
Magnet School Annual Report

Greater Hartford Academy of the Arts Half Day Program

2012-2013



Greater Hartford Academy of the Arts – Half Day Program

Name of School

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Address

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Jeff Ostroff, Principal

Director or Principal

Participating School Districts

Avon, Berlin, Bloomfield, Bolton, Bristol,
Canton, Colchester, Columbia, Coventry,
Cromwell, E. Granby, E. Haddam, E.
Hampton, E. Hartford, E. Windsor,
Ellington, Enfield, Farmington,
Glastonbury, Granby, Hartford, Lebanon,
Litchfield, Manchester, Meriden,
Middletown, New Britain, Newington,
Plainville, Portland, Rocky Hill, S.
Windsor, Simsbury, Somers, Southington,
Suffield, Tolland, Torrington, Vernon, W.
Hartford, Wethersfield, Winchester,
Windsor, Windsor Locks, Regions #1, 4,
7, 8, 10, 13, 15 and 19

Mission Statement

The mission of the Greater Hartford Academy of the Arts, a magnet public high school, is to bring together people of diverse cultural heritage and to develop in all students the knowledge, skills and attitudes to reach their fullest artistic potential, to live a productive life and to contribute to society as creative engaged citizens.

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A Letter from the Principal and Governing Board Chairperson of the School

DIRECTIONS: Use up to two pages for the principal and governing board chairperson to provide the Commissioner of Education with a brief overview of the school's successes, its progress toward achieving its mission and plans for the future. Report any changes or new program initiatives implemented this year. This section may also address challenges the school faces, if desired

The 2012-2013 school year proved even more successful for the Greater Hartford Academy of the Arts providing high quality arts education to students of the Capitol Region and beyond. Our student population is represented by sixty (60) sending towns. Included in the half day program were numerous opportunities for students to exhibit and perform during the year. Each department presented share days for students and Intermezzos for families. Students from every department were given the opportunity to audition for the 6-10 performances for the community. In addition to the presentations during the school year, afternoon and summer programs are offered at the Arts Academy for students throughout the region.

Summer Programs

During the summer of 2012, several summer programs were held. The Summer Musical Theater Program (20 days) had an enrollment of more than 25 students from more than 20 school districts. Students attended classes in acting, voice and movement in the morning and rehearsed in the afternoon. The program culminated with the production of "Grease" in July at the Theater of the Performing Arts.

The Academy's Summer Arts Program is a four-week program designed for students entering grades five through nine. Students with a desire to develop skills in Visual Arts, theater, Dance, Creative Writing, Percussion or Voice receive training with the professional artist/instructors of the Arts Academy. This program is open to all students.

Looking In Theatre

This was the seventh year that Looking In Theatre performed under the auspices and direction of the Academy and CREC. For 29 years, Looking In had been a program of the Bridge in West Hartford.

The mission of Looking In is to use the medium of theater as social service to better people's lives. Short dramatic scenes are developed that deal with important issues and the affects on our society, especially adolescents. This is done during a five week (20 hours per week) training program that occurs at the Academy during the summer. Several dozen teenage actors are trained to present the topics so the audience members begin to openly talk about the issues, assisting the audience to better clarify their values and to make informed decisions regarding their own lives. The presentations make it easier and safer to talk about difficult issues (bullying, sexuality, alcohol and drugs, abuse, self-injurious behavior, eating disorders, etc.).

Center for Creative Youth (CCY)

The Center for Creative Youth, our five week, residential, pre-college program for students entering grades 10 – 12 completed its 36th year at the end of July. This summer, we had more than 150 students from across the state, country, and world. The entire CCY student body gained knowledge/expertise in their art form and increased confidence about higher education choices. This was supported by mentorship's with classroom instructors and residential counselors, as well as a College Career Day with dozens of colleges, universities and professional schools represented.

Respectfully submitted,

Jeffry Ostroff, Principal
Greater Hartford Academy of the Arts and Center for Creative Youth

Information for Statewide Policymakers

2012-13 continued to be a year of unprecedented inquiry into statewide interdistrict magnet schools by a range of policy groups and those holding the ultimate legislative and budgetary authority over our statewide program. The Connecticut General Assembly has required the CSDE to produce a Results-based Accountability template for determining program effectiveness and a comprehensive magnet school plan with specific recommendations for supporting and sustaining the program. In order for the CSDE to be able to answer specific questions to ensure the program's long-term viability, we request information on the following objectives:

- 1) Describe the methods used to ensure recruitment and retention of a diverse student body, and how the demand for your program translates into sustained interest in the school. Please include any specific efforts in reaching families that may not yet be familiar with school choice programs.

