Department of Education
Carmen Fariña, Chancellor

# ANNUAL ARTS IN SCHOOLS REPORT 2015-2016

## P.S. 224 Hale A. Woodruff (19K224)

**Principal:** George Andrews **Arts Education Liaison:** Laya Vosges

| Enrollment | Asian | Black | Hispanic | White | Other | Female | ELL | Special Education |
|---|---|---|---|---|---|---|---|---|
| 502 | 3 % | 66 % | 29 % | 1 % | 0 % | 51 % | 6 % | 25 % |

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 2016 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/blueprints.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/blueprints/educational-standards.html

## School's Arts Program Description

**This school has submitted the following description of its arts program:**
P.S. 224's theme this year was working on character and building community. The residencies supported the vision with culminating arts activities that brought the student experiences to life. The students were able to create animated films on bullying as well as non-fictional films utilizing students from the school as main characters in their self created stories. The animations were then shared with peers, parents and school community.

## Arts Disciplines Provided

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

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

# School Progress in Meeting New York State Education Requirements

## Pre-Kindergarten

**In 2015-2016, 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** | Yes | Yes | No |
| **Theater** | No | No | Yes |
| **Visual Arts** | No | 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 2015-2016, 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** | No | No |
| **Music** | No | No |
| **Theater** | No | Yes |
| **Visual Arts** | No | 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:**

| | 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 | 51-60 hrs | 0 hrs | 0 hrs | 1-10 hrs | 0 hrs | 11-20 hrs |
| **2** | 0 hrs | 0 hrs | 51-60 hrs | 0 hrs | 0 hrs | 1-10 hrs | 0 hrs | 1-10 hrs |
| **3** | 0 hrs | 0 hrs | 1-10 hrs | 0 hrs | 0 hrs | 1-10 hrs | 0 hrs | 1-10 hrs |
| **4** | 0 hrs | 0 hrs | 0 hrs | 0 hrs | 0 hrs | 0 hrs | 0 hrs | 1-10 hrs |
| **5** | 0 hrs | 0 hrs | 0 hrs | 0 hrs | 0 hrs | 0 hrs | 0 hrs | 1-10 hrs |

Note: Instructional hours reflect an approximate range within each discipline category for school year 2015-2016 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 | Yes | No | No |
| 1 | No | Yes | No | No |
| 2 | No | Yes | No | No |
| 3 | No | Yes | No | Yes |
| 4 | No | Yes | No | Yes |
| 5 | No | Yes | No | Yes |

## Indicators of Student Access to Arts Education

### Arts Events

In 2015-2016, 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 | 2 | 0 |
| Dance performances | 0 | 1 |
| Theater performances | 0 | 5 |
| Artwork exhibits | 1 | 0 |
| Films | 2 | 1 |
| Other | 0 | 0 |

## Resources to Support Arts Education

### Certified Arts Teachers

In 2015-2016, 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 | 1 | 0 |
| Theater | 0 | 0 |
| Visual Arts | 0 | 0 |

## Arts and Cultural Organizations

**In 2015-2016, 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 |
|---|---|---|---|
| **Puppetry in Practice** | Visual Arts | 300 | 10 |
| **New-York Historical Society** | Visual Arts | 200 | 5 |
| **Puppetry in Practice** | Theater | 200 | 10 |

## Professional Development

**Arts and non-arts teachers at this school attended the following professional development opportunities during the 2015-2016 school year:**

| Professional Development Provider | Teacher Participated |
|---|---|
| **Central DOE (e.g. Arts Office, CIPL, T&L, etc.)** | Arts |
| **District** | |
| **University** | |
| **Cultural Organization** | Arts |
| **In-House** | |
| **Other** | |

## Arts Space

**In 2015-2016, 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, etc.)** | 2 | 1 |
| **Theater Classroom (flexible seating, performance area, storage, etc.)** | 0 | 1 |
| **Visual Arts (studio tables or desks, visual arts storage, etc.)** | 0 | 1 |
| **Media Arts (computer and editing software, cameras, etc.)** | 0 | 2 |

## External Funding for the Arts

**In 2015-2016, 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 2015-2016 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