



# High Schools with Arts Focus

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Team:  
Susan Foster  
Sabine von Mering



# Wayland High School Arts

## This is where we are

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### **Current Fine Arts Program**

- Electives:
  - Fine Arts
  - Music
  - Drama
- Other Electives:
  - Photography (not in Fine Arts)
  - TV Production

### **PROBLEMS:**

- Separate, not integrated with core curriculum;
- separate inadequate facilities for fine arts and drama
- Inadequate number of courses to accommodate number of students interested, and to accommodate students interested in more than one art form
- Missing courses:
  - digital/graphic art;
  - web design
  - dance/ movement



# The schools we looked at

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I. CAPA High School in Pittsburgh, Pennsylvania

II. Los Angeles County High School for the Arts

III. Edmonds Woodway High School in Edmonds,  
Washington

IV. Roosevelt High School in Seattle, Washington



# Frank's Lead Questions:

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- **What are the key practices that made you choose this school?**
- **How do they work? What are the measures of success?**
- **What are the key school organizational concepts? Are there any measures of success?**
- **What could you recommend for Wayland High School?**



# CAPA High School in Pittsburgh, Pennsylvania

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**High School for the Creative and  
Performing Arts**

**Motto:** Believe..Work to Achieve..Succeed!

# I. Capa High School in Pittsburgh, PA

## Basic Facts

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- **MAGNET SCHOOL FOR THE CREATIVE AND PERFORMING ARTS**
- New building opened in 2003/04
- CONTACT INFO:
- 111 Ninth St.  
Pittsburgh, PA 15222
- Phone: 412-338-6100  
FAX: 412-338-6143
- Principal: Dr. Rhonda Taliaferro
- serving students in Grade 9-12
- Hours: 7:45 AM - 3:38 PM
- **Acceptance based on portfolio and presentation/audition in 6<sup>th</sup> and 9<sup>th</sup> grade**
- **Enrollment:**
- Total Students:551
- African-American: 176 (31.94%)
- Asian: 5 (0.91%)
- Hispanic: 5 (0.91%)
- Multi-Racial: 28 (5.08%)
- White: 337 (61.16%)
- Female Students: 370 (67.15%)
- Male Students: 181 (32.85%)



# CAPA High School in Pittsburgh, PA

## Mission

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- **District Mission**

- The Pittsburgh Public Schools will be one of America's premier school districts, student-focused, well-managed, and innovative.
- We will hold ourselves accountable for preparing all children to achieve academic excellence and strength of character, so that they have the opportunity to succeed in all aspects of life.

- **Declaration of Beliefs**

- All children can learn at high levels
- Teachers have a profound impact on student development, and should have ample training, support and resources
- Education begins with a safe and healthy learning environment
- Families are an essential part of the educational process  
A commitment from the entire community is necessary to build a culture that encourages student achievement
- Improvement in education is guided by consistent and effective leadership
- Central office exists to serve students and schools
- Collaboration with Artists from region/state/country



# CAPA Arts Program Highlights

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## ○ Dance:

- Ballet, Pointe, Modern,
- Jazz, Tap, and Choreography
- Visiting Artists offer Master Classes
- Partnerships with Dance Schools in the area provide students with opportunities to work with professional artists





# CAPA Arts Program Highlights

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## ○ Vocal Music:

- a weekly private voice lesson, large and small
- ensembles, opera workshop, music theory, piano
- lab, music history, solfeggio, eurhythmics
- creative music technology class
- Intensive collaboration with music organizations/institutions
- Students are not only given many opportunities to perform, but they also conduct interviews, attend closed rehearsals, and participate in Master Classes with national and internationally known performing artists



# CAPA Arts Program Highlights

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- Literary Arts
- Four-year intensive Creative Writing Program; one of only a dozen nationwide
- explore every literary genre: poetry, fiction, nonfiction, and drama
- create a broad and sophisticated writing portfolio



# CAPA: Special Features: The Center for Advanced Studies (CAS)

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- The Center for Advanced Studies (CAS) is a four-year accelerated program for gifted students offered in the Pittsburgh Public Schools. Students are evaluated according to the Pennsylvania guidelines for gifted education and have been recommended by a multi-disciplinary team. The program components are designed to provide gifted students with:
  - Accelerated Core Curricula
  - Specially Designed Instruction
  - Independent Research
  - Community Based Experiences
  - A Multifaceted Support System
  - A Gifted Individualized Education Plan (GIEP) is developed yearly based on the student's program for the year, based on identified needs and goals.



