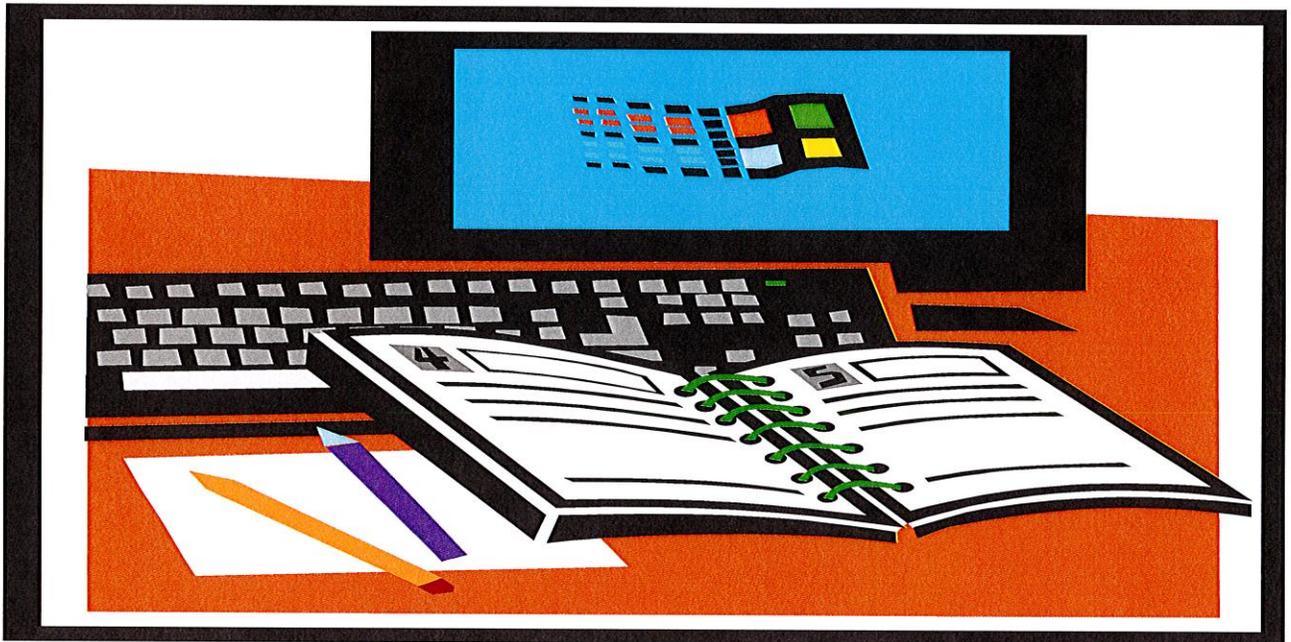




Educational Center for the Arts (ECA)

**Magnet School
Annual Report**



2013-2014

Educational Center for the Arts

Name of School

55 Audubon Street, New Haven, Connecticut

Address

203.777.5451

Phone

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Jason Hiruo

Director or Principal

Participating School Districts:

**Amity
Bethel
Branford
Ansonia
Bridgeport
Branford
Cheshire
Clinton
East Haven
Guilford
Hamden
Madison
Meriden
Middletown
Milford
New Haven
Newtown
North
Branford
North Haven
Norwalk
Old Saybrook
Oxford
Reg. 5
Reg. 16
Reg. 17
Seymour
Shelton
Wallingford
Waterbury
West Brook
West Haven**

Mission Statement

Educational Center for the Arts (ACES ECA)

Mission:

ECA's mission is to provide students with the experience of studying the fine arts with practicing professional artists, stimulating a life-long curiosity for learning and a passion for the arts.

Area Cooperative Educational Services (ACES)

Mission:

The Mission of ACES, a leader and innovator in education, is to empower our students, member districts, and other clients to meet educational and life challenges in the changing global environment by providing collaborative, customized, cost effective solutions to meet identified needs of our educational community.



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ACES Educational Center for the Arts
Jason Hiruo, Director (July 2014)

ACES Educational Center for the Arts (ECA) is a half-day program serving 305 students in grades 9-12 in the heart of New Haven's Audubon Arts District. ECA's students are highly motivated students that seek extensive learning opportunities to develop their creativity and explore innovation in the five offered programs of the school. Their areas of exploration in the Arts include: Creative Writing; Dance; Music; Theatre; and Visual Arts. Our students are taught by professional and practicing teaching artists in each discipline. Faculty members bring a high level of expertise in fields of Art that provide a depth and breadth of content and curriculum to the *ECA Experience*. Sending high schools provide academic preparation in the morning so that students are able to remain part of their own community, as well as allowing students to belong to the arts community of ECA – a mutually beneficial and cooperative arrangement.

ACES ECA has a commitment to the identification of students from a diversity of cultural backgrounds, experiences and interests in the arts. The curriculum design, therefore, provides a balance of training between the acquisition of technical skills and the acquisition of imaginative and creative skills - challenging each student to create work of their own design, to perform those works and the works of others, and to evaluate this work. Students develop not only an understanding of how their own art form relates to other art forms but also an understanding of the variety of cultural and historical influences on the arts.

ACES ECA offers high level, intensive professional training in the arts. Student learning at ECA is not limited to the hours of operation. All ACES ECA students are required as part of their instructional program to participate in department specific field trips, rehearsals, workshops, performances, exhibits and community events. The average ECA student will invest up to an additional 200 hours per school year, beyond the regular school day schedule. Participation in these departmental events is mandatory, graded, and necessary to complete the curricular program at ACES ECA. (See appendix 1 events calendar) As a result of their creative work and study at ECA, students are prepared to pursue further professional study in conservatory programs or college level study in academic, professional or artistic fields.



