Department of Education
Carmen Fariña, Chancellor

ANNUAL ARTS IN SCHOOLS REPORT 2015-2016

ACORN Community High School (13K499)

Principal: Andrea Piper **Arts Education Liaison:** Jean Little

Enrollment	Asian	Black	Hispanic	White	Other	Female	ELL	Special Education
356	1 %	83 %	13 %	1 %	1 %	46 %	4 %	28 %

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 2016 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/blueprints.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/blueprints/educational-standards.html

School's Arts Program Description

This school has submitted the following description of its arts program:
Students are offered visual arts and dance classes during the school day. In visual arts classes, students practice production and critique of art, including written descriptions and criticism of master works and student-produced art. Each unit culminates with the students' presenting their work, including an explanation of their artistic choices. All students provide feedback to their peers throughout the year, both written and verbal. Students are given additional opportunities to participate in arts-related classwork and field trips, including examination of artwork produced in specific historical periods through their social studies classes as well as to critique films portraying significant historical events. Students in senior English classes benefit from working with teaching artists from TDF who provide instruction in theater and performance art and accompany students on trips to see plays studied in class. Next year, we would like to offer music production.

Arts Disciplines Provided

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

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

School Progress in Meeting New York State Education Requirements

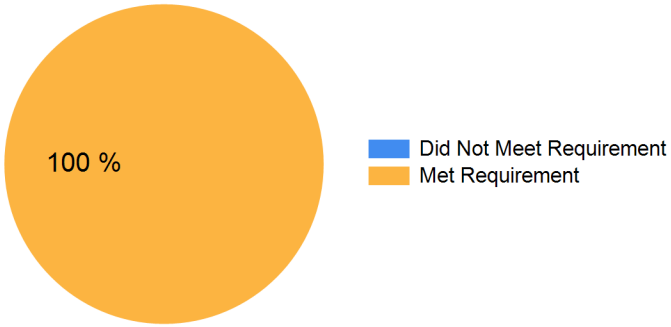
High School Arts Participation

The table below shows the percentage of students participating in arts classes by grade and by arts discipline in 2015-2016:

Grade	Dance	Music	Theater	Visual Arts
9	0 %	0 %	0 %	100 %
10	0 %	0 %	0 %	100 %
11	0 %	0 %	0 %	100 %
12	0 %	0 %	0 %	100 %

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 2015-2016 school year.



High School Sequences

In 2015-2016, students in this school were offered the following arts sequences:

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

Indicators of Student Access to Arts Education

Arts Events

In 2015-2016, 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	0
Dance performances	0	0
Theater performances	0	3
Artwork exhibits	1	1
Films	0	2
Other	2	0

Screened Arts Programs

In 2015-2016, this school screened students in any grade 6-12 before they were admitted to the school.

Admission Status	Screened
Before admission	No

Resources to Support Arts Education

Certified Arts Teachers

In 2015-2016, 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 2015-2016, 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
Lincoln Center Education	Visual Arts	80	6
Breaking Walls	Other	12	14
Brooklyn Academy of Music (BAM)	Other	54	11
Park Avenue Armory	Theater	60	2
Theater Development Fund (TDF)	Theater	80	4

Professional Development

Arts and non-arts teachers at this school attended the following professional development opportunities during the 2015-2016 school year:

Professional Development Provider	Teacher Participated
Central DOE (e.g. Arts Office, CIPL, T&L, etc.)	Arts
District	
University	
Cultural Organization	Arts & Non-Arts
In-House	
Other	

Arts Space

In 2015-2016, 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
Dance (dance floor, mirrors, barres, etc.)	0	1
Music (audio equipment, storage for instruments, or equipment, etc.)	0	0
Theater Classroom (flexible seating, performance area, storage, etc.)	0	0
Visual Arts (studio tables or desks, visual arts storage, etc.)	1	0
Media Arts (computer and editing software, cameras, etc.)	0	1

External Funding for the Arts

In 2015-2016, 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 2015-2016 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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Pou ka jwenn yon kopi dokiman sa a an Kreyòl ayisyen, tanpri ale sou sit entènèt ki pi ba a.

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اس دستاویز کے اردو ترجمہ کے لیے براہ مہربانی ذیل کی ویب سائٹ سے رجوع کریں۔

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