# CAPA: Special Features: The Center for Advanced Studies (CAS)

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- Every CAS student completes an independent Long Term Project that includes research, hands-on experiences, and presentation components.
- Students are awarded an additional 1.0 quality point per course for grades earned in CAS classes. Graduating students who have completed a minimum of eight CAS classes and the required Long Term Projects are awarded a CAS Certificate. Referrals for evaluation for Gifted Education must be made to the Principal or the CAS Facilitator. The evaluation process includes: current and past performance in school, teacher " the scope of the regular curriculum, individual achievement tests, individual IQ testing, and portfolio and/or supporting assessments as needed.



# CAPA Quick facts

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- (declaration of beliefs): Community partnerships to build a culture that encourages student achievement
- Professionals come in and teach
- After-school activities: Tutorial in math and communications; science coaching, athletics, thinkathon, drama, musical theater

# CAPA: 2007 Performance Results

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- **CAPA Test Performance Results 2006**
- **2006 College-bound seniors**
- *Overall: 83.8% (District average: 74.6%)*
- *Black male: 90.0% (District average: 60.0%)*
- *Black female: 93.8% (District average: 73.1%)*
- *White male: 73.3% (District average: 76.1%)*
- *White female: 78.7% (District average: 88.4%)*

## II. Los Angeles County Arts High School, opened in 1985



# Shared Space with California State University Los Angeles

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- School uses Cal State Univ. Luckman Theater for Performances







# Los Angeles County High School for the Arts- “Arts High”      Basic Facts I

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- tuition-free public school of choice
- rigorous college-preparatory academic curriculum
- conservatory-style training in the visual and performing arts
- founded in 1985
- run by the Los Angeles County Office of Education in partnership with and on the campus of Cal State L.A.
- Serves up to 600 culturally and socioeconomically diverse students from communities across the Los Angeles region.
- Selects students through a competitive process of juried auditions or portfolio reviews into one of four departments: Dance, Music (Instrumental or Vocal), Theatre and Visual Arts.



# Los Angeles County High School for the Arts      Basic Facts II

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- Draws its distinguished arts faculty from Los Angeles' rich and thriving creative community — arts instructors are working professionals who provide high-quality training combined with real-world experience.
- Offers an academic program that is fully accredited and meets all high school graduation and university entrance requirements.
- Consistently exceeds academic performance targets set by the state of California.
- Is a model small learning community located on the campus of Cal State L.A. — offering students a direct connection to higher education.
- Sends more than 95 percent of graduates — significant numbers with university credit earned at Cal State L.A. — to four-year colleges and universities. Other students go directly to work in their chosen art field.
- Graduates receive more than \$1 million in scholarships each year

# A note from the architect

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- The school sits on the northern edge of the CSU Los Angeles campus, near the Luckman Fine Arts Complex and university classrooms that will augment the high school's teaching space.
- The building has a utilitarian look reminiscent of artists' lofts, rising along with the grade change to connect with the CSU campus at the top. The sloping site offers opportunity for connections at all levels of the vertically-arranged program, which includes drop-off, building entry, and classrooms at the ground level; art studios on the second level; and the building's most public function—a black box theater—on the top level.
- To maximize flexibility and efficiency within the 47,056-SF building, few of the interior walls are load-bearing to accommodate changes and the framing allows for incorporation of moveable partitions in the future.

<http://www.hmcarchitects.com>



# Los Angeles County High School for the Arts      Basic Facts

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- major art courses of study offered are Dance, Music (vocal and instrumental), Theatre and Visual Arts. Through electives, students in any of those arts areas may also study Television, Film, and/or Musical Theatre.
- students are able to major in only one art area. Applicants may audition for two (2) art areas maximum, but the student will still major in only one area.
- school hours are from 8:00 a.m. – 4:00 p.m. Academic classes are held 8:00 a.m. – 12:35 and arts classes from 1:20-4:00 p.m.