September 23, 2014

Stefan Pryor, Commissioner
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner Pryor:

ACES is pleased to report on the "state of the school" for ACES Educational Center for the Arts (ECA) for the 2013-2014 school year. ECA is currently in its 41st year of operation. As one of the original schools for the arts in the state, ECA sets the standard for high quality instruction and performance in the fine arts, music and creative writing. During the reporting year, this school welcomed over 300 students in grades 9 through 12 from over thirty school districts throughout the state.

The concept of high quality instruction from practicing artists has been key to the success of ACES Educational Center for the Arts. Students are challenged to explore the depths of their creativity and productivity with major concentration on the process of creating visual and performing arts. ECA is currently working on the issue of identifying appropriate, measurable assessments that would provide important information on student progress. That is a difficult process to standardize in the visual and performing arts, and as part of that progress ECA needs to identify what the assessments will be and what data to collect to inform the program improvement initiative.

We are especially proud of the outreach of ACES ECA to the greater New Haven Arts Community through performances and exhibits of our own students and through the hosting of community exhibits and performances in our spacious Arts Hall. ACES was awarded monies for the renovation of the Little Theatre, a historic landmark and are pleased that this five year project was completed in June 2014.

Students and staff are enjoying their beautiful ECA facility. The space provides a wonderful environment for exploring the arts and for developing the skills and practices of developing artists/students. It also serves as host site for many interdistrict programs.

ECA has developed an international focus, partnering with the Shanghai Theater Academy and the Ningbo Foreign Affairs Cultural School.

ECA is an exciting school which serves a unique purpose. Students who elect to enroll in this program are selecting an option which gives them the opportunity to explore and develop their artistic knowledge, skills, and creative expression to a level that would not be possible within other high school settings.

Sincerely,

A handwritten signature in dark ink that reads "Thomas M. Danehy". The signature is written in a cursive style with a large, stylized "D" at the end.

Thomas M. Danehy, Ed.D.
Executive Director

"Innovators in Education"



Information for Statewide Policymakers

1. Methods of recruitment:

- ECA is expanding their communication to the sending regions as well as the New Haven community. The new principal has initiated an Outreach Campaign to develop greater collaboration and cooperation with sending schools and inter-agency service-to-school opportunities to other ACES schools.
- ECA offers After-School programs that are free and open to the students of New Haven and all current students of ECA.
- (PACE) ECA Parent Organization, in conjunction with the school, has supported outreach and communication to the parent network of ECA to stimulate parent input, broaden student learning and funding, as well as share promotional information to all sending districts. PACE and the new director have established new goals for 2013-2015 that will elevate parent liaison groups in each sending district.
- Student and faculty participation in Service-to-Community events continue consistently throughout the school year that include all departments and faculty.

2. Professional development priorities for 2014-15. Be specific as to activities that support your special magnet theme.

- ECA's professional development priorities include furthering professional community work on school climate, assessment, rigor of instruction, and the continued integration of a school-wide rubric.
- ECA faculty introduced Power Teacher software for greater efficiency and management of assessment and attendance. Professional workshops exist throughout the academic year to offer continued learning of the student database as the school works to expand their usage.
- ECA strives to provide a safe, free, and creative environment where all students can be accepted and differences can be celebrated. A School Climate Committee has continued to investigate ECA's school climate. Climate surveys were conducted for students, parents, and staff. Data was analyzed and a school climate plan is in effect.
- Continued assessment and refinement in departmental task teams looked at authentic tasks, performances, choreography, art exhibits, etc., as a primary focus of professional development exploration. School wide and content specific rubrics continue to be a major focus for all departments during the 2012-2013 school year.

3. What does your school do uniquely well (related to your magnet theme) that you think other regular public schools may replicate on the local level or in other public schools.

- ACES ECA is a diverse and engaging learning environment. Students feel safe sharing their ideas and taking risks that receive the support of their peers. The faculty practices this as well. This practice of acceptance has developed a school culture of divergent thinkers that are open-minded and are motivated to seek an extensive learning experience in the Arts. For new students to ECA, we have implemented a Big Brother-Big Sister mentor program that all students participate in, allowing them to experience this culture in an immersive and caring manner. This continues to expand, generating a very positive climate, and allows students to successfully take responsibility for five elements necessary in their ECA Experience and in the Arts: Share; Dare; Inquire; Respect; and Create. These five elements contribute to the innovation in creativity that ECA fosters and thrives on.
- In connection to our diversity of individuality and culture, ACES ECA is globalizing its school. Over the next four years, ECA will connect to countries from around the world to develop sister school relationships that allow us to highlight sister school cultures and make relevant connections directly to our curriculum. This will also entail sister school exchanges, study abroad

programs, opportunities for teacher exchange, and performance tours that will highlight community service.

- Magnet Theme: Our school program brings together students from various socio-economic, ethnic and racial groups. These differences are immaterial when students are on the ECA campus, because there is a common thread that ties our students together – the need and desire to create. It does not matter what art form the student is involved in, creative writing, dance, music, theatre or visual arts; it is the process, the creative aspect of the work that unites the student body and drives the force of the school. Regular public schools need to find a common thread that will intrinsically drive students to think, create, and want to achieve at high levels.