CREC employed a diversified and aggressive marketing strategy to increase not only the number of students applying for CREC schools but niche marketed to parents who resided in communities that were under-represented as participants in Choice options. In addition, there was a significant effort made to recruit students from families where English is not their first language. Through the marketing efforts that included direct mailers to targeted suburban households, public access television in English and Spanish, cable broadcasting, radio spots, niche marketing in suburban newspapers, utilization of social networking i.e. facebook ads, community outreach to private and non-profit organizations, and significant personal contact with parents. CREC was successful in significantly increasing the number of applicants to CREC magnet schools. In addition, each CREC magnet school offered open houses, presentations at magnet school fairs, direct outreach to parents and students in both Hartford and suburban district public schools. CREC followed an action plan that identified each activity from October to May and each CREC magnet school also followed the individual marketing action plan for their recruitment efforts. For the 2013-14 school year CREC received 10,605 first choice applications which was an increase of 486 applications from the previous year.

- 2) Describe your school's professional development priorities for 13-14 SY.

Professional development for staff at the Capitol Region Education Council (CREC) is designed to enhance the knowledge, skills, and attitudes of its educators so that they can improve student learning. The year's sessions will focus on providing teachers with the tools needed to implement new national and state standards into all curricula, grades Pre-K-12.

Teachers' Academy

CREC identifies and delivers essential professional development for its new teachers at the start of each school year through its Teachers' Academy. This three-day event provides participants with the unique knowledge and skills that are essential for success as an instructor in our theme-based interdistrict magnet schools. While all certified educators who are in their first three years of employment with CREC are required to participate, returning teachers are also encouraged to register for sessions of interest. Over eighty workshops are offered; topics include "Effective Strategies for Close Reading," "Flipped Learning," "Including Primary Sources into the Social Studies Classroom," and "How to Use Manipulatives in the

Mathematics Classroom,” and “Strategies to Support Young Learners.” This year, over 350 staff members will attend CREC’s Teachers’ Academy.

Teachers’ College Reading & Writing Workshop Project

CREC's elementary schools will continue to work with Columbia University’s Teacher College Reading and Writing Project (TCRWP) in an effort to build our capacity to meet the expectations of the Common Core State Standards. Staff developers from Teachers' College will divide their time during professional development days demonstrating strategies related to reading, writing and content-area literacy by coaching teachers, providing them with feedback and next-step goals, helping them to use and learn performance assessments, and preparing them for upcoming units of study.

Shared Inquiry Training

CREC Schools will continue its work with the Great Books Foundation to support the teachers' use of the shared inquiry approach within its classrooms. The "shared inquiry" approach for reading and discussing literature engages students in higher-order thinking and collaborative problem-solving by emphasizing questioning, text-based support and student discourse. While new teachers to CREC will receive the initial training, returning educators will use the continued work with Great Books to receive feedback on how to maximize the quality of student discourse that takes place in their classroom.

AP Springboard- Advanced Level Training

CREC’s middle and high school teachers will receive advanced-level training in strategies that will support their use of AP Springboard as the primary resource for its English/Language Arts and mathematics curriculum. Springboard was designed by the College Board with the goal of increasing participation and preparing a greater diversity of students for success in Advanced Placement classes. Based on College Board’s Standards for College Success and aligned to the Common Core State Standards, advanced-level trainings in SpringBoard strategies will support CREC staff’s implementation of our rigorous English/Language Arts and mathematics curriculum in English in grades 6-12.

Monthly Book Study Groups

The district’s curriculum leaders will facilitate monthly book study groups throughout the school year for all teachers. Book study groups will promote conversations among teachers and school staff that will lead to the application of new ideas and strategies in classrooms. Teachers will have the opportunity to share insights, ask questions of the text and each other, and learn from the perspectives of other teachers across the district. Facilitated discussion on strategies that can be applied directly in the classroom, the potential obstacles to implementation, and what can be done to overcome these obstacles will take place each month. One book that has been identified for the monthly study groups is Guided Math: A Framework for Mathematics Instruction.

