4 th grades	8%
4 th grade	30%
4 th and 5 th grades and Science	8%
5 th grade	54%
How many years have you been teaching?	
2-3 years	15%
4-5 years	31%
6 or more years	15%
Unknown*	38%
Have your previous students participated in Dancing Classrooms in the past?	
Yes	46%
No	15%
Unknown*	38%
For how many years have they been participating?	
	(n=5)
2-3 years	2
4-5 years	1
6 years	2

N=13

*These questions were not included on post-questionnaires so the data are not available for teachers who completed post-questionnaires only.

² Evaluation activities were implemented at PS 121X on a post-only basis in December of 2005. At a couple of schools involved in 2006 pre/post evaluation activities, teachers mistakenly completed both pre- and post-questionnaires at the end of the semester. These pre-questionnaires were excluded from this analysis which helps explain the lower-than-anticipated number of teachers who completed both questionnaires.

All teachers spent time observing their classes participating in the program. Ten of 11 teachers reported observing every class. When asked to name three words to describe *Dancing Classrooms*, teachers used descriptors like “motivating,” “uplifting,” “incredible,” “awesome,” and “fun.”

All teachers believed their students liked participating in the program “a lot.” Six reported they talked about *Dancing Classrooms* “a lot.” Teachers gave the following examples of what students said:

- *It was great fun. The program built their confidence.*
- *They loved it, and could not wait for Tuesdays and Fridays. My students are very enthusiastic learners.*
- *All they said was positive. Almost all my students live, eat, and breathe this program.*
- *They would talk about the dances they learned and what they would wear to the show.*
- *They liked to talk about the music, their dance moves, and the person they felt most comfortable dancing with.*
- *They talked about the steps and how they couldn’t wait to dance.*
- *They couldn’t wait to learn more. One student said, “After watching Mad Hot Ballroom, how I know how to move.*
- *They liked the program although some thought it was “work.”*
- *They complained about dancing with one another. The girls complained about the boys’ immaturity.*

Teachers’ Program Observations

	Number
Were you able to observe your students participating in <i>Dancing Classrooms</i>?	
Yes	100%
About how much time were you able to observe?	
Once a week	9%
Twice a week/every class	91%
If you were going to use three words to describe the program, which three words would you use?	
Motivating/uplifting	45%*
Incredible/awesome	36%
Entertaining/fun	36%
Educational/interesting	27%
Exciting	18%
Invaluable/important	18%
Empowering, creative, mesmerizing, structured, challenging, helpful, cooperative	9% each
How much would you say your students liked participating in <i>Dancing Classrooms</i>? Would you say they...	
Liked it a lot	100%
How much did your students talk about their <i>Dancing Classrooms</i> experiences?	
A lot	55%
A little	36%
They didn’t really talk about it	9%

N=11

*Percentages add up to more than 100% because teachers listed up to three words each.

Post-questionnaires asked teachers to report directly on their perceptions of student change. As shown in the table on page 9, **81% of teachers agreed (“strongly agreed” or “agreed”) that *Dancing Classrooms* helped their students overcome social anxieties.** They gave the following examples of what they overcame:

- *The idea of “cooties” and feeling like they couldn’t dance.*
- *Not wanting to hold hands with the opposite sex and other opposite-sex anxieties.*
- *Shyness, being comfortable with themselves.*

In addition, one teacher commented, “Boys are more confident in asking a girl to dance and interact with them,” while another stated, “The program allowed the students to socialize with every student in the class.”

Nearly three-quarters (72%) of the teachers agreed that program participation helped increase etiquette and social skills:

- *The boys now hold doors for the ladies and actually get caught saying “please” and “thank you.”*
- *They learned manners and better hygiene.*
- *My students have become more accepting of those children who do not always fit in.*
- *Many learned how to interact better with their peers and many learned to be respectful of one another.*
- *The boys are more respectful and allow the ladies to go ahead of them.*
- *[Students are] more polite to each other.*

One teacher commented, “They had social skills in the dance class but it didn’t follow over into the classroom.”

Eighty-one percent of the teachers agreed that the program helped increase student levels of cooperation and teamwork:

- *The students learned how to get along with others even if someone is not their favorite person.*
- *The students learned to be respectful of one another.*
- *They learned the importance of respect and teamwork.*

Of the six teachers who completed questionnaires that asked this question, five of them reported that cooperation and teamwork skills transferred to the classroom or to other situations at school.

Seventy-two percent agreed that *Dancing Classrooms* helped increase student self confidence and self esteem:

- *For children who are not academically gifted, this program gave them a chance to shine.*
- *For many who started the program thinking they would never learn the dances, they now see that they can dance. They are so proud of themselves and feel so good. They are not afraid to admit if they don't know a step or to ask for help.*
- *Many of my students smile more and their work habits are getting better.*
- *They are more confident in their dancing abilities.*
- *Some students who are not strong in academic areas were able to demonstrate their dancing abilities.*
- *It allowed the students to be good at something that is new and unique.*
- *Students who were very shy started participating in class more.*
- *The quieter children see more open and more verbal. The students, overall, seem to take more risk.*
- *They seem to be more confident about their dancing skills.*

The majority (63%) of teachers agreed that *Dancing Classrooms* helped increase student awareness of other cultures, while 18% agreed the program helped increase student pride in their cultural heritage. Comments on cultural awareness include the following:

- *Many of the students' dances came from their native countries.*
- *They learned dances from different cultures, especially tied to students in my class.*
- *My children came into the program proud of their cultural heritage and I think almost all of them already had pride in their cultural heritage.*

Finally, nearly three-quarters (72%) of the teachers agreed that the program helped increase students' development, coordination, and participation in positive physical activity. In addition, teachers made other comments about what students gained from *Dancing Classrooms*:

- *They were persistent, and did something they never thought they would do.*
- *My students learned to ballroom dance, an experience not all children get. They have expanded their horizons. Most of all, they had fun!*
- *The students basically received a chance to experience something out of their "norm" that was fun.*

