

ARTS IN SCHOOLS REPORT

2016–2017



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Letter from the Chancellor



Rigorous arts instruction is a necessity in our school system. It is an essential element in serving our diverse 1.1 million students. The palpable and demonstrated power of dance, music, theater, and visual and media arts continues to engage our students and impacts their schools and communities. We know, and I have witnessed, how arts education offers students rich and creative hands-on learning experiences; the very essence of project-based learning. Furthermore, these learning experiences also illuminate the authentic artistic processes of rehearsal, reflection, and revision.

In addition, the arts embody the characteristics of culturally responsive pedagogy that can lead to the validation and affirmation for all learners and their various cultures. The arts can be a catalyst for nurturing a sense of empowerment and in promoting student voice. This engagement through a high-quality and culturally responsive arts education supports students in expanding their intellectual, physical, and emotional development as they mature into participatory citizens of our diverse city.

Mayor Bill de Blasio and I are privileged to serve as advocates of the arts. We share the belief that the arts are an integral part of a well-rounded education that supports the skills needed in today's world.

The annual *Arts in Schools Report* covering 2016-2017 offers a comprehensive profile of our work in delivering high-quality arts education to our students. And it calls out the next steps for the subsequent school years. I am delighted to share that this year's report spotlights our drive to reach a key milestone—increasing the number of arts teachers. To date, we have the most arts teachers in our schools in over a decade. This increase, in conjunction with the continued cultivation of partnerships with community and cultural organizations, has certainly benefited our students, their families, and their larger communities. With the support of Mayor de Blasio, we continue to invest \$23 million into arts education, allowing for the expansion and sustainability of arts education in our schools. Here are some of those key initiatives:

- the Borough Arts Festivals showcasing the talents and expertise of over 2,900 of our student artists and their teachers;
- the ArtsSPACE Program, which upgraded and enhanced 29 arts facilities and auditoriums in school across in all five boroughs;
- expanded professional learning to support all our teachers of the arts;
- the third year of grants supporting partnerships between arts education organizations to serve English language learners and students with disabilities in 191 schools; and
- the Middle School Arts Boot Camp, which doubled its enrollment last summer, providing an intensive and focused audition and portfolio development experience for rising eighth graders.

I look forward to witnessing our shared and continued success, and I remain committed to student achievement in and through the arts. It is with great confidence and joy that we together—cultural partners, school leaders, teachers, and parents—will meet the challenge of providing our students the high-quality arts education that they all deserve.

Sincerely,
Carmen Farina


Chancellor





Introduction

A rich arts education inspires students, builds confidence, and deepens their critical thinking skills. By incorporating a stimulating arts curriculum and arts making into schools, we can provide hands-on learning experiences that help our students thrive. Rigorous arts education supports our students through revision, editing, rehearsal, and achieving mastery—lessons that are critical in the classroom and in life. Finally, the arts are essential to engaging students, parents, and communities, and in bringing joy into our schools.

Mayor Bill de Blasio and Chancellor Carmen Fariña are steadfast in ensuring that all students have an opportunity to develop their talents and skills in an art form they can be passionate about—whether in dance, music, theater, visual arts, or the moving image. This commitment comes with concrete resources to increase access to quality arts instruction in our schools. For a third consecutive year, the Mayor dedicated an additional \$23-million allocation to address arts needs for our schools. These targeted supports include providing new certified arts teachers in underserved middle and high schools, upgrading arts facilities and arts equipment in schools, and creating new partnerships with cultural organizations to serve English language learners and students with disabilities. We also have made an investment in our local communities. Teen Thursdays enable hundreds of middle school students to experience the arts in neighborhood cultural institutions throughout the city.

Nearly 5,000 teachers, school leaders, and arts education liaisons have participated in our professional learning series, designed to help promote the arts in their school communities. The Borough Arts Directors continue working directly with school leaders to provide guidance on staffing, arts partnerships, and opportunities for additional art resources. In addition, the Borough Arts Festivals celebrating the talents and achievements of student artists and performers have been held in each borough with thousands of parents and community members in attendance.

The New York City Department of Education remains committed to collaborating with cultural partners, school leaders, teachers, parents, and advocates to expand arts education throughout our school system—so that every student has the opportunity to imagine, create, and achieve success.

With the 11th annual *Arts in Schools Report*, for 2016-17, we are demonstrating progress toward equity and access to arts education, all the while realizing that there is work still to be done.



New and Expanded Program Supports for Arts Education 2016-17

Mayor's Allocation

"The arts are essential to a well-rounded education—they bring classrooms to life, foster creativity and passion, and instill a love of learning in students. Our investment in arts education is a game-changer, and I'm proud we have the highest number of arts teachers in 12 years and that we've increased arts programming for students with disabilities, in pre-K classrooms, and for middle school students."

—Carmen Fariña, Chancellor

Mayor Bill de Blasio allocated an unprecedented \$23 million in additional arts funding for New York City schools in July 2015. Supporting the vision of the Chancellor, the NYCDOE has created programs that address critical identified needs, and has hired new arts teachers at middle and high schools that are underserved, improved school arts facilities across the city, and fostered exciting partnerships with some of the city's renowned cultural institutions. This continued investment has reached thousands of students with new classes and activities in dance, music, theater, and visual arts, as well as increasing supports and resources for school leaders, teachers, and families to promote student engagement and achievement in the arts.

Direct School Support

Middle and High School Arts Matter

Middle and High School Arts Matter is an innovative staffing program that allows pairs of middle schools or high schools to share arts teachers with partial funding from the NYCDOE, along with substantial supports for the school and new teachers.

F-Status Pilot

Serving middle and high schools with small student enrollment, the F-Status Arts Teacher Program supported schools with personnel funding for hiring an F-Status (part-time) licensed arts teacher for the spring semester of 2017.

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Turnaround Arts

Turnaround Arts is led by the John F. Kennedy Center for the Performing Arts and the President's Committee on the Arts and the Humanities. The program, together with local partners, delivers intensive high-quality arts education resources and expertise into high-needs schools as a strategic tool for school reform. The program works with school leadership to incorporate the arts as a part of their school improvement strategy.

Facilities Improvement and Resources (ArtSPACE)

In order to support rigorous arts instruction at school sites, many schools are in need of space renovations and additional equipment and resources. Through a school application and grant-making process, schools were selected for substantial arts space renovations and equipment.

Audition Support for Screened Secondary Arts

The Audition Support for Screened High School Arts programs offers funding to offset the significant costs associated with auditions in middle and high schools that have screened arts programs.

Borough Arts Festivals

The Borough Art Fairs are a series of year-end events taking place in each borough celebrating the unique talents and creativity of students and their teachers through arts exhibitions and public performances.

Arts Teacher Supports

Arts Teacher Studio Funding

The Arts Teacher Studio Funding program provides supplemental funding to schools for each full-time assigned teacher of the arts (elementary level) or full-time certified and assigned teacher of the arts (secondary level) to purchase studio materials to enhance teaching and learning in dance, music, theater, and visual arts.

Direct Student Programs

Teen Thursday

The Teen Thursday program is a series of project-based learning workshops in museums and performing arts venues for seventh and eighth graders. This after-school initiative enables students to take advantage of the rich learning opportunities made available by local cultural institutions through numerous visits and activities.

Middle School Arts Audition Boot Camp

The Middle School Arts Audition Boot Camp is a free, two-week program for students from Title 1 schools entering grade 8 who do not have access to the intensive audition preparation needed for the rigorous high school audition/admissions process.

Broadway Junior Program Expansion

The Broadway Junior Program Expansion supports New York City public middle schools by providing them with a professional teaching artist to advise and assist teachers and students throughout the process of producing, rehearsing, and performing a musical production at the school site.

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Chancellor's Arts Commencement Event

This year, the Chancellor acknowledged and celebrated exceptional New York City graduating seniors for their achievements in dance, music, theater, and visual arts by hosting a reception in their honor. Each recipient has completed a minimum of nine semesters of arts study along with a rigorous assessment in their art form, and has earned a Regents Endorsed Diploma with Advanced Designation in the Arts.

Salute to Music/All-City Music Program Expansion

Salute to Music (STM) and All-City are Saturday music programs for middle or high school students. They provide an opportunity for students to receive instrumental and choral instruction, and to participate in orchestral, jazz, and concert groups with their peers from around the city.

Summer Arts Institute

The Summer Arts Institute (SAI) is a tuition-free, month-long summer arts intensive for New York City public school students entering grades 8 through 12. Employing a faculty of NYCDOE master arts teachers and professional teaching artists, SAI enables students to increase their artistic skills and literacy, make connections to community cultural resources, and foster future careers and lifelong learning in the arts.

SING!

SING! is a variety show for high school students, in which students perform skits around a theme and compete for the best act. SING! can be a memorable and pivotal experience for high school students, allowing them to collaborate with peers, engage with the larger school community, and build school spirit and identity.

Partner Programs

Arts Continuum

Arts Continuum is a partnership initiative designed to bridge arts learning between elementary and middle schools by partnering teachers and school leaders across feeder schools with established arts partners.

Arts for ELLs and SWDs

Arts for ELLs and SWDs gives schools the opportunity to participate in learning that provides tailored arts education to English language learners (ELLs) and students with disabilities (SWDs) through partnerships with arts organizations.

Arts and Cultural Services Fair

The Arts and Cultural Services Fair is an annual event that brings together school leaders, arts education liaisons, and cultural organizations to promote arts partnerships in and out of the classroom. School leaders learn about the partner services that enrich and expand student arts learning by bringing professional artists into the school setting.

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Arts Leadership Events

The Arts Leadership Events for school leaders are discipline-specific experiences intended to expand understanding of dance, music, theater, and visual arts, and the important role that cultural resources provide for student learning in New York City. School leaders deepen their arts knowledge so that they are better prepared to administer arts programs for students in their home schools.

Curriculum Resources

American Voices Units

The American Voices Units provide dynamic instructional units of study and resources for middle and high schools to support student learning about the social and cultural history of 20th-century America through theater master works. The program pairs social studies or English teachers along with theater teachers to team-teach a unit of study that supports their current curricula.

Professional Learning

Pre-K and the Arts Training

Pre-K and the Arts Training is a series of four-day professional development trainings for pre-K teachers and site leaders focusing on specific aspects of arts instruction. Each four-day training is led by professional teaching artists from organizations with pre-K expertise who help develop strategies for incorporating creative and developmentally appropriate art experiences into early childhood classrooms.

Arts Education Liaison Series

The Arts Education Liaison Series offered eight workshops taking place around New York City, from October through May. Each workshop addressed a different theme relevant to the work of arts liaisons, from fundraising and planning to arts resource development and *Annual Arts Survey* assistance.

Arts Monday

The Office of Arts and Special Projects supports the *Framework for Great Schools* through Arts Monday, a professional learning series for arts educators in dance, music, theater, and visual arts. The professional learning community offers arts teachers the opportunity to work with colleagues in their discipline and level.

Classroom Teacher Arts Professional Development

During a series of team-based workshops, elementary school teachers explored questions about how collaboration among teachers can help students to recognize connections between the arts and other core disciplines. In particular, teachers examined connections to social studies as a means to deepen their work and to enrich students' learning experiences.

Ticket for Two

This two-day series for kindergarten through grade 12 educators is a collaboration between the Office of Arts and Special Projects and the Social Studies department at the NYCDOE. Teams comprised of visual arts teachers and social studies teachers from the same school worked with instructional experts and museum educators, and engaged with the museum collections.

