Department of Education
*Carmen Fariña, Chancellor*

# ANNUAL ARTS IN SCHOOLS REPORT 2013-2014

## P.S. K141 (75K141)

**Principal:** Michele Thornton Mannix **Arts Education Liaison:** Natalie Meek

| Enrollment | Asian | Black | Hispanic | White | Other | Female | ELL | Special Education |
|---|---|---|---|---|---|---|---|---|
| 461 | 2 % | 54 % | 28 % | 15 % | 0 % | 31 % | 13 % | 100 % |

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 2014 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 Department of Education's efforts to ensure that schools are providing students with 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.

Carmen Fariña
Chancellor, New York City Department of Education

### New York State Guidelines and Requirements for Arts Education

The New York State Education Department (NYSED) has specific guidelines and requirements for arts instruction.

At the elementary level, in grades PreK-6, students should receive instruction in dance, music, theater, and visual arts. In addition, NYSED recommends that students spend a specific allocation of hours learning in the arts.

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 in dance, music, theater, or visual arts, and second half-unit in a second arts discipline.

At the high school level, the NYSED requires that all students graduate having taken at least two credits in the arts (dance, music, theater, and/or visual arts).

For more information see:
http://schools.nyc.gov/offices/teachlearn/arts/nysartsrequirements.html

## School's Arts Program Description

**This school has submitted the following description of its arts program:**
We focused a great deal on infusing music into the classroom of one of our sites to increase engagement for those students who are multiply handicapped and severely cognitively delayed. We used a community organization and a matching grant we wrote with the organization. We collaborate with the teaching artists from MFTA to provide professional development for teachers, celebrate student progress through regularly scheduled art exhibits and concerts, and we collect data each week based on the SANDI assessment. We focus on increasing communication skills and peer interaction. We continue to be part of a federal grant called EASE. which is Everyday Arts in Special Education which provides professional development to teachers to infuse arts within the structure of the day to improve academics.

## Arts Disciplines Provided

**This school reported providing the following arts disciplines to each of the following grades:**

| Arts Discipline | Grades Provided |
|---|---|
| **Dance** | Pre-K, 6 |
| **Music** | Pre-K, K, 1 - 3, 4 - 5, 6 |
| **Theater** | Pre-K, K, 1 - 3, 4 - 5 |
| **Visual Arts** | Pre-K, K, 1 - 3, 4 - 5, 6, 7, 8 |

## School Progress in Meeting New York State Education Requirements

### Pre-Kindergarten

In 2013-2014, 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 | Arts and Cultural Organizations |
|---|---|---|---|
| **Dance** | No | Yes | No |
| **Music** | No | Yes | Yes |
| **Theater** | No | Yes | No |
| **Visual Arts** | Yes | Yes | Yes |

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

### Kindergarten

In 2013-2014, 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 | Arts and Cultural Organizations |
|---|---|---|---|
| **Dance** | No | No | No |
| **Music** | No | Yes | No |
| **Theater** | No | Yes | No |
| **Visual Arts** | Yes | Yes | Yes |

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

### Grades 1-5

This table reflects a range of average arts instructional hours provided on an annual basis provided by school-based arts teachers, classroom teachers and/or staff from arts and cultural organizations for students in District 75 schools:

| | 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 - 3** | 0 hrs | 0 hrs | 0 hrs | 0 hrs | 11-20 hrs | 0 hrs | 0 hrs | 11-20 hrs | 0 hrs | 51-60 hrs | 101-110 hrs | 41-50 hrs |
| **4 - 5** | 0 hrs | 0 hrs | 0 hrs | 0 hrs | 11-20 hrs | 0 hrs | 0 hrs | 11-20 hrs | 0 hrs | 51-60 hrs | 101-110 hrs | 41-50 hrs |

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.

### Pull-Out or Multi-Grade Activities

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

| Grade | Dance | Music | Theater | Visual Arts |
|---|---|---|---|---|
| **K** | No | No | No | No |
| **1** | No | No | No | No |
| **2** | No | No | No | No |
| **3** | No | No | No | No |
| **4** | No | No | No | No |
| **5** | No | No | No | No |
| **6** | No | No | No | No |

### Grade 6 Arts Instructional Hours

This school provided the following arts courses to 6th grade students in 2013-2014:

| Course Name | Arts Discipline |
|---|---|
| **Art Grade 6** | Visual Art |

This school reported the following number of documented in-school arts instructional hours provided to students by a classroom teacher or arts and cultural organizations in 2013-2014:

| | Dance | | Music | | Theater | | Visual Arts | |
|---|---|---|---|---|---|---|---|---|
| Grade | Classroom Teacher(s) | Arts and Cultural Organizations | Classroom Teacher(s) | Arts and Cultural Organizations | Classroom Teacher(s) | Arts and Cultural Organizations | Classroom Teacher(s) | Arts and Cultural Organizations |
| **6** | 1-10 hrs | | | 51-60 hrs | | | 101-110 hrs | 51-60 hrs |