Next Generation Science Standards

While Connecticut has not yet adopted the Next Generation Science Standards, CREC’s teachers will begin conversations about how the Framework and NGSS standards may be implemented. Following the recommendations from the Connecticut State Department of Education, CREC’s staff will also examine the eight Science and Engineering Practices described in the Framework for K-12 Science Education, learn about the knowledge components inherent in each of the eight Practices and explore how students’ abilities to use the Practices with specific content increases in complexity across the grades, and learn to

design instructional outcomes that integrate all 3 Dimensions by combining one of the Practices with a science concept and a crosscutting theme.

Early Childhood

Professional development for CREC's early childhood teachers will center on becoming familiar with the Connecticut's new Early Learning and Development Standards, which are scheduled to be released this winter. Additionally, teachers of Pre-K students will learn more about the cycle of intentional teaching and enhance their ability to use a constructivist approach to early language and literacy development using the resource, *Literacy Beginnings: A Prekindergarten Handbook* (Fountas and Pinnell). Two cohorts of teachers will begin training with the Education Development Center's "Cultivating Young Scientist" program.

League of Innovative Schools – New England Secondary Schools Consortium

Three of CREC's secondary schools will participate in professional development that is provided by The League of Innovative Schools. This organization is designed to bring together New England schools into a professional learning community in an effort to connect educators, spread good ideas and accelerate improvement. Beginning with a three-day summer institute, teams from each of the three CREC schools will learn about mastery-based teaching and learning and develop a plan of action for how they will implement a mastery-based diploma system. Throughout the year, CREC's teams will work with other schools in their cohort to get feedback on and to refine its action plan.

The Arts faculty of the half day program will participate in training on PBIS, Common Core, and arts infusion. Individual departments have identified specific professional development by department including visits to local university programs for updates, museums, other art schools and the Department Chairs will travel to New York for the yearly Arts Schools Conference.

- 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?

What the afternoon arts program does uniquely well is offer a wide yet interwoven assemblage of arts courses that build the skills necessary to be a viable candidate for a college program. Within each of the arts disciplines (dance, drama, vocal music, instrumental music, theater design and production, creative writing, visual arts, musical theater and media arts) students have access to a comprehensive curriculum that allows them to follow an individualized course of study based on their needs and interests.

The Arts Academy also creates a learning environment that values process, philosophically and practically. The largest portion of an arts course grade is based on completion and depth of exploration of the coursework and not the end product. Often the end product is the depth to which the student has committed and explored because there is no right or wrong answer just the more complete one.

The artist/instructor-to-student model creates an atmosphere of collegiality that elevates the student to the level of partner in the investigation of the coursework. Instructors and students working together to bring about something only they can create fosters shared inquiry, information sharing, shared problem solving and ownership of the process and its success.

The arts favors the differences students bring with them and has multiple entry points and routes to the endpoint. With the wide range of arts courses open to students and the capacity to tailor the study to the individual, students for whom this is the right match, have the chance to develop their analytical skills, gain confidence and earn higher grades.

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

CREC has developed the Blended Solutions website to share best practices with their colleagues in the Hartford Public Schools. Blended Solutions offers professional development for teachers through a mixture of online and face-to-face sessions that are aligned to the Common Core Teaching Domains and the State Board of Education's Position on Statement on Culturally Responsive Education. The site also includes a library of videos that demonstrate teachers providing high quality research based instruction, and highly effective magnet school classrooms. Currently there are seven modules for professional learning available and over twenty videos.

Arts faculty members offer opportunities for schools to see and hear student productions.

- 5) Describe your school's two greatest challenges/obstacles to meeting or exceeding the annual report's school goals section in 13-14. Please include ways in which the CSDE may support your school in meeting these challenges through enhanced professional development opportunities or specific technical assistance on matters needing close attention.

The three greatest challenges facing the Greater Hartford Academy of the Arts are gathering background data on students to provide appropriate placement and interventions upon their arrival (including timely lottery notifications and waitlist placements), blending the full day and half day program on two campuses and expanding the physical plant to meet the needs of the growing student population of the school.

CSDE may best support our attainment of 2012-13 school goals by further developing the feeder reports available to magnet schools, particularly attached to incoming high school students, so that data on new magnet students will be readily available early in the admissions process to support the earliest intervention and appropriate placement .

