Department of Education

Joel I. Klein, Chancellor

ANNUAL ARTS IN SCHOOLS REPORT 2009-2010

This Annual Arts in Schools Report provides data for:
School: 03M299
2009-2010 Principal: Stephen Noonan
Arts Education Liaison: Christopher Yarmy

INSIDE THIS REPORT

The Annual Arts in Schools Report is a tool for school leaders to understand their delivery of arts education to every child in their school. Each Annual Arts in Schools Report is based upon responses submitted by schools and provides valuable information about two areas:

Student Access to and Participation in Arts Education

Uses survey information to understand if students are meeting the New York State Instructional Requirements for the Arts as well as the experiences, resources and facilities used to support arts learning in each school. In addition, this section reports on questions asked in the Learning Environment Surveys about arts education.

Resources to Support Arts Education

Uses survey information to understand the resources that schools are allocating for arts education. This section includes information on certified arts teachers, arts and cultural organization services, space for arts learning, arts fundraising and professional development opportunities for teachers.

Dear School Community,

This report provides a view of the arts education opportunities you are providing for your students based on your responses to the Annual Arts Education Survey in May 2010 and includes information from the New York City Department of Education's databases.

The Annual Arts in Schools Report is an important part of the New York City Department of Education's effort to ensure that schools are providing students with the high-quality arts education they need and deserve. The report has been created to help school leaders, parents, and teachers understand how they can improve student learning in the arts, building on the Blueprint for Teaching and Learning in the Arts which provides detailed PreK-12 curricula aligned with State standards: http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html.

Joel I. Klein
Chancellor, New York City Department of Education

New York State Requirements for Arts Education

At the elementary level, in grades 1-6, the New York State Education Department (NYSED) requires that students receive instruction in dance, music, theater and visual arts in every grade. In addition, NYSED recommends that students spend a specific allocation of hours learning in the arts.[i]

At the middle school level, in grades 7 and 8, the NYSED expects that students achieve, by the end of grade 8, one half-unit of study in visual arts and one half-unit of study in music. NYSED has allowed schools to offer any two of the art forms to meet the requirements.

At the high school level, the New York State Education Department requires that all students graduate having taken one unit or two credits in the arts (dance, music, theater and/or visual arts). High schools have the option of offering a three or five year sequence in any one of the four art forms. Students who complete five units in a single art form and successfully complete the exit exam in that art form are eligible to receive a Regents Endorsed Diploma with advanced designation in the arts.

Description of School's Arts Programs

This school has submitted the following description of its arts program:
HSAII Mission Statement 2009. The High School for Arts, Imagination and Inquiry (HSAII) is a learning community in which deep engagement with works of art enhances the intellectual rigor expected of all students across the academic disciplines. Based on the work of Lincoln Center Institute for the Arts in Education, the community reinforces the imaginative capacities and sense of self-worth necessary for citizens who can constructively participate in a more just, humane and vibrant world.

The educational community of HSAII believes that:
• Our school is a place of possibility with an atmosphere of academic and imaginative excellence.
• Our students are challenged and prepared for higher education, entrance into the work force, and community involvement.
• A small, nurturing school environment allows students to be known as individuals and be educated in a rigorous, compassionate, and empowering way.
• Teachers, parents, administrators, Lincoln Center Institute staff and teaching artists, community members, work collaboratively and motivate our students to be successful while developing a positive sense of their own worth with respect for themselves and others.

The table below shows the percent of students participating in arts classes by grade and by arts discipline in 2009-2010:

GRADE	DANCE	MUSIC	THEATER	VISUAL ARTS
9	0 %	0 %	0 %	83 %
10	0 %	0 %	0 %	0 %
11	0 %	100 %	0 %	29 %
12	0 %	0 %	0 %	25 %

Percent of students graduated with three or more credits of study in the arts: 66.20 %

Indicators of Student Access to Arts Education

In 2009-2010, students in this school participated in the following arts learning opportunities:

ARTS LEARNING OPPORTUNITY IN SCHOOL	NUMBER OF EVENTS
Performed and/or participated in concert(s)	
Performed and/or participated in dance performance(s)	
Performed and/or participated in theater/drama performance(s)	5
Contributed artwork to exhibition(s)	2
Showed student made films	
Other (if applicable)	

ARTS LEARNING OPPORTUNITY OUTSIDE OF SCHOOL	NUMBER OF EVENTS
Attended concert(s) by or at cultural organizations	4
Attended dance performance(s) by or at cultural organizations	2
Attended theater/drama performance(s) by or at cultural organizations	4
Attended exhibit(s) by or at museums or galleries	7
Film/media viewing at an outside venue	
Other (if applicable)	

High School Sequences

In 2009-2010, students in this school were offered the following arts sequences:

ARTS DISCIPLINE	SCHOOL OFFERS
Dance	N/A
Music	N/A
Theater/Drama	N/A
Visual Arts	N/A
Film/Media	N/A

Screened Arts Programs

In 2009-2010, this school screened students before they were admitted to the school and/or screened students into specialized programs after they were admitted to the school.

