Department of Education
*Carmen Fariña, Chancellor*

# ANNUAL ARTS IN SCHOOLS REPORT 2013-2014

## Williamsburg High School for Architecture and Design (14K558)

**Principal:** Gill Cornell **Arts Education Liaison:** Rudy Cruz

| Enrollment | Asian | Black | Hispanic | White | Other | Female | ELL | Special Education |
|---|---|---|---|---|---|---|---|---|
| 607 | 2 % | 34 % | 59 % | 4 % | 1 % | 25 % | 7 % | 26 % |

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 2014 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 Department of Education's efforts to ensure that schools are providing students with 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.

Carmen Fariña
Chancellor, New York City Department of Education

### New York State Guidelines and Requirements for Arts Education

The New York State Education Department (NYSED) has specific guidelines and requirements for arts instruction.

At the elementary level, in grades PreK-6, students should receive instruction in dance, music, theater, and visual arts. In addition, NYSED recommends that students spend a specific allocation of hours learning in the arts.

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 in dance, music, theater, or visual arts, and second half-unit in a second arts discipline.

At the high school level, the NYSED requires that all students graduate having taken at least two credits in the arts (dance, music, theater, and/or visual arts).

For more information see:
http://schools.nyc.gov/offices/teachlearn/arts/nysartsrequirements.html

## School's Arts Program Description

**This school has submitted the following description of its arts program:**
Partnered with the World Monuments Fund and the Park Avenue Armory, Williamsburg High School for Architecture and Design has a unique curriculum that focuses on architectural preservation. Our inter-disciplinary concentration on architecture, studio art and the visual arts threads artisan skills training and internship experiences throughout core academic content areas. All of our students are given the opportunity to participate in paid internships with industry partners. The alignment of architecture and design with core academic areas prepares our students for multiple college and career pathways in architecture, design and other related professions. Students from WHSAD can earn up to six college credits upon graduation from our program. Visit the school website for more information: www.whsad.org.

## Arts Disciplines Provided

**This school reported providing the following arts disciplines to each of the following grades:**

| Arts Discipline | Grades Provided |
|---|---|
| **Visual Arts** | 10, 11, 12 |

# School Progress in Meeting New York State Education Requirements

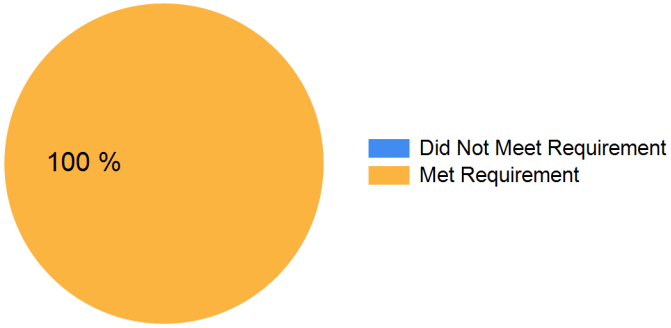
## High School Arts Participation

The table below shows the percentage of students participating in arts classes by grade and by arts discipline in 2013-2014:

| Grade | Dance | Music | Theater | Visual Arts |
|---|---|---|---|---|
| **9** | 0 % | 0 % | 0 % | 0 % |
| **10** | 0 % | 0 % | 0 % | 94 % |
| **11** | 0 % | 0 % | 0 % | 100 % |
| **12** | 0 % | 0 % | 0 % | 4 % |

## NYSED High School Arts Guidelines and Requirements

The NYSED requires that students graduate high school with, at a minimum, two credits in the arts (dance, music, theater, and/or visual arts) over the course of ninth through twelfth grades. The corresponding figure displays the percent of students who met this requirement at the end of the 2013-2014 school year.




## High School Sequences

In 2013-2014, students in this school were offered the following arts sequences:

| Arts Discipline | 6-8 credits | 9 or more credits |
|---|---|---|
| **Dance** | No | No |
| **Music** | No | No |
| **Theater** | No | No |
| **Visual Arts** | Yes | No |

## Indicators of Student Access to Arts Education

### Arts Events

In 2013-2014, students in this school participated in the following arts learning opportunities at the school site and /or outside the school:

| Arts Learning Opportunities | Number of Events Held At the School Site | Number of Events Held Outside the School Site |
|---|---|---|
| **Concerts** | 0 | 5 |
| **Dance performances** | 0 | 0 |
| **Theater performances** | 0 | 8 |
| **Artwork exhibits** | 0 | 5 |
| **Films** | 0 | 0 |
| **Other** | 1 | 4 |

### Screened Arts Programs

In 2013-2014, this school screened students in any grade 6-12 before they were admitted to the school.