Moreover, the Regional School Choice Office and the regional transportation model can continue to be developed to meet the needs of students and families applying and admitted to our school. CSDE's continued support for the transitional and permanent space needs of the expanded Academy is also essential to our meeting school goals and ensuring future success and viability of our programs

Summary of Other Key Accomplishments

DIRECTIONS: Use up to three pages to summarize key accomplishments, innovative practices and unique aspects of the school. Be concise and use bulleted text.

Some examples you may want to reflect on and include:

- Awards
- Best practices employed by the school that contribute significantly to the academic success of students
- Impact on Local Districts (Partnerships with schools in/out of district)
- School Accomplishments
- Committee Accomplishments
- Graduate Follow Up
- School Innovation (e.g. Instructional, Organizational, Financial, etc.)
- Volunteer Participation
- Professional Development Activities
- Community/Business/University Partnerships
- Computer/Technology Resources
- Library Resources
- Before and After School Programs/Activities
- Summer School Programs/Activities
- Parent Involvement
- Transportation
- Food Service
- Instructional Innovations
- Parent Satisfaction
- Student Satisfaction
- Service-Learning Projects
- Unintended Outcomes

Awards: Please see attached Academy Highlights 2012-2013.

Graduate Follow Up: Please see attached Summary – Class of 2013

About Our School

DIRECTIONS: Please provide information as required for the following:

Note: SSP Not Applicable for HD Program

School Program

description of admissions process including deadlines

- The Regional School Choice Office in collaboration with partners, CREC, HPS, CT River Academy at Goodwin College, and the CTHS offer school choice options through magnet schools. CREC's nineteen magnet schools are one of the exciting options from which parents have to choose.
- Due to legislation called Parent Choice, parents can now submit a RSCO lottery application for their child to be entered in the RSCO lottery for an interdistrict magnet school that does not already serve their town. Parents complete an on-line application and, if their child is selected through the blind lottery, they may attend that magnet school if they choose at no cost to them. (The application for the 2014-2015 school year is expected to be available October 2013 and can be found at www.choiceeducation.org)
- The CT State Department of Education is responsible for oversight of a "blind" lottery that is held each year in March to determine which students will have access to magnet school seats.

- The dates below are set forth by the CT State Department of Education as a timeline.
- Fill open seats: Aug. – Sept.
- Tuition payments based on students in seats as of: October 1
- Application period begins: October
- Application deadline: mid-January
- Lottery held by SDE: February
- Acceptances due to RSCO: April-Oct

recruitment methods

During the 12-13 academic year GHAA participated in recruitment events sponsored by RSCO. These events were held throughout Hartford as well as other suburban locations. Additionally, GHAA held informational sessions and conducted outreach to underrepresented towns to increase participation and meet enrollment goals during the school day and in the evening prior to the scheduled lottery. Invitations and advertisements to attend shows also draw attention and many perspective students see the successes and want to attend the Academy.

transportation

The State Department of Education's Regional School Choice Office (RSCO) developed a "Transportation Zone" which identified the areas that are eligible for transportation to the Greater Hartford Choice Schools. CREC will follow the guidelines set forth by the State of Connecticut's Regional School Choice Office and will transport students that live within the Transportation Zone.

Student Information

NOTE: The State Department of Education manages the lottery and waitlist for all magnet schools. Those questions pertaining to number of applications/applicant pool/applications received by grade/number by waitlist can be obtained by the SDE.

- number of applications received by grade and residence; as of date of lottery (This information can be obtained by the State Department of Education and/or RSCO).
- number of students on waiting or applicant pool list by grade, race and residence; as of October 1, 2012. (This information is managed by the SDE and can be obtained by the Department of Education and RSCO).

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 school goal 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:

To offer more options and aids within the arts program to students so that they may successfully graduate from high school.

Measurable Objective A.1:

Given the added length of the day and the added workload inherent in attending the Academy, some students found themselves challenged by the demands of the extended day, both from their sending schools and the arts program. The Academy offered an elective class so that students could have time to catch up on schoolwork and/or receive help from a teacher.

Measurement Tool

Students hand in more homework. Students improve falling grades.

Progress in meeting the goal

85% of the students who were placed in an elective help class saw improvement in the grades of concern.