4. *Describe the manner in which you promote replication of your school's best practices with regular public schools.*

- ECA, in collaboration with sending schools, collaboratively has generated a “How to Succeed” handbook. This will be a continual refinement annually. ECA is a cooperative learning environment for all students and staff. We will focus on this purpose through demonstration with our sending schools. This extends outward for our parent community and the school’s parent organization. Our pursuit to collaborate with parents and sending high schools is focused on providing the most successful, enjoyable experience possible for our students while maintaining efficient and effective communication with all stakeholders. This demonstrated commitment allows us to prevent misunderstandings, promote awareness of ECA, draw support from sending schools, and overall, support the achievement and personal success of our students.
- ECA has established direct collaboration with the majority of our sending districts to support the college application process. Therefore, we have developed a new school transcript, academic integrity program, and attendance criteria.
- To continue to elevate our student placement and attrition success, ECA is prioritizing the college application process and preparation stages for 11th and 12th Grade students. This is completed in and outside of the school day. Each student has quarterly check-in appointments with the school counselor to establish and strengthen understanding and completion of college applications.

5. *Describe your school's two greatest challenges/obstacles to meeting or exceeding the annual report's school goals section in 2013-14. Please include ways in which the CSDE may support our school in meeting these challenges through enhanced professional development opportunities or specific technical assistance on matters needing close attention.*

- ECA’s promotional campaign in 2014-2015 will be to educate and inform the region, beginning with sending schools. Professionals that lack understanding about the ECA experience can ultimately hinder the enrollment of a student into an arts education program. ECA pursued a large number of outreach initiatives that include: site tours; open houses; parent meetings; student shadowing; and invitational luncheons for sending school staff. This year, ECA will expand through social media and news media.
- ACES ECA’s ability to financially support professional development for all staff has proven to be difficult based on our hours of instruction. We seek the support for additional funding; to be allocated directly to expanding student learning opportunities and applicable content in each of our five programs.



91% of the 2013-2014 graduating class enrolled in a college/university program of study. As ECA continues to identify best practices and their content, college curriculum is also offered at Advanced Placement levels in Music Theory and 3D Art.

Dance Highlights in 2013-2014:

- ECA Dance Department students performed "Rough Edges" in December 2013, which featured new student choreography created in the ECA Dance Department's choreography classes. Inspired by the early pioneers of modern dance, the first year students created solos, duets and group improvisational pieces. The musical score for this dance was composed and performed by ECA Alumni Nate Ash Morgan.
- Choreography II classes explored methods for structuring a group dance, emphasizing musical visualization and manipulation.
- Choreography III presented *being the Choreographer in the Style of the Masters* where students chose an important 20th/21st century choreographer. After studying this choreographer's movement style, the students created short group dances that reflected this style and choreographic form.
- Choreography IV, was the first project of the ECA Dance Department Senior Seminar focusing on independent study and differentiated instruction of dance styles.
- In February of 2014, ECA Dancers presented a modern performance in the streets of the Chinese New Year festival in collaboration with Yale-China Association, attended by over 10,000 viewers.
- "New Dances" marked an important turning point in the school's priority to elevate interdisciplinary collaboration. With members of the Music department's jazz ensemble, senior dancers presented new choreography based on various jazz music styles. Musicians from the ECA Music Department performed live to support the dancers.
- Senior Choreography classes utilize authentic assessment in all aspects of a dance production. Students created dances that communicated a personal message, staged and auditioned performers, created costumes, and set the lighting and sound for their own senior dance piece. Throughout this process senior dancers worked side by side with professional dancers who served as mentors.

Theatre Highlights in 2013-2014

- ECA Students directed the 2013 Cabaret performance including songs, scenes, dances and original material.
- *A Night at the Improv* where students brought innovation and creativity to the stage
- Acting Techniques I class sharing of *Open Scene Work*
- Acting Techniques II class sharing of *Contemporary Scene Study*
- Independent Study performance by Senior Suge Zhang. Costumes completely designed and built by ECA students. An interpretation of modern theater from a Chinese perspective.
- One Acts Plays: (5/13)
- *Performances Inspired by Absurdist Theatre* elements.
- Missouri: Theatre for Social Change issues using the Forum Theatre techniques
- 2nd Place - The Connecticut Shakespeare Competition (32 schools competed)

Writing Highlights in 2013-2014:

- Our ECA writers were awarded 28 Gold Keys in the Scholastic Writing Competition in every genre taught in the department: poetry, memoir, humor, fiction, flash fiction, playwriting, and screenwriting.
- National prizes awarded in The Bennington Young Writers Contest for a work of memoir.
- Two ECA Students awarded Gold Medal in the Scholastic Writing Awards for a work in fiction.
- For the ninth year in a row, one ECA student was named a finalist, a second-place winner statewide, in the Thornton Wilder Writing Awards, for a work of memoir.
- One ECA student was chosen to have his college essay published in *New Haven Magazine*.
- ALL of our graduating seniors were awarded admission to our country's most competitive colleges, and one student was awarded a \$60,000 scholarship to Bennington on the basis of his writing portfolio.
- Students in the memoir/humor performed two-hour-long readings of memoir, humor, fiction, flash fiction, and excerpts of plays and screenings of comedic videos in the course of the year for an audience of family and friends.
- Each year ECA celebrates the publication of our 130-page literary magazine
- Two ECA students were selected nationally to participate in the *Sunken Garden* Poetry Readings

Music Highlights in 2013-2014:

- ECA continues to renovate a Music Technology Lab and Control Room, funded by a generous ACES Enterprise Grant. Implementation included the new course offerings, including Audio Production and Piano Class, as well as an individualized aural skills program for all Music Department students. Updated course offerings included providing access to notation software for Composition students, and access to an online Music Theory textbook, aural skills development programs, and notation software for all Music Theory classes.
- Second semester collaboration with the Theater Department production represented the second stage in embedding interdisciplinary collaboration. Music department vocalists, faculty members, and the student orchestra studied, rehearsed, and performed an operetta in ECA's first ever full musical production by both the Theater and Music departments.
- ECA also demonstrated a new level of departmental collaboration as the Music and Dance departments collaborated on *The History of Jazz*. Jazz composition students, taught by ECA Music and Dance faculty, marked a collaboration to produce an original musical and dance compositions in eight jazz styles.
- The Music Department's New Music Festival included commissioned works for student ensembles by composers and ECA alumni Wayne Escoffery, Istvan Peter B'Racz, and Jeff Fuller.

