



Department of Education

Carmen Fariña, Chancellor

ANNUAL ARTS IN SCHOOLS REPORT 2016-2017

P.S. Q256 (75Q256)

Principal: Robert Lopez

Arts Education Liaison: Ellen Plotkin

Enrollment	Asian	Black	Hispanic	White	Other	Female	ELL	Special Education
534	5 %	49 %	32 %	14 %	0 %	24 %	11 %	84 %

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 2017 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 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, the NYSED recommends that students spend a specific allocation of hours for 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 one arts discipline (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:
Public School 256Q is a conglomerate of six sites spread over 40 miles, serving students from pre-k through high school. All our sites receive programming in art, theater and music during the school day. Students in our middle and high school programs have attended on and off-Broadway shows and sporting events through Most Valuable Kids and Creative Arts Education. We believe that exposure to the arts enhances instruction, encourages students to work cooperatively, develops fine and gross motor skills and paves the road for a variety of expression. The arts can open doors to global communities all over the world. This year was our second year in receiving an ELLS Grant, enabling two resident artists from Art Connections to work with our high school students in the creation of hallway and entranceway 3-D murals for two of our sites. Beyond Tutoring provided You Are Your Decisions, a three-day workshop for three of our sites. Lincoln Center provided free shows for a variety of school classes. Our students have participated in school trips and admission to Museum and Gold Vault, Bronx Zoo, Photoville, Cradle of Aviation, Tolerance Museum, Love Heals Professional Development, College Trips etc. We have employed Marquis Studios and Mass Transit to conduct professional development on Chancellor's Conference Day and all of our teachers across all sites will participate.

Arts Disciplines Provided

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

Arts Discipline	Grades Provided
Dance	--
Music	Pre-K, K, 6, 7, 8, 9, 10, 11, 12
Theater	Pre-K, 6
Visual Arts	Pre-K, K, 6, 7, 8, 9, 10, 11, 12

School Progress in Meeting New York State Education Requirements

Pre-Kindergarten

In the 2016-2017 school year, 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	No	No
Music	Yes	No	No
Theater	Yes	No	Yes
Visual Arts	Yes	Yes	Yes

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 the 2016-2017 school year, 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	--	--
Music	114.40 hours	--
Theater	--	--
Visual Arts	109.40 hours	--

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 teacher" may include: full- or part-time certified arts specialists, cluster teachers not certified in the arts who are assigned to provide arts instruction, or classroom teachers.

Grades 1-5 Arts Instructional Hours (for students in D75)

This table reflects the average arts instructional hours provided by school-based teachers and cultural organizations for students in District 75 schools, during the 2016-2017 school year:

Grade	Dance		Music		Theater		Visual Arts	
	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	--	--	92.93 hours	--	--	--	76.27 hours	--
2	--	--	81.20 hours	--	--	--	71.50 hours	--
3	--	--	114.94 hours	--	--	--	90.09 hours	--
4	--	--	84.00 hours	--	--	--	64.70 hours	--
5	--	--	78.83 hours	--	--	--	47.17 hours	--

Note: Instructional hours reflect the average hours within each discipline category for school year 2016-2017, including standard assessment students.

Note: At the elementary level only, "school-based teacher" may include full- or part-time certified arts specialists, cluster teachers not certified in the arts who are assigned to provide arts instruction, or classroom teachers.

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
4	No	No	No	No
5	No	No	No	No
6	Yes	Yes	Yes	Yes

Grade 6 Arts Instructional Hours

This table reflects the average arts instructional hours provided by school-based teachers and/or staff from arts and cultural organizations during the 2016-2017 school year:

Grade	Dance		Music		Theater		Visual Arts	
	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
6	--	--	65.18 hours	--	--	<10 hours	13.09 hours	<10 hours

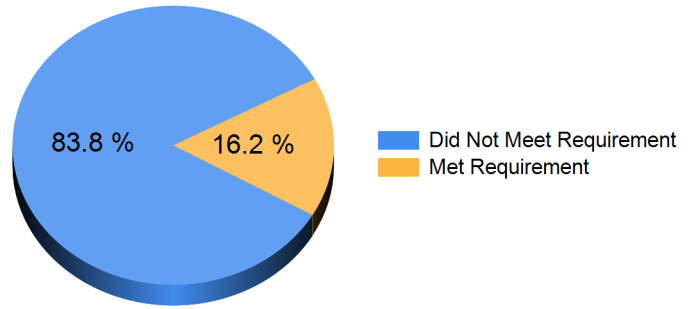
Middle School Arts Participation

The table below shows the percentage of students participating in arts classes by grade and by arts discipline during the 2016-2017 school year:

Grade	Dance	Music	Theater	Visual Arts
6	0 %	94 %	0 %	10 %
7	0 %	87 %	0 %	23 %
8	0 %	74 %	0 %	39 %

NYSED Middle School Arts Guidelines and Requirements

This graph shows the percentage of 8th grade students from this school, in June 2017, who have taken at least one half-unit in one arts discipline and a second half-unit in a different arts discipline over the course of 7th and 8th grade (one half-unit is the equivalent of approximately 55 hours of instruction by a licensed, certified arts teacher).