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Parent Programs

Arts + Family Engagement

Arts + Family Engagement is an arts partnership initiative that expands arts opportunities for New York City public school students by boosting family and community engagement in all five boroughs. The program showcases students' arts experiences, illuminates connections between student art and other academic learning, and engages students, parents, and family members in art making.

Arts Field Support

Arts Field Support/Borough Arts Directors

Arts Field Support includes the placement of seven Borough Arts Directors and staff to provide direct school leader support, school visits, professional development workshops, and monitoring of school arts programs.

Teacher Certification in the Arts

Lincoln Center Scholars

The Lincoln Center Scholars program is a partnership among the Lincoln Center Education (LCE), the NYCDOE, the Hunter College School of Education, and the United Federation of Teachers. To address the need for additional arts teachers in city schools, the program allows teaching artists to fast track their arts certification and to teach in NYCDOE schools while continuing their education.



OASP Support for Arts Education 2016-17

The 2016-17 *Annual Arts Education Surveys* and other New York City Department of Education databases for 2006-17 yield valuable and important information to school leaders, teachers, parents, and community-based organizations to expand students' access to and quality learning experiences in the arts. Under the leadership of Mayor Bill de Blasio and Chancellor Carmen Farina, the NYCDOE sustains a strong commitment to arts education for all students. The success of our endeavor to build excellence in arts instruction and equity of access across all schools, as articulated in the *Blueprints for Teaching and Learning in the Arts*, depends on our continued collaboration with the arts and cultural community, the higher education community, funders, and other City and State agencies. Working with the New York State Education Department (NYSED) and the range of partners in this endeavor, along with school leaders and parents, the NYCDOE is fully committed to supporting quality arts education and will continue to:

- promote and ensure student achievement in the arts;
- support school leaders to plan and provide comprehensive, sequential *Blueprints*-based instruction for all students;
- build capacity of teachers to deliver quality teaching and learning in the arts; and
- support all schools to meet New York State Education Department requirements.

The Office of Arts and Special Projects (OASP)—within the Division of Teaching and Learning's Office of Curriculum, Instruction and Professional Learning—continues to analyze arts education data to refine and develop strategies to address the findings of the annual *Arts in Schools Report* and support arts education citywide. The Chancellor has outlined the *Framework for Great Schools* as a fundamental tool to guide the way that the NYCDOE partners with our schools. The six elements of the *Framework for Great Schools* are: Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective School Leadership, Strong Family-Community Ties, and Trust. The OASP works to support the arts within and through that framework.

Rigorous Instruction

- Collaborating with other Central Offices, Field Support Centers, and Superintendents to support each school's ability to provide quality standards-based arts instruction for students
- Enhancing instructional coherence through professional learning around the *Blueprints for Teaching and Learning in the Arts*, instruction, and assessments for arts learning, including the Commencement Assessments in the Arts
- Providing school leaders and Field Support Instructional staff with guideposts for understanding arts curriculum alignments with the Common Core and other NYSED standards
- Supporting the ability of teachers of the arts to support student learning and their own professional growth through formative assessment practices
- Strengthening arts teaching and learning by including measures of arts quality that capture a more robust measurement of teaching and learning in the arts in each school's *Arts in Schools Report* through the *Annual Arts Education Survey*

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Collaborative Teachers

- Supporting arts specialists of dance, music, theater, and visual arts through citywide professional development, short courses, and partner workshops in meeting citywide arts instructional expectations
- Supporting professional learning communities and collaborative inquiry to develop capacity of all teachers of the arts
- Supporting arts specialists and their classroom colleagues with professional development in aligning arts curriculum with the Common Core and citywide instructional expectations

Effective School Leadership

- Aligning leadership development in **The Shubert Arts Leadership Institute** to support equity, access, and quality arts learning for students
- Sustaining the seven Borough Arts Directors to serve as direct support for teachers and school leaders, to assist in building arts partnerships, and to implement professional learning for teachers around the arts. The Borough Arts Directors, working with the Central Art Team, are responsible for collaborating with community superintendents and the Field Support Centers to build relationships and develop the effective borough supports for student arts achievement.
- Working with arts and cultural partners and higher education to structure professional collaboration and development around teaching practice that promotes increased student achievement in and through the arts

Supportive Environment

- Supporting schools' capacity to sustain quality arts education for all students
- Sharing effective models and practices online, in the *Arts Education Manual for School Leaders*, and through facilitated inter-visitations at the borough level
- Providing schools identified by the *Annual Arts Education Survey* as in need of improving their arts education with individualized support and resources as well as interactions with the Borough Arts Directors, Central Arts Directors, and Arts Program Managers
- Facilitating the development of strong arts partnerships by supporting the contracting, procurement, and payment of arts and cultural organizations collaborating with the schools

OASP Programs and Supports 2016-17

School leaders are key and essential in defining their school's vision and in taking on the challenges of designing and building sequential arts instruction for its students. The OASP implements targeted strategies to assist schools in expanding students' access to and participation in quality arts learning, and has delivered technical assistance to schools across the system to:

- support sequential arts learning based upon the NYCDOE's *Blueprints for Teaching and Learning in the Arts*;

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- communicate the unique role of the arts in student learning and achievement as aligned with citywide instructional expectations and college and career readiness;
- support effective arts instruction in each of the five arts disciplines through leadership development that improves instructional practice in the arts as well as equity, access, and quality arts learning for students; and
- meet ArtsCount accountability for NYSED requirements in the arts.

Through the ongoing support of **The Shubert Foundation**, the OASP offered school leaders the opportunity to work with colleagues through **The Shubert Arts Leadership Institute**. This workshop series addresses issues relating to all aspects of high-quality arts education, including the role of the arts in student learning and achievement, sequential arts learning and programming based upon the *Blueprints for Teaching and Learning in the Arts*, and how to utilize the arts and cultural organizations and the resources of New York City.

The OASP maintains an ongoing **résumé bank** of certified arts teachers in each arts discipline to share with school leaders seeking assistance in hiring certified arts teachers.

Each school is asked to designate an **arts education liaison**. As the arts point person for his or her school, the liaison facilitates communications around the arts, works with parent coordinators to promote parent involvement in school-sponsored arts events, and assists in completing the *Annual Arts Education Survey*.

The **Arts Education Liaisons Workshop** series was designed and implemented to assist the 1,600-plus arts education liaisons to develop their roles and responsibilities in schools in supporting quality arts education and utilizing information from their *Annual Arts in Schools Survey* effectively.

In alignment with the 2016-17 *Annual Arts Education Survey*, technical assistance workshops, along with an **ArtsCount training webinar**, were implemented and provided for liaisons and school administrators.

The **Cultural Pass** and the **Arts and Cultural Services Fair** are provided to arts education liaisons and school leaders to support familiarity with and development of partnerships with the arts and cultural community.

Supporting Quality and Innovation

Research and resources from the **Arts Achieve** initiative funded by the **United States Department of Education (USDOE)** continue to guide the OASP in creating professional development to support rigorous, sequential instruction for students and improved teaching in the arts. Additionally, assessment work from this project has been key in guiding the development of Measures of Student Learning (MoSL) tasks as part of the teacher evaluation portfolio.

The **Arts Achieve** partnership included the **Studio in a School Association** (lead partner), **Carnegie Hall (Weill Music Institute)**, the **Cooper Hewitt Museum (the Smithsonian's National Design Museum)**, **92nd Street Y's Dance Education Laboratory (DEL)**, and **ArtsConnection**. An Arts Achieve open-source website continues to be a national model, hosting examples of the benchmark performance assessments, teacher action research, and formative assessment instructional modules by Dr. Heidi Andrade. (<http://artsachieve.org/>)

Artful Learning Communities II: Assessing Learning, Transforming Practice, Promoting Achievement, a second USDOE grant to the OASP in collaboration with ArtsConnection, is now in the dissemination phase, providing examples of formative assessment to improve teacher practice. It culminated in teacher-developed formative assessment tools cached on a website (<http://artsassessmentforlearning.org>), and laid the foundation for inquiry and action research of local professional learning communities in the ongoing **Arts Monday** workshops.

Turnaround Arts is a school reform effort that transforms priority schools through the strategic use of the arts. The program, led by the **John F. Kennedy Center for the Performing Arts** and the **President's Committee on the Arts and Humanities**, together with local partners, is a collaboration with school communities that targets high-quality arts education services and resources to address school challenges such as student motivation, attendance, and parent engagement. During the second year of the partnership, the program worked closely with each school to help build arts education programming that is integrated holistically into the culture of the school. Partner schools receive an array of arts education services and resources designed to increase opportunities for success, build an extended community, and raise the visibility of achievements in and through the arts.

The Fund for Public Schools, NYC Department of Education, and NYC Department of Cultural Affairs continue our collaborative efforts to support the four **Turnaround Arts Schools**: P.S. 165 Ida Posner, P.S./I.S. 284 Gregory Jackson, Ebbets Field Middle School, and East Flatbush Community Research School.

Teacher Effectiveness and Professional Learning in the Arts

For the third consecutive year, and in conjunction with particular partners with pre-K instructional expertise, the OASP and the Division of Early Childhood offered professional learning for pre-K teachers and site leaders in dance, music, theater and visual arts. Working with **92nd Street Y's Dance Education Laboratory (DEL)**, the **Third Street Music School**, the **New Victory Theater**, and **Studio in a School**, the NYCDOE implemented and launched a workshop series aligned with the NYS Prekindergarten Foundation for the Common Core and the *Blueprints for Teaching and Learning in the Arts*. The workshop explored the essential and fluid role of the arts in pre-K settings for our youngest learners in a holistic and child-centered approach. Additionally, toolkits with pre-K arts resources and supplies are provided to each participating site. This initiative is supported by **The New York Community Trust**, **The Staten Island Foundation**, and the **Arnhold Foundation**.

The OASP continues to provide professional learning experiences to strengthen teacher practice. Working with the Central and Borough Arts Directors, the Director of Teacher Development in the Arts supports and implements **Teacher Effectiveness in the Arts**, an in-person, professional learning series in each borough. In addition, the series promoted a blended learning approach by using a unique social learning platform. Arts teachers have access to a repository of resources on this platform called **StarTCHR**. Through the support of the **Thompson Family Foundation**, the StarTCHR portal has increased online learning and support communities for over 2,000 teachers.

The **Arnhold New Dance Teacher Support Program** provides first- and second-year teachers with mentoring, inter-visitation opportunities and instructional resources to support the dance program in each funded school. In 2016-17, there were 33 dance teachers who benefited from this support. The program provides funding for partnering with dance cultural organizations, for students to attend professional dance performances, and includes a robust series of professional development workshops and courses to ensure that new dance teachers develop high-quality, age-appropriate curriculum for their dance programs.

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A toolkit of instructional materials for dance teachers, fees for teachers adding the dance license to their certification, and free dance professional courses at **92nd Street Y's Dance Education Laboratory (DEL)** are also provided through the Arnhold New Dance Teacher Support Program. Participating teachers also attend inter-visitations, observing veteran dance teachers in the classroom, and participate in discussions about best practices.

Within the program, a new tutoring initiative provided tailored curriculum supports to new dance teachers that helped them identify lesson and unit objectives, designed rigorous learning experiences, and aligned these experience with assessment. Additional funds were used to develop dance curricula aligned with the NYCDOE *Blueprint for Dance* and shared with the dance educators at the citywide professional learning. The Arnhold program also supported the **Dance Educators Collective Concert**, an opportunity for dance teachers to collaborate with colleagues and to present their work as dancers and choreographers.