### Middle School Arts Participation

The table below shows the percentage of students participating in arts classes by grade and by arts discipline in 2013-2014:

| Grade | Dance | Music | Theater | Visual Arts |
|---|---|---|---|---|
| **6** | 0 % | 0 % | 0 % | 100 % |
| **7** | 0 % | 0 % | 0 % | 81 % |
| **8** | 0 % | 0 % | 0 % | 77 % |

### Middle School Sequences

In 2013-2014, 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 |

### High School Arts Participation

The table below shows the percentage of students participating in arts classes by grade and by arts discipline in 2013-2014:

| 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 % |

### NYSED High School Arts Guidelines and Requirements

No Data Available

The NYSED requires that students graduate high school with, at a minimum, two credits in the arts (dance, music, theater, and/or visual arts) over the course of ninth through twelfth grades. The corresponding figure displays the percent of students who met this requirement at the end of the 2013-2014 school year.

### High School Sequences

In 2013-2014, students in this school were offered the following arts sequences:

| Arts Discipline | 6-8 credits | 9 or more credits |
|---|---|---|

## Indicators of Student Access to Arts Education

### Arts Events

In 2013-2014, 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 Held Outside the School Site |
|---|---|---|
| **Concerts** | 5 | |
| **Dance performances** | 2 | |
| **Theater performances** | | |
| **Artwork exhibits** | 10 | |
| **Films** | | |
| **Other** | | |

### Screened Arts Programs

In 2013-2014, 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 2013-2014, this school reported the following number of certified arts teachers:

| Arts Discipline | Number of Full-Time Certified Arts Teachers | Number of Part-Time Certified Arts Teachers |
|---|---|---|
| **Dance** | 0 | 0 |
| **Music** | 0 | 0 |
| **Theater** | 0 | 0 |
| **Visual Arts** | 0 | 0 |

## Arts and Cultural Organizations

In 2013-2014, the following arts and cultural organizations provided services to this school:

| Arts and Cultural Organizations | Arts Discipline | Total Number of Students Served | Total Contact Hours Per Student |
|---|---|---|---|
| **Materials for the Arts** | Music | 51 | 72 |
| **EASE-Everday Arts for Special Education** | Visual Arts | 144 | 50 |

## Professional Development

Arts and non-arts teachers at this school attended the following professional development opportunities during the 2013-2014 school year:

| Professional Development Provider | Teacher Participated |
|---|---|
| **Central DOE, Cluster, or Network** | Arts & Non-Arts |
| **University** | |
| **Cultural Organization** | Arts & Non-Arts |
| **In-House** | Arts & Non-Arts |
| **Other** | Non-Arts |

## Arts Space

In 2013-2014, 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 |
|---|---|---|
| **Auditorium (seating, stage, basic sound system, lighting system, etc.)** | 1 | 4 |
| **Dance (dance floor, mirrors, barres, etc.)** | 0 | 1 |
| **Film Studio (computer and editing access, cameras, 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 |
| **Visual Arts (studio tables or desks, visual arts storage, etc.)** | 0 | 3 |

### External Funding for the Arts

In 2013-2014, this school reported the following funding sources (non-DOE) to support arts education:

| Funding Source | Response |
|---|---|
| **Private Foundation** | |
| **Local Business or Corporation** | |
| **Parent Teacher Associations (PTA/PA)** | |
| **State, county local arts councils** | |
| **Federal, state, or city Grants** | Yes |
| **Cultural Organizations** | Yes |
| **Education association** | |

## Arts Instruction and the Advancement of Students' Individual Education Program (IEP)

**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** | No | 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** | No | 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 2013-2014 NYCDOE Annual Arts Education Survey.
- Data on students in grades 6-12 participating in arts classes, high school sequences, middle school and high school arts requirements were retrieved from the NYCDOE Scheduling, Transcripts, and Academic Reporting System (STARS) database.
- Full-time certified teacher data were retrieved from the NYCDOE Division of Human Resources.
- School Survey data are based on responses from schools where students provided responses to the 2013-2014 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 2013-2014 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

- "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.
- 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.

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。

Pour obtenir la traduction de ce document, merci de visiter le site internet cité ci-dessous.

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

본 문서의 한국어판을 보시려면 다음 웹사이트를 방문해 주십시오.

Перевод данного документа на русский язык находится на вебсайте, указанном ниже.

Para obtener una versión en español de este documento, por favor visite el sitio de Internet a continuación.

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

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