Teacher Reports of Student Outcomes

	Number
<p>The <i>Dancing Classrooms</i> program helped my students overcome some of their “social anxieties.”</p> <p>Strongly disagree 9%</p> <p>Agree 54%</p> <p>Strongly agree 27%</p> <p>Unsure 9%</p>	
<p>The <i>Dancing Classrooms</i> program helped increase my students’ etiquette and social skills.</p> <p>Agree 54%</p> <p>Strongly agree 18%</p> <p>Unsure 27%</p>	
<p>The <i>Dancing Classrooms</i> program increased my students’ level of cooperation and teamwork.</p> <p>Agree 54%</p> <p>Strongly Agree 27%</p> <p>Unsure 18%</p> <p>If you answered “agree” or “strongly agree”, have you seen this cooperation and teamwork transfer to other situations at school or in your classroom?</p> <p>Yes (n=6) 5</p> <p>Unsure 1</p>	
<p>The <i>Dancing Classrooms</i> program helped increase my students’ self confidence and self esteem.</p> <p>Strongly disagree 9%</p> <p>Agree 45%</p> <p>Strongly agree 27%</p> <p>Unsure 18%</p>	
<p>The <i>Dancing Classrooms</i> program helped increase student pride in their cultural heritage.</p> <p>Disagree 9%</p> <p>Agree 18%</p> <p>Unsure 64%</p> <p>No answer 9%</p>	
<p>The <i>Dancing Classrooms</i> program helped increase student awareness of other cultures.</p> <p>Disagree 9%</p> <p>Agree 54%</p> <p>Strongly agree 9%</p> <p>Unsure 27%</p>	
<p>The <i>Dancing Classrooms</i> program helped increase students’ development and coordination and participation in positive physical activity.</p> <p>Strongly disagree 18%</p> <p>Agree 45%</p> <p>Strongly agree 27%</p> <p>Unsure 9%</p>	

N=8

Teacher Questionnaire Results Summary

Teachers were very positive in their evaluations of the benefits their students received from participating in the *Dancing Classrooms* program. All of them had spent time observing their students in the program, and all reported their students liked participating in *Dancing Classrooms* “a lot.” Teacher Questionnaire results suggest that, overall, students achieved the following outcomes:

- They overcame social anxieties by dancing and interacting with members of the opposite sex.
- They learned etiquette and new social skills, including manners and how to be polite to their partners and other peers.
- Levels of cooperation and teamwork increased and some of these improved behaviors were also evident in the classroom.
- Student self confidence and self esteem increased.
- Students participated in positive physical activity and showed some gains in coordination and physical development.
- Some students also grew in their knowledge of their own or of others’ cultures.

A number of teachers commented that the program was especially helpful for students who were not academically gifted and for students who were shy; these students were able to “shine” in new ways.

The following quote sums up many of the teachers’ perspectives:

- *My students learned to ballroom dance, an experience not all children get. They have expanded their horizons. Most of all, they had fun!*

Parent/Guardian Questionnaire Results

In addition to Teacher Questionnaires, Parent/Guardian Questionnaires were used to collect parent evaluations of the *Dancing Classrooms* program. Questionnaires were distributed to parents when they attended students' culminating performances held at their respective schools. In all, 130 parents responded: 35% had children at PS 144Q; about one-quarter (27%) had children at PS 11M; slightly fewer (20%) attended the event at PS 314K; and 19% at PS 121X.

About half of the parents/guardians attended the performance to see their daughters; 43% came to see their sons. They listed words like "excellent," "fantastic," "fun," "entertaining," and "beautiful" to describe their children's performances. Comments about the event include the following:

- *A great effort and wonderful staging made it a show beyond belief.*
- *Great fun, very good and creative.*
- *It was the most amazing thing I ever saw! It was an experience for one as a parent of a dancer. I cried.*
- *It was very beautiful, well coordinated, and a nice presentation.*
- *Wonderful enrichment for a child's soul.*
- *It was very well organized and it was also very exciting.*
- *Every single child was wonderful.*
- *I can't say enough good things about this performance. The children are wonderful! Ms. Stacey [American Ballroom Teaching Artist] is the best.*
- *It was sensational – the kids were wonderful – so poised and polished.*
- *It was wonderful. All kids look very energetic and happy.*
- *It was evident that the students and teacher put forth great effort.*
- *It was excellent to see boys and girls smiling and having fun.*

The majority (66%) of parents/guardians reported that something about their child's performance surprised them.

- Twenty-seven made comments about their children's **movement and/or dancing skills.**
 - *I was surprised how coordinated she was.*
 - *I am so surprised with my daughter's beautiful movements. She is a great dancer.*
 - *The way he can shake his hips!*
 - *He could shake his bon bon.*
 - *He did not stop and crash into the other students.*
 - *She could really dance in heels!*
 - *She knew her dance steps perfectly.*
 - *I didn't know that she had the ability to dance like this and look so gorgeous on stage.*

Respondent Characteristics

	Percent
School:	
PS 144Q	35%
PS 11M	27%
PS 314K	20%
PS 121X	19%
Who did you come see and how is this child related to you?	
My daughter	48%
My son	43%
My niece	4%
My grandson	2%
My granddaughter	1%
I'm his/her guardian	1%
Other	5%

N=130

- Ten parents commented on their children’s **poise and maturity**.
 - *I was surprised how mature he acted and how respectful he was with the female partners.*
 - *I was surprised how poised and sophisticated she was.*
 - *She maintained a “professional” demeanor no matter what!*
 - *How wonderful the kids looked – they looked like they had been doing this for a long time.*
 - *They were so respectful of each other. They didn’t seem to have anxiety about dancing with the opposite sex.*

- Nine made comments regarding their children’s **enthusiasm**.
 - *I was surprised how much they were into it.*
 - *I have a very enthusiastic performer.*
 - *I was surprised how much every child enjoyed him/herself.*
 - *What surprised me was that the students showed love for the stage and for their performance.*

- Seven respondents made comments regarding their children’s **self confidence** and ability to overcome shyness.
 - *She was so shy about dancing and still got out there and did it!*
 - *I was surprised how he overcame his shyness.*
 - *His confidence and visible enjoyment.*
 - *He’s usually shy about dancing in public.*
 - *I was surprised that he was comfortable dancing in front of an audience.*

- Four respondents commented on children’s efforts and ability to **work as a team**:
 - *What surprised me was that she worked great as a team with her partner.*
 - *The initiative he took on the floor and his overall general attitude came shining through.*
 - *I was surprised that they really put forth an effort and were willing to practice at home.*

Performance Perceptions

	Percent
If you were going to use three words to describe what you saw, which three words would you use?	
Excellent/fantastic/good	39%
Fun/entertaining	21%
Beautiful/elegant	12%
Inspiring/touching	6%
Breathtaking/phenomenal	5%
Dedicated/talented	4%
Joyful	4%
Poise/pride	3%
Interesting/educational	3%
Teamwork	3%
Organized	1%
Did anything about our son/daughter/’s performance today surprise you?	
Yes	66%

N=130

Almost all parents/guardians (98%) believed their children liked participating in the program “a lot” with 93% reporting their children talked about *Dancing Classrooms* at home. (See the table on the next page.)