This year, this grant also enabled 800 teachers and high school students to attend two exclusive student matinees and public screenings at Lincoln Center of *Mr. Gaga: Into the Mind of Ohad Naharin*.

These supports for new dance teachers throughout the city are made possible by **Jody Arnhold** and the **Arnhold Foundation**.

Media teachers and cultural partners were engaged in a series of workshops focusing on the media arts in "context." The three-day professional development series focused on how understanding and analyzing context and points of view influence media making for professionals and students. Additionally and consistently, all participants are engaged in learning new media skills and techniques. The workshops were designed by the NYCDOE along with the **Mayor's Office of Media and Entertainment, Magic Box Productions**, and a range of media and film partners.

The **Arthur Miller Theater Education Program** provided significant support for 24 first- and second-year middle and high school theater teachers (the Miller Fellows). Fellows received onsite mentoring from retired NYCDOE theater educators and from seasoned teaching artists, as well as toolkits with resources for theater instruction. Fellows gathered throughout the year for professional development ranging from technical theater and production workshops to inter-visitations observing veteran NYCDOE theater teachers in practice. Also, in-school residencies from leading theater companies provided theater specific curriculum and instruction for students while giving embedded professional development to the Fellows. Outside of the classroom, over 700 middle and high school students experienced Broadway and off-Broadway productions through this initiative.

Additionally, the Miller Program launched the inaugural cohort of Arthur Miller Scholars, providing five scholarships to current licensed NYCDOE teachers committed to obtaining New York State Theater Certification in order to teach theater in the New York City public schools. Through this funding for coursework at the City College of New York's Program in Educational Theatre, the Arthur Miller Foundation demonstrates its significant commitment to increase the number of qualified, licensed theater teachers expanding theater education opportunities for all NYC public school students. The Miller Program is made possible by generous funding from the **Arthur Miller Foundation**.

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The **Digital Theater Project** trained teachers in the intersection of theater and new media, and in accessing student voice for researching, creating, and producing innovative theatrical works. Theater teachers and students explored *PUSH:PULL*, a virtual living newspaper approach addressing the impact of immigration on individuals, families, and communities. Teachers and students blended traditional theater techniques with media, and then shared their process in a virtual rehearsal room—collaborating across New York City as well as in England, Russia, and Africa.

The **Theatre Production Crash Course** provided 21 non-certified theater teachers an intensive short course to learn how to improve their theater instruction, from mounting a production to integrating theater approaches in English and social studies classes. This pragmatic two-day series was led by master teaching artists from **Roundabout Theatre Company**, **Epic Theatre Ensemble**, and **Broadway Bound Kids**. These workshops also included sessions that explored many aspects of production, including effective approaches to planning and producing a play or musical, how to structure rehearsals/classes, coaching an individual performer, and staging scenes with large ensembles.

The Essence of Directing led 19 teachers through an exploration of facilitating new forms of theatrical expression through a master workshop with guest director Shana Cooper. These sessions encouraged participants to work together as directors, actors, and designers to create nonverbal portraits of character and dramatic conflict that explore the physical, visual, and aural landscapes of *Romeo and Juliet* and *The Glass Menagerie*. Teachers modeled how to support their students in generating interpretations that reflect a personal connection to the text. Participating teachers actively explored embodying and physicalizing a text, examining character through nonverbal communication, formulating a point of view, and empowering student actors in their work with muscular or heightened language.

The American Voices Project provided eight middle and high schools with co-curricular instructional units of study and resources that stimulate student learning about the social and cultural history of 20th-century America through the lens of theater. By pairing social studies teachers with a theater (or English teacher) to team-teach the curriculum, American Voices enhances instruction and student learning. Students experience the historical context of these plays while simultaneously learning about the cultural impact of these works on American history.

The **Hip-Hop Pedagogy** workshop, presented in partnership with Columbia University's Teachers College and MusicFirst, trained 42 music teachers in the application of new music technology tools to create lesson plans for the core music classroom. This professional development short-course introduced an approach to and philosophy of hip-hop pedagogy, discussing the relevancy, benefits, and challenges of using this approach. The hands-on sessions also introduced beat-making, sampling, and recording technology, allowing students to create and produce music directly in the classroom.

The **Ensemble Connect** program from **Carnegie Hall** provided access to world-class professional musicians who partnered with elementary, middle, and high school instrumental music teachers for in-depth teaching-performance residencies. The program focused upon developing creative approaches to student-centered musical skill building. Music students, their families, and teachers attended **Ensemble ACJW** performances at **Carnegie Hall** and **The Juilliard School**. Professional development and administrative support were also provided to both teachers and the Ensemble Connect musicians.

Curriculum Development

The Office of Arts and Special Projects continues to enable teachers, facilitators, and cultural partners to create curriculum and share best practices with their colleagues, working with the Arts Directors of the OASP. Dance, music, theater, and visual arts teachers and facilitators collaborated to create units that support citywide instructional expectations, and connections to the arts *Blueprints*, Common Core capacities, and other standards-based frameworks that are then posted on the OASP website. Additional work continued in the development and refining of sample curriculum maps in each arts form for elementary, middle, and high schools.

The Borough Arts Directors designed and implemented an **Arts and the Common Core** series of borough-based arts workshops for elementary music and visual arts teachers and their classroom colleagues. Teams of teachers collaborated on developing arts and social studies activities aligned with arts learning and the new *Social Studies Framework*. This pilot series was in collaboration with five cultural partners: New York Philharmonic, the Metropolitan Museum of Art, Museum of the Moving Image, Children's Museum of Manhattan, and the Staten Island Museum.

Catalogs for **PS Art 2017** and the **Ezra Jack Keats Bookmaking Competition** were created as teaching tools for elementary and secondary teachers. Both catalogs contained student comments relating to the art-making process. The PS Art 2017 catalog additionally contained educator comments that reflected the strands and benchmarks of the *Blueprint for Teaching and Learning in the Visual Arts*.

The Office of Arts and Special Projects developed the *Arts and Students with Disabilities Online Resource Compendium* as a resource for general education arts teachers who also teach in inclusive classrooms. To develop these resources, we asked a diverse group of educators, administrators, and cultural partners, with and without disabilities, to participate in the writing and curating of these documents. The *Arts and Students with Disabilities Online Resource Compendium* (<http://schools.nyc.gov/offices/teachlearn/arts/arts-swd.html>) provides both general and content specific best practices for educating students with disabilities in the arts classroom. The resources are aligned with the New York City Department of Education's *Blueprints for Teaching and Learning in the Arts* and the *Danielson Framework for Teaching and Learning*. Additional training using this resource will be available throughout the 2017-18 school year.

Parent and Family Support

Parent support and partnerships are vital as we seek excellence in arts education for all students. Individually and collectively, parents provide strength as arts education advocates for their children.

The OASP has created supports for parents as follows:

- Facilitating presentation and question-and-answer sessions on navigating the applications process for screened arts high schools in each arts discipline at the citywide **High School Fair**
- Providing borough-based evening **High School Audition and Application Workshops** in the spring of 2017 for rising eighth graders and their parents and guardians
- Serving as a resource for information related to citywide and borough-wide dance, music, theater, and visual arts programs

Student Achievement in the Arts

Cultivating and valuing excellence in student achievement in the arts is an ongoing and important focus for the Office of Arts and Special Projects. Students need opportunities to excel in school and public performances and exhibitions along with the appropriate recognition and communal support.

The Borough Arts Directors coordinated **Borough Art Festivals**, a series of year-end events celebrating the talents and creativity of students and their teachers through arts exhibitions and public performances. Over 6,000 teachers, school administrators, parents, community members, and students attended the five borough fairs, viewing student exhibitions of over 867 artists representing 317 schools. Additionally, 1,767 students were showcased in live performances representing approximately 83 schools.

The UCB/DOE Teen Improv Festival continued the dynamic partnership with the Upright Citizens Brigade (UCB). The program supported improvisational comedy troupes at 19 NYCDOE high schools. UCB artists provided professional development, onsite student workshops and resources to support the school-based improv companies. The student companies then performed in a finale festival at the UCB theater.

The Shubert/MTI Broadway Junior Musical Theater Program enables NYCDOE middle schools in need of arts education supports to create and produce their school's first musical. This partnership program with **The Shubert Foundation** and **Music Theatre International (MTI)** fosters a collaborative environment among the participating students and their teachers, and allows the arts to flourish in these underserved communities. In 2016-17, the program provided theater education at 65 schools across the five boroughs, reaching a total of 271 teachers and over 2,400 middle school students. Nearly 500 of these students performed musical excerpts for their peers and the theater community on Broadway at the Winter Garden Theatre in the spring of 2017.

The Shubert Foundation High School Theatre Festival showcases the diverse student theater produced in public high schools across the city. The festival serves as a high-profile Broadway forum to highlight the impact of theater education on skills for the stage and in life. Partnering with **The Shubert Foundation**, this event enabled students from five schools to make their Broadway debuts, showcasing excerpts from musicals or plays performed at their respective schools. More than 100 students, representing schools from four of the five New York City boroughs, performed before a full house that included members of New York City theater community, art education leaders, teachers, students, parents, and school communities.

PS Art 2017 provided teachers and students the opportunity to participate in a citywide juried competition, resulting in an exhibition at the **Metropolitan Museum of Art**. In support of this initiative, a professional development day devoted to looking at student work was held in October 2016 at the museum. The PS Art exhibition had 103 works of art, representing 105 student artists, grades pre-K through 12, from all five boroughs, including District 75 schools. Student artwork was exhibited at the Met from June 2017 through the end of October. To encourage greater family participation, a professional development event was held at the Met in July, where teachers of students in the exhibition created individualized museum guides to share with families that included museum artwork related to their child's artwork. The NYCDOE continues to partner with **Studio in a School** in the PS Art initiative. In collaboration with the **Times Square Advertising Coalition**, 27 works of art from PS Art 2017 were displayed four minutes of every hour on a large screen in Times Square from June 20 to June 23.

Supported by the **Ezra Jack Keats Foundation**, the annual **Ezra Jack Keats Bookmaking Competition** involved students in grades 3 through 12 from all five boroughs in the study of picture books, culminating in the creation of their own picture books. A fall 2016 workshop for visual arts teachers and librarians supported this initiative. During the month of May 2017, nearly 100 schoolwide winning picture books were displayed at the **Brooklyn Public Library**, and at an awards event held on May 19, borough-wide and citywide winning students, honorable mentions, and teachers were recognized.

The Shubert Theater Arts Partnerships continued to support partnerships between professional theater-based artists and high-need elementary and secondary schools. **ArtsConnection** works with the OASP to place professional teaching artists in yearlong residencies at schools in need of theater and arts education supports. In addition to working with teachers to build classroom and theater teaching capacity, each teaching artist engages the school's leadership in a planning process to ensure its theater program thrives beyond the program's initial period of support.

For the fifth year, the **Broadway League's Diversity Committee** partnered with the Director of Theater to engage 27 NYCDOE high school students from varied backgrounds in the **Broadway League/NYCDOE Teen Diversity Internships**. Introducing students to non-performance career opportunities in the theater such as general management, press, marketing, casting, and technical supervision, this hands-on experience enables the participants to explore occupations in the theater industry as viable career paths that they may pursue in college or beyond.

Comprehensive examinations in dance, music, theater, and visual arts were designed and implemented for high school seniors who have taken a major arts sequence. The 1,333 students who passed the exam received either the **Regents Endorsed Diploma with Advanced Designation in the Arts** or a certificate of arts achievement. Those students as well as their families were invited to attend an event in their honor on July 21, 2017 at the **Brooklyn Museum**.