ADMISSION STATUS	SCREENED
After admission	No
Before admission	No

Learning Environment Survey

Percent of STUDENTS at this school who reported on the 2009-2010 Learning Environment Survey that they participated in the following types of arts courses by arts discipline:

	TOOK ONE OR MORE CLASSES DURING SCHOOL DAY		WERE OFFERED, BUT DID NOT TAKE CLASS DURING SCHOOL DAY		WAS NOT OFFERED THE CLASS	
Arts Discipline	**This School**	**All Schools**	**This School**	**All Schools**	**This School**	**All Schools**
Dance	5 %	20 %	8 %	21 %	87 %	60 %
Music	10 %	36 %	5 %	17 %	86 %	47 %
Theater	7 %	16 %	5 %	19 %	88 %	65 %
Visual Arts	63 %	52 %	5 %	14 %	31 %	34 %

RESOURCES TO SUPPORT ARTS EDUCATION

Certified Arts Teachers

In 2009-2010, this school reported the following number of full-time certified arts teachers:

ARTS DISCIPLINE	NUMBER OF FULL-TIME CERTIFIED TEACHERS	NUMBER OF PART-TIME CERTIFIED TEACHERS
Dance		0
Music		0
Theater		0
Visual Arts	2	2

Arts and Cultural Organizations

In 2009-2010, the following arts and cultural organizations provided services to this school:

CULTURAL ORGANIZATION	DISCIPLINE	TOTAL NUMBER OF STUDENTS SERVED	TOTAL CONTACT HOURS PER STUDENT
Lincoln Center Institute	Other	400	30

Professional Development

Arts and non-arts teachers at this school attended the following professional development opportunities during the 2009-2010 school year:

PROFESSIONAL DEVELOPMENT PROVIDER	TEACHER PARTICIPATE
Central NYC Department of Education	N/A
School Support Organization (SSO)	N/A
University/College	N/A
Cultural Organization	Arts & Non-Arts
In-house	Arts & Non-Arts
Other	N/A

Space

In 2009-2010, this school reported the following appropriately equipped classrooms:

ARTS DISCIPLINE	NUMBER OF APPROPRIATELY EQUIPPED CLASSROOMS FOR ARTS INSTRUCTION
Dance	1
General Music	0
Music Vocal	0
Music Instrumental	0
Music Recording Studio	0
Music Technology Lab	0
Theater Classroom	0
Black Box Theater	0
Auditorium	1
Visual Arts	1
Photography	0
Ceramics	0
Design Technology	0
Film Studio	0
Other	0

External Funding for the Arts

In 2009-2010, this school reported the following funding sources (non-DOE) to support arts education:

FUNDING SOURCE	RESPONSE
Private Foundations	No
Local Business or Corporations	No
Parent Teacher Associations (PTA/PA)	Yes
State, county local arts organizations or agencies	Yes
Education Associations	No
Federal Grants	No
State Grants	No
City Council	No
Cultural Organizations	Yes
Other	N/A

Notes

- The Annual Arts in Schools Report is based upon self-reported data submitted by schools
- Throughout this report, N/A signifies that data does not apply or was not available.
- Throughout this report, a blank field represents “none” or no data provided.
- Learning Environment Survey data are based on responses from schools where students provided responses to the 2009/2010 Learning Environment Survey and are based on the perception of students about the arts in this school. For more information on how well this school supports student learning in the arts, please visit the 2009-2010 Learning Environment Survey which is located on the Statistics section of this school’s website.
- All data are based on arts instruction offered during the school day. This Annual Arts in Schools Report does not report on after school, weekend, and summer arts education.
- Percentages of the Learning Environment Survey data may not add up to 100 percent due to rounding. The percentages are not based on a student response rate of 100%.

Definitions

- For District 75, Standard assessment students are students who participate in city-wide testing. Alternate assessment students do not participate in city-wide testing.
- For a detailed description of what an appropriately equipped arts classroom is, please refer to the Blueprint for Teaching and Learning in the Arts, http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html.
- A blackbox theater is a simple, unadorned performance space, usually a large square room with black walls and a flat floor.
- General or core music is a broad-based study of music including music making, literacy, connections to world cultures, community resources and careers and life-long learning.
- “Pull-out” programs refer to those school day instructional activities that are scheduled for groupings of students across a grade or grades and not by official class.

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http://schools.nyc.gov/offices/teachlearn/arts/artsinschoolsreport.html

[i] In grades 1 – 3, this is 186 hours equally allocated throughout the entire school year through dance, music, theater, and visual arts. In grades 4, 5, and 6, this is the equivalent of 93 hours equally allocated throughout the entire school year though dance, music, theater, and visual arts.