Measurable Objective A.2:

Connect Arts to the Common Core over a three year period.

Measurement Tool

Common Core standards for the Arts.

Progress in meeting the goal

Rewrite curriculum over the next three years.

Improvements needed

Curriculum adjustments and Professional Development

II. Accomplishment of Mission, Purpose and Specialized Focus

Goal A:

To continue to provide outstanding and singular arts programming for talented high school students.

Measurable Objective A.1:

Given the climate of thinning resources and fiscal challenge, the Academy is committed to offering as many unique and superlative performing and educational opportunities, for our students and our district partners, as is possible.

Progress in meeting the goal

With creativity and flexibility, we were able to maintain the same quantity and exceptional level of opportunity as the previous year. More students than ever were involved to performance opportunities.

(Please see attachment – Highlights)

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

Goal A:

To continue to provide opportunities for high level arts instruction to students who have not had access to such instruction because of economics, geography or lack of information.

Continue to meet Sheff standard

Measurable Objective A.1:

- Oct. to Nov. and March to April - The Academy conducted a Saturday Arts Program for 6th, 7th and 8th grade students. There were no entrance criteria other than interest and parental consent. Each session ran for eight weeks and culminated in a day of sharing that was open to family and friends. Classes were given in Ethnic Drumming, Piano, Dance and Visual Arts. This program was especially popular with the students in the immediate neighborhood. We made available information to all interested 8th grade students on applying for the High School program.
- September to June – The Academy offered morning arts classes to approximately 200 interested 7th and 8th grade students of the Hartford Magnet Trinity College Academy. These Encore classes were conducted by the professional artist/instructors of the Academy. This afforded students the creative outlet they may need to be success in their classes at HMTCA and supplied all interested students with information about the Arts Academy High School program.
- We conducted the tenth year of our five-week Summer Musical Theater Workshop for students entering grades 8, 9 or 10. The program ran at no cost to families from 9:00am-4:00pm, Monday through Friday and provided lunch. Fifty students from twenty-one districts took morning classes five days a week in voice, movement and acting. In the afternoon, they rehearsed for three hours for the production of “Grease”. The full-scale musical production of “Oklahoma!” was presented July 25th & 26th in the Theater of the Performing Arts at the Learning Corridor. Students were able to obtain information about the High School program and the application process.

BUDGET FORM

Created On: 5/28/2013

ED 114

Fiscal Year: 2013
Grantee Name: CREC Grantee: 241-000
Project Title: MAGNET SCHOOL OPERATING
Fund: 11000 SPID: 17057 Year: 2013 PROG: 82062 CF1: 170031 CF2: SDE00073
Grant Period: 7/1/2012 - 6/30/2013 Authorized Amount: \$6,467,350
SDE Project Code: SDE000000000002

Funding Status: Final
Vendor ID: 00241

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$6,467,350

CODES	DESCRIPTIONS	BUDGET
111A	ADMINISTRATOR/SUPERVISOR SALARIES	254,714
111B	TEACHERS	2,190,376
112A	EDUCATION AIDES	129,780
112B	CLERICAL	50,435
119	OTHER	2,400,000
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	863,547
321	TUTORS	
322	IN SERVICE	
323	PUPIL SERVICES	
324	FIELD TRIPS	
325	PARENT ACTIVITIES	
330	OTHER PROFESSIONAL TECHNICAL SERVICES	218,958
510	PUPIL TRANSPORTATION	
530	COMMUNICATIONS	
560	TUITION	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	50,000
6	ADMINISTRATIVE SUPPLIES	
69	OTHER SUPPLIES	50,000
700	PROPERTY	
890	OTHER OBJECTS	
940	INDIRECT COSTS	259,540
	TOTAL	\$6,467,350

Original Request Date: 9/13/2012

This budget was approved by Kenneth Imperato on 5/28/2013.

