



ANNUAL ARTS IN SCHOOLS REPORT 2008-2009

This Annual Arts in Schools Report provides data for:

School: 12X690

2008-2009 Principal: Kabeya Mbuyi

Arts Education Liaison: kabeya Mbuyi

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 is based upon responses submitted by schools and provides valuable information about two areas:

Student Access to and Participation in Arts Education

Uses survey information to understand if students are meeting the New York State Instructional Requirements for the Arts as well as the experiences, 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 survey information 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 May 2009 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.¹

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 Endorsed Diploma with advanced designation in the arts.

Description of School's Arts Programs

This school has submitted the following description of its arts program:

As a business school, we have recently acquired a production kiln that is capable of firing stoneware. This allows students to experience a full range of clay types and accompanying techniques. Monroe Academy for Business and Law is launching a ceramics program (benefits of working with clay) • Discovery of individual style • Healing • Improves socialization skills • Creates pride • Values patience • Enhances problem solving • Anyone can do it • Brings happiness through fun • Relaxation • Uses non-threatening materials • Improves fine motor skills • Creates ownership • Develops a variety of life skills • And more.... As a result of this, an Arts Store can be established. This can have a two pronged effect. It can reinforce skills taught by business courses. It will generate self-pride and a willingness to try new things. Studies have showed that, traditionally, the impact is felt across the student's curriculum as they bring a "can do" attitude to the table of learning. Students will have the opportunity to craft the projects: • Piggy banks • Stoneware Dinner Ware • Oil Diffusers • Picture frames • Vases • Bowls

School Progress in Meeting New York State Education Requirements

The table below shows the percent of students participating in arts classes by grade and by arts discipline in 2008-2009:

GRADE	DANCE	MUSIC	THEATER	VISUAL ARTS
9	0 %	0 %	0 %	98 %
10	0 %	0 %	0 %	100 %
11	0 %	0 %	0 %	99 %
12	0 %	55 %	0 %	100 %

Percent of students graduated with three or more credits of study in the arts: 16 %

Indicators of Student Access to Arts Education

In 2008-2009, students in this school participated in the following arts learning opportunities:

ARTS LEARNING OPPORTUNITY IN SCHOOL	NUMBER OF EVENTS
Performed and/or participated in concert(s)	
Performed and/or participated in dance performance(s)	
Performed and/or participated in theater/drama performance(s)	
Contributed artwork to exhibition(s)	48
Showed student made films	
Other (if applicable)	

ARTS LEARNING OPPORTUNITY OUTSIDE OF SCHOOL	NUMBER OF EVENTS
Attended concert(s) by or at cultural organizations	33
Attended dance performance(s) by or at cultural organizations	41
Attended theater/drama performance(s) by or at cultural organizations	27
Attended exhibit(s) by or at museums or galleries	54
Viewed film/media at an outside venue	
Other (if applicable)	

In 2008-2009, students in this school were offered the following arts sequences:

DISCIPLINE	SCHOOL OFFERS
Dance	N/A
Music	N/A
Theater	N/A
Visual arts	N/A
Film/Media	N/A

Screened Arts Programs

In 2008-2009, this school screened students before they were admitted to the school and/or screened students into specialized programs after they were admitted to the school.

ADMISSION STATUS	SCREENED
Before admission	No
After admission	No

Learning Environment Survey

Percent of **STUDENTS** at this school who reported on the 2008-2009 Learning Environment Survey that they participated in the following types of arts courses by arts discipline:

Arts Discipline	TOOK ONE OR MORE CLASSES DURING SCHOOL DAY		WERE OFFERED, BUT DID NOT TAKE CLASS DURING SCHOOL DAY		WAS NOT OFFERED THE CLASS	
	This School	All Schools	This School	All Schools	This School	All Schools
Dance	5%	20%	9%	20%	86%	59%
Music	22%	36%	9%	17%	69%	47%
Theater	6%	15%	8%	18%	86%	66%
Visual Arts	42%	52%	11%	13%	47%	34%

RESOURCES TO SUPPORT ARTS EDUCATION

Certified Arts Teachers

In 2008-2009, this school reported the following number of full-time certified arts teachers:

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

Professional Development

Arts and non-arts teachers at this school attended the following professional development opportunities during the 2008-2009 school year:

PROFESSIONAL DEVELOPMENT PROVIDER	TEACHERS PARTICIPATE
Central NYC Department of Education	Arts
School Support Organization (SSO)	Arts
University/College	N/A
Cultural Organization	Arts
In-house	N/A
Other	N/A

Space

In 2008-2009, this school reported the following appropriately equipped classrooms:

ARTS DISCIPLINE	NUMBER OF APPROPRIATELY EQUIPPED CLASSROOMS	NUMBER OF DEDICATED CLASSROOMS
Dance	0	0
General Music	1	1
Music Vocal	0	1
Music Instrumental	0	0
Music Recording Studio	0	0
Music Technology Lab	0	0
Theater Classroom	0	1
Black Box Theater*	0	0
Auditorium	1	1
Visual Arts	1	1
Photography	0	0
Ceramics	1	1
Design Technology	1	1
Film Studio	0	0
Other	0	0

*see notes for definition

External Funding for the Arts

In 2008-2009, this school reported the following in-kind or external funding sources (non-DOE) to support arts education:

SOURCE	IN-KIND	DIRECT EXTERNAL FUNDING
Private Foundations	N/A	N/A
Local Business or Corporations	N/A	N/A
Parent Teacher Associations (PTA/PA)	N/A	N/A
State, county local arts organizations or agencies	N/A	N/A
Education Associations	N/A	N/A
Federal Grants	N/A	N/A
State Grants	N/A	N/A
City Council	N/A	N/A
Cultural Organizations	N/A	N/A
Other	N/A	N/A

Notes

- The Annual Arts in Schools Report is based upon self-reported data submitted by schools
- Throughout this report, N/A signifies that data does not apply or was not available.
- Throughout this report, a blank field represents “none” or no data provided.
- Learning Environment Survey data are based on responses from schools where students provided responses to the 2008/2009 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 2008- 2009 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

- For District 75, Standard assessment students are students who participate in city-wide testing. Alternate assessment students do not participate in city-wide testing.
- 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.
- “Pull-out” programs refer to those school day instructional activities that are scheduled for groupings of students across a grade or grades and not by official class.

للحصول على نسخة باللغة العربية من هذه الوثيقة، نرجو زيارة الموقع الإلكتروني أدناه.

এই নথির বাংলা অনুবাদের জন্য অনুগ্রহ করে নিচের ওয়েবসাইট দেখুন।

如要取得本文件的中文譯本，請瀏覽下面的網站。

Pou ka jwenn yon kopi dokiman sa a an Kreyòl ayisyen, tanpri ale sou sit entènèt ki pi ba a.

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اس دستاویز کے اردو ترجمہ کے لیے برائے مہربانی ذیل کی ویب سائٹ سے رجوع کریں۔

<http://schools.nyc.gov/Academics/Arts>

¹ 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.