Department of Education
Joel I. Klein, Chancellor

ANNUAL ARTS IN SCHOOLS REPORT 2007-2008

This Annual Arts in Schools Report provides data for:
School: 18 K115
2007-2008 Principal: Mitchell Pinsky
Arts Education Liaison: Patricia Gill

INSIDE THIS REPORT

The Annual Arts in Schools Report is a tool for school leaders to understand their delivery of arts education to every child in their school. Each Annual Arts in Schools Report measures two areas:

Student Access to and Participation in Arts Education

Uses surveys and information from DOE databases to understand if students are meeting the New York State Instructional Requirements for the Arts as well as the activities, resources and facilities used to support arts learning in each school. In addition, this section reports on questions asked in the Learning Environment Surveys about arts education.

Resources to Support Arts Education

Uses information from DOE databases and surveys to understand the resources that schools are allocating for arts education. This section includes information on certified arts teachers, arts and cultural organization services, space for arts learning, arts fundraising and professional development opportunities for teachers.

Dear School Community,

This report provides a view of the arts education opportunities you are providing for your students based on your responses to the Annual Arts Education Survey in June 2008 and includes information from the New York City Department of Education's databases.

The Annual Arts in Schools Report is an important part of the New York City Department of Education's effort to ensure that schools are providing students with the high-quality arts education they need and deserve. The report has been created to help school leaders, parents, and teachers understand how they can improve student learning in the arts, building on the Blueprint for Teaching and Learning in the Arts which provides detailed PreK-12 curricula aligned with State standards: http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html

Joel I. Klein

Chancellor, New York City Department of Education

New York State Requirements for Arts Education

At the elementary level, in grades 1-6, the New York State Education Department (NYSED) requires that students receive instruction in dance, music, theater and visual arts in every grade. In addition, NYSED recommends that students spend a specific allocation of hours learning in the arts.[i]

At the middle school level, in grades 7 and 8, the NYSED expects that students achieve, by the end of grade 8, one half-unit of study in visual arts and one half-unit of study in music. NYSED has allowed New York City schools to offer any two of the art forms to meet the requirements.

At the high school level, the New York State Education Department requires that all students graduate having taken one unit or two credits in the arts (dance, music, theater and/or visual arts). High schools have the option of offering a three or five year sequence in any one of the four art forms. Students who complete five units in a single art form and successfully complete the exit exam in that art form are eligible to receive a Regents diploma with advanced designation in the arts.

School Progress in Meeting New York State Education Requirements

This table reflects arts instruction provided by school-based arts teachers and /or staff from arts and cultural organizations. This table does not reflect arts instruction provided by classroom teachers.

	DANCE		MUSIC		THEATER		VISUAL ARTS	
Grade	Dance Teacher(s)	Arts and Cultural Organizations	Music Teacher(s)	Arts and Cultural Organizations	Theater Teacher(s)	Arts and Cultural Organizations	Visual Arts Teacher(s)	Arts and Cultural Organizations
K	√	–	√	–	√	√	√	√
1	√	–	√	√	√	√	√	√
2	√	–	√	–	√	√	√	–
3	√	√	√	√	√	–	√	–
4	√	–	√	√	√	–	√	–
5	√	–	√	–	√	√	√	–
6	–	–	–	–	–	–	–	–

Note: Check mark (√) indicates "yes"
Note: The dash (-) signifies either N/A or data not provided
Note: Students at District 75 schools may be ungraded and this chart may not apply

In 2007-2008, students in grades Pre-K received instruction in the following arts disciplines by school-based staff:

ARTS DISCIPLINE	STUDENTS RECEIVED INSTRUCTION
Dance	Yes
Music	Yes
Theater	Yes
Visual Arts	Yes

Note: New York State does not have a specific instructional hour requirement in the arts for Pre-K students.

Indicators of Student Access to Arts Education

In 2007-2008, students in this school participated in the following arts learning opportunities:

ARTS LEARNING OPPORTUNITY	STUDENTS PARTICIPATE
Performed and/or participated in concert(s)	Yes
Performed and/or participated in dance performance(s)	Yes
Performed and/or participated in theater/drama performance(s)	Yes
Contributed artwork to exhibition(s)	Yes
Showing student made films	No
Attended concert(s by or at cultural organizations	Yes
Attended dance performance(s) by or at cultural organizations	Yes
Attended theater/drama performance(s) by or at cultural organizations	Yes
Attended exhibit(s) by or at museums or galleries	Yes
Film/media viewing	Yes

Screened Arts Programs

In 2007-2008, this school screened students before they were admitted to the school and screened students into specialized programs after they were admitted to the school.