# LACHSA Mission

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- **A**cademic and Artistic Excellence
- **S**ocial Responsibility
- **P**reparation for Global Citizenship
- **I**ntegrity
- **R**igor
- **E**ffective Communication



# Academic and Artistic Excellence

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- All students will be given an academic foundation that can adequately prepare them for a higher level of education
- All students will become self-sufficient and be able to determine realistic and vocational choices



# Social Responsibility

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- All students will develop skills and professionalism in their chosen art form and an understanding and respect for other areas of art



# Preparation for Global Citizenship

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- All students will develop respect and tolerance for diversity and will demonstrate appropriate methods for conflict resolution
- All students will develop technological proficiency and an understanding of the application of technology to their academic and artistic endeavors





# Integrity

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- All students will make informed choices and will accept responsibility for their actions



# Rigor

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- All students will meet or exceed the statewide standards in their academic classes



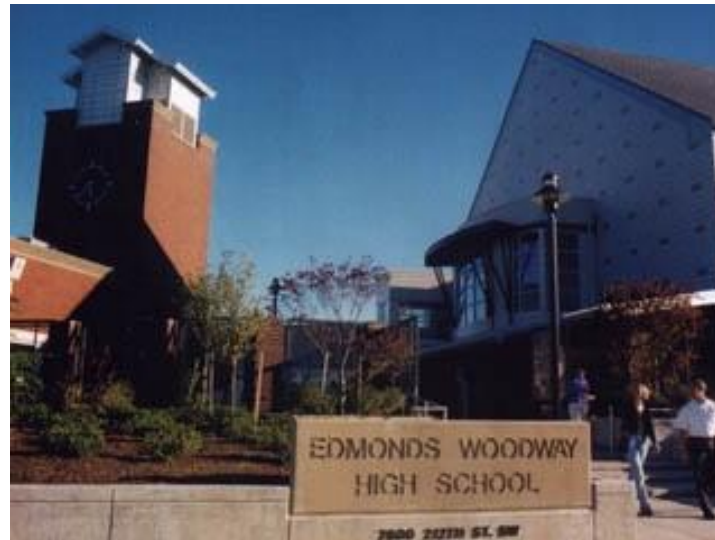
# Effective Communication

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- All students will effectively communicate through traditional means of oral and written expressions and through their art