- Forty-two parents commented that their children talked at home about how **excited** they were and how much **they enjoyed the program**.
 - *He absolutely loved the program. This program has had a positive effect on him.*
 - *She talks about it all the time! How fun it is and how she can't wait for the performance.*
 - *He seemed to be very excited about this program and he wanted his parents to be there for him.*
 - *She said it was great and that she loved to do it all the time.*
 - *She talked about how much she enjoyed it and wants to go to the classes this summer.*
 - *He said he found it to be real fun and he talked about how he enjoyed himself.*
- Twenty others said their children **talked about dancing**, including specific steps, clothing, and music.
 - *She talked about her dress, the steps, and a special dance.*
 - *During the last two months, my son has been talking about different types of dance all the time.*
 - *She talked about everything about dancing. It's a very special occasion for a kid.*
 - *I don't know where to start. From getting music, to practicing, to what he's going to wear.*
 - *He talked about the difficulty in trying to stay in step with his partner.*
 - *She talked about the different rhythms and the beautiful dress and shoes.*
 - *She loved it, especially the Tango.*
 - *He spoke about every new dance move he learned and wanted to teach me.*
- Eight parents reported their children **practiced at home**.
 - *Every day she practiced at home.*
 - *He practiced and practiced for five months.*
 - *She showed me the steps at home.*
 - *She practiced often and showed us all the dances she learned as she learned them.*
- Seven respondents commented that their children talked about the **performance**.
 - *At first he wasn't excited about it, then he kept reminding me of the performance to make sure I didn't forget.*
 - *She talked about how happy she was that she had a chance of dancing in front of people.*
 - *He was excited about the performance so he could show what he learned.*
 - *She said that the performance is the biggest day in her life!*
- Others commented about **how much** their children talked about the program:
 - *That's all he talked about.*
 - *He talked about it every week!*
- Two parents made other comments:
 - *A lot I can't remember, but quotes of what Miss Stacey said were many.*
 - *Dancing made him feel accomplished and raised his self esteem.*

Only eight parents commented on things their children **did not like** about the program.

- *He didn't like having to dance with girls who wouldn't allow him to lead.*
- *He didn't like having so many rehearsals.*
- *He wished he would have had a little larger role in the Dancing Classrooms program.*
- *She didn't like that her partner made a lot of mistakes.*
- *He was a little shy about dancing in front of other people.*
- *She was disappointed that she wasn't chosen for the performance, but she loved it all the same.*
- *She disliked when she didn't make the tryouts.*
- *He didn't like that some of the girls were too tall for him.*

Student Reactions to the Program

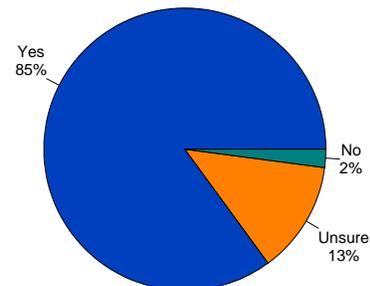
	Percent
Did your son or daughter talk about the <i>Dancing Classrooms</i> program at home?	
Yes	93%
How much would you say your son/daughter liked participating in the <i>Dancing Classrooms</i> program? Would you say they...	
Liked it a lot?	98%
Liked it a little?	2%

N=130

Parents/guardians were very favorable when reporting on what their children learned from participating in *Dancing Classrooms*. **Eighty-five percent believed the program helped their children learn something about etiquette or social skills.**

- Seventeen parents commented that their children learned about **social interaction** and working with others.
 - *He learned how to coordinate with other people.*
 - *I believe it helped him learn how to associate more with girls.*
 - *She learned that it's okay to dance with boys – social interaction.*
 - *He learned to relate with schoolmates in a different way.*
 - *She learned to communicate with her dance partners.*
 - *She learned how to be around more people.*
 - *Team spirit, social skills, cooperation, participation.*
 - *Etiquette is something kids don't learn these days.*

Did this program help your child learn social skills?



N=130

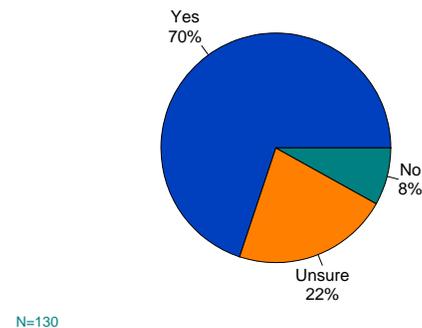
- Nine made comments about **respect** while another 10 believed their children learned something about **how to conduct themselves**.
 - *He learned to respect girls and their abilities.*
 - *They learned how to be nice and respectable.*
 - *He learned poise.*
 - *To be elegant and polite.*

- *To show an elegant demeanor.*
- *They learned conscious, formal, and proud decorum.*
- *Lots of fun besides studies – he learned how to be a gentleman.*
- *He liked the way he was dressed up.*
- Other parents made comments related to **dancing and music.**
 - *They learned to have an open mind to other types of music.*
 - *They learned proper posture and the importance of following the steps properly.*
 - *They learned how to appreciate other cultural arts.*

Seventy-percent of the parents/guardians believed their children learned something about their cultural heritage or other cultures.

- *He learned the background of various dances.*
- *He would tell me where some of the dances originated from.*
- *She knew that the Merengue was Dominican and the Heel Toe Polka was Scandinavian.*
- *He learned how to dance to Spanish music.*
- *They learned how important a person's cultural background is and how it influences the way other people act.*
- *They learned about everybody's culture and heritage.*
- *He learned more about our background.*

Did your child learn something about cultural heritage?