Summer Arts Institute provided a free four-week intensive summer program for 382 middle and high school students in dance, drama, film, instrumental band, string orchestra, vocal music, and visual arts. The program, held at Frank Sinatra School of the Arts in Astoria, Queens, nurtured and challenged students as they moved into their next phase of growth as young artists. The program, now in its 14th year, is an official summer school program carrying one elective arts credit. The 2017 Summer Arts Institute was made possible through generous support from **Exploring the Arts, Con Edison, HBO, Harkness Foundation for Dance, Jerrold Ross, Lisa & Richard Plepler, and The Mayor's Office of Media and Entertainment**.

All-City High School and Borough-Wide Salute to Music Programs afforded yearlong extracurricular music instruction and performance opportunities for approximately 620 students across the five boroughs. Under the leadership of NYCDOE music teachers, auditioned students participated in a variety of vocal and instrumental ensembles. Seven culminating concert performances were held for parents and the general public.

Select **All-City High School Music Program** graduating seniors were awarded scholarships for outstanding accomplishments in music. These scholarships were provided by the Office of Arts and Special Projects, the **Ryuji Ueno Foundation**, the **Peter J. Wilhousky Foundation**, and the **Bernard Donovan Foundation**.

The **Honors High School Music Festival** in conjunction with the **Music Educators Association of New York City** attracted over 340 student-participants representing schools in all boroughs. Parents, teachers, New York State music officials, and local community members attended the performance by the High School Festival Jazz Ensemble, Chorus, Concert Band, and Orchestra. Each ensemble was led by celebrated guest conductors.

The National Chorale presented dual choral festivals for NYCDOE choral singers and their teachers. The **High School Choral Festival** was held at Hunter College, and the **Elementary/Middle School Choral Festival** was sited at Park West High School in Manhattan. NYCDOE choral ensembles from the five boroughs, performed for audiences of their peers, under the direction of expert NYCDOE choral conductors.

Over the fall and spring, and in coordination with the **School Art League** and the **Art Directors Club**, more than 40 students per semester attended Saturday art-career workshops, meeting designers and artists, and building their own portfolios. Families were also invited to a special session on the college application process led by The School Art League personnel collaborating with a high school guidance counselor.

Through partnership with **The School Art League**, the **School of Visual Arts**, **Pratt Institute**, and the **Art Directors Club**, the OASP disseminated information about programs, student scholarships, and awards. At a May ceremony held at the **Metropolitan Museum of Art**, nearly 300 medals were presented to seniors and to promising freshmen and sophomores. The **School Art League** and the **School of Visual Arts** awarded a full freshman-year scholarship, and a partial freshman-year scholarship was awarded to a student who will be attending Pratt Institute. In addition, five awards were presented to students who will be continuing their studies of art at **Cooper Union**, the **School of Visual Arts**, the **Fashion Institute of Technology**, **Pratt Institute**, and **Syracuse University School of Art**. Additional awards were presented in memory of several School Art League board members.

Through art portfolio and art history competitions, 11 graduating seniors received portfolio scholarship awards from the **Dedalus Foundation** and the **Mark Rothko Fund**. Additionally, five graduating seniors received art history scholarship awards from the Dedalus Foundation.

The **Art History Research Project**, funded by the **Dedalus Foundation**, fostered research at the high school level. The OASP's Director of Visual Arts and the Foundation partnered with the **Metropolitan Museum of Art** and the **New York Public Library** to host cross-school meetings for teachers and their student researchers. Representing six high schools, the meetings allowed for the sharing of research in progress and engaging with museum curators. In May 2017, the Dedalus scholars, along with their teachers and their families, were honored at the foundation's Industry City Gallery. A book of the art history papers was presented to each researcher and teacher. Additionally, exemplary art work by high school seniors awarded the Dedalus fine arts scholarships was exhibited in the Dedalus galleries.

The DiverCity Lens Project supported 12 middle and high school visual arts teachers, representing all five boroughs, in working with a professional photographer and in examining diversity through photographs. The teachers also critiqued student work and selected the work of 66 student photographers for an exhibition in the Tweed Courthouse. The exhibition opened on May 30, 2017, and was on display until the end of October. Each student photograph in the exhibition was accompanied by writing around the year's theme, "My Camera, My Voice." Participating visual arts teachers displayed one of their own photographs as well.

REPORT 2016-2017

Arts and Cultural Community

As partners with our schools, arts organizations and cultural institutions play a critical role in developing and supporting arts programming. Expanding students' understanding of the visual and performing arts creates an exceptional and authentic learning experience for our students. Guiding arts organizations and schools to develop strong partnerships is among the goals of the Office of Arts and Special Projects.

The OASP works closely with the New York City **Department of Cultural Affairs** to create strong ties in the arts community. Activities include:

- Evaluating and scoring **Pre-Qualifying Solicitation Proposals** from the arts and cultural community for direct student services, parent services, and professional development in the arts
- Presenting the **30th Annual Arts and Cultural Services Fair**, held at the **Brooklyn Museum**, where arts organizations and cultural institutions interfaced with school leaders, arts education liaisons, and teachers, giving them information regarding programs and resources for their students and schools
- Preparing Salute to Music program middle school instrumentalists to perform side-by-side with the side with the **New York Pops** as part of the Pops' annual gala concert at Carnegie Hall
- Showcasing students in the All City High School Music Program's Jazz Ensemble, Chorus, and Orchestra rehearsing alongside Artists in Residence from **Jazz at Lincoln Center, The Metropolitan Opera**, and **Midori & Friends**.
- Participating in the selection process for **Academy of Carnegie Juilliard Weill Fellows (ACJW)**, and collaborating with ACJW administrators in the creation of pedagogical materials for academy fellows
- Supporting the **Metropolitan Opera HD Broadcasts** in five NYCDOE school sites by providing teacher professional development and student-learning opportunities to introduce high-quality opera performances to underserved communities
- Working with the **Museum of Modern Art**, a short course was developed for teams of Visual Arts teachers and Occupational Therapists. Entitled *Synergy in the Visual Arts Classroom: A Visual Arts & Occupational Therapist Collaborative*, it supported the work of teachers and therapists working with students with disabilities.
- Collaborating with the **Studio Museum in Harlem**, the **New-York Historical Society**, and the **Museum of Modern Art**, a short course was created to support portfolio development in middle and high schools
- Working with the NYCDOE Department of Social Studies, the **Metropolitan Museum of Art**, and the **Museum of the City of New York** to create the "Ticket for Two" series, *The Art of Social Activism*. This professional learning series partnered 35 pairs of visual arts and social studies in a two-day professional learning series centered on the Metropolitan Museum of Art exhibition *Kerry James Marshall: Mastry* and the Museum of the City of New York exhibitions *Activist New York* and *New York at Its Core*.
- Working with the **Whitney Museum of American Art**, for the first time a special evening was created on November 28, 2016 solely for New York City public school visual arts educators

ARTS IN SCHOOLS

- Collaborating with **Studio in a School** to offer a full-day professional learning event at the **Metropolitan Museum of Art** in October 2016 centered on looking at student artwork in support of PS Art 2017
- Working with the **Cooper Hewitt, Smithsonian Design Museum** and collaborating with the Office of Student Enrollment, to offer high school graphic design students the opportunity to work with a noted graphic designer on their entries to the High School Directory cover competition
- Supporting the **New York City Art Teachers Association (NYCATA/UFT)** on the content and development of their annual fall conference for New York City art teachers

District 75 Schools

District 75 has completed its five-year Investing in Innovation (i3) research program **EASE (Everyday Arts for Special Education)**, funded by the United States Department of Education (USDOE). The research work with teachers and students shows compelling evidence that core academic subjects can be taught in more engaging and accessible ways through arts integration, and that integrated arts instruction addresses core communication and socialization deficits for students with disabilities.

The EASE project trained 300 teachers (both arts specialists and classroom teachers) in 10 treatment school organizations and an additional 500 teachers across District 75. The evaluation study indicates improved ELA NYSAA (New York State Alternate Assessment) scores for students who participated in the program for two years as compared with equivalent control students who did not.

Based on the success of the program, the USDOE awarded additional funds to the project for 2015-16 for additional study of the data. Positive social emotional gains on the SANDI Assessment were reported for those students who participated in EASE compared with equivalent control students.

Additionally, the EASE program is discussed in chapters of two recent arts education book releases: "Evaluation of the Everyday Arts for Special Education Program" in *Arts Evaluation and Assessment*, Publisher: Palgrave MacMillan; and "Education Students in and Through the Arts: The Need for Research and Evaluation" in *The Handbook for Arts Education and Special Education*, Publisher: Routledge.

Based on the EASE research, District 75 was also awarded a federally funded PDAE grant program, **Everyday Arts Network (EAN 2014-17)** to continue the EASE methodology through the use of high-quality digital tools and materials to improve teachers' content knowledge in the arts. Secondly, the program seeks to increase engagement and access to high-quality arts content for students. The EAN program is currently in its fourth and final year, and offers blended models of professional development paired with in-class coaching and online coaching.

REPORT 2016-2017

FESTIVAL OF THE ARTS

May 31, 2017

Brooklyn Academy of Music

District 75 displayed an astonishing range of talent at the Second Annual Festival of the Arts at the Brooklyn Academy of Music. The BAM-Fisher Auditorium, a spacious black box theater, sizzled with 27 performances, including music (instrumental, choral singing, rock guitar, show tunes) dancing (step, ballroom, Broadway, and modern) and a short play. In addition, 44 visual art pieces were shown in an elegant, light-filled gallery. On display were drawings, paintings, collages, assemblages, sculptures, architectural models, and short films. Over 50 schools and 1,000 students participated.





Executive Summary

The New York City Department of Education (NYCDOE) is committed to providing all public school students with universal access to a high-quality arts education. Since the launch of the ArtsCount initiative in 2007, the NYCDOE Office of Arts and Special Projects (OASP) has increased the accountability for and transparency of arts education in all NYCDOE public schools. Each spring, the OASP administers the *Annual Arts Education Survey* to all public schools to collect information on schools' arts programming. In the 2016-17 school year, 92 percent ($N=1,459$) of all schools responded to the survey. In recent years, the NYCDOE has increased its capacity to collect arts programming data through internal databases. The information gathered from the survey and the NYCDOE databases is used to track compliance in accordance with the New York State Education Department (NYSED) arts instructional requirements and guidelines.

The data presented in this Executive Summary reflect schools' progress toward meeting the NYSED arts requirements and guidelines (see Appendix, page 121) and provide a snapshot of arts education in schools during the 2016-17 school year. Where applicable, data are provided from previous school years in order to examine progress over time. The data are presented separately by school level (e.g., elementary, middle, high school). Students in District 75 schools—schools that exclusively serve students with special needs—are allowed more flexibility with the delivery of arts instruction. Therefore, data on arts education in District 75 schools are presented separately throughout the report.

Elementary School Grades

Schools serving elementary school grades include all schools serving pre-kindergarten through fifth grade (i.e., elementary, K-8, and K-12 schools); District 75 schools are not included. Arts instruction in schools serving elementary school grades can be provided by classroom teachers, school-based arts teachers, or cultural arts organizations. References to any instructional provider throughout the Elementary School Grades section refer to arts instruction provided by classroom teachers, school-based arts teachers, and/or cultural arts organizations.

