



## Department of Education

Carmen Fariña, Chancellor

# ANNUAL ARTS IN SCHOOLS REPORT 2014-2015

## Maspeth High School (24Q585)

Principal: Khurshid Abdul Mutakabbi

Arts Education Liaison: Eric Young

Enrollment	Asian	Black	Hispanic	White	Other	Female	ELL	Special Education
1,030	17 %	2 %	43 %	36 %	0 %	53 %	2 %	12 %

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 Maspeth High School Fine and Performing Arts Department offers a four year consecutive sequence for each of the major arts disciplines: theater, visual arts, dance, and music (string orchestra and chorus). All of our student population receive four years of arts education. Students work towards completing credit requirements for the State Arts Endorsement through rigorous standards based curriculum, after school rehearsal and performance programs, and opportunities with cultural partnering organizations. To support Maspeth High School's model of a liberal arts based classical education, the arts department disciplines synthesize ELA Common Core Standards with Art Making standards from the Blueprint for the Arts, to provide an education that balances the scholar with the artist.

## 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

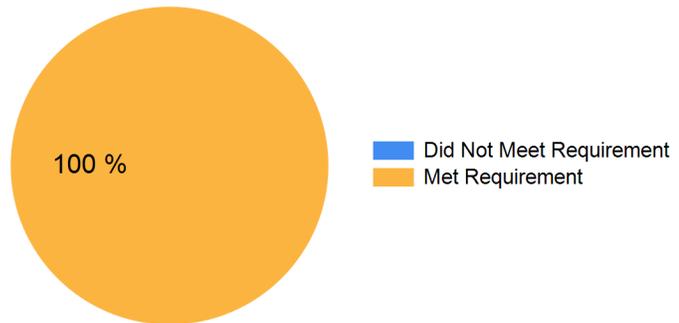
### High School Arts Participation

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	16 %	53 %	19 %	51 %
10	15 %	25 %	34 %	48 %
11	13 %	31 %	23 %	49 %
12	16 %	20 %	27 %	30 %

### 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	Yes	Yes
Music	Yes	No
Theater	Yes	Yes
Visual Arts	Yes	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	4	2
Dance performances	3	1
Theater performances	4	8
Artwork exhibits	3	2
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	1	1
Music	2	2
Theater	0	2
Visual Arts	3	3

### 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
TDF	Theater	120	20
Metropolitan Museum of Art (MET)	Visual Arts	120	7
Carnegie Hall	Music	120	10
UCB Theater	Theater	12	10

### 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	Arts
District	Arts
University	
Cultural Organization	Arts
In-House	Arts
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.)	1	
Dance (dance floor, mirrors, barres, etc.)	1	
Film Studio (computer and editing access, cameras, etc.)	0	
Music (audio equipment, storage for instruments, or equipment)	2	
Theater Classroom (flexible seating, basic sound system, lighting system, etc.)	1	1
Visual Arts (studio tables or desks, visual arts storage, etc.)	2	

**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	
Local Business or Corporation	Yes
Parent Teacher Associations (PTA/PA)	Yes
State, county local arts councils	
Federal, state, or city Grants	
Cultural Organizations	Yes
Education association	

## 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>