



**Department of  
Education**

*Joel I. Klein, Chancellor*

## ANNUAL ARTS IN SCHOOLS REPORT 2007-2008

**This Annual Arts in Schools Report provides data for:**

School: 75 X168

2007-2008 Principal: Ana Zambrano

Arts Education Liaison: Junaita Austin

### INSIDE THIS REPORT

The Annual Arts in Schools Report is a tool for school leaders to understand their delivery of arts education to every child in their school. Each Annual Arts in Schools Report measures two areas:

#### **Student Access to and Participation in Arts Education**

Uses surveys and information from DOE databases to understand if students are meeting the New York State Instructional Requirements for the Arts as well as the activities, resources and facilities used to support arts learning in each school. In addition, this section reports on questions asked in the Learning Environment Surveys about arts education.

#### **Resources to Support Arts Education**

Uses information from DOE databases and surveys to understand the resources that schools are allocating for arts education. This section includes information on certified arts teachers, arts and cultural organization services, space for arts learning, arts fundraising and professional development opportunities for teachers.

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 June 2008 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 City Department of Education's effort to ensure that schools are providing students with the 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>

Joel I. Klein

Chancellor, New York City Department of Education

### New York State Requirements for Arts Education

**At the elementary level, in grades 1-6, the New York State Education Department (NYSED) requires that students receive instruction in dance, music, theater and visual arts in every grade. In addition, NYSED recommends that students spend a specific allocation of hours learning in the arts.<sup>i</sup>**

**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 of study in visual arts and one half-unit of study in music. NYSED has allowed New York City schools to offer any two of the art forms to meet the requirements.**

**At the high school level, the New York State Education Department requires that all students graduate having taken one unit or two credits in the arts (dance, music, theater and/or visual arts). High schools have the option of offering a three or five year sequence in any one of the four art forms. Students who complete five units in a single art form and successfully complete the exit exam in that art form are eligible to receive a Regents diploma with advanced designation in the arts.**

Please note some tables may not apply for this school.

### **School Progress in Meeting New York State Education Requirements**

This table reflects arts instruction provided by school-based arts teachers and /or staff from arts and cultural organizations. This table does not reflect arts instruction provided by classroom teachers.

Grade	DANCE		MUSIC		THEATER		VISUAL ARTS	
	Dance Teacher(s)	Arts and Cultural Organizations	Music Teacher(s)	Arts and Cultural Organizations	Theater Teacher(s)	Arts and Cultural Organizations	Visual Arts Teacher(s)	Arts and Cultural Organizations
K	√	√	√	√	√	√	√	√
1	√	√	√	√	√	√	√	√
2	√	√	√	√	√	√	√	√
3	√	√	√	√	√	√	√	√
4	√	√	√	√	√	√	√	√
5	√	√	√	√	√	√	√	√
6	√	√	√	√	√	√	√	√

Note: Check mark (√) indicates "yes"

Note: The dash (-) signifies either N/A or data not provided

Note: Students at District 75 schools may be ungraded and this chart may not apply

In 2007-2008, students in grades Pre-K received instruction in the following arts disciplines by school-based staff:

ARTS DISCIPLINE	STUDENTS RECEIVED INSTRUCTION
Dance	Yes
Music	Yes
Theater	No
Visual Arts	Yes

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

The table below shows the percent of students participating in arts classes by grade and by arts discipline in 2007-2008:

GRADE	DANCE	MUSIC	THEATER	VISUAL ARTS
7	50%	100%	50%	100%
8	50%	100%	50%	100%

Percent of 8th grade students graduated from this school in June 2008 who have taken at least one half-unit (one semester) in one arts discipline and a second half-unit in a different arts discipline over the course of 7<sup>th</sup> and 8<sup>th</sup> grade: 50%

The table below shows the percent of students participating in arts classes by grade and by arts discipline in 2007-2008:

GRADE	DANCE	MUSIC	THEATER	VISUAL ARTS
9	100%	100%	100%	100%
10	100%	100%	100%	100%
11	0%	0%	0%	0%
12	100%	100%	100%	100%

Percent of students graduating with three or more credits of study in the arts: 0%

#### *Indicators of Student Access to Arts Education*

In 2007-2008, students in this school participated in the following arts learning opportunities:

ARTS LEARNING OPPORTUNITY	STUDENTS PARTICIPATE
Performed and/or participated in concert(s)	Yes
Performed and/or participated in dance performance(s)	Yes
Performed and/or participated in theater/drama performance(s)	Yes
Contributed artwork to exhibition(s)	Yes
Showing student made films	Yes
Attended concert(s) by or at cultural organizations	Yes
Attended dance performance(s) by or at cultural organizations	Yes
Attended theater/drama performance(s) by or at cultural organizations	Yes
Attended exhibit(s) by or at museums or galleries	Yes
Film/media viewing	Yes

In 2007-2008, students in this school were offered the following arts sequences:

DISCIPLINE	SCHOOL OFFERS
Dance	No
Music	No
Theater	No
Visual arts	No
Film/Media	No
Other (if applicable)	No

### **Screened Arts Programs**

In 2007-2008, this school screened students before they were admitted to the school and screened students into specialized programs after they were admitted to the school.