ECA community outreach and inclusion highlighted Music, Writing, Dance, Theatre and Visual Arts:

- The 2013-2014 ECA Visiting Artists Program has hosted guest teachers and master classes in Music, Theatre, Creative Writing and Dance departments.
- In addition to working with current faculty of writers, students had the opportunity to work with many writers of national renown whom ECA invited to the Writing department to provide presentations on craft and to talk with students about the writer's career. A total of ten writers were invited to visit ECA in 2013-2014. Presentations highlighted poetry, creative nonfiction, memoir, fiction, and humor/comedic video.
- ECA Writers and faculty collaborated with former ECA Creative Writing alumni on comedic videos, on teaching students how to craft comedic videos, and journalistic styles of writing.
- Master Teachers and Guest Artists that visited ECA Theatre included: Kim Wield, "Viewpoints"; Jerry Gardner who taught master classes in Butoh; Aaron Jafferis well known for his Hip Hop Theatre productions and performance play, "Stuck Elevator" that was performed at New Haven's International Festival of Arts and Ideas including ECA students.

- Visiting Artists to the ECA Music department continue to include: Geetha Ramanathan Bennett, veena player and vocal artist; Frank Bennet, South Indian percussionist; Wayne Escoffery, tenor saxophone; Javier Colon, Vocalist, Winner of *The Voice*, Season One; Kristin Huffman, Broadway actress, Musical Theater Teaching Artists; Annie DiMartino, Director of Education, Long Wharf Theater; William Boughton, Music Director, New Haven Symphony Orchestra; Brian Robinson, composer, vocalist; Neely Bruce, composer; Newspeak, contemporary music ensemble; Seth Kim-Cohen, lecturer, Sound Art
- 2013-14 Guest Artists to ECA Dance continue to include: Jessica St. Vil (Haitian Dance Technique); Tiffany Rea Fisher (Modern Technique from the Elisa Monte Dance Company); Lacina Coulibaly (West African Dance Technique); Annie Sailor (Hawkins Technique – Modern Dance Style); Emily Coates (Repertory Workshops based on the choreography of Trisha Brown and Twyla Tharp); Suzanne Thomasson (Joyce Theater master teaching artist teaching choreography workshops).

Awards at the local, regional and national arts competitions in Theatre, Visual Arts, Dance, Music, and Creative Writing:

ECA creative writers have won prizes in writing contests, in all genres taught in the writing department, in the most prestigious regional, state, and national writing competitions. Student writers received 42 prizes in the 2014 CT Scholastic Writing Awards Competition. Students have also had work published in the *Kenyon Review*, and in the *Alliance for Young Artists; & Writers, The Best Teen Writing 2011*. Eleventh grade ECA students received national recognition in the Scholastic Art and Writing Awards of 2013. ECA writers also received the top four awards in the Thornton Wilder Writing Competition.

Nine Music students participated in the CT Music Education Association Southern Regional's competition and All State band.

ECA Theatre students each year consistently place in the English Speaking Union Shakespeare Competition.

ECA has a chapter in the National Dance Honor Society and in the National Music Honor Society, each year students are inducted into these prestigious groups at an awards ceremony.

ECA visual arts students received many awards in the 2014 CT Scholastic Art Awards competition (3 gold portfolio award, 2 gold key awards, 3 silver key awards and 4 honorable mentions).

Student awards are also received from the John Slade Ely House Annual Greater New Haven High School Art Exhibit and Competition. Annually from April through May the work of ECA students was on exhibit at the John Slade Ely House. Works are featured in both an ECA Student Group Show and the Annual Greater New Haven Area High School Art Exhibition and Portfolio Competition.

In the 2013-2014 school year, One ECA student received scholarship for the *Center for Creative Youth* summer residency program at Wesleyan University.



About Our School...

- Recruitment methods include (but are not limited to):
 - On a rotating schedule, the principal visits with each of the sending district parent communities in their hometown at a local coffeehouse “Coffee with the Principal” to answer questions, share new information, and hear from parents on student needs.
 - Staff presentations at area high schools and middle schools with a short video presentation about the school
 - Student performances at area high schools and middle schools with information about the application and enrollment process
 - Staff and student presentations at district-sponsored evening student/parent meetings
 - Annual luncheon for Liaisons - high school and middle school administrative and guidance personnel to share information about the program and to distribute admission materials for the coming year
 - The ECA Open House for the public (2)
 - Principal’s Open House for ECA Parents
 - Annual Peer Nomination process which allows current students to introduce the program to like-minded students
 - Monthly *ECA Newsletters* mailed/emailed to parents and school personnel which includes information about applications and enrollment
 - Student performances at area libraries, community events, service organizations and education conferences which include application information
 - “Take-a-Class at ECA Day” which brings area 8th graders into ACES ECA to try out classes in art areas of their choice and to hear about the application process
 - “String Fling” a Saturday program that brings 7th and 8th grade string instrumentalists to ECA for a 4 session workshop
 - Newspaper and radio articles and announcements
 - ACES ECA Website

Generating the need to expand recruitment/ outreach:

- Due to the demand for greater community outreach, the school continues to pursue a promotional campaign in collaboration with the ECA Faculty and ACES Public Relations office to broaden understanding of the ECA experience for sending districts and regional communities. This is as a result of the successful 2012 push to connect with the New Haven community. The Director will be meeting with leadership in each sending district, generating a “How to Succeed at ECA” publication for distribution and the school website. In addition the director has initiated a Twitter feed (@JHiruo) to highlight and inform the ECA community and outside followers based on 2012 priorities from the parent organization for social media promotions. Elevated media outreach has already (9/13) allowed ECA to inform the New Haven community of ECA’s influence and

impact on the Arts in New Haven schools and within the city. Plans for website design and parent recruitment began in 2012.

