Department of Education
Carmen Fariña, Chancellor

ANNUAL ARTS IN SCHOOLS REPORT 2015-2016

P.S. 140 Edward K Ellington (28Q140)

Principal: David Norment **Arts Education Liaison:** Eartha Pruitt

Enrollment	Asian	Black	Hispanic	White	Other	Female	ELL	Special Education
529	4 %	71 %	16 %	1 %	0 %	47 %	4 %	18 %

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:
In schoolyear 2015-2016 our Arts Program is composed of school-based art classes and school-based music class. All of our students from grade Pre -kindergarten through Fifth grade get a period of art and a period of music per week. In the art classes students are learning about different art techniques like mixing tempura paints to add tints, rich vocabulary, and styles of art. In the music class the students learn about the different instrument groups such as woodwinds and brass. Our students explore the differences and the similarities between each group by listening to the instruments and recordings on a laptop. During classroom instruction our students are involved in dramatizations, skits, and songs.
In addition, we have a residential art program with Marquis Studio. Marquis Studio provides our students with different modes of art instruction on each grade level: Dance , Theater , Visual Art Music and Technology. Our Third Grade students are working on visual techniques in which they use to build different architectural structures like the Pagoda. on Fourth and Fifth grade the students are involved in arts in technology in which they create blueprints on the computer and then the students build the actual structure. Our goal for next year is to implement the arts into our science class like creating visual models .

Arts Disciplines Provided

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

Arts Discipline	Grades Provided
Dance	Pre-K, K, 2, 3, 4, 5
Music	Pre-K, K, 1, 2, 3, 4, 5
Theater	Pre-K, K, 1, 2, 3, 4, 5
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	Yes
Theater	No	Yes	Yes
Visual Arts	No	Yes	No

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	Yes
Music	No	No
Theater	No	Yes
Visual Arts	Yes	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	121-130 hrs	1-10 hrs	0 hrs	11-20 hrs	121-130 hrs	1-10 hrs
2	0 hrs	21-30 hrs	131-140 hrs	1-10 hrs	0 hrs	1-10 hrs	21-30 hrs	1-10 hrs
3	0 hrs	1-10 hrs	21-30 hrs	1-10 hrs	0 hrs	1-10 hrs	21-30 hrs	21-30 hrs
4	0 hrs	1-10 hrs	21-30 hrs	21-30 hrs	0 hrs	1-10 hrs	21-30 hrs	1-10 hrs
5	0 hrs	1-10 hrs	21-30 hrs	1-10 hrs	0 hrs	21-30 hrs	21-30 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	No	No	No
1	No	No	No	No
2	No	No	No	No
3	Yes	Yes	No	No
4	Yes	Yes	No	No
5	Yes	Yes	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	3	0
Dance performances	5	0
Theater performances	3	3
Artwork exhibits	1	0
Films	5	2
Other		

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	1	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
Marquis Studios	Dance	79	25
Marquis Studios	Theater	100	25
Marquis Studios	Theater	100	25

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	
University	
Cultural Organization	
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	2
Theater Classroom (flexible seating, performance area, storage, etc.)	1	1
Visual Arts (studio tables or desks, visual arts storage, etc.)	1	1
Media Arts (computer and editing software, cameras, etc.)	2	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	
Local Business or Corporation	Yes
Parent Teacher Associations (PTA/PA)	
State, County Local Arts Councils	Yes
Federal, State, or City Grants	
Cultural Organizations	Yes
Education Association	

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.

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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