| Admission Status | Screened |
|---|---|
| **Before admission** | No |

### NYC School Survey

Percent of students at this school who reported on the 2013-2014 School Survey that they participated in the following types of arts courses by arts discipline:

| | Took One Or More Classes During the 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** | 11 % | 18 % | 33 % | 27 % | 45 % | 42 % |
| **Music** | 4 % | 29 % | 27 % | 22 % | 41 % | 35 % |
| **Theater** | 2 % | 13 % | 13 % | 23 % | 52 % | 47 % |
| **Visual Arts** | 86 % | 50 % | 19 % | 19 % | 23 % | 27 % |

## Resources to Support Arts Education

### Certified Arts Teachers

In 2013-2014, this school reported the following number of certified arts teachers:

| Arts Discipline | Number of Full-Time Certified Arts Teachers | Number of Part-Time Certified Arts Teachers |
|---|---|---|
| **Dance** | 0 | 0 |
| **Music** | 0 | 0 |
| **Theater** | 0 | 0 |
| **Visual Arts** | 0 | 0 |

### Arts and Cultural Organizations

In 2013-2014, the following arts and cultural organizations provided services to this school:

| Arts and Cultural Organizations | Arts Discipline | Total Number of Students Served | Total Contact Hours Per Student |
|---|---|---|---|
| **Early Stages Program, Inc., The** | Theater | 50 | 5 |
| **Park Avenue Armory** | Visual Arts | 30 | 5 |
| **Park Avenue Armory** | Visual Arts | 150 | 25 |
| **World Monuments Fund** | Visual Arts | 100 | 5 |
| **Groundswell Community Mural Project** | Visual Arts | 5 | 25 |
| **Historic House Trust** | Visual Arts | 10 | 15 |
| **Metropolitan Museum of Art (MET)** | Visual Arts | 1 | 180 |
| **World Monuments Fund** | Visual Arts | 1 | 180 |
| **Greenwood Cemetery** | Visual Arts | 3 | 180 |
| **Park Avenue Armory** | Visual Arts | 7 | 180 |

### Professional Development

Arts and non-arts teachers at this school attended the following professional development opportunities during the 2013-2014 school year:

| Professional Development Provider | Teacher Participated |
|---|---|
| **Central DOE, Cluster, or Network** | |
| **University** | |
| **Cultural Organization** | Arts & Non-Arts |
| **In-House** | |
| **Other** | |

## Arts Space

In 2013-2014, this school reported the following number of classrooms or other school facilities are used for arts instruction:

| Arts Discipline | Number of Classrooms or Other School Facilities Designed and Used Solely for the Arts | Number of Classrooms or Other School Facilities Multipurpose for the Arts |
|---|---|---|
| **Auditorium (seating, stage, basic sound system, lighting system, etc.)** | 0 | 1 |
| **Dance (dance floor, mirrors, barres, etc.)** | 0 | 1 |
| **Film Studio (computer and editing access, cameras, etc.)** | 0 | 0 |
| **Music (audio equipment, storage for instruments, or equipment)** | 0 | 0 |
| **Theater Classroom (flexible seating, basic sound system, lighting system, etc.)** | 0 | 0 |
| **Visual Arts (studio tables or desks, visual arts storage, etc.)** | 3 | 2 |

## External Funding for the Arts

In 2013-2014, this school reported the following funding sources (non-DOE) to support arts education:

| Funding Source | Response |
|---|---|
| **Private Foundation** | No |
| **Local Business or Corporation** | No |
| **Parent Teacher Associations (PTA/PA)** | No |
| **State, county local arts councils** | No |
| **Federal, state, or city Grants** | Yes |
| **Cultural Organizations** | No |
| **Education association** | Yes |

## Notes

- The Annual Arts in Schools Report is based on schools' responses to the 2013-2014 NYCDOE Annual Arts Education Survey.
- Data on students in grades 6-12 participating in arts classes, high school sequences, middle school and high school arts requirements were retrieved from the NYCDOE Scheduling, Transcripts, and Academic Reporting System (STARS) database.
- Full-time certified teacher data were retrieved from the NYCDOE Division of Human Resources.
- School Survey data are based on responses from schools where students provided responses to the 2013-2014 School 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 2013-2014 School Survey which is located on the Statistics section of this school's website. Percentages of the School Survey data may not add up to 100 percent due to rounding. The percentages are not based on a student response rate of 100%.
- 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.
- Throughout this report, a blank field represents "none" or no data provided.

## Definitions

- "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.
- An Individualized Education Plan (IEP) describes the special education and related services specifically designed to meet the unique educational needs of a student with a disability. An IEP is the guiding document for a student's educational program. It includes all of the goals, objectives, present levels of performance and related services that are recommended for the student.

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