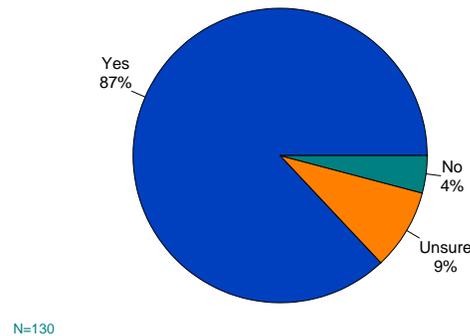


Most parents/guardians (87%) believed the program helped their children feel better about themselves. Twenty-seven parents commented that their children felt **more confident.**

- *He built up his confidence.*
- *He learned that he can do it.*
- *It gave him confidence and the ability to speak in front of a large audience.*
- *It made him realize that he can do anything he sets his mind to.*
- *Much more confident – doesn't seem to be afraid to try other things.*
- *It made her feel more important and gave her more attention.*
- *He seems less shy while dancing.*
- *I see him as more sure and confident in himself by dancing.*
- *I think my daughter now recognizes that if she wants to do something, she can.*
- Others reported their children felt **happier and more positive.**
 - *She felt happier.*
 - *She felt more positive.*
 - *He was happy that he would shine bright in front of everyone.*

- Finally, parents made a variety of other comments.
 - *She lost weight doing it.*
 - *Dancing helped him to appreciate being cultured.*
 - *He improved his attitude toward dancing.*
 - *It revealed a possible talent.*
 - *It allowed his maturity to bloom.*
 - *She discovered some talent in dance.*
 - *She learned that dance is such a fun sport and that she is good at it.*
 - *They learned that to be a good dancer, they have to practice and not allow anyone to put them down when they make a mistake.*
 - *Ballroom dancing is not just for adults. Kids can do it and have fun too.*
 - *He learned that ballroom dancing is not just for “old folks.”*
 - *This is a wonderful opportunity that so few kids get – what a gem!*
 - *I think she is more conscious of her posture.*
 - *They learned many things – social and artful – I can’t articulate.*
 - *He learned how to follow instructions and enjoy different types of music.*

Did your child feel better about him/herself?



Some parents/guardians offered **suggestions** for making *Dancing Classrooms* an even better program.

- Ten respondents suggested **offering more** of it.
 - *Make it a longer program.*
 - *Just continue it – I would love for her to do this year round. I loved it! She loved it!*
 - *Need to extend it past 10 weeks.*
 - *Make it a longer school activity.*
 - *They need more sessions so they can learn more.*
 - *[Expand] to all schools.*
- Five suggested making the program a **permanent part of the school/after school curriculum**.
 - *Make it a permanent [program].*
 - *Make it part of the curriculum after school.*
 - *Have after-school and summer programs and competitions.*
- Other suggestions include the following:
 - *Have more contact with parents. Sometimes I would forget about things until the last minute.*
 - *Give a copy of the music to kids so that they can practice at home.*
 - *Help the kids have more understanding on the subject of who makes the dance team and who does not and why.*
 - *Perhaps more preparation for the disappointment of rejection before the children are picked for competition.*

Parent Questionnaire Results Summary

Like classroom teachers, students' parents/guardians were very positive in their evaluations of *Dancing Classrooms*. The majority (66%) reported that something about their children's performance surprised them in a positive way, including the way their children could move and dance, their poise, maturity and enthusiasm for dancing, their ability to cooperate with others, and their self confidence and the way they were able to overcome shyness.

Overall, parents/guardians agreed with their children's teachers that the program benefited their children in many ways:

- They believed their children learned something about etiquette or social skills, including how to respect and work with others and how to conduct themselves
- Most believed the program helped their children feel better about themselves, including helping them be more confident, happier, and more positive.
- Many of them also agreed that their children learned something about their cultural heritage or other cultures.

Some parents/guardians offered suggestions for making *Dancing Classrooms* an even better program, including:

- Offering more program sessions;
- Offering the program to more schools; and
- Making the program a permanent part of the curriculum or activities offered at their children's schools.

Teaching Artist Questionnaire Results

The three American Ballroom Theater Teaching Artists who worked with the classes participating in the evaluation in the spring semester (at PS 144Q, PS 11M and PS 314K) completed questionnaires regarding student skills, behaviors, and attitudes. The table below shows their ratings for various student skills and behaviors on a scale of 1 to 10 in which 10 is the best rating.

On average, students were rated most highly in the areas of peer relations and exhibiting self confidence (with average ratings of 6.0 and 5.7, respectively). They were rated the lowest on “showing enjoyment while dancing/performing” (4.7) and on their dance skills and knowledge (3.0).

Skills/Behaviors at the Beginning of the Program

	1	2	3	4	5	6	7	8	9	10	Mean
Dance skills and knowledge	--	1	1	1	--	--	--	--	--	--	3.0
Etiquette and respect	--	--	1	--	--	2	--	--	--	--	5.0
Working with members of the opposite sex	--	1	--	--	--	--	2	--	--	--	5.3
Exhibiting self confidence	--	--	--	1	--	1	1	--	--	--	5.7
Showing enjoyment while dancing/performing	1	--	--	1	--	--	--	--	1	--	4.7
Getting along with peers	--	1	--	--	--	--	--	2	--	--	6.0
Fully participating in physical activity	--	--	--	2	--	--	--	1	--	--	5.3

N=3

At the end of the program, Teaching Artists rated their students most highly in the areas of working with members of the opposite sex, showing enjoyment while dancing or performing, getting along with peers, and fully participating in physical activity. All these areas received average ratings of 9.0 or above.

Skills/Behaviors at the End of the Program

	1	2	3	4	5	6	7	8	9	10	Mean
Dance skills and knowledge	--	--	--	--	--	--	--	2	--	1	8.7
Etiquette and respect	--	--	--	--	1	--	--	--	2	--	7.7
Working with members of the opposite sex	--	--	--	--	--	--	--	--	2	1	9.3
Exhibiting self confidence	--	--	--	--	--	--	1	--	1	1	8.7
Showing enjoyment while dancing/performing	--	--	--	--	--	--	--	1	1	1	9.0
Getting along with peers	--	--	--	--	--	--	--	1	1	1	9.0
Fully participating in physical activity	--	--	--	--	--	--	--	1	1	1	9.0

N=3

As shown in the table on the next page, Teaching Artists rated their students higher on each skill/behavior at the end of the program as compared to the beginning. The largest gains were observed for the following areas:

- Dance skills and knowledge (with an average increase of nearly 6 points);
- Showing enjoyment while dancing/performing (with an average increase of 4.3 points); and
- Working with members of the opposite sex (4.0 points).

The increases in average ratings suggest that Teaching Artists perceived improvements in their students in not only dance skills and enjoyment of dancing over the course of program participation, but also improvements in social skills and self confidence.

