Department of Education
Carmen Fariña, Chancellor

ANNUAL ARTS IN SCHOOLS REPORT 2013-2014

P.S. 212 (30Q212)

Principal: Carin Ilene Ellis **Arts Education Liaison:** Carin Ellis

Enrollment	Asian	Black	Hispanic	White	Other	Female	ELL	Special Education
900	20 %	1 %	70 %	8 %	1 %	49 %	13 %	15 %

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 2014 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:
PS 212 believes that every child should have the opportunity to be exposed to the arts and to have the chance to excel in a subject area that he/she finds exciting, exhilarating, and enriching. We believe that the arts should be interwoven within the school day and not just be something special that is done on rare occasions. Our goal is for every student (K-5) to be exposed to visual as well as performance arts (both as a participant and an observer) a minimum of 2-3 times per month. We plan to continue to program every class for music and/or art, as well as to continue our chorus and band programs and theater program. We currently have before school Enrichment programs for students who are particularly gifted in art or music. We intend for these to continue. We would also like to begin to offer dance on a more regular basis. We strongly believe that the arts helps to build self-esteem, reduce anxiety, and promote greater academic success.

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, 4, 5
Music	K, 1, 2, 3, 4, 5
Theater	K, 1, 2, 3, 4, 5
Visual Arts	K, 1, 2, 3, 4, 5

School Progress in Meeting New York State Education Requirements

Kindergarten

In 2013-2014, students in 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	Yes
Music	Yes	Yes	Yes
Theater	No	Yes	Yes
Visual Arts	Yes	Yes	Yes

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

Grades 1-5

This table reflects a range of average arts instructional hours per class on an annual basis provided by school-based arts teachers, classroom teachers and/or staff from arts and cultural organizations:

	Dance			Music			Theater			Visual Arts		
Grade	School-Based Dance Teacher(s)	Classroom Teacher(s)	Arts and Cultural Organizations	School-Based Music Teacher(s)	Classroom Teacher(s)	Arts and Cultural Organizations	School-Based Theater Teacher(s)	Classroom Teacher(s)	Arts and Cultural Organizations	School-Based Visual Arts Teacher(s)	Classroom Teacher(s)	Arts and Cultural Organizations
1	0 hrs	1-10 hrs	1-10 hrs	21-30 hrs	1-10 hrs	1-10 hrs	0 hrs	1-10 hrs	1-10 hrs	11-20 hrs	11-20 hrs	1-10 hrs
2	0 hrs	1-10 hrs	1-10 hrs	31-40 hrs	1-10 hrs	1-10 hrs	0 hrs	1-10 hrs	1-10 hrs	11-20 hrs	11-20 hrs	1-10 hrs
3	0 hrs	1-10 hrs	1-10 hrs	31-40 hrs	11-20 hrs	1-10 hrs	0 hrs	1-10 hrs	1-10 hrs	21-30 hrs	11-20 hrs	1-10 hrs
4	0 hrs	1-10 hrs	1-10 hrs	31-40 hrs	1-10 hrs	1-10 hrs	0 hrs	1-10 hrs	1-10 hrs	21-30 hrs	11-20 hrs	1-10 hrs
5	0 hrs	0 hrs	1-10 hrs	21-30 hrs	1-10 hrs	1-10 hrs	0 hrs	0 hrs	1-10 hrs	21-30 hrs	1-10 hrs	1-10 hrs

Note: Instructional hours reflect an approximate range within each discipline category for school year 2013-2014 including standard assessment students.
Note: At the elementary level only, "school-based dance teacher, music teacher, theater teacher and/or visual arts teacher" may include full or part time certified arts specialists and/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	Yes	Yes	No	Yes
4	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes

Indicators of Student Access to Arts Education

Arts Events

In 2013-2014, 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	3	4
Dance performances	10	4
Theater performances	2	15
Artwork exhibits	4	30
Films	30	6
Other	15	

Resources to Support Arts Education

Certified Arts Teachers

In 2013-2014, 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	1
Theater	0	0
Visual Arts	0	1

Arts and Cultural Organizations

In 2013-2014, 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
Ballet Tech	Dance	3	30
Creative Arts Team - CUNY	Other	100	6
Flushing Town Hall	Theater	134	2
LEAP (Learning Through an Expanded Arts Program)	Other	150	30
Museum of Natural History	Visual Arts	250	3
Queens College	Dance	30	30
Lincoln Center	Other	135	8
Lincoln Center	Dance	135	4
Sony Wonder Technology Lab	Other	200	3
Metropolitan Museum of Art (MET)	Visual Arts	300	3
Nutcracker Project, The	Dance	134	6
Noguchi Museum	Visual Arts	150	3
New York Hall of Science	Other	132	3
Flushing Town Hall	Other	150	3
Jewish Museum	Other	150	3
Junior Achievement of New York	Other	800	5
Tenement Museum	Other	300	3

Professional Development

Arts and non-arts teachers at this school attended the following professional development opportunities during the 2013-2014 school year:

Professional Development Provider	Teacher Participated
Central DOE, Cluster, or Network	Arts & Non-Arts
University	
Cultural Organization	Arts & Non-Arts
In-House	
Other	Arts & Non-Arts

Arts Space

In 2013-2014, 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.)	1	1
Dance (dance floor, mirrors, barres, etc.)	0	2
Film Studio (computer and editing access, cameras, etc.)	1	0
Music (audio equipment, storage for instruments, or equipment)	1	2
Theater Classroom (flexible seating, basic sound system, lighting system, etc.)	1	1
Visual Arts (studio tables or desks, visual arts storage, etc.)	1	0

External Funding for the Arts

In 2013-2014, this school reported the following funding sources (non-DOE) to support arts education:

Funding Source	Response
Private Foundation	Yes
Local Business or Corporation	No
Parent Teacher Associations (PTA/PA)	Yes
State, county local arts councils	Yes
Federal, state, or city Grants	No
Cultural Organizations	Yes
Education association	Yes

Notes

- The Annual Arts in Schools Report is based on schools' responses to the 2013-2014 NYCDOE Annual Arts Education Survey.
- Data on students in grades 6-12 participating in arts classes, high school sequences, middle school and high school arts requirements were retrieved from the NYCDOE Scheduling, Transcripts, and Academic Reporting System (STARS) database.
- Full-time certified teacher data were retrieved from the NYCDOE Division of Human Resources.
- School Survey data are based on responses from schools where students provided responses to the 2013-2014 School 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 2013-2014 School Survey which is located on the Statistics section of this school's website. Percentages of the School Survey data may not add up to 100 percent due to rounding. The percentages are not based on a student response rate of 100%.
- 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.

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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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اس دستاویز کے اردو ترجمہ کے لیے براہِ مہربانی ذیل کی ویب سائٹ سے رجوع کریں۔

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