## II. Edmonds-Woodway High School Basic Facts

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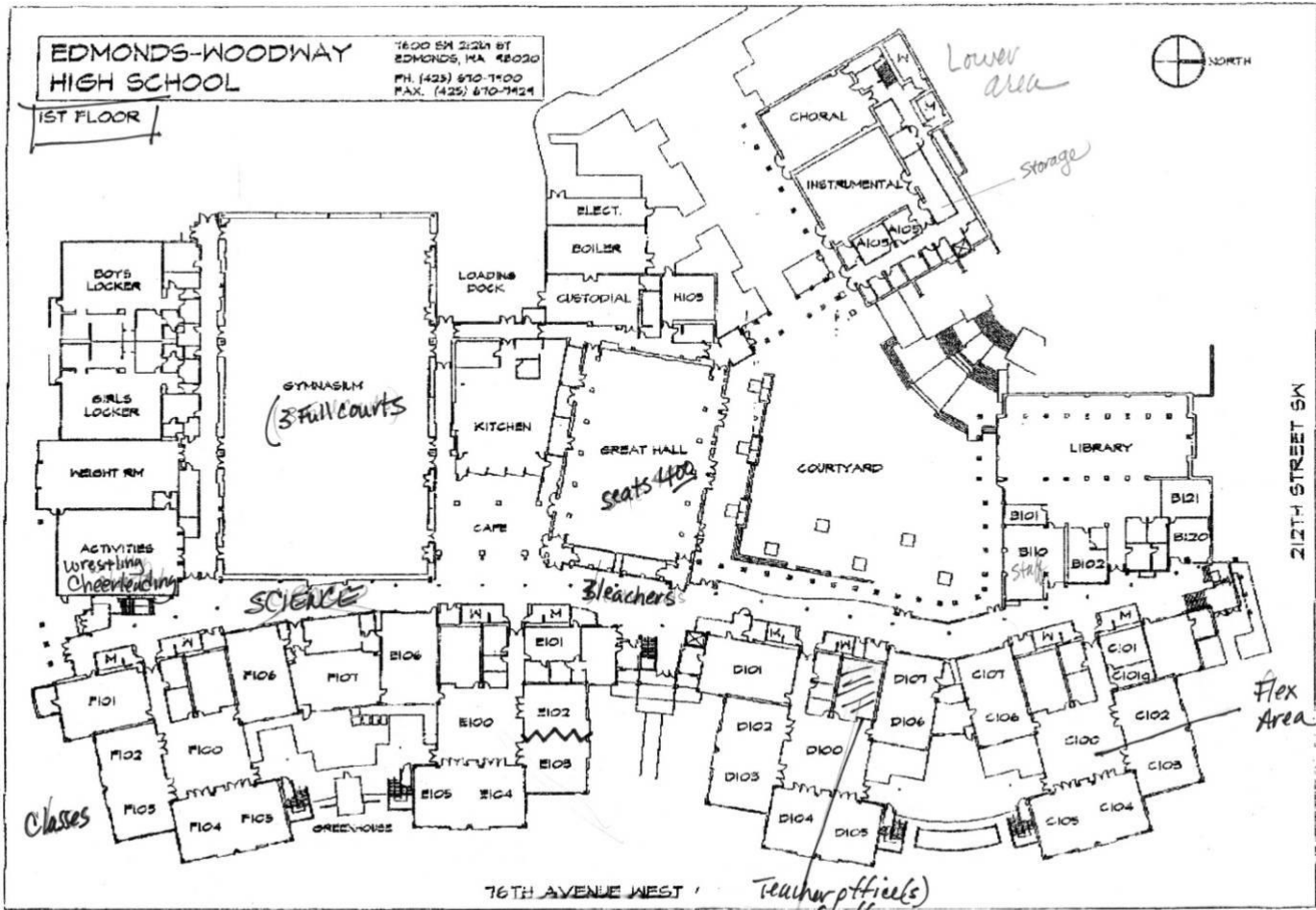




## II. Edmonds-Woodway High School Basic Facts

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- one of four high schools in the Edmonds School District,
- serves approximately 1,800 students in grades 9 through 12.
- International Baccalaureate Program (~100 students participate)