Magnet School Name: Greater Hartford Academy of the Arts PK-12 2012-2013 Final School Code: 2416414
 SCHEDULE 1: Total Current Expenditures from All Sources by Function and Object 2419900
2415314
 Report All Cash Expenditures and Encumbrances from All Sources Regular and Special Education. * 2410614

LINE	CODE	FUNCTION (Program Area)	OBJECT						
			Total (Col. 1)	Salaries (Col. 2)	Employee Benefits (Col. 3)	Purchased Services (Col. 4)	Supplies (Col. 5)	Property (Col. 6)	Other (Col. 7)
1202	1000	Program Expenditures	12,088,275	8,014,666	1,972,316	337,546	439,975	1,321,772	
1203	2100	Support Services-Students	807,399	548,019	98,162	151,889	9,329	-	
1204	2200	Improvement of Instructional Services	194,764			194,764			
1205	2300	Support Services - General Admtn.	653,803			653,803			
1206	2400	School Based Administration	1,436,240	1,194,654	241,586				
1207	2600	Operation and Maintenance of Plant Svc.	5,964,878			5,724,199	240,679		
1208	2700	Student Transportation Services	7,165			7,165			
1209	2600 2900	Support Services	287,689 193,176			143,074 193,176	139,318		5,297
1210	3100	Net Expenditures for Food Services	13,542			13,542			
1211	3200	Net Expenditures for Enterprise Operations	-						
1212		Indirect Overhead	768,466						
1213		TOTAL	22,413,397	9,757,339	2,312,064	7,419,158	829,301	1,321,772	5,297

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

SCHEDULE 2: Revenues by Source		
Include all projected revenues for the school		
LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxxx State Grants**	
	771 students @ \$10,443	\$8,051,553
	302 students @ \$6787.95	2,049,961
	Summer school grant	75,213
	Academic and social support grant	1,528,000
	Interdistrict grant	15,402
	Start up magnet school grant	75,000
221	xxxx Federal Grants**	
	Title I	103,862
222	1920 Contributions	94,101
226	xxxx Other Sources of Revenue**	
	Special Ed Services	687,132
	Local Tuition less PK3's and 4's	4,313,709
	Write off of tuition from individuals - prior years	(64,118)
	Sales of service (such as ticket sales for performances)	73,176
	Before and Aftercare	93,445
	Care 4 Kids	13,055
	Bond Funds	4,546,089
299	Total	\$21,655,580

Governance

List dates of Board Meetings held in 12-13:

Not Applicable

Summary of Major Policy Decisions

There were no major decisions made at the Advisory Board meeting. There was discussion and inquiry concerning the implementation, progress and impact of the full-day program to date.

*NEW: Hartford residents are no longer allowed to apply to the GHAA HD program per a change in policy from the State Department of Education, effective in 2013 and going forward.

Attachments

DIRECTIONS: Attach the following information:

- News clippings
- Summary of Survey Results
- Other attachments (see next page)

ARTS ACADEMY HIGHLIGHTS 2012-13

Enrollment:

- 685 Students representing 59 districts
- Voted #1 magnet School by Hartford Magazine Reader's Poll
- US News and World Report rated top third in the state

Student Awards and Recognitions Full Day

- National Honor Society: 27 students

Creative Writing/Media Arts

- Wallace Stevens Poetry Prize and Scholarship:
Wenell St. Hill (Hartford)
- Connecticut Student Writers winners:
Talia Maselli (Newington)
Elizabeth Woznica (East Berlin)
Emma Fornal (Ellington) Honorable Mention
- Sunken Garden Poetry Festival – 1st Prize Winners:
Horlando Cornejal (East Hartford)
- 2013 Challenge ti Educational Citizenship Award statewide winners:
Academy Therapy Band
- Students are accepted to such institutions as: University of New Haven, Hampshire College, Mount Holyoke College, Smith College, Becker College, Five Towns College, Champlain College, CCSU, WCSU, Manchester Community College, Emerson College, SUNY Purchase, Goodwin College, Clark Atlanta University

Dance

- Scholastic Art and Writing Awards for Young Artists:
- Samantha Rice(Glastonbury) Silver Key for Writing
- Linzy Brown (Hartford) was selected to represent Greater Hartford at the National Black MBA Association Leaders of Tomorrow, national conference in Indiana
- Students are accepted to such institutions as: Elon University, Long Island University, ECSU, University of the Arts, Goucher College, Manhattanville College, University of Hartford, Capitol Community College, Rhode Island College, Skidmore College, Mercy College

