Department of Education

Dennis M. Walcott, Chancellor

ANNUAL ARTS IN SCHOOLS REPORT 2012-2013

This Annual Arts in Schools Report provides data for:
School: 75X721
2012-2013 Principal: Frank Degennaro
Arts Education Liaison: Cheryl Green-Foster

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:
The Goal of P721X is to prepare students with disabilities for the world of work. This is done in the least restrictive environment. The Arts are an integral part of the instructional program at all levels. We have art teachers in all our school programs who offer rich programs in music, dance, and the visual arts. Our students have participated in several art exhibitions. Our Drama and Music students have performed in house, at District 75 events, and at our work sites. We began an Arts work-study program several years ago. This program has created many murals to beautify the community at such places at the Glebe Senior Center and Morningside. The arts provide an opportunity for our students to express themselves and build their self esteem. In addition, we have used the arts to help educate our students and school community about important current events and issues. In April, we had a spring dance to raise Autism awareness, a disability that impacts a number of our student population. The Red Fashion Show used art to focus attention on HIV/AIDS awareness. Posters were created and students made the jewelry worn by the models during the show.

School Progress in Meeting New York State Education Requirements

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
7	0 %	0 %	0 %	0 %
8	0 %	0 %	0 %	0 %

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
9	0 %	0 %	0 %	0 %
10	0 %	0 %	0 %	0 %
11	0 %	0 %	0 %	0 %
12	0 %	0 %	0 %	0 %

Percentage of high school students who graduated with three or more credits of study in the arts:

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	10	0
Dance performances	3	1
Theater performances	0	0
Artwork exhibits	0	3
Films	0	10
Other		

High School Sequences

In 2012-2013, students in this school were offered the following arts sequences:

ARTS DISCIPLINE	6-8 credits	9 credits	10 or more credits
Dance	No	No	No
Music	No	No	No
Theater	No	No	No
Visual Arts	No	No	No
Film	No	No	No

In 2012-2013, students in D75 were offered the following disciplines:

ARTS DISCIPLINE	SCHOOL OFFERS
Dance	Yes
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

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	0	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
N/A			

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.)	0	1
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	1
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)	No
State, county local arts councils	No
Federal, state, or city Grants	No
Cultural Organizations	No
Education association	No

ADDITIONAL SPECIAL EDUCATION TABLE FOR DISTRICT 75 SCHOOLS

Teachers in this school use the arts to advance the following students Individualized Education Plan (IEP) goals:

IEP CATEGORIES	DANCE	MUSIC	THEATER	VISUAL ARTS
Provides an opportunity to excel in a core content area	Yes	Yes	No	Yes
Used to develop fine motor skills	Yes	Yes	No	Yes
Used to develop gross motor skills	Yes	Yes	No	Yes
Used to develop self-management skills	Yes	Yes	No	Yes
Used to differentiate student learning in other academic areas	Yes	Yes	No	Yes
Used to foster peer interaction	Yes	Yes	No	Yes

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.