Transportation to and from ACES ECA is at the discretion of each participating school district. Those who do provide transportation are responsible for applying to the Connecticut State Department of Education for the allowable reimbursement for those costs. When the local school district does not provide transportation, parents/guardians assume the responsibility. We have found greater support and interest for transportation in the suburban districts. In 2012, sending districts cooperatively shared bussing to share transportation costs for their students. We find that this has been maintained for 2013, demonstrating district support of the student experience and recognition of the value of the “ECA Experience”.

Student Information

**ACES ECA 2013-14 Final Report
Chart No. 1
Number of Applicants by Grade/District**

School District	Grade 9	Grade 10	Grade 11	Grade 12	District Total
Ansonia				1	1
Bridgeport				1	1
Branford	5			1	6
Cheshire	3	2	3	1	9
East Haddam				1	1
East Haven	4				4
Guilford	14	1			15
Hamden	24	25	14	5	68
Madison	12	6	1	1	20
Meriden	7				7
Milford	33	8	1	2	44
New Haven	63	25	25	4	117
Newtown	8	2		1	11
North Branford	3			1	4
North Haven	12	4	3	2	21
Old Saybrook			1	1	2
Oxford	2		1		3
Reg. 5	13	2		2	17
Reg. 13		1	1		2
Reg. 16	4				4
Reg. 17	1			1	2
Seymour	4	1			5
Shelton	2				2
Wallingford	6	1	3		10
West Haven	1	2			3
TOTAL	231	80	53	25	389

ACES ECA 2013-14 Final Report
Chart No. 2
Number of Students on a Waitlist as of October 1, 2013

School District	Grade 9	Grade 10	Grade 11	Grade 12	District Total
Ansonia				1	1
Branford	2			3	5
Cheshire	2	2	2		6
Clinton	1	1			2
East Haven	1	2			3
Guilford	4				4
Hamden	9	5	2	0	21
Madison	5	3		1	9
Meriden					0
Milford	6				6
New Haven	6	1			7
Newtown	3				3
North Branford				1	1
North Haven	7	2	1	1	11
Old Saybrook			1		1
Oxford	2	1			3
Reg. 5	5	1			6
Reg. 13					0
Reg. 16					0
Reg. 17					0
Seymour					0
Shelton					0
Wallingford		2			2
West Haven			1		1
TOTAL	53	20	7	7	87



Operations Plan, Curriculum Design and Instructional Methods Including Modifications

Brief Summary

- ACES ECA Plan of Operation :

Students interested in attending ACES ECA must complete an *ECA Application* (which includes two personal essays by the student and permission signatures from a parent/guardian and a school guidance counselor) and submit an accompanying *School Recommendation* form completed by a teacher, counselor or school administrator. These forms are submitted by an early March deadline each year.

When these forms are received, ACES ECA arranges for each applicant to meet with faculty for an interview and an assessment of the student's potential talent in his or her chosen art form based on performance activities/projects (group and/or individual, depending upon the art form). Students are assessed in six areas: skills, imagination and creativity, flexibility, concentration, energy, and commitment.

The completion of the *ECA Application*, the *School Recommendation* form, the interview and the assessment of potential talent are required for the student's application to be considered complete. The information gathered from these materials and meetings is used for planning and placement decisions once the student is enrolled.

Annually each local Board of Education notifies ACES ECA of the number of students that it will fund for the upcoming academic year once their local education budget has been finalized. Currently enrolled students in good standing from that school district will occupy those funded seats first. If there are more funded seats than there are returning students, then new students from that district will fill the remaining funded seats. If there are more students who have completed applications than there are remaining open seats funded by the local Board of Education, then a lottery will be held to determine which new students will be placed in the open seats.

Once those seats funded by currently participating school districts are filled, open seats at ACES ECA will be made available to students from other school districts wishing to participate for the upcoming school year.

When the budgets of the local Boards of Education are finalized and when any necessary lotteries have been held, students are informed of their placement and local high school guidance counselors are asked to include ACES ECA in the students' schedules for the fall.

One change will be instituted for the 2014-15 school year. ECA hours of instruction will be Monday-Thursday, 1:00 pm – 4:10 pm.

Program Goals

As a result of their study at ACES ECA, students will:

- Develop skills in their chosen art form – creative writing, dance, music, theatre or visual arts.
- Make connections between their chosen art form and the other art forms, other disciplines and daily life.
- Think critically and solve problems.
- Develop personal and vocational goals related to their future in the art.
- Develop an understanding of culture and the development of a multicultural perspective through the study of the arts in a diverse environment.
- Develop an appreciation for and an involvement with arts resources in the community.



School Goals:

In the areas of:

- I. Educational Progress of Students
- II. Accomplishment of Mission, Purpose and Specialized Focus
- III. Efforts to Reduce Racial, Ethnic and Economic Isolation and to Increase the Racial and Ethnic Diversity of the Student Body

DIRECTIONS: For the three areas listed below, indicate the goals you set for the 2012-13 school year, and identify supporting objectives, along with appropriate measurement instruments and established benchmarks. Briefly describe the progress you have made, improvements that still need to be made, and proposed changes in goals/objectives for 2013-14 to insure continuous school improvement. Please limit goals to a maximum of five for each section. Each goal may have multiple measurable objectives. The format for providing this information is as follows:

I. Educational Progress of Students

Goal A:

Measurable Objective A.1:

Measurement Tool

Benchmark(s)

Progress in meeting the goal

Improvements needed

Modifications in goal/objectives for 2013-2014 school year

Measurable Objective A.2:

Measurement Tool

Benchmark(s)

Progress in meeting the goal

Improvements needed

Modification in goal/objectives for the 2013-14 school year



II. Accomplishment of Mission, Purpose and Specialized Focus

Mission

ECA’s mission is to provide students with the experience of studying the fine arts with practicing professional artists, stimulating a life-long curiosity for learning and a passion for the arts.

