Dear Families,

This Individual Arts Report provides a view of the arts education opportunities provided by this school. It includes information from the May 2019 Annual Arts Education Survey and from various New York City Department of Education databases.

A high-quality arts education transforms students' lives. Early immersion in the arts certainly transformed my own life. For that reason, I look forward to continuing our work with cultural partners, educators, and parents to ensure that every New York City public school student receives an equitable and excellent education that includes high-quality arts instruction.

In unity,

Richard A. Carranza, Chancellor

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### SCHOOL SUMMARY

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
<th>Female</th>
<th>ELL</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>531</td>
<td>47%</td>
<td>4%</td>
<td>19%</td>
<td>27%</td>
<td>4%</td>
<td>60%</td>
<td>2%</td>
<td>7%</td>
</tr>
</tbody>
</table>

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### SCHOOL'S ARTS PROGRAM DESCRIPTION

The aims of the International Baccalaureate School for Global Education visual arts course, at both the higher and Standards level, are to enable students to engage in producing, appreciating and evaluating visual art. Participation in the arts builds confidence as students respond visually and creatively to personal and cultural experiences. They develop an understanding of visual arts from local, national and international perspectives, as they investigate past, present and emerging forms of visual arts. Our students develop skills in and sensitivity to the creation of works that reflect active and individual involvement. They take responsibility for the direction of their learning through the acquisition of effective working arts practices.

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### ARTS DISCIPLINES PROVIDED

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Dance</th>
<th>Music</th>
<th>Theater</th>
<th>Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th</td>
<td>☀️</td>
<td>🎵</td>
<td>🎭</td>
<td>🎨</td>
</tr>
<tr>
<td>8th</td>
<td>☀️</td>
<td>🎵</td>
<td>🎭</td>
<td>🎨</td>
</tr>
<tr>
<td>9th</td>
<td>☀️</td>
<td>🎵</td>
<td>🎭</td>
<td>🎨</td>
</tr>
<tr>
<td>10th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Middle School Arts Participation: The figure below shows the percentage of students participating in arts classes by grade and by arts discipline during the 2018-19 school year.

NYSED Middle School Arts Guidelines and Requirements: This graph shows the percentage of 8th grade students in this school in June 2019 who have taken at least one half-unit in an arts discipline and a second half-unit in a different arts discipline over the course of 7th and 8th grade (one half-unit is the equivalent of approximately 55 hours of instruction by a licensed, certified arts teacher).
High School Arts Participation: The figure below shows the percentage of students participating in arts classes by grade and by arts discipline during the 2018-19 school year.

![Bar chart showing participation in arts classes by grade and discipline]

High School Sequences: In the 2018-19 school year, students in this school were offered a three-year sequence (i.e., a full year of instruction in the same arts discipline in grades nine through twelve) in the following arts disciplines:

<table>
<thead>
<tr>
<th>Arts Discipline</th>
<th>6-8 credits</th>
<th>9 or more credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theater</td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>Visual Arts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 2018-19 school year.
Arts and Cultural Organizations: In the 2018-19 school year, the following arts and cultural organizations provided services to this school.

<table>
<thead>
<tr>
<th>Arts and Cultural Organizations</th>
<th>Arts Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Screened Arts Programs: In the 2018-19 school year, this school screened students in any grade 6-12 before they were admitted to the school.

<table>
<thead>
<tr>
<th>Admission Status</th>
<th>Screened</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before admission</td>
<td>--</td>
</tr>
</tbody>
</table>

Arts Events: In the 2018-19 school year, students in this school participated in the following arts learning opportunities.

<table>
<thead>
<tr>
<th>Arts Learning Opportunities</th>
<th>Events Held At the School Site</th>
<th>Events Held Outside the School Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artwork exhibits</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Concerts</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Dance performances</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Films</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Theater performances</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Certified Arts Teachers: In the 2018-19 school year, this school reported the following number of certified arts teachers.

<table>
<thead>
<tr>
<th>Dance</th>
<th>Music</th>
<th>Theater</th>
<th>Visual Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Resources to Support Arts Education
**Arts Space:** In the 2018-19 school year, this school reported that the following number of classrooms or other facilities are used for arts instruction.

<table>
<thead>
<tr>
<th>Arts Discipline</th>
<th>Rooms Designed and Used Solely for the Arts</th>
<th>Multi-Purpose or General Education Classrooms Used for Arts Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance (dance floor, mirrors, barres, etc.)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Music (audio equipment, storage for instruments, or equipment, etc.)</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Theater Classroom (flexible seating, performance area, storage, etc.)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Visual Arts (studio tables or desks, visual arts storage, etc.)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Media Arts (computer and editing software, cameras, etc.)</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

**Note:** 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.

****To obtain a translation to this document in another language, please visit the following link below****