Department of Education

Dennis M. Walcott, Chancellor

# ANNUAL ARTS IN SCHOOLS REPORT 2012-2013

**This Annual Arts in Schools Report provides data for:**
School: 10X459
2012-2013 Principal: Tanicia Williams
Arts Education Liaison: Isaura Molina

## 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**:
East Fordham Academy for the Arts provides students with high quality dance and music programs that include but are not limited to Modern Dance, Chorus, Concert Band, Latin Band, and Ballroom Dancing. We also offer art classes and hold auditions for our Dance Company and Modern Band after-school programs. Our Arts goals for the 2013-2014 school year are that students express themselves as musicians and dancers through performance and improvisation; develop leadership skills by sharing performance and classroom responsibilities; articulate connections between the arts and their own emerging identities; prepare and become informed about the live performances that they will attend; apply knowledge of various aspects/options of lifelong arts involvement.

### *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** | 21-30 hrs | 11-20 hrs | | 1-10 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** | 44 % | 84 % | 0 % | 0 % |
| **7** | 56 % | 64 % | 0 % | 0 % |
| **8** | 55 % | 57 % | 0 % | 0 % |

### *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** | 3 | 0 |
| **Dance performances** | 3 | 4 |
| **Theater performances** | 0 | 1 |
| **Artwork exhibits** | 0 | 0 |
| **Films** | 0 | 3 |
| **Other** | 1 | 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** | Yes |
| **Music** | Yes |
| **Theater** | No |
| **Visual Arts** | No |
| **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** | 52 % | 19 % | 17 % | 28 % | 26 % | 42 % |
| **Music** | 53 % | 28 % | 13 % | 20 % | 26 % | 33 % |
| **Theater** | 3 % | 13 % | 12 % | 22 % | 71 % | 45 % |
| **Visual Arts** | 31 % | 45 % | 10 % | 18 % | 47 % | 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** | 1 | 0 |
| **Theater** | 0 | 0 |
| **Visual Arts** | 0 | 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 |
|---|---|---|---|
| **Alvin Ailey American Dance Theatre** | Dance | 60 | 8 |

### *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** | |
| **In-house** | |
| **Other** | 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.)** | 1 | 0 |
| **Music (audio equipment, storage for instruments, or equipment)** | 1 | 0 |
| **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.)** | 0 | 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** | Yes |
| **Local Business or Corporation** | No |
| **Parent Teacher Associations (PTA/PA)** | No |
| **State, county local arts councils** | No |
| **Federal, state, or city Grants** | No |
| **Cultural Organizations** | No |
| **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.