Department of Education
*Carmen Fariña, Chancellor*

# ANNUAL ARTS IN SCHOOLS REPORT 2014-2015

## Linden Tree Elementary School (11X567)

**Principal:** Lisa Debonis **Arts Education Liaison:** Lisa Debonis

| Enrollment | Asian | Black | Hispanic | White | Other | Female | ELL | Special Education |
|---|---|---|---|---|---|---|---|---|
| 257 | 15 % | 17 % | 62 % | 4 % | 1 % | 50 % | 21 % | 12 % |

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:**
Linden Tree Elementary opened in 2012 with three Kindergarten classes. At this point, we now have one pre-k, two first grade and three 2nd grade classes. We infused the arts wherever and whenever possible with performances that included dance, music, theater and art. Teachers support the arts independently and wherever and whenever possible. Because we are a small community with a limited budget, I am unable to hire specific arts teachers. However, next year, my plan is to buy a few periods of music from the middle school, and I am attempting to work with Education Through Music. As we expand, my goal is to hire arts teachers, since I believe the arts are integral for student development and growth.

## 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 |
| **Music** | Pre-K |
| **Theater** | Pre-K, 1, 2 |
| **Visual Arts** | Pre-K, 1, 2 |

## 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 | No |
| **Music** | No | Yes | No |
| **Theater** | No | Yes | No |
| **Visual Arts** | No | Yes | No |

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 | No |
| **Music** | No | No |
| **Theater** | No | No |
| **Visual Arts** | No | No |

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:

| | Dance | | Music | | Theater | | Visual Arts | |
|---|---|---|---|---|---|---|---|---|
| Grade | School-based Teacher(s) | Arts and Cultural Organizations | School-based Teacher(s) | Arts and Cultural Organizations | School-based Teacher(s) | Arts and Cultural Organizations | School-based Teacher(s) | Arts and Cultural Organizations |
| **1** | 0 hrs | 0 hrs | 0 hrs | 0 hrs | 21-30 hrs | 0 hrs | 21-30 hrs | 0 hrs |
| **2** | 0 hrs | 0 hrs | 0 hrs | 0 hrs | 21-30 hrs | 0 hrs | 21-30 hrs | 0 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 | Yes | No | No | No |
| 1 | No | No | No | Yes |
| 2 | No | No | No | Yes |

## 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 | 2 |
| **Dance performances** | 0 | |
| **Theater performances** | 3 | 3 |
| **Artwork exhibits** | 0 | |
| **Films** | 0 | 3 |
| **Other** | | |

## 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 |
|---|---|---|---|
| **YMCA** | Visual Arts | 20 | 100 |

## 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** | |
| **District** | |
| **University** | |
| **Cultural Organization** | |
| **In-House** | |
| **Other** | Arts |

## 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.)** | 0 | 1 |
| **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 | 4 |
| **Theater Classroom (flexible seating, basic sound system, lighting system, etc.)** | 0 | 4 |
| **Visual Arts (studio tables or desks, visual arts storage, etc.)** | 0 | 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** | 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 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.

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