ADMISSION STATUS	SCREENED
Before admission	N/A
After admission	N/A

RESOURCES TO SUPPORT ARTS EDUCATION

Certified Arts Teachers

In 2007-2008, this school had the following number of full-time certified arts teachers:

ARTS DISCIPLINE	NUMBER OF FULL-TIME CERTIFIED TEACHERS
Dance	1
Music	1
Theater	0
Visual Arts	2

Arts and Cultural Organizations

In 2007-2008, this school had partnerships with and/or purchased services from the following arts and cultural organizations:

CULTURAL ORGANIZATION	DISCIPLINE	TOTAL NUMBER OF STUDENTS SERVED	TOTAL CONTACT HOURS PER STUDENT
Brooklyn Arts Exchange (BAX)	Dance	177	8
Studio in a School	Visual Arts	73	20
Theater Moves	Theater	76	2
Community Works NYC	Music	51	5
New York City Opera	Music	100	2
Theater Development Fund (TDF)	Theater	205	3

Professional Development

Arts and non-arts teachers at this school attended the following professional development opportunities during the 2007-2008 school year:

PROFESSIONAL DEVELOPMENT PROVIDER	TEACHERS PARTICIPATE
Central NYC Department of Education	Arts & Non-Arts
School Support Organization (SSO)	Arts & Non-Arts
University/College	Arts & Non-Arts
Arts and Cultural Organization	Arts & Non-Arts
School-based	Arts & Non-Arts
Other	Arts & Non-Arts

Space

In 2007-2008, this school had the following appropriately equipped classrooms:

ARTS DISCIPLINE	NUMBER OF APPROPRIATELY EQUIPPED CLASSROOMS	NUMBER OF DEDICATED CLASSROOMS
Dance	0	1
Core Music	0	0
Vocal Music	0	0
Instrumental Music	0	0
Film Studio	0	0
Auditorium	1	1
Theater	0	0
Blackbox Theater	0	0
Visual Arts Studio	1	1
Design Technology	0	0
Ceramics	1	1
Photography Studio	0	0
Other	0	0

Arts Fundraising

In 2007-2008, this school raised funds from outside sources to support arts education, including:

SOURCE	FUNDS RAISED
Private Foundations	Yes
Local Business or Corporations	No
Parent Teacher Associations (PTA/PA)	No
Federal Grants	No
State Grants	No
City Council	Yes
Education Associations	No
In-Kind contributions from business partners	No
In-kind contributions from cultural organizations	Yes
State, County, or Local, Arts Councils or Agencies	No
Total amount of funds received from outside sources to support arts education ($)	214000

This school has submitted the following information about its arts program:

P.S. 115 provides arts programs in all disciplines and our goal is to add a certified theater teacher for 2008-2009 to the already certified staff. Teachers are given professional development in their arts disciplines as well as across the arts to provide collaboration on and across grades. A full time Arts Staff Developer conducts common planning meetings and oversees integration of the arts in core curriculum areas. We have extensive long term collaborative partnerships from a Center for Arts Education grant and have modelled our assessment and evaluation practices on their models for looking at student work. We will continue our previous partnerships (BAX, Studio in a School) and have plans to begin several new ones. Students participate in Dance, Drama, Art, Recorder ,Glee Club and Yearbook. We have dance festivities on our lower grades, a Cinco de Mayo celebration, annual school wide arts show in all areas as well as regular evening and weekend parent workshops in the arts. We have a well established Odyssey of the Mind program which involves creative problem solving in competitions on regional, state and world levels. Trips and assemblies both in house and from cultural organizations compliment and connect our curriculum. For 2008-2009, our school has been awarded a Large grantee Toyota Tapestry Award that will allow our second grade to do a year long study of the Jamaica Bay Salt Marsh using field journals in collaboration with our science, visual arts staff and several cultural partners. Our 2008 Imagination Award will help continue our cultural assemblies in support of a global perspective. Plus the additional of video conferencing will enable us to travel the world in visiting arts museums, cultural exhibits , conversations with working artists, as well as adding language programs .

Notes

- Throughout this report, N/A signifies that data were not applicable.
- Learning Environment Survey data are based on responses from schools where students provided responses to the 2007/8 Learning Environment Survey and are based on the perception of students about the arts in this school. For more information on how well this school supports student learning in the arts, please visit the 2007 - 2008 Learning Environment Survey which is located on the Statistics section of this school's website.
- Schools may have more than six arts and cultural service providers, but due to space constraints we were unable to list all of the arts or cultural organizations with which they work.
- All data are based on arts instruction offered during the school day. This Annual Arts in Schools Report does not report on after school, weekend, and summer arts education.
- Percentages of the Learning Environment Survey data may not add up to 100 percent due to rounding. The percentages are not based on a student response rate of 100%.

Definitions

- A dedicated arts classroom is a classroom that is only used for dance, music, theater, and visual arts.
- For a detailed description of what an appropriately equipped arts classroom is, please refer to the Blueprint for Teaching and Learning in the Arts, http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html.
- A blackbox theater is a simple, unadorned performance space, usually a large square room with black walls and a flat floor.
- General or core music is a broad-based study of music including music making, literacy, connections to world cultures, community resources and careers and life-long learning.

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[i] In grades 1 – 3, this is 186 hours equally allocated throughout the entire school year through dance, music, theater, and visual arts. In grades 4, 5, and 6, this is the equivalent of 93 hours equally allocated throughout the entire school year though dance, music, theater, and visual arts.