Department of Education
Carmen Fariña, Chancellor

# ANNUAL ARTS IN SCHOOLS REPORT 2015-2016

## Queens Transition Center (75Q752)

**Principal:** Fritzy Sannon Brown **Arts Education Liaison:** Stacey Williams

| Enrollment | Asian | Black | Hispanic | White | Other | Female | ELL | Special Education |
|---|---|---|---|---|---|---|---|---|
| 368 | 7 % | 54 % | 31 % | 6 % | 0 % | 30 % | 19 % | 98 % |

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:**
The goals of the Arts program at the Queens Transition Center are to: a) Integrate arts education into the programming of all alternate and standardized assessment students and bridge the arts into the content areas. b) Collaborate and create a series of culminating projects/activities aligned with the common core standards and transition goals of all our students. c) Foster positive peer interactions to build communication and help increase tolerance of diverse individuals. For the 2015-2016 school year we strived to integrate the Capacity Framework with the arts to provide better opportunities for college and career readiness and other post secondary outcomes.

## Arts Disciplines Provided

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

| Arts Discipline | Grades Provided |
|---|---|
| **Dance** | |
| **Music** | 9, 10, 11, 12 |
| **Theater** | |
| **Visual Arts** | 9, 10, 11, 12 |

# School Progress in Meeting New York State Education Requirements

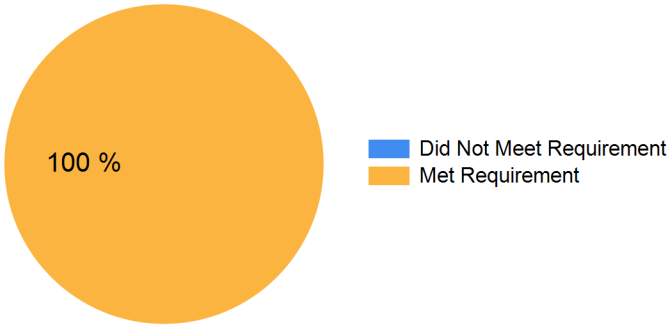
## High School Arts Participation

The table below shows the percentage of students participating in arts classes by grade and by arts discipline in 2015-2016:

| Grade | Dance | Music | Theater | Visual Arts |
|---|---|---|---|---|
| 9 | 0 % | 54 % | 0 % | 83 % |
| 10 | 0 % | 62 % | 0 % | 82 % |
| 11 | 0 % | 57 % | 0 % | 86 % |
| 12 | 0 % | 39 % | 0 % | 89 % |

## NYSED High School Arts Guidelines and Requirements

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 2015-2016 school year.




## High School Sequences

In 2015-2016, students in this school were offered the following arts sequences:

| Arts Discipline | 6-8 credits | 9 or more credits |
|---|---|---|
| Dance | No | No |
| Music | No | No |
| Theater | No | No |
| Visual Arts | Yes | 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** | 3 | 0 |
| **Theater performances** | 2 | 0 |
| **Artwork exhibits** | 3 | 3 |
| **Films** | 0 | 1 |
| **Other** | 2 | 1 |

### Screened Arts Programs

**In 2015-2016, 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 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 |
|---|---|---|---|
| **Kupferberg Center Performances at Queens College** | Theater | | |
| **Enact, Inc.** | Theater | | |
| **youth Step USA** | Dance | | |
| **Music That Heals** | Music | 18 | |
| **Materials for the Arts** | Visual Arts | | |

## 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 & Non-Arts |
| **District** | Arts & Non-Arts |
| **University** | Non-Arts |
| **Cultural Organization** | Arts & Non-Arts |
| **In-House** | Arts & Non-Arts |
| **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.)** | 1 | 0 |
| **Music (audio equipment, storage for instruments, or equipment, etc.)** | 1 | 2 |
| **Theater Classroom (flexible seating, performance area, storage, etc.)** | 3 | 3 |
| **Visual Arts (studio tables or desks, visual arts storage, etc.)** | 1 | 1 |
| **Media Arts (computer and editing software, cameras, etc.)** | 1 | 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** | |
| **Local Business or Corporation** | |
| **Parent Teacher Associations (PTA/PA)** | |
| **State, County Local Arts Councils** | |
| **Federal, State, or City Grants** | |
| **Cultural Organizations** | |
| **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** | No | Yes | No | Yes |
| **Used to develop gross motor skills** | Yes | Yes | Yes | 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 | Yes | Yes |

## 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