Music

- Awards from the Berklee College High School Jazz Competition:
Jazz Choir – 1st Place
Jazz Ensemble 3 – 3rd Place
Big Band – 5th place
Dakota Austin (Burlington) – Judge's Choice Award
Hannah Berkowitz (West Hartford) – Judge's Choice Award
Andre Bernier (Farmington) – Superior Musicianship Award
Matthew Deleon (West Hartford) – Judge's Choice Award
- Charles Mingus High School Festival & Competition:
Scott Veilleux (Newington) – Outstanding Soloist Award
- Youth Journalism International Essay Contest:
Simone Tucker (Hartford) – Winner

- Students are accepted to such institutions as: Berklee College of Music, University of St. Joseph, University of Hartford, WCSU, University of Massachusetts – Amherst, Wheaton College, CCSU

Musical Theater

- Miss Connecticut Teen winner:
Jaine LeFabvre (Glastonbury)
- National YoungArts Foundation Awards: Joy Del Valle (Farmington)
- Students are accepted to such institutions as: SCSU, Shenandoah University, Cornish College, Marymount Manhattan College, Emerson College, ECSU, Carnegie Mellon University, Penn State University, Point Park University, Ithaca College, University of Hartford
- Theater
- Students are accepted to such institutions as: SCSU, Franklin Pierce university, ECSU, SUNY at Purchase, University of Hartford, Fordham university, Columbia College-Chicago, Marist College, UConn, University of Alaska, University of New Hampshire, Manchester Community College

Visual Arts

- Donate Life Connecticut Annual Poster Art Contest:
Julian Good (South Windsor) Honorable Mention
- Hartford Symphony Orchestra's LIFE: A Journey Through Time Student Art Contest:
Hannah Godwin (East Hampton) - 1st Place winner
Shaelyn Gorman (East Haddam) - 2nd Place winner
Danny Martinez (Hartford) - 3rd Place winner
- Scholastic Art Awards for Young Artists:
K'nea Anderson (Cromwell) Honorable Mention for Painting
Jahmisha Leonard (Hartford) Honorable Mention for Painting
- "Caritas Progressive Youth Conference" Illustration Competition
Emily Anderson (Durham)
- Students are accepted to such institutions as: Massachusetts College of Art, New Hampshire Institute of Art, Capitol Community College, Manchester Community College, Pratt Institute, Montserrat College, Lesley University

Performances & Exhibits

All School

- Fall Showcase
- Multicultural Celebration Performance
- "Hairspray"- The Spring Musical
- Peacefest

Creative Writing/Media Arts

- Open Studio Hartford 2012
- Daybreak Adult Day Center
- Creative Writing/Media Arts Intermezzo
- Creative Writing/Media Arts Talent Show
- Students hosted and exhibited in the art show titled "Integrations," featuring work from multiple departments across the school
- Senior Celebration

Dance

- Choreographer's Showcase- Featured students performing works of SYREN Dance Company, Otis Cook, formerly of Pilobolus; Gallim Dance and the Martha Graham Company
- Dance Intermezzo
- Dancers featured with Hartford Symphony Orchestra in A Tribute to Freddie Hubbard
- Ted Hershey Dance and Music Marathon at Charter Oak Cultural Center
- Student Directed Dance Concert Yourself Outstanding, Uncovered: Trezon Dancy (New Britain), Aware Caitlin Quinn (Windsor Locks)
- Senior Recital
- Breakdancing Shakespeare at Hartford Stage
- Abbey Senft (West Hartford) - invited to perform at the Half-time Show at the Orange Bowl in Miami, Florida

Music

- Winter Classics Concert
- Music Intermezzo
- Jazz and Ribs concert at Black Eyed Sally's
- Luz Holmes (East Hartford) sang the National Anthem for the 20th Annual Convention and Exposition of the Connecticut Conference of Municipalities
- Jacob Dziubek (Southington) was invited to perform at the Palace Theater with the orchestra
- Jazz Choir performed for the Sheff Movement's Celebration of Progress at Hartford Library, the Hartford Foundation for Public Giving's Celebration of Giving at the Hartford Marriott Hotel and Teach for America
- String Quartet performed for Donate Life Connecticut at the State Capitol
- Jazz Combo performed for an Operation Fuel event at the CT Science Center and for a CRCT event at Capitol Community College
- Chorale performed with the Hartt School Choir and Celesti Sondato at St. Anthony Church and with Hartford Symphony's Jazz & Strings Tribute to Billie Holiday
- Jazz Choir opened for the Duke Ellington Band at Summer Nights at Harkness