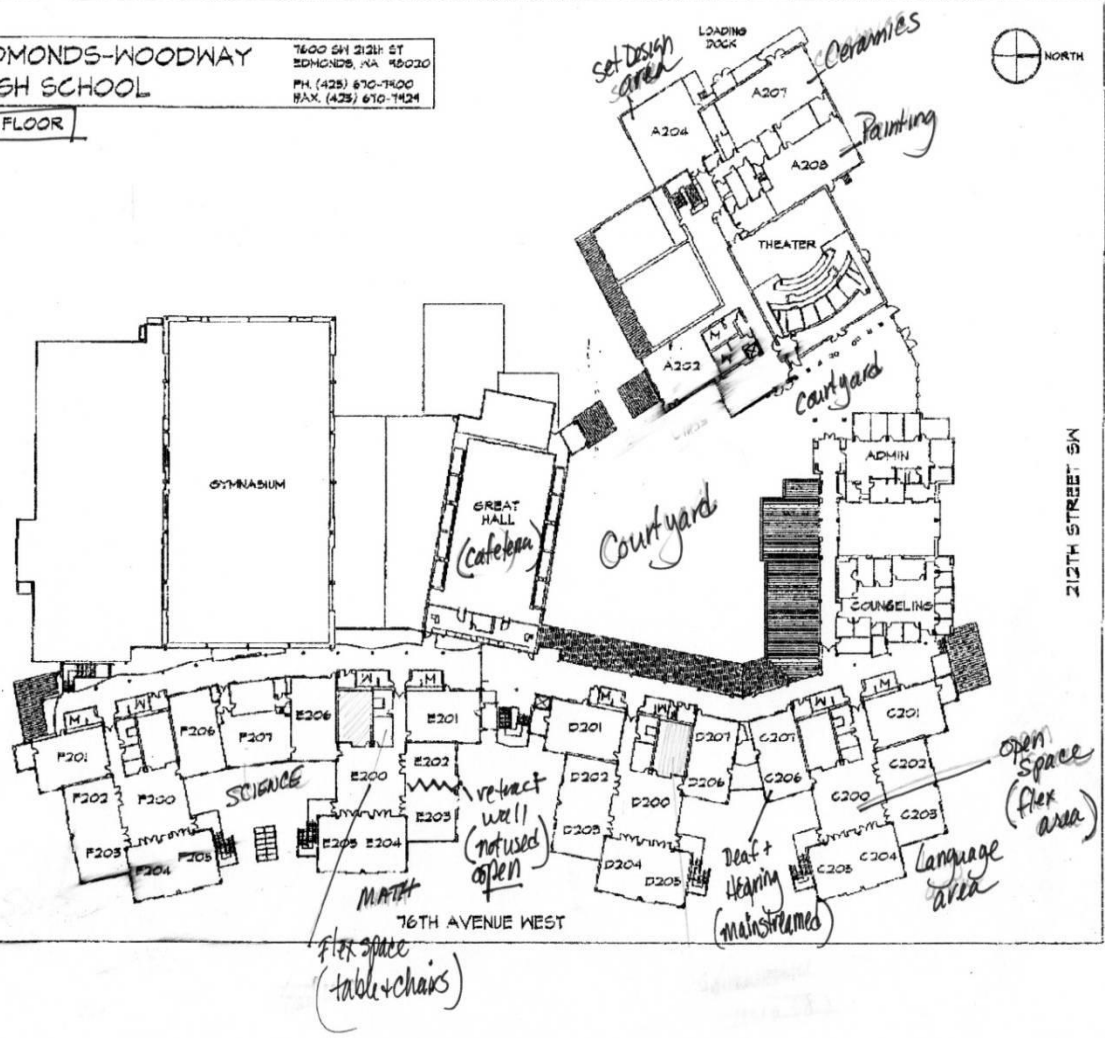


DISTRICT...  
 ...needs as 10/21/2009  
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# EDMONDS-WOODWAY HIGH SCHOOL

7600 SW 212th ST  
EDMONDS, WA 98020  
PH. (425) 670-7400  
FAX. (425) 670-7424

2ND FLOOR



212TH STREET SW

76TH AVENUE WEST



*Theatre*



*Gymnasium*



*Flex Area*



*Courtyard*







# Edmonds Woodway

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- 12 years in new building, designed for 1500 students, now have 1800
- International Baccalaureate
- Separate Arts Building
- Emphasis on writing/science/math skills, critical thinking
- 95 min class periods

# Edmonds Woodway: Recommendations for WHS

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- - Scene "shop" large garage type doors to move things in and out
- - "Green Room" for make-up and dressing for plays and musicals
- - Great Hall (cafeteria) has southern exposure -great for multiple use
- - Ceramic Room
- - Stain Glass room - very popular class
- - Teachers "office" space shared by 8 teachers
- Large courtyard wonderful useful space for lots of activities as well as common area for outdoor lunches and hang out area. Also designated place for all students to gather for rally, meeting, etc.
- Teacher area/ work space very important - also place staff bathrooms near these office/work areas!
  