The selection of measurable objectives and appropriate measurement tools for assessing the educational progress of students in the arts is a work in progress. Few standardized assessments measuring progress in all of the art disciplines are available. ACES ECA’s stated program goals include the students’ development of skills in their chosen art form. Progress is assessed using traditional means – rubrics, teacher/student reflection of work accomplished during a particular period of time or on a particular project, collected samples of student work in a portfolio, and teacher grades (letter and written narrative reports).

ECA has a strong college/university climate. Staff pushes students to go on to higher education, works to ensure that students are prepared, and involved in supporting the application/audition process. The school also strengthens student skills through college/university visits and the close involvement of ECA alumni who return to share their experiences and successes. Data does report that 91% of the 2012 graduating class will continue with post-secondary study in either liberal arts or conservatory training institutions.

III. Efforts to Reduce Racial, Ethnic and Economic Isolation and to Increase the Racial and Ethnic Diversity of the Student Body

Efforts to Reduce Racial, Ethnic and Economic Isolation and to Increase the Racial and Ethnic Diversity of the Student Body

As of October 1, 2011 student enrollment showed the following ethnic breakdown:

American Indian / Alaskan Native	0
Asian / Pacific Islander	5%
Black (Not of Hispanic Origin)	14%
White (Not of Hispanic Origin)	72%
Hispanic	9%

As of October 1, 2012 student enrollment showed the following ethnic breakdown:

American Indian / Alaskan Native	1%
Asian / Pacific Islander	7%
Black (Not of Hispanic Origin)	17%
White (Not of Hispanic Origin)	59%
Hispanic	16%

As of September 2013, student enrollment shows the following ethnic breakdown:

American Indian/ Alaskan Native	1%
Asian/ Pacific Islander	7 %
Black (Not of Hispanic Origin)	19 %
White (Not of Hispanic Origin)	59 %
Hispanic	16 %

As of September 2014, student enrollment shows the following ethnic breakdown:

American Indian/ Alaskan Native	1%
Asian/ Pacific Islander	8 %
Black (Not of Hispanic Origin)	18 %
White (Not of Hispanic Origin)	57 %
Hispanic	18 %

ECA has increased their outreach efforts to find interested minority candidates for school enrollment. Our Tuesday Tours and “Take-a-Class at ECA” program continued during the year to include more New Haven and suburban 8th grade students. Prioritized Parent Meetings were scheduled with newly accepted students for the 2012-2013 school year. Informational sessions generated greater parent participation, thus contributing to improved recognition by the parent community. Topics of focus in parent and staff meetings were designated for the purpose of exploring effective ways to reach students from different ethnic backgrounds.

ECA has elevated this priority through the new director’s promotional campaign to increase the minority population and create a more diverse student population that is focused to globalize ECA and bring greater multicultural perspective. Ethnic representation of faculty and staff remains an objective for the school year after 2012. We actively recruit to fill available vacancies with a diverse population. Progress was demonstrated in the 2012 school year. In 2008-09 school year 22% of the staff were members of an ethnic minority and the numbers have remained at that level for 2009-10. In 2010-2011 school year 19% of the staff were members of an ethnic minority. In 2013-2014 school year 15% of the staff are members of an ethnic minority. An ongoing goal is to continue to raise the ethnic diversity of the staff to more closely represent the ethnic diversity of the student population.

Consistently striving to provide our students with the best available instructors, we cast a wide net to fill positions to meet their needs. Our staff diversity is important to the program and we define and employ new recruiting methods yearly toward meeting that objective. While the ethnic diversity of staff improved, we continue to expand and seek to balance the criteria and repertoire of expertise with the diversity of faculty.

Fluctuations occur yearly based in part upon interest in program offerings and student interest. We are vigilant in our overall efforts at presenting our program to urban and suburban student populations from grade 7 through high school. Every effort is made to demonstrate the wide variety of arts endeavors and increase the diversity of our program.



(Program Goals) As a result of their study at ACES ECA, students will:

- Develop skills in their chosen art form – creative writing, dance, music, theatre or visual arts.
- Make connections between their chosen art form and the other art forms, other disciplines and daily life.
- Think critically and solve problems.
- Develop personal and vocational goals related to their future in the art.
- Develop an understanding of culture and the development of a multicultural perspective through the study of the arts in a diverse environment.
- Develop an appreciation for and an involvement with arts resources in the community.



Financial Information

DIRECTIONS: Provide, as attachments, the last approved ED114 used for the expenditure of resources for this school, the budget narrative for these expenditures, and Schedules 1 and 2 from the attached expenditures and revenues document

When Michaela was 13 she was the youngest member of the Fairfield County Jazz Guild. She has studied with masters Claudio Roditti and Dave Stryker at the Litchfield Summer Jazz Program and the Neighborhood Music School summer program with Wayne Escoffery.

She was selected as the lead guitarist for the 2011 and 2012 Connecticut Regional Jazz Festivals and the 2012 Connecticut All State Jazz Festival. She is a member of the Shoreline Community Big Band.