Skills/Behaviors Average Rating Comparisons

	Pre Program Mean	Post Program Mean	Change
Dance skills and knowledge	3.0	8.7	+5.7
Etiquette and respect	5.0	7.7	+2.7
Working with members of the opposite sex	5.3	9.3	+4.0
Exhibiting self confidence	5.7	8.7	+3.0
Showing enjoyment while dancing/performing	4.7	9.0	+4.3
Getting along with peers	6.0	9.0	+3.0
Fully participating in physical activity	5.3	9.0	+3.7

N=3

Teaching Artists did not perceive strong student outcomes in the area of learning about cultural heritage through *Dancing Classrooms*. However, they did perceive positive student outcomes in the area of self concept. Comments on these areas include the following:

- *The students learned about the dances that were born in the USA as well as the dances from Latin America.*
- *They learned where the dances are from, plus a teeny bit of history in the case of the Tango.*
- *They responded better to instructions and were not afraid to ask questions in class.*
- *They danced like they were proud, with good posture and heads up.*
- *It was a skill most students did not know they would be good at – especially those who did not excel academically.*

Additional Perceptions of Outcomes

	Number
To what extent do you feel your students learned something about their cultural heritage or about other cultures through this program?	
To some extent	2
They did not appear to learn about other cultures	1
To what extent do you feel this program helped students feel better about themselves in some way?	
To a great extent	2
To some extent	1

N=3

When asked to comment on the areas in which they **saw the most change** in their students, Teaching Artists shared the following examples:

- *[I saw the most improvement] in students' working with the opposite sex. Some of them let me know how much better they felt about themselves. I get a lot of letters from the students.*
- *The biggest change was in one particular class. They went from near indifference to enjoyment and from having many troublemakers to have troublemakers who could, with guidance, discipline themselves.*
- *A few students who did not normally "stand out" in class became very confident and began to open up with their dancing. Some of them who rarely got noticed because they don't misbehave finally received well-deserved attention for their quiet, subtle rise to being skilled dancers; they began to "stick out" in class as some of the best dancers. I feel like their hard work finally got appreciated without them having to call attention to themselves.*

The Teaching Artists also shared examples of their **greatest challenges** during the program:

- *I had to deal with special education kids and their behavior. I let them know how much they were a part of the class. I managed to get them to be at least the best I could, and at the end of the show they really did a good job.*
- *My biggest challenge was with one specific class. They didn't come with the same enthusiasm as the others and I worked extra hard to get them dancing at the same level as the rest. In another school I had a group of kids who all had difficult problems that they could not leave at the door. I can be sensitive, and help massage good energy out of one or two kids per class, but when the majority of them are emotionally troubled, it is almost impossible.*
- *My biggest challenge at one school was choosing only 12 students to represent the school at the Team Match. So many of the students were very enthusiastic, hard workers, and wanted so badly to be chosen. I wanted to be able to reward many more than just 12. Because of this process, I feel a few students who originally loved dancing were turned off or felt like they were not good enough and I feel that this impaired their desire to continue. I tried to combat this by approaching them together and individually to make sure they would be joining our free Saturday Scholarship Classes. I also tried to feature those who were not chosen in our end-of-the-year show.*

Finally, the Teaching Artists shared their personal successes for the year:

- *I got to meet so many kids, and just to know that I could click with them, and seeing them dance what I taught them, is the best feeling.*
- *My biggest success was getting the special education kids to learn quickly enough to dance with the other classes. In another school, I saw a tough boy who was suspended for the first few weeks of my class for fighting, who I never thought would like to dance, come to the scholarship program. Also, seeing a girl who was very tomboy-like demand that her mom buy her a dress and shoes to perform in. This girl also asked for a copy of the music because she now loves to dance.*

- *I did not know where I or my students stood in comparison to other students, and having my students take gold in our quarterfinal competitions [was a personal success]. I had no expectations of the Team Match and was very surprised and ecstatic to see that my students were above average in the skills and knowledge of dancing.*

Teaching Artist Questionnaires Summary

The three Teaching Artists who worked with the *Dancing Classrooms* students in this evaluation reported overall student gains in a number of areas. These include:

- Their dance skills and knowledge;
- Their demonstration of enjoyment while dancing or performing;
- Their abilities to work with members of the opposite sex;
- Their full participation in physical activity;
- Their self confidence;
- Their ability to get along with their fellow classmates; and
- Their etiquette and respect for others.

In addition. Teaching Artists agreed with classroom teachers and parents that *Dancing Classrooms* helped their students feel better about themselves. They reported that some of their greatest challenges, and also greatest rewards, came in working with special education students, in helping them achieve at the same level as their peers in “regular” classrooms.

Student Questionnaire Results

More than 300 (314) students who participated in *Dancing Classrooms* completed pre- and/or post-questionnaires about their experiences in the program. These questionnaires were similar in format and content to those completed by teachers and parents.

As shown in the table to the right:

- Nearly a third of these students attended PS 11 in Manhattan; another half attended either PS 144 in Queens or PS 314 in Brooklyn. Other schools represented were PS 121 and PS 257.
- Gender was evenly split between boys and girls.
- More than three-quarters (77%) were 9-10 years old.
- Twenty-percent were born in countries other than the U.S., including China, Mexico, Ecuador, and Taiwan.
- Nearly 40% reported earning “mostly As” in school. Another half reported “mostly Bs.”

Student Characteristics

	Percent
School:	
PS 11M	31%
PS 144Q	26%
PS 314K	26%
PS 121X	13%
PS 257K	3%
Gender:	
Male	50%
Female	50%
Age:	
9-10 years old	77%
11-12 years old	23%
In what country were you born?	(n=264)
USA	80%
China	2%
Mexico	2%
Ecuador	2%
Taiwan	2%
Brazil, Indonesia, India, Japan, Puerto Rico, Russia, Yugoslavia	1% each
Other	5%
Last year, what were your grades in school:	(n=264)
Mostly As	39%
Mostly Bs	54%
Mostly Cs	6%
Mostly Ds	1%

N=314

As shown in the table below, 19% of the students had participated in *Dancing Classrooms* before. In addition, 45% had taken other dance classes, mostly in Hip Hop, Ballet, and Tap.

The majority of students (70%) reported liking to dance “a lot;” another quarter liked it “a little.” Popular styles of dancing include Hip Hop, the Merengue, and Ballroom.