Musical Theater

- To Judy with Love, a 90th Birthday Celebration, department benefit concert
- Holiday Sparkler, department benefit concert at the Church of the Good Shepherd
- A Grand Night for Singing, department benefit concert
- Musical Theater Intermezzo
- The 25th Annual Putnam County Spelling Bee
- Vocal Showcases

Theater

- Page to Stage
- Six Plays in Six Days
- Rhinoceros
- Metamorphoses
- Hartford Talks
- Iphigenia and Other Daughters
- Theater Students invited to perform in the CPTV film project Education Young People on Foster Care Rights

Visual Arts

- Fall Art Exhibit
- 23rd Annual Open Studio Hartford
- Trashion Fashion Show for a Sustainable Farm School Scholarship Fund
- Faculty and Student Art Show
- Spring Art Show
- Senior Art Show
- Exhibited in the Manchester Community College 2012 Art Competition & Exhibition - Lexi Karafelis (West Hartford) and Ashod May (Windsor)

Visiting Artists, Field Trips and Workshops Full Day

- Students went to see A Gentleman's guide to Love & Murder at Hartford Stage Company
- College Fair at Metropolitan Learning Center
- Students visited the Planetarium at UConn
- Students visited Osborn Correctional Institution in Somers, Ct
- Students went to see Hispanic Flamenco Ballet
- Students attended the Latino Youth Leadership Conference
- Arts Infusion Collaborations included:
Things Fall Apart
Mask Making

Existing literary works

Taoism/Daoism philosophies Tai Chi
Antigone and Agamemnon Greek theater
The Crucible
To Kill a Mockingbird
A Raisin in the Sun
African American History African Dance
Spanish
Picasso inspired prints

Response poems

Uta Hagan's 6 Steps to creating character
Exploring concepts through dance

Creative Writing/Media Arts

- Students had the opportunity to work with Diana Ferrus from South Africa
- Students had the opportunity to work with Ed Johnetta Miller whose quilts are in the Smithsonian
- Students had the opportunity to work with Irish poet, Eamon Grennan
- Students visited, Greater Hartford Academy of the Arts Elementary School in Bloomfield
- Students visited Reggio Magnet School of the Arts in Avon
- Students visited New Britain Museum of American Arts
- Students visited Windsor Art Center

Dance

- Students attended the Connecticut High school Dance Festival at Central CT State University
- Students visited the Dance program at University of Hartford
- Students had several opportunities to work with world renowned artists including:
Stephen Hankey, resident choreographer of the Cultural Dance Troupe of the West Indies
Earl Mosley Institute for the Arts
Rachna Agrawal, East Indian dance forms

Caroline Fermin of Gallim Dance, NYC
Kate St. Amand of SYREN, NYC

Music

- Students worked with Grammy winning trumpeter, Brian Lynch
- Students had master class with David Nelson from Wesleyan University on Indian music
- Students attended Wynton Marsalis and the Jazz at Lincoln Center Orchestra concert

Musical Theater

- Students had the opportunity to work with faculty of Shenandoah University
- Students attended the performance of “Glee” star, Mathew Morrison at the Bushnell
- Students had a three day trip to New York City for master classes, performances, museums and NYC sites

Theater

- Students had a studio performance by Jamaican actor Debra Ehrhardt
- Students had master class with Scott Ripley, faculty at UConn
- Tech students attended PLASA: Focus, a tech theater conference in Stamford

Visual Arts

- Students attended a series of workshops with Rachel Decavage, a recycled fashion artist
- Jane Rainwater gave a lecture and presented her work driven by social, political and cultural events
- Victor Pacheco presented his work on introspection of identity formation
- Students visited the New Britain Museum of Art
- Students worked with Ed Johnetta Miller, a fiber/artist and quilter, her work is exhibited in museums across the country and in the Smithsonian

Community Partnerships

- SINA
- U-CONN Health Center
- Peruvian Consulate
- Hartford Public Schools
- Hartford Symphony Orchestra
- Miss Puerto Rico pageant
- HART
- Institute of Living
- Bushnell
- Connecticut Dance Alliance
- Kids Artistic Review
- Star Systems Talent
- Evjen Academy
- Dance Teachers Club of Connecticut
- Movin’ with the Spirit
- Compass
- Elizabeth Anne Carlson Scholarship