



Department of Education

Carmen Fariña, Chancellor

ANNUAL ARTS IN SCHOOLS REPORT 2015-2016

P.S. 110 (24Q110)

Principal: Karyna Tejada

Arts Education Liaison: Brandi Passantino

| Enrollment | Asian | Black | Hispanic | White | Other | Female | ELL | Special Education |
|------------|-------|-------|----------|-------|-------|--------|------|-------------------|
| 402 | 6 % | 1 % | 92 % | 1 % | 0 % | 54 % | 36 % | 14 % |

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:

At PS 110Q we value the arts. In our fourth year, a full time music teacher continues to work with our children. Throughout the year the teacher has been using the Orff Schulwerk approach to teaching music through imitation, experimentation, and personal expression. Children receive music instruction 1-2 times per week; they put on two concerts during the school year. In addition to music, the Flamenco Vivo Company has joined our school to provide an arts residency that engage students in dance and Latino culture. There will be a culminating event where each class performs a dance. We are also working with Studio in a School over the course of five years to provide visual arts to all of our students. There will be an exhibition at the end of the year for the students, staff and parents. We also work with Marquis Studio and they provide theatre, dance and visual arts to about 100 of our students. There were three performances that parents were invited to.

Arts Disciplines Provided

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

| Arts Discipline | Grades Provided |
|-----------------|-----------------|
| Dance | K, 1, 2, 3 |
| Music | K, 1, 2, 3 |
| Theater | K, 1, 2, 3 |
| Visual Arts | K, 1, 2, 3 |

School Progress in Meeting New York State Education Requirements

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 | Yes | Yes |
| Music | Yes | No |
| Theater | Yes | 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:

| Grade | Dance | | Music | | Theater | | Visual Arts | |
|-------|-------------------------|---------------------------------|-------------------------|---------------------------------|-------------------------|---------------------------------|-------------------------|---------------------------------|
| | School-based Teacher(s) | Arts and Cultural Organizations |
| 1 | 31-40 hrs | 1-10 hrs | 31-40 hrs | 0 hrs | 31-40 hrs | 1-10 hrs | 1-10 hrs | 51-60 hrs |
| 2 | 61-70 hrs | 1-10 hrs | 31-40 hrs | 0 hrs | 61-70 hrs | 1-10 hrs | 31-40 hrs | 51-60 hrs |
| 3 | 41-50 hrs | 1-10 hrs | 31-40 hrs | 0 hrs | 41-50 hrs | 1-10 hrs | 11-20 hrs | 51-60 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 | No | No | No |
| 1 | No | No | No | No |
| 2 | No | No | No | No |
| 3 | No | No | No | No |

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 | 1 | 0 |
| Theater performances | 3 | 0 |
| Artwork exhibits | 1 | 0 |
| Films | 0 | 0 |
| 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 |
|---------------------------------|-----------------|---------------------------------|---------------------------------|
| Studio in a School Association | Visual Arts | 400 | 50 |
| Flamenco Vivo Carlota Santana | Dance | 400 | 5 |
| Marquis Studios | Other | 100 | 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.) | |
| District | Arts |
| University | |
| Cultural Organization | Arts & Non-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.) | 1 | 1 |
| Theater Classroom (flexible seating, performance area, storage, etc.) | 0 | 1 |
| Visual Arts (studio tables or desks, visual arts storage, etc.) | 1 | 0 |
| Media Arts (computer and editing software, cameras, etc.) | 0 | 0 |

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 | Yes |
| 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.

للحصول على نسخة باللغة العربية من هذه الوثيقة، نرجو زيارة الموقع الإلكتروني أدناه.

এই নথির বাংলা অনুবাদের জন্য অনুগ্রহ করে নিচের ওয়েবসাইট দেখুন।

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

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