Previous Dance Experiences

	Percent
Have you participated in the <i>Dancing Classrooms</i> program before this year?	
No: This is my first year	81%
Yes	19%

Previous Dance Experiences, continued

	Percent
Have you ever taken a dance class other than with <i>Dancing Classrooms</i>?	
No, I've never taken a dance class.	55%
Yes:	45%
What kind of dance class was it?	(n=94)
Hip Hop	18%
Ballet	15%
Tap	12%
Flamenco	11%
Ballroom	5%
Jazz	5%
Salsa	4%
Broadway	4%
African	3%
Reggaeton	2%
Other (1 respondent each): Modern, Indian, Irish, Latin, Pop	5%
Classes offering various types of dance	14%
Even if you have never taken a dance class, do you like to dance?	
No	6%
Yes, a lot	70%
Yes, a little	24%
If yes, what kind of dancing do you like to do?	(n=194)
Hip Hop	21%
All kinds of dancing	20%
Merengue	20%
The Stomp	11%
Ballroom	11%
Reggeton	7%
Foxtrot	5%
Tango	4%
Tap	3%
Salsa	3%
Ballet	2%
Jazz	2%
African, Pop, Swing, Latin, Polka	1% each
Other (1 respondent each): 80's Dancing, Broadway, Disco, Belly Dancing, Irish, Modern	3%

N=314

Two hundred and sixty-four students who participated in *Dancing Classrooms* in the spring semester completed questionnaires before the program began which asked them to rate the extent to which they agreed with various statements about their behaviors and attitudes. These pre-questionnaire items addressed self confidence, energy and physical activity, and cooperation with others. As shown in the table below:

- In the area of self confidence and positive self image, most (95%) agreed (either “agreed a lot” or “agreed a little”) that **they felt good about themselves at school**. Slightly more (97%) agreed that they knew **they could learn to do new things** if they tried hard enough. Finally, 91% agreed that **other people thought they were “good at things.”**
- In the area of physical activity, 89% agreed they **exercised or participated in physical activity** nearly every day, while 92% agreed they liked to exercise.

- In terms of attitudes about dance, 85% agreed that **they were good dancers**. Just over three-quarters (77%) agreed they liked **dancing with partners** while fewer (69%) liked dancing by themselves. Only 64% agreed they **liked to perform** in front of a group of people.
- The majority (66%) indicated they knew something about **dances from other cultures**, while 70% reported they knew something about **dances from their own culture**. Almost all (98%) were comfortable speaking English.
- In the area of social skills and cooperation, 95% agreed they **treated their peers with respect**. Slightly fewer (92%) reported they were **polite to members of the opposite sex**, while 95% agreed they like to be with other people.
- Finally, 85% had **positive attitudes toward school** (agreeing that school could be fun) and 96% agreed that they had **lots of energy**.

Student Attitudes and Behaviors: Pre-Survey Results

	<i>Disagree A LOT!</i>	<i>Disagree a little</i>	<i>Agree a little</i>	<i>Agree A LOT!</i>	<i>Mean</i>
	1	2	3	4	
I am comfortable speaking English.	2%	1%	7%	91%	3.9
If I try hard enough, I know that I can learn to do new things.	2%	1%	14%	83%	3.8
I like being with people.	4%	1%	20%	75%	3.7
I have a lot of energy.	2%	2%	17%	79%	3.7
I like to exercise (or do physical activity).	2%	6%	19%	73%	3.6
I treat other kids my age with respect.	2%	3%	24%	71%	3.6
At school, I feel good about myself.	2%	3%	36%	59%	3.5
I am polite to boys (if you are a girl) or I am polite to girls (if you are a boy).	3%	5%	30%	61%	3.5
I exercise or do physical activity nearly every day.	3%	8%	34%	55%	3.4
Other people think I'm good at things.	4%	5%	42%	49%	3.3
School can be fun.	7%	8%	35%	50%	3.3
I am a good dancer.	5%	10%	43%	42%	3.2
I like dancing with a partner.	11%	12%	35%	43%	3.1
I like dancing by myself.	23%	9%	22%	47%	2.9
I know something about dances from my own culture.	17%	13%	29%	41%	2.9
I know something about dances from other cultures.	19%	16%	32%	34%	2.8
I like to perform in front of a group.	24%	13%	33%	30%	2.7

N=264

Of the 264 students who completed pre-questionnaires, 219 completed matching post-questionnaires (a pre/post match rate of 83%). As shown in the table below, there was a statistically significant increase in the extent to which students agreed with the statement, "I like to perform in front of a group." The average responses for other survey items remained virtually the same.

Student Attitudes and Behaviors: Pre/Post Comparisons

	Pre Mean	Post Mean	Change
I am comfortable speaking English.	3.9	3.9	--
If I try hard enough, I know that I can learn to do new things.	3.8	3.8	--
I have a lot of energy.	3.7	3.7	--
I like being with people.	3.7	3.6	-0.1
I treat other kids my age with respect.	3.7	3.6	-0.1
I like to exercise (or do physical activity).	3.6	3.6	--
At school, I feel good about myself.	3.5	3.5	--
I am polite to boys (if you are a girl) or I am polite to girls (if you are a boy).	3.5	3.5	--
I exercise or do physical activity nearly every day.	3.4	3.4	--
Other people think I'm good at things.	3.4	3.4	--
School can be fun.	3.3	3.3	--
I am a good dancer.	3.2	3.3	+0.1
I like dancing with a partner.	3.1	3.2	+0.1
I like dancing by myself.	2.9	2.8	-0.1
I know something about dances from my own culture.	2.9	2.9	--
I know something about dances from other cultures.	2.8	2.8	--
I like to perform in front of a group.	2.7	2.9	+0.2***

N=219

***p=0.000

Other questionnaire results (from post-questionnaires completed by 296 students) suggest that students made a number of positive gains through program participation. As shown in the table on the next page, most students (78%) reported they liked *Dancing Classrooms* “a lot.” They used words like “enjoyable,” “fun,” “awesome,” “cool,” “great,” and “exciting” to describe their experiences.

