Department of Education

Dennis M. Walcott, Chancellor

# ANNUAL ARTS IN SCHOOLS REPORT 2012-2013

**This Annual Arts in Schools Report provides data for:**
School: 22K207
2012-2013 Principal: Mary Bosco
Arts Education Liaison: Michele Kelly

## 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 information from the NYCDOE Annual Arts Education Survey and databases 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 NYCDOE School Survey and the NYS Basic Educational Data System (BEDS) Survey 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 2013 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.

Dennis M. Walcott
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 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 Commencement Assessment 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**:
Our goal is to make our students college and career ready, in all subject areas, including the arts. Our students participate in rigorous arts curriculum which supports the Common Core Learning Standards/College and Career Readiness program, in addition to the Blueprint based units of study, and lessons which connect the arts to the common core subjects. Being an i3 Arts Achieve school, we focus on formative and summative assessment which works to empower students to reflect to directly enhance their experience and performance in the arts, and to connect them to a multitude of resources. Therefore we believe there to be a significant correlation of arts achievement on improved English Language Arts performance. It is our firm belief that this holistic approach to learning will yield students who are well-rounded, with the ability to incorporate the arts seamlessly into their daily lives and/or to make educated college and career choices rooted in the education they receive at PS 207.

### *School Progress in Meeting New York State Education Requirements*

In 2012-2013, students in Pre-Kindergarten received instruction in the following arts disciplines provided by school-based arts teachers, classroom teachers and/or staff from arts and cultural organizations:

| ARTS DISCIPLINE | SCHOOL-BASED ARTS TEACHERS | CLASSROOM TEACHERS | CULTURAL ORGANIZATION |
|---|---|---|---|
| **Dance** | Yes | Yes | Yes |
| **Music** | Yes | Yes | Yes |
| **Theater** | Yes | Yes | Yes |
| **Visual Arts** | Yes | Yes | Yes |

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

In 2012-2013, students in Kindergarten received instruction in the following arts disciplines provided by school-based arts teachers, classroom teachers and/or staff from arts and cultural organizations:

| ARTS DISCIPLINE | SCHOOL-BASED ARTS TEACHERS | CLASSROOM TEACHERS | CULTURAL ORGANIZATION |
|---|---|---|---|
| **Dance** | Yes | Yes | Yes |
| **Music** | Yes | Yes | Yes |
| **Theater** | No | Yes | Yes |
| **Visual Arts** | Yes | Yes | Yes |

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

This table reflects a range of average arts instructional hours per class on an annual basis provided by school-based arts teachers, classroom teachers and/or staff from arts and cultural organizations.

| | DANCE | | | MUSIC | | | THEATER | | | VISUAL ARTS | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | School-Based Dance Teacher(s) | Classroom Teacher(s) | Arts and Cultural Organizations | School-Based Music Teacher(s) | Classroom Teacher(s) | Arts and Cultural Organizations | School-Based Theater Teacher(s) | Classroom Teacher(s) | Arts and Cultural Organizations | School-Based Visual Arts Teacher(s) | Classroom Teacher(s) | Arts and Cultural Organizations |
| **1** | 41-50 hrs | 1-10 hrs | 1-10 hrs | 41-50 hrs | 1-10 hrs | 1-10 hrs | 0 hrs | 1-10 hrs | 1-10 hrs | 41-50 hrs | 1-10 hrs | 1-10 hrs |
| **2** | 41-50 hrs | 1-10 hrs | 0 hrs | 0 hrs | 1-10 hrs | 0 hrs | 0 hrs | 1-10 hrs | 0 hrs | 61-70 hrs | 1-10 hrs | 0 hrs |
| **3** | 0 hrs | 1-10 hrs | 1-10 hrs | 31-40 hrs | 1-10 hrs | 0 hrs | 0 hrs | 1-10 hrs | 0 hrs | 61-70 hrs | 1-10 hrs | 0 hrs |
| **4** | 0 hrs | 1-10 hrs | 0 hrs | 41-50 hrs | 1-10 hrs | 0 hrs | 0 hrs | 1-10 hrs | 0 hrs | 51-60 hrs | 1-10 hrs | 0 hrs |
| **5** | 0 hrs | 1-10 hrs | 0 hrs | 0 hrs | 1-10 hrs | 0 hrs | 0 hrs | 1-10 hrs | 0 hrs | 61-70 hrs | 1-10 hrs | 0 hrs |