ADMISSION STATUS	SCREENED
Before admission	No
After admission	No

### **Learning Environment Survey**

Percent of middle and high school **STUDENTS** at this school who reported on the 2007-2008 Learning Environment Survey that they participated in the following types of courses by arts discipline:

Arts Discipline	TOOK ONE OR MORE CLASSES DURING SCHOOL DAY		WERE OFFERED, BUT DID NOT TAKE CLASS DURING SCHOOL DAY		WAS NOT OFFERED THE CLASS	
	This School	All Schools	This School	All Schools	This School	All Schools
Dance	NO DATA PROVIDED	NO DATA PROVIDED	NO DATA PROVIDED	NO DATA PROVIDED	NO DATA PROVIDED	NO DATA PROVIDED
Music	NO DATA PROVIDED	NO DATA PROVIDED	NO DATA PROVIDED	NO DATA PROVIDED	NO DATA PROVIDED	NO DATA PROVIDED
Theater	NO DATA PROVIDED	NO DATA PROVIDED	NO DATA PROVIDED	NO DATA PROVIDED	NO DATA PROVIDED	NO DATA PROVIDED
Visual Arts	NO DATA PROVIDED	NO DATA PROVIDED	NO DATA PROVIDED	NO DATA PROVIDED	NO DATA PROVIDED	NO DATA PROVIDED

## **RESOURCES TO SUPPORT ARTS EDUCATION**

### **Certified Arts Teachers**

In 2007-2008, this school had the following number of full-time certified arts teachers:

ARTS DISCIPLINE	NUMBER OF FULL-TIME CERTIFIED TEACHERS
Dance	0
Music	2
Theater	0
Visual Arts	0

**Arts and Cultural Organizations**

In 2007-2008, this school had partnerships with and/or purchased services from the following arts and cultural organizations:

CULTURAL ORGANIZATION	DISCIPLINE	TOTAL NUMBER OF STUDENTS SERVED	TOTAL CONTACT HOURS PER STUDENT
David Marquis Studios	Visual Arts	24	10
Manhattan New Music Project	Dance	36	10
Lehman College	Visual Arts	36	10
Paul Rajeckas Movement	Theater	91	10
None			
None			

**Professional Development**

Arts and non-arts teachers at this school attended the following professional development opportunities during the 2007-2008 school year:

PROFESSIONAL DEVELOPMENT PROVIDER	TEACHERS PARTICIPATE
Central NYC Department of Education	Arts & Non-Arts
School Support Organization (SSO)	Arts & Non-Arts
University/College	
Arts and Cultural Organization	
School-based	Arts & Non-Arts
Other	

**Space**

In 2007-2008, this school had the following appropriately equipped classrooms:

ARTS DISCIPLINE	NUMBER OF APPROPRIATELY EQUIPPED CLASSROOMS	NUMBER OF DEDICATED CLASSROOMS
Dance	0	0
Core Music	2	2
Vocal Music	2	2
Instrumental Music	2	2
Film Studio	0	0
Auditorium	3	3
Theater	0	0
Blackbox Theater	0	0
Visual Arts Studio	3	3
Design Technology	0	0
Ceramics	0	0
Photography Studio	0	0
Other	0	0

**Arts Fundraising**

In 2007-2008, this school raised funds from outside sources to support arts education, including:

SOURCE	FUNDS RAISED
Private Foundations	No
Local Business or Corporations	No
Parent Teacher Associations (PTA/PA)	No
Federal Grants	No
State Grants	No
City Council	No
Education Associations	No
In-Kind contributions from business partners	No
In-kind contributions from cultural organizations	No
State, County, or Local, Arts Councils or Agencies	No
Total amount of funds received from outside sources to support arts education (\$)	0

### Additional Table for District 75 Schools

Teachers in this school use the arts to advance the following students IEP goals:

IEP CATEGORIES:	DANCE	MUSIC	THEATER	VISUAL ARTS
Provides an opportunity to excel in a core content area	Yes	Yes	Yes	Yes
Used to differentiate student learning in other academic areas	Yes	Yes	Yes	Yes
Used to foster peer interaction	Yes	Yes	Yes	Yes
Used to develop self-management skills	Yes	Yes	No	Yes
Used to develop gross motor skills	Yes	Yes	No	Yes
Used to develop fine motor skills	Yes	Yes	No	Yes

This school has submitted the following information about its arts program:

The focus of P168X is to create a standards-based instructional program that supports teaching and learning through the arts. Our organization promotes an instructional environment that meets IDEA standards in terms of equal access. Our students should be afforded the same opportunities for enrichments. During the last seven years, we focused upon providing opportunities for enrichments. To this end, we hired 2 full time music teacher one per-diem substitute and from the school budget to support the arts. This has resulted in literacy rich arts activities that enhance students' self esteem and social-emotional development. Positive outcomes have resulted including, but not limited to improved social interactions among students, acquisition of social skills, increased student knowledge and skills in the arts (learning to read music), and extended opportunities to perform at larger forums. Several concerts and shows were performed to enable parents to experience and view their students' growth in social emotional development and self-expression. Through Project Arts funding, we have been able to purchase instructional materials and equipment to enrich our music and arts programs. The funds enabled use to obtain professional development services and direct services to students in each of our six sites. These services assisted our classroom teachers in understanding how to deliver the arts in an interdisciplinary manner by connecting to literacy and the content areas. Students benefited from the expertise of the resident artists. Using Project Arts funding, some of our students were able to attend professional performances throughout New York City. We were also able to have the performers perform in our school. In addition, to the above-mentioned endeavors P.168X spent \$30,000 to fund outside vendors to provide a variety of art enrichment activities to our school. Listed below are the outside vendors: Marquis Studio- Marquis Studios provided a variety of arts-in-education services to our school. P.168X has fostered a greater partnership between teaching artists and classroom teachers by supporting arts programs as a supplement to traditional classroom teaching techniques. During the visual arts program bookmaking course, students were exposed to the art of book making and explored the ways in which images and text can be presented in a bound form. Utilizing a variety of assembly methods, books were created in which pages, covers and bindings come together in both traditional and unexpected ways. The students were also introduced to collage as a means of creating layered pictures both representational and abstract. P.168X students especially enjoyed the Creative Dramatics experience where they were introduced to basic aspects of the dramatic arts. Participants learned appropriate methods of self-expression and cooperative skills. Improvisational techniques and scene creation were explored. This program taught self-confidence and built the students' ability to project their voices. In addition, the Mime, Music & Rhythm component gave the student body a greater appreciation for the arts. The students were encouraged to use these exercises or skills to better understand the world around them. This program did not teach a specific dance technique, such as ballet, but draws strongly from modern dance with emphasis on the creative process. Teachers and Writers Collaborative- promoted and

**provided literary arts education to P.168X by supporting teachers in developing and implementing strategies to enhance students' interest in and love of literature and writing. Teachers and Writers disseminate models for literary arts education to local, national, and international audiences and showcases both new and established authors via publications and events. Lehman College-this project connected the Social Studies curriculum to the arts. Students created replicas of New York City.**

## Notes

- Throughout this report, N/A signifies that data were not applicable.
- Learning Environment Survey data are based on responses from schools where students provided responses to the 2007/8 Learning Environment Survey and are based on the perception of students about the arts in this school. For more information on how well this school supports student learning in the arts, please visit the 2007 - 2008 Learning Environment Survey which is located on the Statistics section of this school's website.
- Schools may have more than six arts and cultural service providers, but due to space constraints we were unable to list all of the arts or cultural organizations with which they work.
- 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.
- Percentages of the Learning Environment Survey data may not add up to 100 percent due to rounding. The percentages are not based on a student response rate of 100%.

## Definitions

- A dedicated arts classroom is a classroom that is only used for dance, music, theater, and visual arts.
- For a detailed description of what an appropriately equipped arts classroom is, please refer to the Blueprint for Teaching and Learning in the Arts, <http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html>.
- A blackbox theater is a simple, unadorned performance space, usually a large square room with black walls and a flat floor.
- General or core music is a broad-based study of music including music making, literacy, connections to world cultures, community resources and careers and life-long learning.

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<http://schools.nyc.gov/Academics/Arts>

<sup>i</sup> In grades 1 – 3, this is 186 hours equally allocated throughout the entire school year through dance, music, theater, and visual arts. In grades 4, 5, and 6, this is the equivalent of 93 hours equally allocated throughout the entire school year through dance, music, theater, and visual arts.