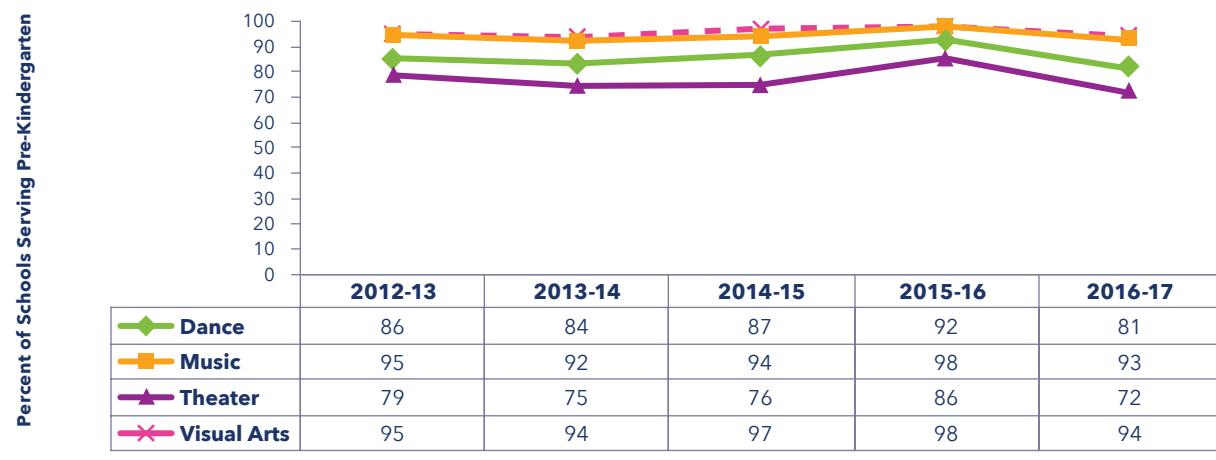
Since the 2014-15 school year, elementary school data on arts instruction provided to students in kindergarten through fifth grade by classroom teachers or school-based arts teachers have been obtained through the NYCDOE Scheduling, Transcripts, and Academic Reporting System (STARS) database. The STARS database captures the amount of instruction provided in each arts discipline (dance, music, theater, and visual arts) by classroom teachers and school-based arts teachers. The STARS database also captures whether art instruction was, in part, provided by cultural arts organizations and aggregates the arts instruction provided by school-based arts teachers and cultural arts organizations. In the 2016-17 school year, data from the *Annual Arts Education Survey* were used to disaggregate arts instruction provided by cultural arts organizations from arts instruction provided by school-based arts teachers, as reported in the STARS database. In addition, arts instructional hours that were provided by cultural arts organizations, but not reported in the STARS database, were gathered through the *Annual Arts Education Survey*. The survey was also used to collect data regarding arts instruction provided to pre-kindergarten students.

ARTS IN SCHOOLS

Arts Instruction Provided by Any Instructional Provider to Pre-Kindergarten

Of responding schools that served pre-kindergarten students in 2016-17, nearly all schools reported providing visual arts and music instruction to pre-kindergarten students (93 percent in music and 94 percent in visual arts); 81 percent reported providing dance instruction; and 72 reported providing theater instruction (see Figure 1).

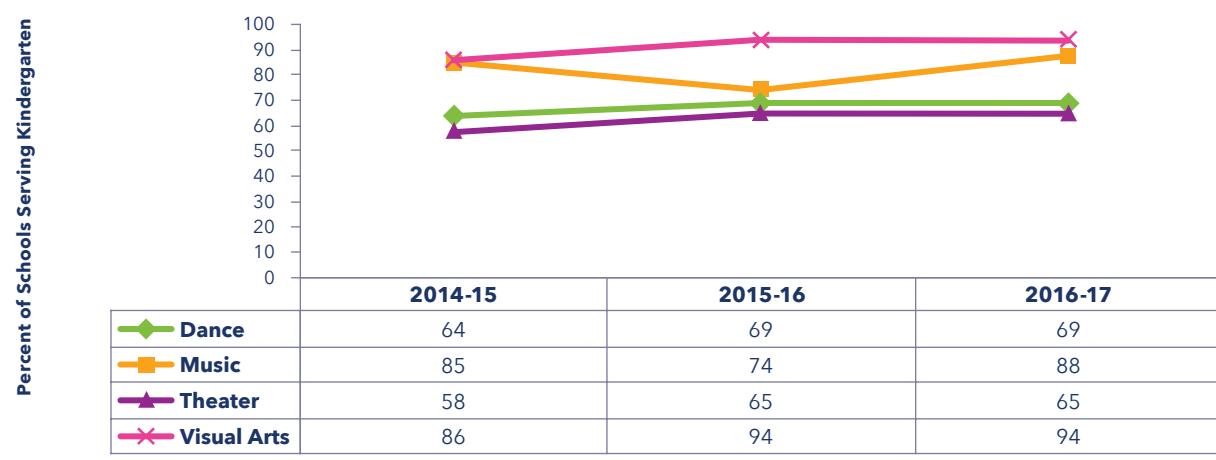
Figure 1. Percent of Responding Schools by Arts Discipline Taught by Any Instructional Provider to Pre-Kindergarten (N=586¹)



Arts Instruction Provided by Any Instructional Provider to Kindergarten Students

In the 2016-17 school year, 94 percent of responding schools reported providing visual arts instruction to kindergarten students; 88 percent provided music instruction; 69 percent provided dance instruction; and 65 percent provided theater instruction, each equal or above the percentages from the previous year (see Figure 2).

Figure 2. Percent of Responding Schools by Arts Discipline Taught by Any Instructional Provider to Kindergarten (N=738)



¹ All "N's presented in this report reflects the number of schools from the 2016-17 school year.

REPORT 2016-2017

Arts Instruction Provided by Any Instructional Provider to Grades 1-5

Of the responding schools, 64 percent reported providing *all four* arts disciplines (dance, music, theater, and visual arts) to *any grade* 1-5 and by any instructional provider during the 2016-17 school year (see Table 1).

Table 1. Percent of Responding Schools by Number of Arts Disciplines Taught by Any Instructional Provider to Any Grade 1-5 in the 2016-17 School Year (N=747)

Number of Arts Disciplines	2014-15	2015-16	2016-17
At Least One Arts Discipline	99%	100%	100%
At Least Two Arts Disciplines	94%	97%	96%
At Least Three Arts Disciplines	80%	84%	84%
Four Arts Disciplines	58%	63%	64%

Nearly one-half (45 percent) of responding schools reported providing instruction in *all four arts* disciplines to *all grades* 1-5 by any instructional provider during the 2016-17 school year (see Table 2).

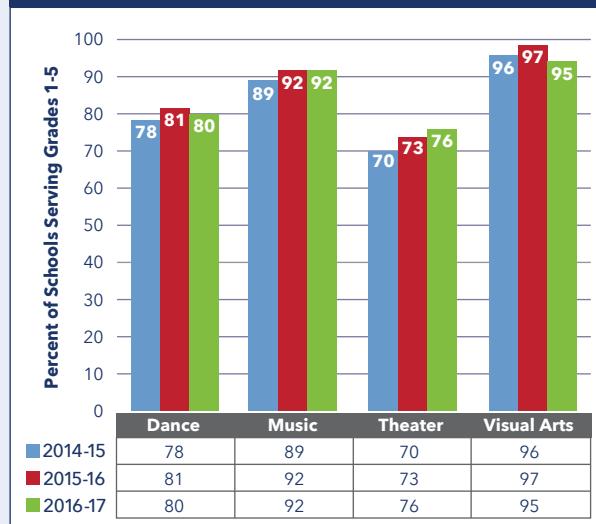
Table 2. Percent of Responding Schools Providing All Four Arts Disciplines Taught by Any Instructional Provider to All Grades 1-5 in the 2016-17 School Year (N=747)

	2014-15	2015-16	2016-17
All Four Arts Disciplines to All Grades 1-5	38%	44%	45%

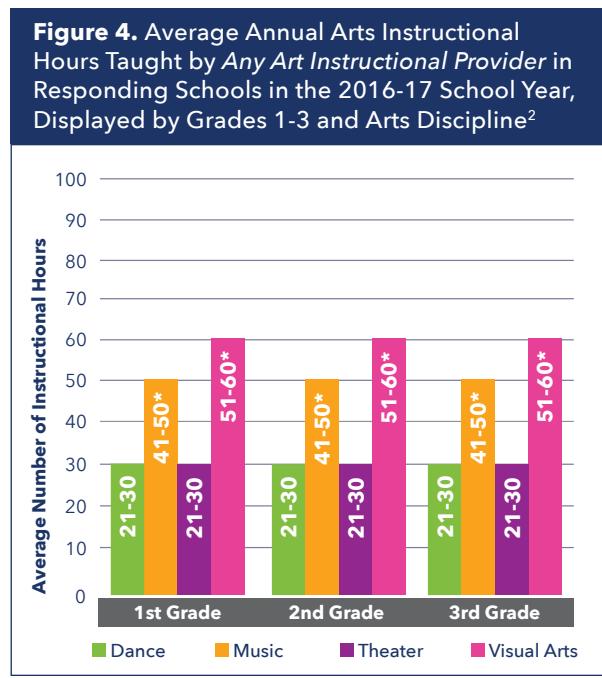
In the 2016-17 school year, 95 percent of responding schools serving elementary school grades reported providing visual arts; 92 percent reported providing music; 80 percent reported providing dance; and 76 percent reported providing theater by any instructional provider to any grade 1-5 (see Figure 3).



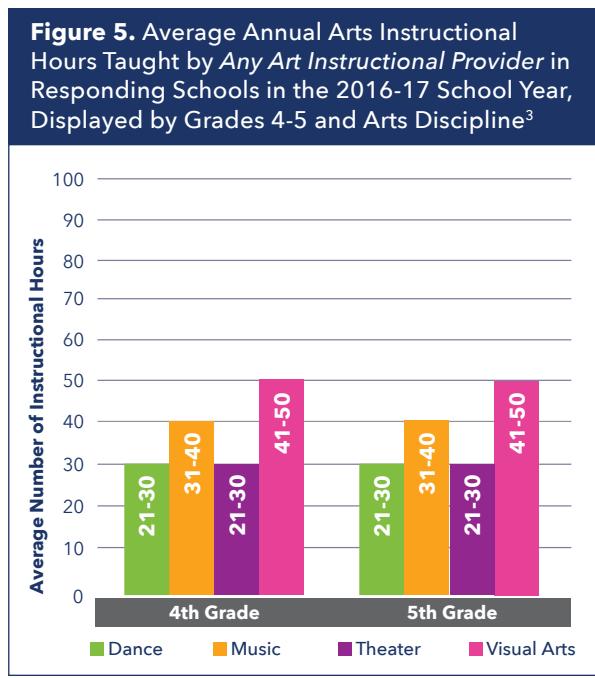
Figure 3. Percent of Responding Schools by Type of Arts Discipline Taught by Any Instructional Provider to Any Grade 1-5 (N=747)



Responding schools reported that across all instructional providers, students in first through third grade received an average of 51-60 hours of visual arts instruction (an increase from 41-50 hours in 2015-16); 41-50 hours of music instruction (an increase from 31-40 hours in 2015-16); and 21-30 hours of dance and theater instruction during the 2016-17 school year (see Figure 4). Responding schools serving grades 4-5 reported providing an average of 41-50 hours of visual arts instruction; 31-40 hours of music instruction; and 21-30 hours of dance and theater instruction by any instructional provider (see Figure 5). These ranges were all consistent with the ranges from 2015-16.