Note: Instructional hours reflect an approximate range within each discipline category for school year 2012-2013 including standard assessment students.
Note: Depending upon school programming, grade 6 info may be reported on table above or on a following middle school table.
Note: At the elementary level only, "school-based dance teacher, music teacher, theater and/or visual arts teacher" may include full or part time certified arts specialists and/or cluster teachers not certified in the arts who are assigned to provide arts instruction.

This school reported providing arts instruction through “pull out” or multi-grade activities during the school day:

| GRADE | DANCE | MUSIC | THEATER | VISUAL ARTS |
|---|---|---|---|---|
| K | Yes | No | No | No |
| 1 | Yes | No | No | No |
| 2 | No | No | No | No |
| 3 | No | No | No | No |
| 4 | No | Yes | No | No |
| 5 | No | Yes | No | No |
| 6 | No | Yes | Yes | Yes |

This school reported the following number of documented in-school arts instructional hours provided to students in 2012-2013:

| GRADE | DANCE | MUSIC | THEATER | VISUAL ARTS |
|---|---|---|---|---|
| 6 | | 41-50 hrs | 1-10 hrs | 41-50 hrs |

The table below shows the percentage of students participating in arts classes by grade and by arts discipline in 2012-2013:

| GRADE | DANCE | MUSIC | THEATER | VISUAL ARTS |
|---|---|---|---|---|
| 6 | 0 % | 100 % | 0 % | 100 % |
| 7 | 0 % | 100 % | 0 % | 100 % |
| 8 | 0 % | 84 % | 0 % | 100 % |

### *Indicators of Student Access to Arts Education*

In 2012-2013, students in this school participated in the following arts learning opportunities at the school site and /or outside the school:

| ARTS LEARNING OPPORTUNITIES | NUMBER OF EVENTS HELD AT THE SCHOOL SITE | NUMBER OF EVENTS ATTENDED OUTSIDE THE SCHOOL |
|---|---|---|
| **Concerts** | 2 | 3 |
| **Dance performances** | 1 | 0 |
| **Theater performances** | 1 | 0 |
| **Artwork exhibits** | 1 | 3 |
| **Films** | 0 | 0 |
| **Other** | 0 | 0 |

## Middle School Sequences

In 2012-2013, students in this school were offered a three-year sequence (i.e., a full year of instruction in the same arts discipline in sixth, seventh, and eighth grade) in the following arts disciplines:

| ARTS DISCIPLINE | SCHOOL OFFERS |
|---|---|
| **Dance** | No |
| **Music** | Yes |
| **Theater** | No |
| **Visual Arts** | Yes |
| **Film** | No |

### *Screened Arts Programs*

In 2012-2013, this school screened students in any grade 6-12 before they were admitted to the school.

| ADMISSION STATUS | SCREENED |
|---|---|
| **Before admission** | No |

### *School Survey*

Percent of students at this school who reported on the 2012-2013 School Survey that they participated in the following types of arts courses by 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 | |
|---|---|---|---|---|---|---|
| **Arts Discipline** | **This School** | **All Schools** | **This School** | **All Schools** | **This School** | **All Schools** |
| **Dance** | 9 % | 19 % | 31 % | 28 % | 59 % | 42 % |
| **Music** | 69 % | 28 % | 20 % | 20 % | 6 % | 33 % |
| **Theater** | 15 % | 13 % | 62 % | 22 % | 21 % | 45 % |
| **Visual Arts** | 80 % | 45 % | 12 % | 18 % | 5 % | 26 % |

