Department of Education

Dennis M. Walcott, Chancellor

ANNUAL ARTS IN SCHOOLS REPORT 2012-2013

This Annual Arts in Schools Report provides data for:
School: 28Q217
2012-2013 Principal: Patrick Michael Burns
Arts Education Liaison: Patrick Burns

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 Arts programs develop creativity and technical skills. They address an essential question: How can the visual and performing arts help us envision, describe and create sustainable lives? Performing students participate in two concerts per year. All students use musical software programs, and afterschool students develop their portfolios and skills to audition for the specialized art schools. Vocalists study theory, music of diverse cultures and eras, and develop skills as soloists, in duets, trios, and large groups. Dancers develop their artistry and artistic voice; understand dance as a universal language and cultural legacy; relate dance to their life long goals; learn about professional dance careers; and build their technical skills. Visual Artists draw, paint, sculpt, compose collages and print. They critique famous and their own art works. Interdisciplinary lessons relate the arts to academic subjects. Students submit their work to art competitions, and their work is in the DOE's 2014 Sustainability Calendar and at the District 28 office. Instrumental students select an instrument, learn technique, music notation, the history of instrumental music, and the cultural contributions to and from instrumental music.

School Progress in Meeting New York State Education Requirements

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		31-40 hrs		31-40 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 %	11 %	0 %	7 %
7	22 %	33 %	0 %	16 %
8	16 %	31 %	0 %	21 %

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	1
Dance performances	2	1
Theater performances	1	2
Artwork exhibits	2	1
Films	0	2
Other		

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	16 %	19 %	34 %	28 %	34 %	42 %
Music	26 %	28 %	33 %	20 %	27 %	33 %
Theater	3 %	13 %	25 %	22 %	54 %	45 %
Visual Arts	22 %	45 %	37 %	18 %	30 %	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	1	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
Materials for the Arts	Dance	60	0
Hospital Audiences, Inc. (HAI)	Theater	100	10
Jazz @ Lincoln Center	Music	180	2
Radio City Music Hall	Theater	60	2
Apollo Theatre	Theater	20	2
Big Apple Circus	Other	180	3
City Lore, Inc.	Visual Arts	90	18
Lincoln Center	Other	120	4
Metropolitan Opera	Other	30	3
Museum of Natural History	Film/Media	30	3
New York Hall of Science	Other	90	3
Queens Botanical Gardens	Other	30	2
St. John's University	Film/Media		
St. John's University	Visual Arts	180	100

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	Non-Arts
Cultural Organization	Arts
In-house	
Other	

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.)	1	0
Music (audio equipment, storage for instruments, or equipment)	2	0
Theater Classroom (flexible seating, basic sound system, lighting system, etc.)	0	1
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.)	1	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	Yes
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	

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.