*Indicates an increase in the range of average hours taught by arts instructional providers.



Middle School Grades

Schools serving middle school grades include all schools serving grades 6 through 8 (i.e., middle, secondary, K-8, and K-12 schools); District 75 schools are not included.

Arts Instruction Provided to Grades 6-8

In the 2016-17 school year, 99 percent of responding schools serving middle school grades provided at least one arts discipline to any grade 6-8; 80 percent provided at least two arts disciplines; 41 percent provided at least three arts disciplines; and 13 percent provided all four arts disciplines (see Table 3).

Table 3. Percent of Responding Schools by Number of Arts Disciplines Provided to Any Grade 6-8 (N=430)

Number of Arts Disciplines	2013-14	2014-15	2015-16	2016-17
At Least One Arts Discipline	92%	96%	97%	99%
At Least Two Arts Disciplines	62%	71%	77%	80%
At Least Three Arts Disciplines	24%	30%	35%	41%
Four Arts Disciplines	7%	9%	11%	13%

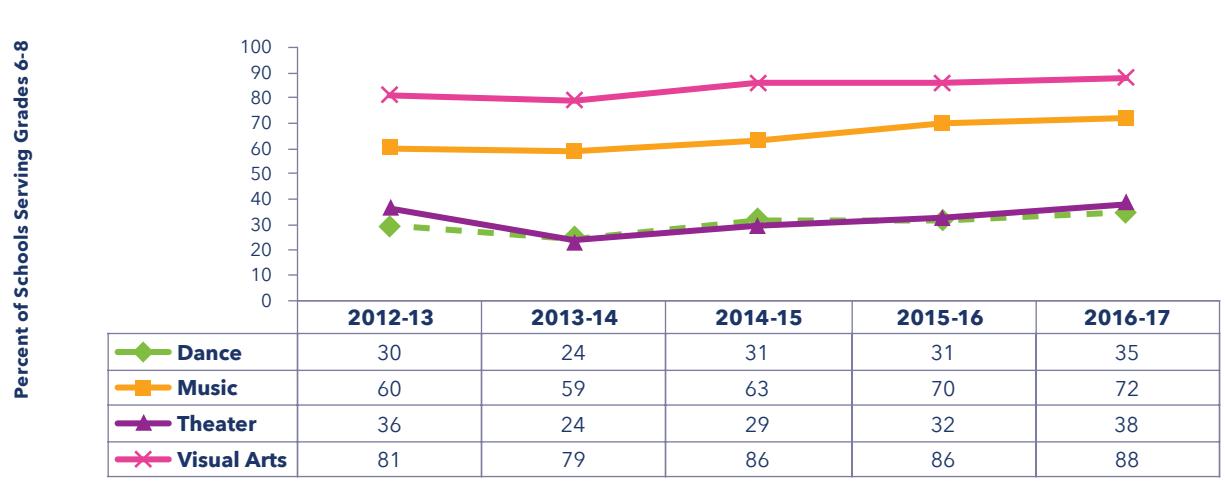
² First grade N=737; second grade N=731; third grade N=715

³ Fourth grade N=701; fifth grade N=700

REPORT 2016-2017

Of responding schools serving middle school grades in 2016-17, 88 percent reported provided visual arts instruction; 72 percent reported providing music; 35 percent reported providing dance; and 38 percent reported providing theater instruction to *any grade 6-8* (see Figure 6). These represent percentage increases from 2015-16 in each of the four arts disciplines.

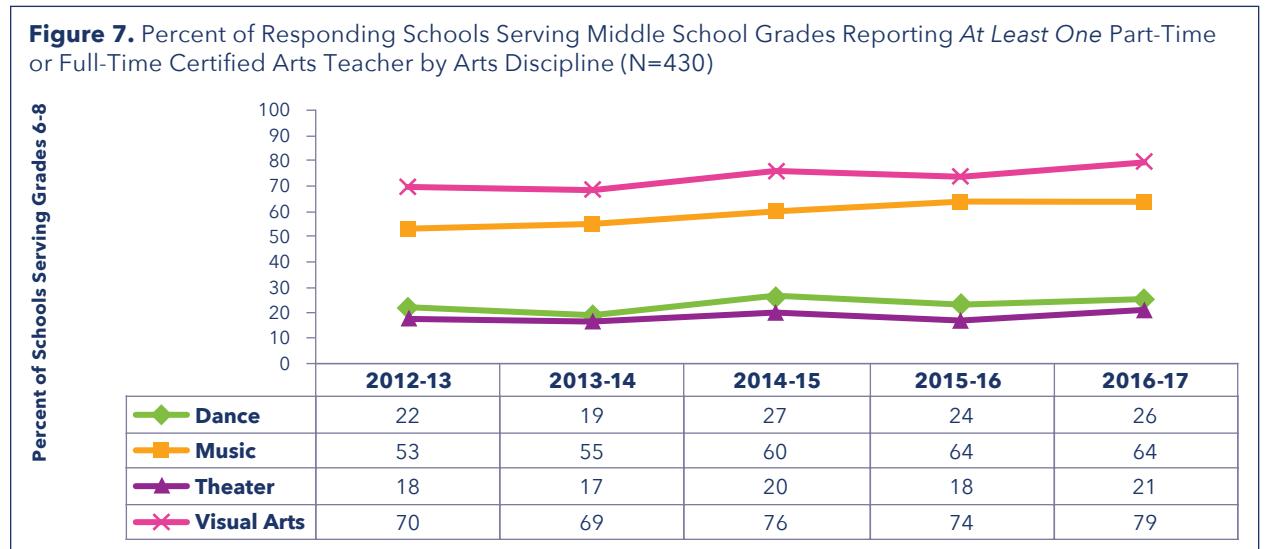
Figure 6. Percent of Responding Schools by Type of Arts Discipline Provided to Any Grade 6-8 (N=430)



ARTS IN SCHOOLS

Certified Arts Teachers

Of responding schools serving middle school grades in 2016-17, 79 percent reported having at least one part-time or full-time certified visual arts teacher; 64 percent reported having at least one certified music teacher; 26 percent reported having at least one certified dance teacher; and 21 percent reported having at least one certified theater teacher (see Figure 7).⁴



Arts Instruction as Required by the New York State Education Department, Grades 7-8

The NYSED arts requirements and guidelines recommend that schools serving grades 7 and 8 provide students with at least two different arts disciplines (dance, music, theater, or visual arts) that are taught by certified arts teachers over the course of seventh and eighth grades. In the 2016-17 school year, 87 percent of eighth-grade students met this requirement (see Table 4).

Table 4. Percent of 8th Grade Students in Responding Schools Who Completed Two or More Half-Units of Arts Instruction Over the Course of 7th and 8th Grades (N=545)

	2013-14	2014-15	2015-16	2016-17
Eighth-Grade Students Who Completed Two or More Half-Units of Arts Instruction in Any Arts Discipline	82%	87%	88%	87%

In the 2016-17 school year, 33 percent of eighth-grade students had completed two or more half-units of arts instruction in any arts discipline over the course of seventh and eighth grades (see Table 5).

Table 5. Percent of 8th Grade Students in Responding Schools Who Met the NYSED Requirement (N=545)

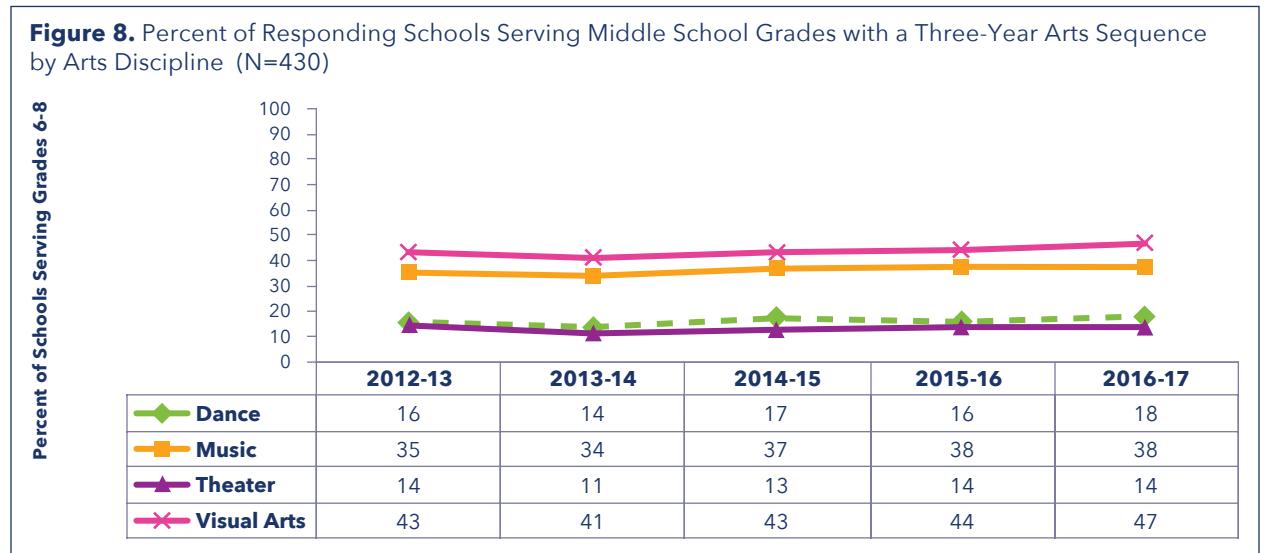
	2013-14	2014-15	2015-16	2016-17
Eighth-Grade Students Who Completed Two Arts Courses in Two Different Arts Disciplines by a Certified Arts Teacher	19%	28%	34%	33%

⁴ In 2012-13, data on full-time certified arts teachers were collected from the NYS BEDS system, and in 2013-14 through 2016-17, the data were provided through NYCDOE Human Resources database. These changes should be considered when comparisons among school years are made.

REPORT 2016-2017

Arts Sequences

In the 2016-17 school year, the percent of responding schools serving middle school grades that reported offering a three-year arts sequence to students in grades 6-8 ranged from 14 percent in theater to 47 percent in visual arts (see Figure 8).



High School Grades

Schools serving high school grades include all schools serving grades 9 through 12 (i.e., high, secondary, and K-12 schools); District 75 schools are not included.

Arts Instruction Provided to Grades 9-12

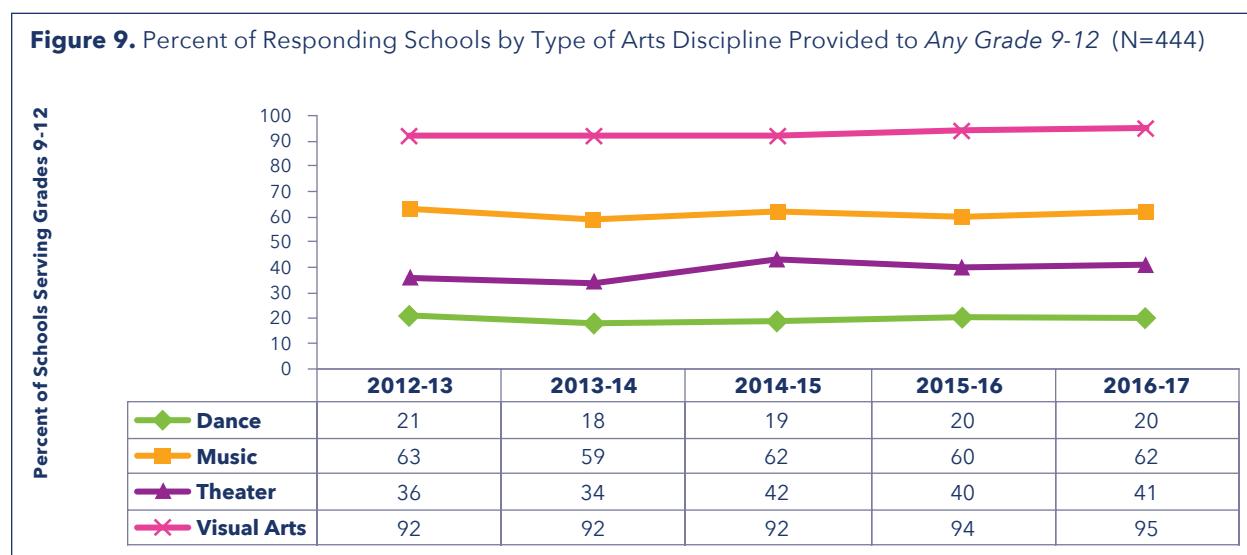
All (100 percent) responding schools serving high school grades provided *at least one* arts discipline and 12 percent provided *all four* arts disciplines to *any grade* 9-12 during the 2016-17 school year (see Table 6).