Program Experiences

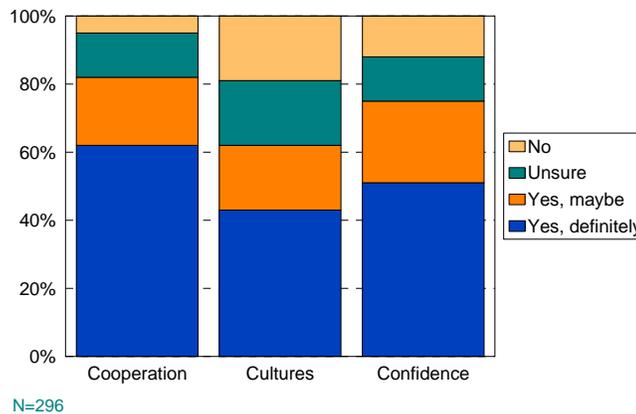
	Percent
How much would you say you liked participating in the <i>Dancing Classrooms</i> program? Would you say you...	
Liked it a lot?	78%
Liked it a little?	18%
Didn't really like it?	4%
If you were going to use three words to describe the program, which three words would you use?	
Enjoyable/fun	35%
Awesome/cool/good/great	27%
Exciting	10%
Active/energetic	8%
Bad/boring	4%
Challenging	4%
Educational/interesting	4%
Creative	3%
Easy	2%
Ok/fine	1%
Tiring	1%
Teamwork	1%
Calm/relaxing	1%
Nervous/anxious	<1%

N=296

In regard to program outcomes, **the majority of students (62%) indicated they “definitely” learned something about cooperation, teamwork, or respect in the program; 20% indicated they “maybe” gained something in this area.**

- Eighty students commented that they learned about the importance of **cooperation and teamwork.**
 - *I learned how to be polite and cooperate with others.*
 - *I learned how to work together, especially with boys.*
 - *I learned that a good performance comes from good cooperation.*
 - *I learned that teamwork can bring you to new heights.*
 - *I learned that working together involves respect and cooperation.*
 - *I learned how to dance with a partner.*
 - *I learned that when I am dancing, I have to have teamwork or I will clash with other people.*
 - *I learned that I can do better if I work together with others.*
 - *I learned that to work in a team, I have to work with other people and I can't take the lead 100%.*

Program Outcomes



- Fifty-three students commented that they learned about **respect and manners.**
 - *I learned how to be respectful to my partner.*
 - *I learned not to be mean or put somebody down about how they dance.*
 - *I learned to respect other cultures.*
 - *I learned how to be nicer to girls.*
 - *I am beginning to fight less with my parents.*
 - *I learned that it doesn't matter who you dance with – just dance mature.*
 - *I learned how to treat a lady.*
 - *I learned that to work with people, you have to be respectful and trusting.*
 - *I learned that people I don't hang out with can be fun.*
 - *I learned how to be kind.*
 - *I learned manners.*

- **Sixty-two percent of the students agreed (either “definitely” or “maybe”) that they learned about their cultures or about other cultures through the program.** The examples they shared of what they learned focused on the origins of dances like the Merengue, Swing, and Tango. Countries of origin mentioned included South America, Argentina, the United States, Cuba, Puerto Rico, and the Dominican Republic.

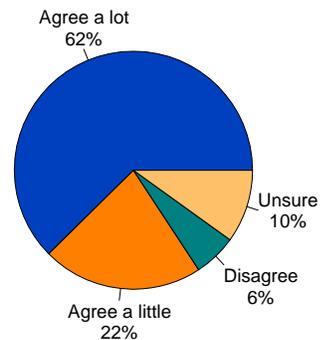
Finally, half the students “definitely” believed the program helped them feel more confident in some way; another 24% indicated that the program “maybe” contributed to their confidence.

- Forty respondents commented that **knowing they can dance** helped them feel more confident.
 - *I feel more confident because I know that I can dance.*
 - *I know that I am a good dancer.*
 - *The ballroom dancing made me feel like I was a good dancer.*
 - *Even though I didn't get picked for the competition, I still felt good like I was a good dancer.*
- Twenty-five respondents commented that **dancing with the opposite sex** helped them feel more confident.
 - *I felt more confident dancing with someone of the opposite gender.*
 - *I feel better about dancing with a girl.*
 - *I felt more confident dancing with a boy.*
 - *It helped me feel more confident to dance and work with boys.*
 - *Dancing with girls helped me feel more confident.*
- Fifteen respondents commented that **performing in front of others** helped them feel more confident.
 - *I am sure that I am able to dance in front of a group.*
 - *Performing in front of a crowd [made me feel confident].*
 - *I'm not that afraid to dance in public anymore.*
 - *Dancing in front of everybody helped me feel more confident.*
- Four respondents commented that **no longer care as much what others think** about them or that they lost some of their shyness:
 - *I don't care as much what people think about me as before.*
 - *I feel that I don't have to be so shy around other people.*
 - *I used to be shy and my friends helped me.*
 - *Some people think I'm a freak but now I'm more confident.*
- Other comments include:
 - *I feel more confident in myself in every way!*
 - *I learned to believe in myself so I can make it in life.*
 - *I learned you can be anything you want to be.*
 - *My teacher made me feel confident.*
 - *The teachers helped me a lot.*

Post-questionnaires asked students to report on two additional outcome areas: skill increases and self image during program participation.

- **Most students (85%) either “agreed a lot” or “agreed a little” that they showed improvement in something.**
- Eighty-six students commented that they **improved their dance skills.**
 - *I improved my frame.*
 - *I got better at hip moving.*
 - *I improved in learning the steps more quickly.*
 - *I improved my Tango.*
 - *I improved in the Foxtrot, Swing, and Tango.*
 - *I improved my rhythm.*
 - *I improved in dancing and my brother says I get better and better.*
 - *I learned to hold my chicken wings up and my elbows together.*

I showed improvement in something.



N=296

- Many students commented on improvements previously addressed by the questionnaire, including in the areas of **teamwork, cooperation, and self confidence.**
- Some commented again on improved confidence while others mentioned improvements in **concentration, work habits, and academic skills.**
 - *I'm not that nervous any more.*
 - *I improved in talking with girls.*
 - *I'm not as afraid to perform.*
 - *I improved my concentration. Ballroom dancing is hard work.*
 - *I improved my concentration and got better in the steps.*
 - *I improved my work habits.*
 - *I improved in listening.*
 - *I improved in thinking fast.*
 - *I improved in Math.*
 - *I improved in physical things.*

Finally, 82% agreed (either “a lot” or “a little”) that they felt good about themselves while participating in *Dancing Classrooms*:

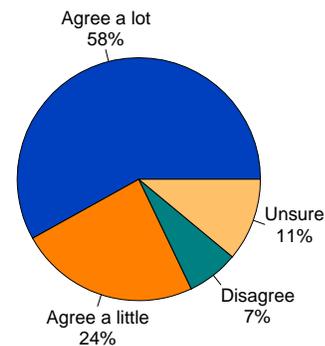
- *I felt cool.*
- *I felt excited because I love to dance.*
- *I felt good about myself because I've improved so much.*
- *I felt really good because everyone liked the way I acted which made me feel good about myself.*
- *I felt good about myself because I learned how to dance.*
- *I felt good because I like dancing and I lose myself to the music.*

- *I felt awesome because the dances are a lot of fun and I love Ms. Stacey.*
- *It made me have fun.*
- *It made me feel very good and positive.*
- *I felt like I was learning something fun and time-worthy.*
- *I felt really great that I was dancing.*
- *I felt good and like I could put my differences with others aside.*
- *I felt like I can express my feelings in the dances.*

- Twenty-six students commented on their **self confidence**.