Local school emphasizes visual arts

By Helen Rouner

Wednesday, January 22, 2014

A few blocks from Timothy Dwight College, high school students from New Haven and the surrounding area are enjoying an atypical high school experience.

Last week, visual arts students from the Educational Center for the Arts guided their families and other guests through a showcase of their artwork installed in ECA's classrooms. The half-day inter-district magnet high school hosts an art open house at the end of each quarter, once students have produced a body of work in the area of visual arts which they have studied in depth during that term.

Students at ECA, who come to the school from 26 Connecticut towns in addition to New Haven, spend their mornings at local public schools and then travel to the magnet school four afternoons a week to study dance, creative writing, theater, music or the visual arts. Subjects offered include sculpture, black-and-white photography, digital photography, painting, printmaking, drawing or video.

ECA Visual Arts Department Chair Johanna Bresnick attributed much of the quality of students' instruction to the high caliber of New Haven's arts community, explaining that every member of the school's visual arts faculty is a practicing artist in the area. Karen Dow GRD '98, who teaches printmaking at ECA, said that she enjoys teaching at ECA more than she enjoyed working at a number of universities, including Yale, partly because of the freedom ECA gives her to develop her own curriculum.

"Students here are more invested in what they're doing," Dow said. "And I get 12-hours a week with them in the studio, which is incredible."

Olivia Joy, a senior studying visual arts at ECA, said that like most of her peers, she wants to pursue art professionally. Joy estimated that over half of her classmates are applying to art schools, either exclusively or in addition to liberal arts colleges. Joy said she plans to attend a fine arts school only after receiving her bachelor's degree.

Like most ECA students, Joy takes 5 morning classes at the local Wilbur Cross High School, a public high school in New Haven. She fits all of her academic classes in between 7:30 a.m. and 12 p.m. before walking over to ECA in the afternoon. She explained that her divided high school experience is well worth it both professionally and socially.

"ECA is such a supportive environment; all the peer critique is loving," Joy said. "Cross is much more hostile."

Visual arts student Rebecca Fraleigh noted that unlike at her comprehensive high school, students at ECA call their instructors by their first names. She explained that the close relationship between student and teacher is only one manifestation of ECA's unusually strong sense of community.

Bresnick explained that ECA helps students develop their portfolios – seniors are offered a seminar dedicated to portfolio reviews that helps them with their art school applications. She added that many art schools come to recruit visual arts students from ECA.

ECA is ACES's only arts-specific school and one of two arts-specific schools in New Haven, the second being the Cooperative Arts and Humanities High School. Co-op similarly offers concentrations in dance, creative writing, theater, music and the visual arts, but, unlike ECA, it is a full-day high school, providing instruction in traditional academic areas of study as well in the arts.

Ellen Maust, supervisor of the performing and visual arts for the New Haven public school system, explained that Co-op used to require prospective students to apply and audition for spots, as ECA does, but that now, after a civil rights controversy over inequality in preparedness between districts, students enter a lottery for admission. Last year, 700 students entered the lottery for the 133 seats available for New Haven students, and 480 students for the 89 seats open to applicants from New Haven's suburbs.

ACES Public Relations and Marketing Manager Evelyn Rossetti-Ryan said that of the over 500 students who applied to ECA last year, 302 were accepted. In addition to students from New Haven schools, ECA enrolls a significant contingent from 26 other towns as well, with each district allotted only a certain number of spots for students in each department at ECA, depending on the funding that the district is willing to provide, Dow explained.

Bresnick noted that ECA's application process takes into account the discrepancies in the access to arts resources that prospective students have had.

"We take students based on creative potential, on the degree to which they are interested in making art outside of class and take an interest in working in art as a way of being who they are," Bresnick said.

ECA is run by Area Cooperative Educational Services, an agency that provides resources to 25 school districts in south central Connecticut, including adult career training. The organization, which also operates 3 magnet schools and 5 schools for special education, is funded by tuition and fees from local education agencies, state and federal funds and private donors.

The Educational Center for the Arts is located at 55 Audubon St.

Reaching for the Arts



When we first meet, Educational Center for the Arts director Jason Hiruo tells me about one of the ECA's star students, Michaela Coppola. Coppola recently earned a place in the extremely competitive All-National Honors Ensemble on jazz guitar. Next month, she'll haul her guitar to Nashville to perform with some of the country's most gifted high school musicians.

While Coppola is an exceptional student by anyone's standards, among ECA's sterling student body, she's more of an exceptional exception. A trained jazz musician himself, Hiruo remembers initially walking down the halls in complete disbelief at the sounds emanating from nearby classrooms. *These are high school kids?* he thought.

Welcome to ECA, a "half-time interdistrict magnet arts high school"—part of the ACES (Area Cooperative Educational Services) magnet school umbrella—where some of Connecticut's most talented students enroll in a curriculum defined by five core programs: music, creative writing, dance, theater and the visual arts.

Since 1973, students from surrounding and not-so-surrounding shoreline towns have applied and auditioned to be a part of the program, where they'll be taught by practicing artists. Regardless of whichever discipline students focus on during their time at ECA, in addition to that core program, the school offers a variety of elective courses to better enrich students' understanding and overall education in the arts. For example, if a student has enrolled in the visual

arts program, s/he can also take classes like Body Percussion (which is just what it sounds like) or Stage Combat to develop a well-rounded set of proficiencies in the arts.

Perhaps it isn't surprising, then, that there's a distinct feeling of joy when you walk the halls here. Like a proud father, Hiruo says, "ECA is a very unique, special experience. Students come here to be creative and take risks."

While the environment here is positive and supportive, it's clear from the get-go that students come here to work. In what could fairly be characterized as a college-level atmosphere of study, rigor and dedication are the norm. It takes dedication just to get there each day: Monday through Thursday, from 12 to 4 p.m. (or later for those involved in extracurriculars), students across the state are bussed from their public schools to ECA for the remainder of the school day.