Table 6. Percent of Responding Schools Providing Art to Any Grade 9-12 by Number of Arts Disciplines (N=444)

Number of Arts Disciplines	2012-13	2013-14	2014-15	2015-16	2016-17
At Least One Arts Discipline	98%	98%	98%	99%	100%
At Least Two Arts Disciplines	73%	69%	71%	71%	71%
At Least Three Arts Disciplines	30%	27%	36%	34%	34%
Four Arts Disciplines	10%	8%	11%	11%	12%

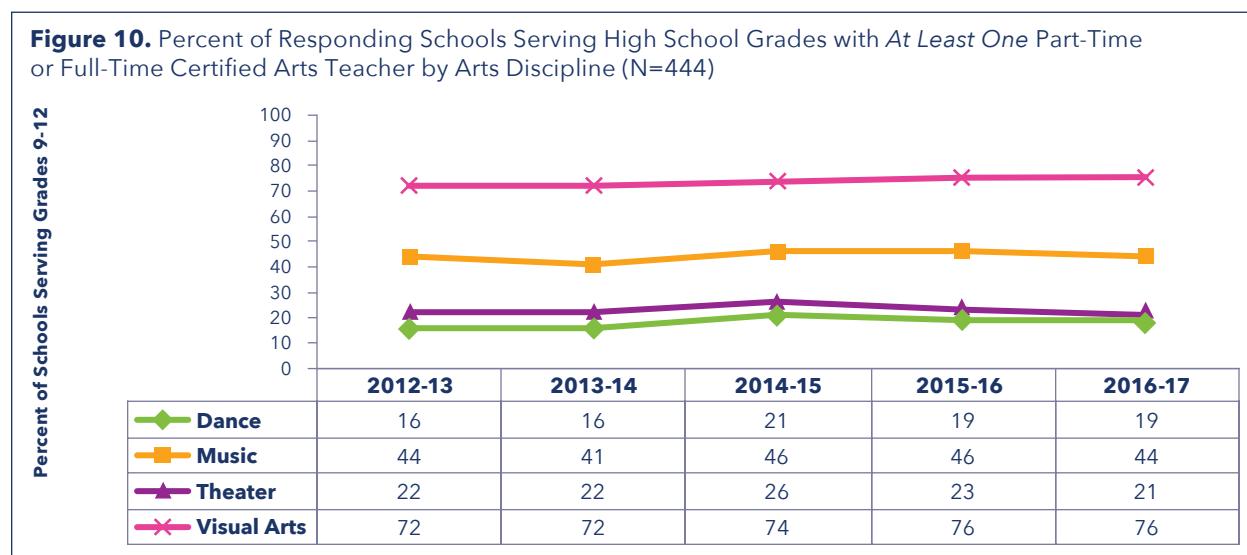
ARTS IN SCHOOLS

In the 2016-17 school year, 95 percent of responding schools serving high school grades provided visual arts instruction; 62 percent provided music; 41 percent provided theater; and 20 percent provided dance instruction to *any grade 9-12* (see Figure 9).



Certified Arts Teachers

Of responding schools serving high school grades in 2016-17, 76 percent reported having *at least one* part-time or full-time certified visual arts teacher; 44 percent reported having *at least one* certified music teacher; 21 percent reported having *at least one* certified theater teacher; and 19 percent reported having *at least one* certified dance teacher (see Figure 10).



REPORT 2016-2017

Arts Instruction as Required by the New York State Education Department, Grades 9-12

The NYSED arts requirements and guidelines recommend that schools serving high school grades provide students with a minimum of two credits in the arts prior to graduation. In the 2016-17 school year, all (100 percent) of high school graduates from responding schools graduated with two or more credits in the arts (see Table 7).⁵

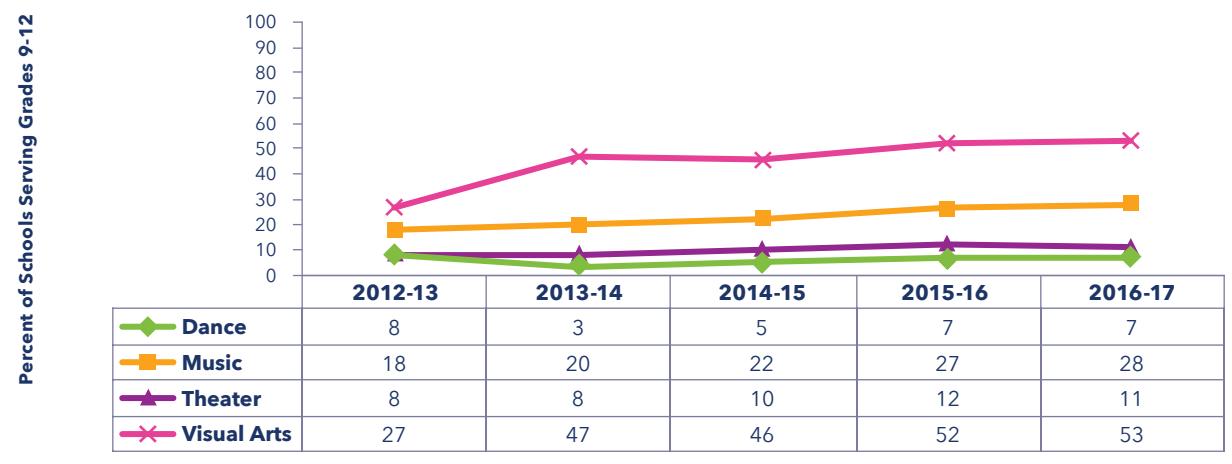
Table 7. Percent of High School Graduates from Responding Schools Who Met the NYSED Requirement (N=406)

	2012-13	2013-14	2014-15	2015-16	2016-17
Graduated with Two or More Credits in the Arts	95%	98%	100%	100%	100%

Arts Sequences

The proportions of schools with high school grades that reported offering *at least one* arts sequence of six or more credits ranged from 7 percent in dance to 53 percent in visual arts during 2016-17 (see Figure 11).⁶

Figure 11. Percent of Responding Schools Serving High School Grades Offering At Least One 6-Credit Arts Sequence by Arts Discipline (N=444)



⁵ Through the 2013-14 school year, arts courses taken in a high school that was different than the one the student graduated from were not counted toward meeting the NYSED arts requirement. However, since 2014-15, arts courses taken at any high school were counted toward meeting the requirement. This change should be considered when comparisons among school years are made.

⁶ In 2012-13, schools serving high school grades were asked to report on the Annual Arts Education Survey about the arts sequences they provide. After 2013-14, data on arts sequences were provided through the NYCDOE STARS database. This change should be considered when comparisons among school years are made.

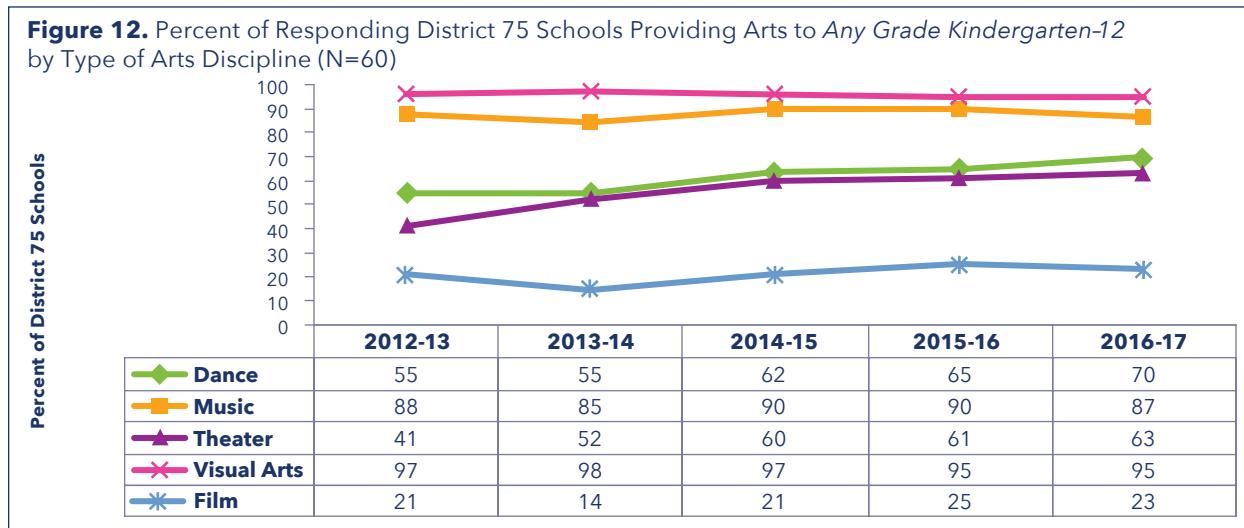
ARTS IN SCHOOLS

District 75 Schools

District 75 provides citywide educational, vocational, and behavior-support programs for students with disabilities. As previously noted, District 75 schools are allowed more flexibility with the delivery of arts instruction to their students.

Arts Instruction Provided to Grades Kindergarten–12

Of the responding District 75 schools, greater percentages reported that they offer visual arts (95 percent) and/or music (87 percent) than dance (70 percent), theater (63 percent), and/or film (23 percent) to *any grade kindergarten–12* (see Figure 12).



Cultural Arts Organizations

New York City's cultural arts organizations are a tremendous asset to public schools, providing students and teachers with access to quality arts instruction and world-class performances and exhibitions.

Across all responding schools, 82 percent reported partnering with *at least one* cultural arts organization over the course of the 2016–17 school year (see Table 8).

Table 8. Percent of Responding Schools Partnered with *At Least One* Cultural Arts Organization (N=1,559)

	2012-13	2013-14	2014-15	2015-16	2016-17
At Least One Arts Provider	82%	84%	87%	87%	82%

In the 2016–17 school year, at least 441 cultural arts organizations were partnered with schools to provide arts education instruction. From the 2012–13 through 2016–17 school years, the number of cultural arts organizations varied from a high of at least 492 in 2012–13 to a low of at least 359 in 2014–15 (see Table 9).

