



## Department of Education

Carmen Fariña, Chancellor

# ANNUAL ARTS IN SCHOOLS REPORT 2014-2015

## P.S. 161 Arthur Ashe School (28Q161)

Principal: Jill Hoder

Arts Education Liaison: Deborah Rich

Enrollment	Asian	Black	Hispanic	White	Other	Female	ELL	Special Education
741	63 %	6 %	18 %	2 %	1 %	46 %	12 %	15 %

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 2015 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:

The NYS CCLS has changed the way we think about instruction. We expect students to think critically and develop a deeper understanding of complex topics. Students develop a keener appreciation for unfamiliar topics. Teachers infuse the arts into their instruction, making the subjects more relevant. Through this modality, the children more readily develop an appreciation of abstract concepts and extend their understanding of those previously mastered. With this in mind, we have adjusted our curriculum to include singing, dancing, performing, and the visual arts. Our students have the opportunity to incorporate the arts into other subjects, making topics come alive. They become active learners, ready to engage in activities that supports higher order learning. They also cultivate an interest in unfamiliar concepts. They build background knowledge and develop intellectual curiosity. NYC is a treasure for art enthusiasts. Our students venture off school grounds to watch dance and choral presentations.

## Arts Disciplines Provided

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

Arts Discipline	Grades Provided
Dance	Pre-K, K, 1, 2, 3, 4, 5
Music	Pre-K, K, 1, 2, 3, 4, 5
Theater	Pre-K, K, 1, 2, 3, 4, 5
Visual Arts	Pre-K, K, 1, 2, 3, 4, 5

## School Progress in Meeting New York State Education Requirements

### Pre-Kindergarten

In 2014-2015, 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	Yes	No	Yes
Music	No	Yes	Yes
Theater	No	Yes	Yes
Visual Arts	Yes	No	Yes

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

Note: At the elementary level only, school-based arts teachers may include: full- or part-time certified arts specialists or cluster teachers not certified in the arts, who are assigned to provide arts instruction.

### Kindergarten

In 2014-2015, students in Kindergarten received instruction in the following arts disciplines provided by school-based teachers and/or staff from arts and cultural organizations:

Arts Discipline	School-based Teachers	Arts and Cultural Organizations
Dance	Yes	Yes
Music	Yes	Yes
Theater	Yes	Yes
Visual Arts	Yes	Yes

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

Note: At the elementary level only, "school-based teachers" may include: classroom teacher; full- or part time certified arts teachers; or cluster teachers not certified in the arts, who are assigned to provide arts instruction.

### Grades 1-5

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

Grade	Dance		Music		Theater		Visual Arts	
	School-based Teacher(s)	Arts and Cultural Organizations						
1	41-50 hrs	0 hrs	41-50 hrs	1-10 hrs	41-50 hrs	1-10 hrs	41-50 hrs	0 hrs
2	41-50 hrs	0 hrs	41-50 hrs	1-10 hrs	41-50 hrs	1-10 hrs	41-50 hrs	0 hrs
3	41-50 hrs	1-10 hrs	41-50 hrs	1-10 hrs	41-50 hrs	1-10 hrs	41-50 hrs	0 hrs
4	21-30 hrs	1-10 hrs	11-20 hrs	1-10 hrs	11-20 hrs	1-10 hrs	21-30 hrs	0 hrs
5	21-30 hrs	1-10 hrs	11-20 hrs	1-10 hrs	11-20 hrs	1-10 hrs	21-30 hrs	1-10 hrs

Note: Instructional hours reflect an approximate range within each discipline category for school year 2014-2015 including standard assessment students.

Note: At the elementary level only, "school-based teachers" may include: classroom teacher; full- or part time certified arts teachers; 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

### Indicators of Student Access to Arts Education

#### Arts Events

In 2014-2015, 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	0	4
Dance performances	3	1
Theater performances	0	5
Artwork exhibits	0	0
Films	0	0
Other	0	0

### Resources to Support Arts Education

#### Certified Arts Teachers

In 2014-2015, 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 2014-2015, 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
Queens College	Music	64	5
Queens College	Theater	237	5
Community Works NYC	Dance	112	5
Community Works NYC	Dance	112	5
Making Books Sing	Theater	35	47
Cumbre Center for African and Diaspora	Dance	112	16

### Professional Development

Arts and non-arts teachers at this school attended the following professional development opportunities during the 2014-2015 school year:

Professional Development Provider	Teacher Participated
Central DOE, Cluster, or Network	Arts
District	
University	
Cultural Organization	
In-House	
Other	

### Arts Space

In 2014-2015, 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	1
Dance (dance floor, mirrors, barres, etc.)	0	0
Film Studio (computer and editing access, cameras, etc.)	0	0
Music (audio equipment, storage for instruments, or equipment)	0	0
Theater Classroom (flexible seating, basic sound system, lighting system, etc.)	0	0
Visual Arts (studio tables or desks, visual arts storage, etc.)	1	0

### External Funding for the Arts

In 2014-2015, 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	Yes
Federal, state, or city Grants	Yes
Cultural Organizations	No
Education association	No

## Notes

- The Annual Arts in Schools Report is based on schools' responses to the 2014-2015 NYCDOE Annual Arts Education Survey as well as from NYCDOE databases.
- Data on arts instruction provided by school-based teachers to students in Kindergarten through sixth grade were retrieved from the NYCDOE Scheduling, Transcripts, and Academic Reporting System (STARS) database.
- Data on sixth through twelfth grade students participating in arts classes; high school sequences; the NYSED middle school arts requirement; and the NYSED high school arts requirements were retrieved from the NYCDOE STARS database.
- Full-time certified teacher data were retrieved from the NYCDOE Division of Human Resources.
- 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.

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