ECA requires an application from all prospective students. Acceptance into the school requires an audition that proves students' determination to excel at their crafts. The school brochure states as well that "ECA has a commitment to the identification of students from culturally diverse backgrounds, experiences and interest in the arts."

With a faculty and board comprised of professional artists and art professionals, and with a location on Audubon Street in downtown New Haven, students have access to some of the state's most preeminent arts and cultural institutions (including The Arts Council of Greater New Haven, Creative Arts Workshop and Neighborhood Music School), which may offer opportunities to perform and show. Such opportunities provide ECA students with real-world experience, resume-building and plenty of chances to get their names out there.

Not that the students need any coaxing: "We have lots of people, organizations, churches and community groups contact us and say, 'We're having this event. We'd love to have someone perform.' And consistently," Hiruo says, laughing, "across the board, any chance to perform, our kids jump at the opportunity." Further emphasizing the importance of community, he tells me that many graduating students stay in or eventually return to New Haven to support next generations, perhaps as artists-in-residence nearby, or even as instructors. Others join the world stage but find occasion to swing through town, like jazz saxophonist and ECA alum Wayne Escoffery did when he headlined the New Haven Jazz Festival in August.

ECA is a center for the arts within a center for the arts, after all.

Published on Apr 27, 2014

Seventeen-year-old Jonathan Gelernter from Woodbridge, received the highest Scholastic Art & Writing Awards honor, the Portfolio Gold Medal, which includes a \$10,000 cash scholarship.

<http://www.youtube.com/watch?v=WmRubZOABj8>

ACES ECA Students Featured in New Haven Magazine

April 01, 2014

<http://issuu.com/secondwind/docs/nhm-mar-april2014web.bpdf?e=0/7304631>

Spotlight on the Arts

Javier Colon, a Voice with Soul and Humility

By [Ed Wierzbicki](#)

Winner of NBC's "The Voice," Javier Colon, is a rare combination of talent, star-power, and humility. His extraordinary tenor voice and "acoustic soul" style bring spiritual integrity and musical sophistication to his pop song chart.

The growing collection of original work Colon has developed over the last several years often showcases personal stories about relationships and his family life.

While Colon's career is over a decade long, it was in 2011 that he captured the hearts of over 13 million NBC viewers who selected him as "The Voice."

"I try to write about stuff that pertains to me," Colon said. "I write a lot about my family, and a lot about things that affect all of us. And by writing these songs, it affects me too. It can be a very emotional experience, a very draining experience, because I write stuff that's very close to home."

Today, Colon's career takes him on concert tours from coast to coast and occasionally overseas. His musical collaborations and recording sessions include regular visits to Los Angeles, New York, and Nashville. Yet despite all the travel, and more so because of it, Connecticut remains his home. It's his *constant*; the place that provides a healthy support system for his family, including wife Maureen and their three young children. Colon said, "Connecticut's always been home. It just feels like where I'm supposed to be."

In a recent interview in the CPTV studios, Colon shared an update on life since "The Voice," including some insight into his early music training at the University of Hartford's Hartt School, a glimpse at his involvement in the community with Achieve Hartford!, and his passion for developing young voices. Our television crew had a chance

to capture Javier leading a master class with some amazing teen vocalists at ACES: the Educational Center for the Arts in New Haven.

Colon's efforts with young people reflect some of his own musical experiences that were motivated by his middle school teachers. "I didn't really think I was anything special when I was in seventh and eighth grade," he said, "but my teachers pushed me. They saw some talent there. They saw more talent than I saw."

In this Spotlight on the Arts video, meet the Connecticut side of Javier Colon—America's "voice" and our next door neighbor.

Magnet School Name: Educational Center for the Arts Magnet

District/School Code: 244

SCHEDULE 1: Total Current Expenditures from All Sources by Function and Object										
Report All Cash Expenditures and Encumbrances from All Sources Regular and Special Education.										
OBJECT**										
LINE	CODE	FUNCTION (Program Area)**	Total *	Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other	
			(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	(Col. 7)	(Col. 8)	(Col. 9)	
1202	1000	Program Expenditures	1,367,294	1,082,689	139,857	83,541	47,328	13,879		
1203	2100	Support Services – Students	151,770	134,725	14,363	2,682				
1204	2200	Improvement of Instructional Services	71,968	44,054	27,101	813				
1205	2300	Support Services - General Admin.								
1206	2400	School Based Administration	223,308	192,515	20,817	93	9,883			
1207	2600	Operation and Maintenance of Plant Svc.	845,237			845,237				
1208	2700	Student Transportation Services	7,014			7,014				
1209	2500 2900	Support Services								
1210	3100	Net Expenditures for Food Services								
1211	3200	Net Expenditures for Enterprise Operations								
1212		Indirect Overhead	86,010							
213		TOTAL	2,752,601	1,453,983	202,138	939,380	57,211	13,879		

*Do not include transportation costs associated with home to school and back home or the excess cost of special education services.

**Definitions of objects and functions are to be consistent with those on expenditure report ED001.

Magnet School Name: Educational Center for the
 Arts Magnet School

District/School Code: 244

SCHEDULE 2: Revenues by Source		
Include all projected revenues for the school		
LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxxx State Magnet Operating Grant	\$1,581,580
	xxxx Other State Grants (please list below)	0
221	xxxx Other Federal Grants	0
222	1920 Contributions	0
226	xxxx Other Sources of Revenue (list below, include tuition if applicable)	1,221,727
	Local district tuition, private pay tuition, misc. reimbursements	
299	Total	\$2,803,307