Middle School Sequences

In the 2016-2017 school year, students in this school were offered a three-year sequence (i.e., a full year of instruction in the same arts discipline in sixth, seventh, and eighth grade) in the following arts disciplines:

Arts Discipline	School Offers
Dance	No
Moving Image	No
Music	No
Theater	No
Visual Arts	No

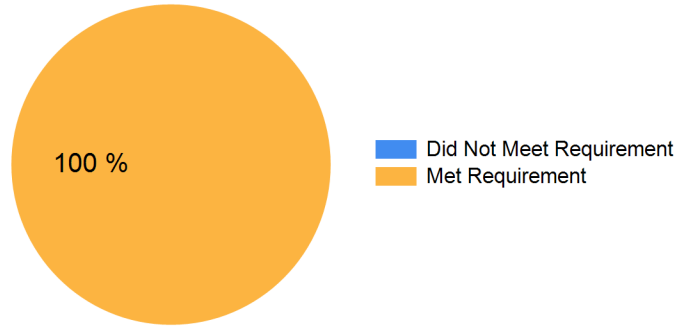
High School Arts Participation

The table below shows the percentage of students participating in arts classes by grade and by arts discipline during the 2016-2017 school year:

Grade	Dance	Music	Theater	Visual Arts
9	0 %	26 %	0 %	100 %
10	0 %	30 %	0 %	100 %
11	0 %	33 %	0 %	97 %
12	0 %	88 %	0 %	100 %

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 2016-2017 school year.



High School Sequences

In the 2016-2017 school year, students in this school were offered the following arts sequences:

Arts Discipline	6-8 credits	9 or more credits
Dance	--	--
Music	--	--
Theater	--	--
Visual Arts	--	--

Indicators of Student Access to Arts Education

Arts Events

In the 2016-2017 school year, 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
Artwork exhibits	3	--
Concerts	--	--
Dance performances	2	--
Films	2	1
Theater performances	3	3
Other	3	--

Screened Arts Programs

In the 2016-2017 school year, 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 the 2016-2017 school year, 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	0	0
Theater	0	0
Visual Arts	1	0

Arts and Cultural Organizations

In the 2016-2017 school year, 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 Studio	Other	0	3
Theatre Three Broadway on Main Street	Theater	84	2
NCO- neighborhood Coordination Officers	Other	45	5
Arts Connection	Visual Arts	75	7
Jazz at Lincoln Center	Film/Media	35	2
Mass Transit	Theater	80	2
beyond Tutoring	Other	112	4
UnitedweOm	Other	74	7
Beautiful Me	Film/Media	25	4
Nassau County Library Association	Music	65	1
RISE-Rockaway Institute for Sustainability	Visual Arts	36	4
Lead to Feed	Other	12	5
Ward Melville Heritage Association	Theater	11	2
MVK-Most Valuable Kids	Theater	73	3
LGBT network	Theater	25	6

Professional Development

During the 2016-2017 school year, arts and non-arts teachers at this school attended professional development opportunities provided by:

Professional Development Provider	Teacher Participated
Central DOE (e.g. Arts Office, CIPL, T&L, etc.)	Arts & Non-Arts
Cultural Organization	Arts & Non-Arts
District	Non-Arts
In-House	Arts
University	--
Other	--

Arts Space

In the 2016-2017 school year, this school reported that 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	1
Music (audio equipment, storage for instruments, or equipment, etc.)	0	1
Theater Classroom (flexible seating, performance area, storage, etc.)	0	3
Visual Arts (studio tables or desks, visual arts storage, etc.)	3	5
Media Arts (computer and editing software, cameras, etc.)	3	4

External Funding for the Arts

In the 2016-2017 school year, this school reported the following funding sources (non-DOE) to support arts education:

Funding Source	Response
Cultural Organizations	Yes
Education Association	No
Federal, State, or City Grants	Yes
Local Business or Corporation	Yes
Parent Teacher Associations (PTA/PA)	No
Private Foundation	Yes
State, County Local Arts Councils	Yes

Arts Instruction and the Advancement of Students' Individual Education Program (IEP)

In the 2016-2017 school year, teachers in this school used 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	No	Yes	No
Used to develop fine motor skills	No	No	No	Yes
Used to develop gross motor skills	Yes	Yes	Yes	Yes
Used to develop self-management skills	Yes	No	Yes	Yes
Used to differentiate student learning in other academic areas	Yes	Yes	Yes	Yes
Used to foster peer interaction	Yes	Yes	Yes	Yes

Notes

- The *Annual Arts in Schools Report* is based on schools' responses to the 2016-2017 NYCDOE Annual Arts Education Survey as well as from the NYCDOE Scheduling, Transcripts, and Academic Reporting System (STARS) database.
- Data on arts instruction provided by school-based teachers to students in grade Kindergarten through sixth grade were retrieved from the NYCDOE STARS database.
- 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 STARS database.
- Full-time certified teacher data were retrieved from the New York State Basic Educational Data System (NYS BEDS) and NYCDOE Human Resources files.
- 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, dashes (--) represents missing data.

Definitions

- "Pull-out" programs refer to 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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