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# Edmonds Woodway: Warnings for WHS

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- Gym does not have enough seats, too far from court
- No football storage; No team meeting room
- Would not recommend having Gym attached to school, due to security, when gym used and school is not open
- Be sure to use separate tables and chairs- attached furniture DOES NOT WORK!
- Use of storage for books near library or centrally located, not taking up space near classrooms, better near library
- Lobby too big, even though it is a good space to display art works
- Retractable walls in open space in classroom - no, not efficient use of space.
- More space in the classroom needed
- Make "flex" space smaller - this is the space that classrooms can use as bigger space but too big
- Career center should be near counseling center- it is not

# III. Roosevelt High School in Seattle, Washington

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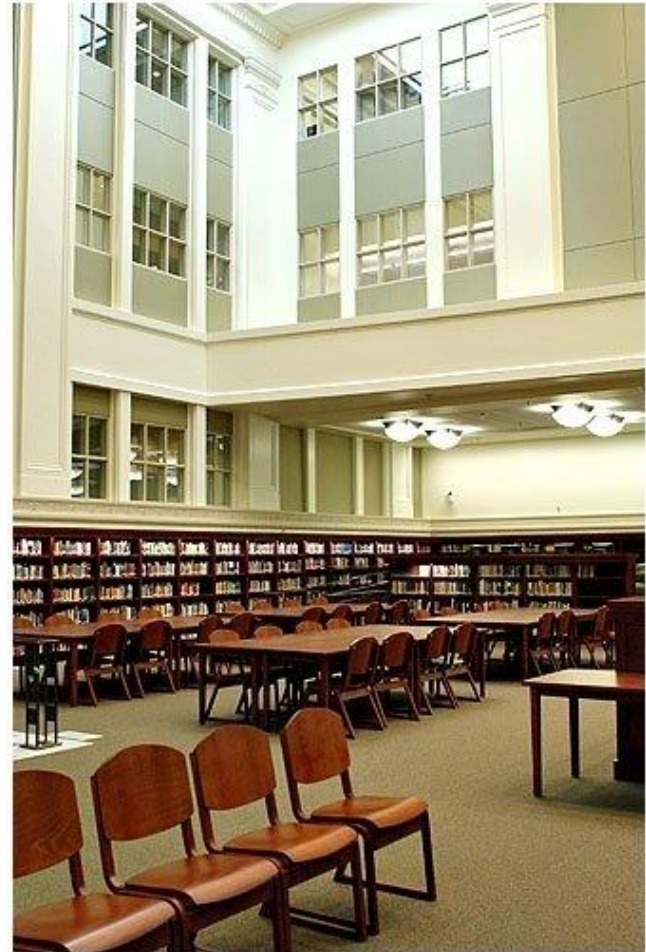




### III. Roosevelt High School in Seattle, Washington

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- the only full time drama program in the Seattle School District,
- eight periods of drama per day: acting, directing, technical theatre, production, design
- a full musical theatre program with four private voice teachers, a vocal director and a choreographer for the yearly musical



# Roosevelt High School, Seattle









# Roosevelt High School

## Special Features: Science Booster

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- Parent and Alumni run it once a month



# Some Conclusions/ Measures of Success?

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- Having a clear “theme” or signature focus does seem to provide a sense of purpose to everyone involved in the school
- It would be worth exploring the International Baccalaureate or the Center for Advanced Studies option for WHS
- Even creative arts magnet schools do not seem to integrate the curriculum as we would like to see it; core academic subjects are still taught separately
- Aesthetics of facilities profoundly impact student pride and “ownership” of their learning experience (our building currently tells them on a daily basis that we don’t care!!!)



# Recommendations for Wayland High School

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- Provide adequate space for all art programs
- Integrate art spaces and core curriculum spaces (i.e. have painting/design studio near math/physics lab etc.)
- Integrate the arts into the core curriculum; foster interdisciplinary collaborations between art faculty and core faculty
- Integrate use of Boston's rich art world to enhance our curriculum and student opportunities
- allow for future needs; be prepared for student numbers to grow/vary

# Recommendations for Wayland High School

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- involve parents and community in thoughtful planning of multi-use spaces: what does the new Town Center not have that the new High School could provide? [CAPA: Parents were instrumental in getting the school started]
- Spaces for public-use (gym, theater) must have a separate entrance and be secure from the main building
- Provide enough storage (for books, musical instruments etc. near library)
- make sure you have enough plugs and electrical outlets!!!