## RESOURCES TO SUPPORT ARTS EDUCATION

### *Certified Arts Teachers*

In 2012-2013, this school reported the following number of certified arts teachers:

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

### *Arts and Cultural Organizations*

In 2012-2013, the following arts and cultural organizations provided services to this school:

| CULTURAL ORGANIZATION | DISCIPLINE | TOTAL NUMBER OF STUDENTS SERVED | TOTAL CONTACT HOURS PER STUDENT |
|---|---|---|---|
| **Museum of Contemporary African Diasporan Arts (MoCADA)** | Visual Arts | 165 | 80 |
| **i3 Arts Achieve Federal Grant** | Visual Arts | 110 | 40 |
| **Education in Dance and the Related Arts** | Dance | 36 | 15 |
| **Brooklyn Ballet** | Dance | 137 | 15 |
| **Juilliard School, The** | Music | 349 | 40 |
| **James Madison High School Band** | Music | 311 | 5 |

### *Professional Development*

Arts and non-arts teachers at this school attended the following professional development opportunities during the 2012-2013 school year:

| PROFESSIONAL DEVELOPMENT PROVIDER | TEACHER PARTICIPATE |
|---|---|
| **Central DOE, Cluster, Network** | Arts |
| **University** | |
| **Cultural Organization** | Arts |
| **In-house** | Arts |
| **Other** | Arts & Non-Arts |

### *Space*

In 2012-2013, this school reported the following number of classrooms or other school facilities are used for arts instruction:

| ARTS DISCIPLINE | NUMBER OF CLASSROOMS OR OTHER SCHOOL FACILITIES DESIGNED AND USED SOLELY FOR THE ARTS | NUMBER OF CLASSROOMS OR OTHER SCHOOL FACILITIES MULTIPURPOSE FOR THE ARTS |
|---|---|---|
| **Dance (dance floor, mirrors, barres, etc.)** | 0 | 0 |
| **Music (audio equipment, storage for instruments, or equipment)** | 0 | 1 |
| **Theater Classroom (flexible seating, basic sound system, lighting system, etc.)** | 0 | 0 |
| **Auditorium (seating, stage, basic sound system, lighting system, etc.)** | 1 | 0 |
| **Visual Arts (studio tables or desks, visual arts storage, etc.)** | 1 | 0 |
| **Film Studio (computer and editing access, cameras, etc.)** | 0 | 0 |

### *External Funding for the Arts*

In 2012-2013, this school reported the following funding sources (non-DOE) to support arts education:

| FUNDING SOURCE | RESPONSE |
|---|---|
| **Private Foundation** | No |
| **Local Business or Corporation** | No |
| **Parent Teacher Associations (PTA/PA)** | Yes |
| **State, county local arts councils** | No |
| **Federal, state, or city Grants** | Yes |
| **Cultural Organizations** | Yes |
| **Education association** | No |

## Notes

- The Annual Arts in Schools Report is based on schools' responses to the 2012-2013 NYCDOE Annual Arts Education Survey, unless otherwise noted.
- Data on students in grades 6-12 participating in arts classes were retrieved from the NYCDOE Scheduling, Transcripts, and Academic Reporting System (STARS) database.
- Full-time certified teacher data are based on schools' responses to the 2012-2013 NYS Basic Education Data System (BEDS) survey.
- School Survey data are based on responses from schools where students provided responses to the 2012-2013 School 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 2012-2013 School Survey which is located on the Statistics section of this school's website. Percentages of the School Survey data may not add up to 100 percent due to rounding. The percentages are not based on a student response rate of 100%.
- 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.
- Throughout this report, a blank field represents "none" or no data provided.

## Definitions

- An Individualized Education Plan (IEP) describes the special education and related services specifically designed to meet the unique educational needs of a student with a disability. An IEP is the guiding document for a student's educational program. It includes all of the goals, objectives, present levels of performance and related services that are recommended for the student.
- "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.

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http://schools.nyc.gov/offices/teachlearn/arts/artsinschoolsreport.html

[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 through dance, music, theater, and visual arts.