- *I felt brave and confident.*
- *I felt I could do anything.*
- *I felt so proud of myself.*
- *I felt pleased about myself.*
- *I felt confident in being a good “ballroom dancer.”*
- *I felt like I was the best dancer and that I won the championship for ballroom dancing.*
- *I felt that I didn’t need to be afraid, just needed to be myself.*
- *I felt like I had the potential to do anything in life.*

I felt good about myself.



N=296

- Seven respondents commented on **the happiness they felt during the program**.

- *I felt happy about myself.*
- *I felt happy that I participated.*
- *I felt happy and glad that I had the opportunity of dancing with the best teachers.*
- *When I was dancing, I felt happy.*

- A few students made other comments.

- *I felt more social.*
- *I felt normal. Dancing with boys is not that bad.*
- *I knew all along that I had confidence in myself and that I could do anything I put my mind to.*

Only about 50 students (17%) made comments when asked if there were things they did not like about the program.

- Thirty respondents commented that they **disliked dancing with their partners** and/or dancing with the opposite sex.
 - *[I didn’t like] dancing with a boy.*
 - *[I didn’t like] dancing with a girl.*
 - *[I disliked] my partner.*
 - *I didn’t like it when boys held our hands tight or weren’t paying attention.*
 - *I didn’t like dancing with girls that were too hyper.*
- Twelve respondents made comments about **specific dances** they didn’t like.
 - *I didn’t like the heel toe polka.*

- *I didn't like the Tango.*
- *I didn't like some of the dances.*
- *I didn't like that we kept practicing the same dance over and over again.*
- *I didn't like the Tango, Foxtrot, and Rumba.*
- Another three made comments about the **selection process for the competition.**
 - *I didn't like that I didn't get picked for the competition.*
 - *Only 12 kids from the school were picked.*
 - *I listened to everything they said and practiced 24-7, but I didn't get in.*
- Other comments include:
 - *I didn't like performing in front of everyone.*
 - *I didn't like saying lines in front of the school.*
 - *I didn't like it that people yelled a lot.*
 - *I didn't like it that we couldn't shake our hips in the performances and just did stiff dances.*
 - *I didn't like the fact that we only had dance two times per week.*

More than 100 (139) students made comments about their favorite aspects of *Dancing Classrooms*.

- One hundred and eighteen students made **general comments about the dancing** or cited specific dances that were their favorites.
 - *My favorite thing was dancing wonderful dances I'd never learned before.*
 - *My favorite thing about the program is learning new dances. This can be useful when I'm older.*
 - *I liked learning the Stomp.*
 - *I liked the Cha-Cha Slide.*
 - *I liked dancing because I learned things about my culture.*
 - *I liked dancing with all my friends.*
 - *My favorite thing about the program is that I got to learn dances from many different cultures.*
- More than 40 students commented that **there was nothing they did not like** about the program.
 - *I liked everything about this program.*
 - *I loved every single little thing!*
 - *There is nothing I didn't like about this program.*
 - *I liked everything in this program and it was fun.*
- Five respondents commented that their favorite part of the program was **their teacher.**
 - *Ms. Stacee's sense of humor!*
 - *Our hilarious teacher Ms. Stacee.*
 - *The fabulous teacher.*
- Four commented on the **music:**
 - *Listening to music.*

- *I liked the music for the different dances!*
- *My favorite thing was the music.*
- Another four made other comments:
 - *Getting to talk with boys.*
 - *Getting to show what we learned to our parents.*
 - *My favorite thing was missing regular school, but still learning something.*
 - *My favorite thing was when my friends cheered me on in the auditions.*

Student Questionnaire Results Summary

Student questionnaire results confirm the positive program outcomes reported by classroom teachers, parents/guardians, and Teaching Artists. Students agreed that they enjoyed participating in *Dancing Classrooms*. In addition, most of them agreed with the following:

- They improved in one or more skill areas, or got better at something.
- They felt good about themselves while participating in the program.
- They learned something about cooperation, teamwork, or respect.
- They learned something about their cultural heritage or the cultures of others.
- They felt more confident in some way, including feeling more confident performing in front of others.

These comments help summarize student reactions to the program:

- *I felt really good because everyone liked the way I acted which made me feel good about myself.*
- *It made me feel very good and positive.*
- *I felt good and like I could put my differences with others aside.*
- *I felt I could do anything.*
- *I felt that I didn't need to be afraid, just needed to be myself.*
- *I felt like I had the potential to do anything in life.*
- *I felt happy and glad that I had the opportunity of dancing with the best teachers.*

Appendix 1: Teachers' Ratings of Student Attitudes and Behaviors: Post-Questionnaire Results

Nearly <u>ALL</u> my students...	<i>Strongly Disagree</i>					<i>Strongly Agree</i>					<i>Mean</i>
	1	2	3	4	5	6	7	8	9	10	
Take pride in their cultural heritage	--	--	--	--	--	--	--	--	5	3	9.4
are comfortable speaking English	--	--	--	--	--	--	--	2	3	3	9.1
have lots of energy	--	--	--	--	--	--	1	1	4	2	8.9
like to be physically active	--	--	--	--	--	--	--	3	4	1	8.8
are aware of their classmates' cultures	--	--	--	--	--	--	3	1	1	3	8.5
work well with partners	--	--	--	--	--	1	2	--	3	2	8.4
work well in teams	--	--	--	--	--	2	1	1	2	2	8.1
cooperate with each other	--	--	--	--	1	--	2	--	4	1	8.1
are polite to one another	--	--	--	--	1	1	1	1	2	2	8.0
treat their classmates with respect	--	--	--	--	1	2	--	1	3	1	7.8
are confident in their abilities	--	--	--	--	--	3	--	2	3	--	7.6
are physically coordinated	--	--	--	--	--	1	3	2	2	--	7.6
are comfortable "performing" in front of a group	--	--	--	2	--	--	1	2	2	1	7.4
have many "social anxieties" such as shyness or opposite-sex anxieties	1	2	2	1	1	--	--	--	1	--	3.6

N=8