Department of Education
*Carmen Fariña, Chancellor*

# ANNUAL ARTS IN SCHOOLS REPORT 2014-2015

## The High School for Global Citizenship (17K528)

**Principal:** Michelle Rochon **Arts Education Liaison:** Mark Stilwell

| Enrollment | Asian | Black | Hispanic | White | Other | Female | ELL | Special Education |
|---|---|---|---|---|---|---|---|---|
| 347 | 2 % | 81 % | 14 % | 2 % | 0 % | 48 % | 15 % | 18 % |

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 2015 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:**
The students will hone their observation skills and discuss works of art; develop visual arts vocabulary to describe art making, the tools and techniques used to produce art, and the elements and principles of design: read and write about art to reinforce literacy skills; interpret art work by providing evidence to support assertions.

## Arts Disciplines Provided

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

| Arts Discipline | Grades Provided |
|---|---|
| **Dance** | 9, 10, 11, 12 |
| **Music** | 9, 10, 11, 12 |
| **Theater** | 9, 10, 11, 12 |
| **Visual Arts** | 9, 10, 11, 12 |

# School Progress in Meeting New York State Education Requirements

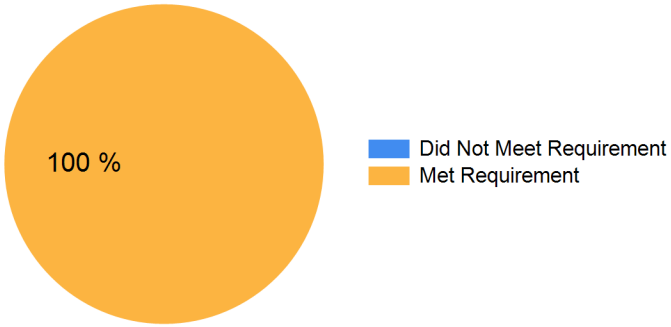
## High School Arts Participation

The table below shows the percentage of students participating in arts classes by grade and by arts discipline in 2014-2015:

| Grade | Dance | Music | Theater | Visual Arts |
|---|---|---|---|---|
| **9** | 21 % | 2 % | 6 % | 100 % |
| **10** | 14 % | 26 % | 2 % | 26 % |
| **11** | 16 % | 16 % | 20 % | 13 % |
| **12** | 19 % | 30 % | 6 % | 17 % |

## 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 2014-2015 school year.




## High School Sequences

In 2014-2015, 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** | No | No |

## Indicators of Student Access to Arts Education

### Arts Events

In 2014-2015, 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** | 2 | |
| **Dance performances** | 2 | |
| **Theater performances** | 2 | |
| **Artwork exhibits** | 1 | 1 |
| **Films** | | |
| **Other** | | |

### Screened Arts Programs

In 2014-2015, this school screened students in any grade 6-12 before they were admitted to the school.

| Admission Status | Screened |
|---|---|
| **Before admission** | |

## Resources to Support Arts Education

### Certified Arts Teachers

In 2014-2015, 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** | 1 | 0 |

## Arts and Cultural Organizations

In 2014-2015, 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 |
|---|---|---|---|
| **Purelements Dance** | Visual Arts | 90 | 3 |

## Professional Development

Arts and non-arts teachers at this school attended the following professional development opportunities during the 2014-2015 school year:

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

## Arts Space

In 2014-2015, 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 | 0 |
| **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.)** | 0 | 1 |

## External Funding for the Arts

In 2014-2015, 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** | No |
| **Cultural Organizations** | No |
| **Education association** | No |

## Notes

- The Annual Arts in Schools Report is based on schools' responses to the 2014-2015 NYCDOE Annual Arts Education Survey as well as from NYCDOE databases.
- Data on arts instruction provided by school-based teachers to students in Kindergarten through sixth grade were retrieved from the NYCDOE Scheduling, Transcripts, and Academic Reporting System (STARS) database.
- Data on sixth through twelfth grade students participating in arts classes; high school sequences; the NYSED middle school arts requirement; and the NYSED high school arts requirements were retrieved from the NYCDOE STARS database.
- Full-time certified teacher data were retrieved from the NYCDOE Division of Human Resources.
- 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