Table 9. Number of Cultural Arts Organizations Partnered with Responding Schools (N=1,559)

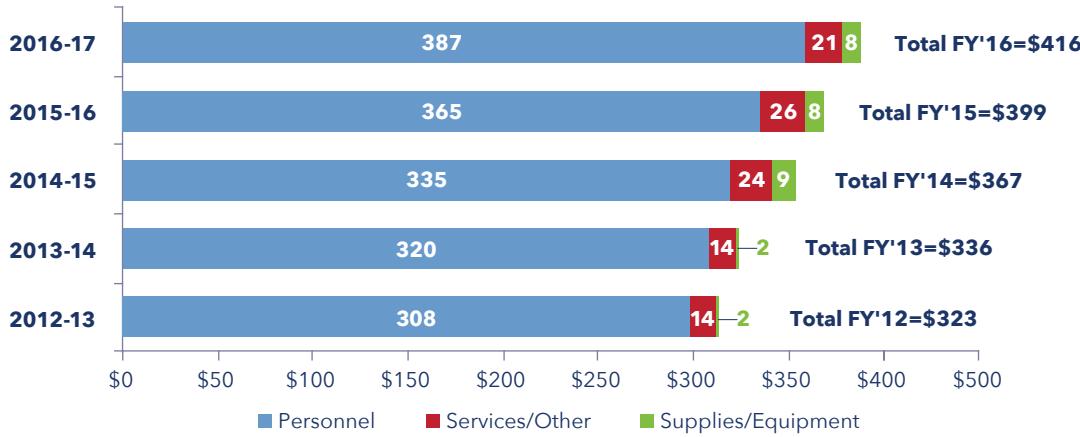
	2012-13	2013-14	2014-15	2015-16	2016-17
At Least One Arts Provider	492+	398+	359+	399+	441+

REPORT 2016-2017

Funds Budgeted for the Arts

In the 2016-17 fiscal year, the overall budget for the arts was \$415,669,765. This includes \$386,564,629 budgeted for personnel; \$20,846,406 for arts services/other (e.g., cultural arts organizations); and \$8,258,730 for arts supplies/equipment (e.g., instructional materials, equipment repair) (see Figure 13).

Figure 13. Distribution of Funds Budgeted for the Arts (in Millions of Dollars)





Arts Education in New York City Public Schools

Information was gathered about student access and participation in arts education and supports for quality arts education during the 2016-17 school year. When available, data are provided for previous school years and are based on the portion of schools that responded to the *Annual Arts Education Survey* during that school year. In the 2016-17 school year, nearly 92 percent ($N=1,459$) of all NYCDOE schools responded to the survey. In addition, data are collected from other data sources that include NYCDOE databases and the *NYC Principal Satisfaction Survey*. For a further description of the methods used to calculate the data presented, see the Methodology section on page 115.

The Arts Education in New York City Public Schools section of the report is organized by grade and school level (i.e., elementary, middle, and high schools), and includes information on: the number and type of arts disciplines provided; the number of students participating in arts instruction; screened arts programs in middle and high school; and arts sequences offered to students in grades 6-12. The data presented reflect schools' progress toward meeting the NYSED arts requirements and guidelines. See Appendix on page 121 for a description of these requirements and guidelines. NYSED arts requirements and guidelines emphasize arts instruction in dance, music, theater, and visual arts. In addition, to these four arts disciplines, arts instruction in the moving image/film is offered in many schools through the city. The majority of data shown is disaggregated by dance, music, theater, visual arts, and, where available, data are also provided on moving image/film instruction.

Students in District 75 schools—schools that exclusively serve students with disabilities—are not held accountable to the same requirements. Therefore, data on arts education in District 75 schools are presented separately. The District 75 section includes data on the type of arts disciplines offered in these schools and the arts disciplines used to advance students' Individual Education Program (IEP) goals.



ARTS IN SCHOOLS

Number of Students Participating in Arts Education

Figures 14 through 16 present the numbers of students in grades 1–12 receiving arts instruction during the 2016–17 school year. These data include all schools except District 75 schools. For grades 1–5, schools were asked to report on arts instruction to classes as a whole; therefore, the data presented reflect the October 2016 audited class registers. The STARS database was used to determine the specific number of students participating in arts instruction in schools serving grades 6–12.

Figure 14. Number of Students in Grades 1–5 Participating in Arts Instruction in the 2016–17 School Year by Arts Discipline

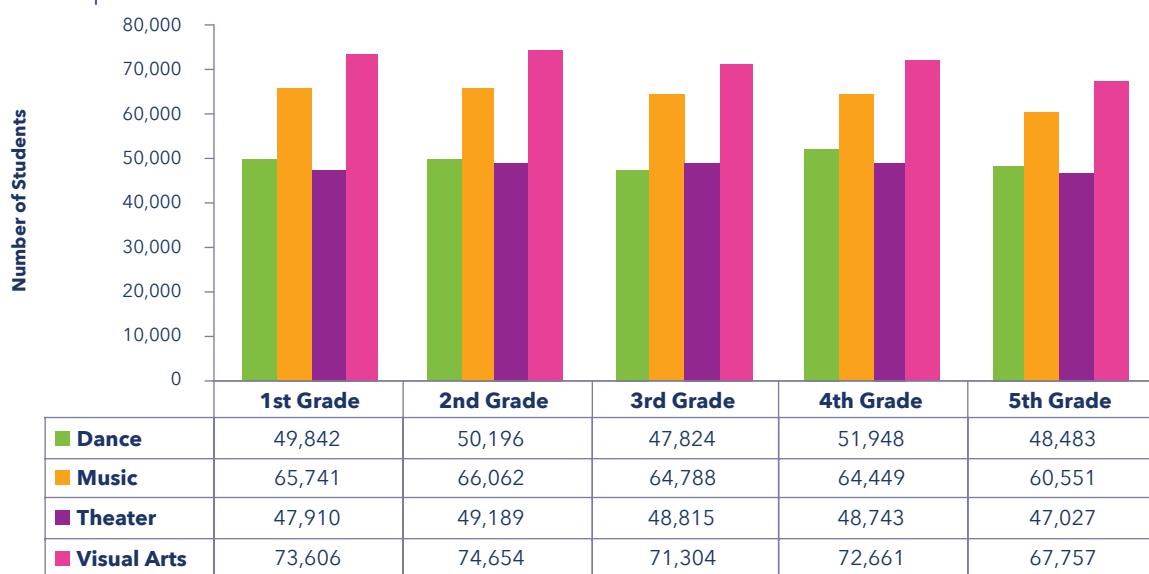


Figure 15. Number of Students in Grades 6–8 Participating in Arts Instruction in the 2016–17 School Year by Arts Discipline

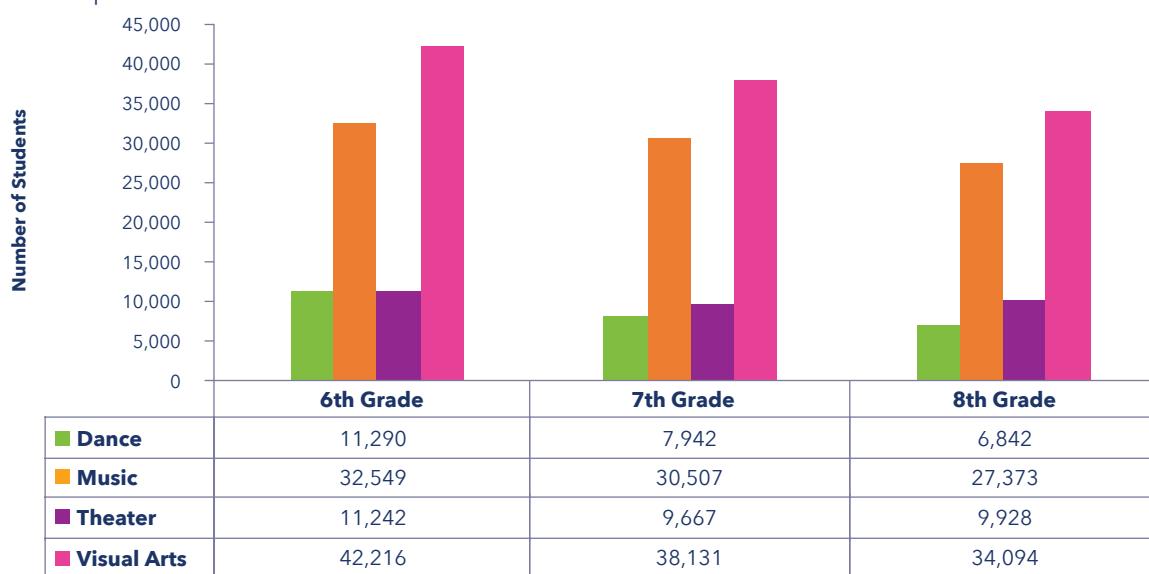
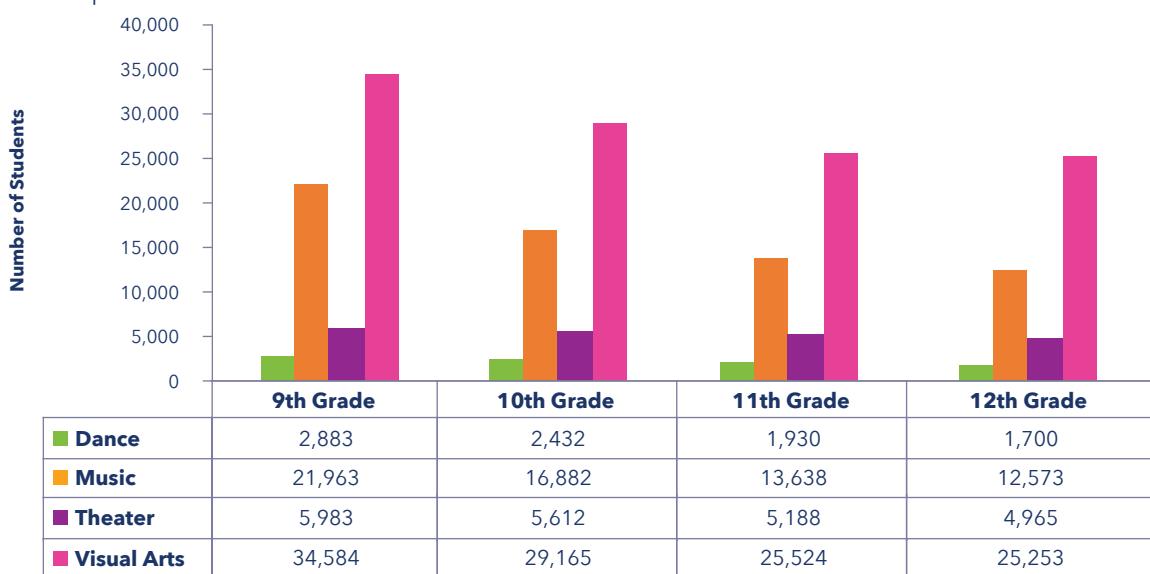




Figure 16. Number of Students in Grades 9-12 Participating in Arts Instruction in the 2016-17 School Year by Arts Discipline



Elementary School Grades

This section presents data on arts instruction provided to students in elementary school grades, (pre-kindergarten through fifth grade) as reported by elementary and multi-grade schools (i.e., early childhood [pre-K-2], K-8, or K-12 schools) on the 2016-17 *Annual Arts Education Survey* and through the NYCDOE STARS database. District 75 schools are not included. In 2016-17, 41 percent ($N=593$) of all schools that responded to the survey were classified as elementary schools and 11 percent ($N=154$) were classified as multi-grade schools serving at least one elementary schools grade (grades 1-5).

Arts instruction in schools serving elementary school grades can be provided by classroom teachers, school-based arts teachers, or cultural arts organizations. Reference to *any instructional provider* through the Elementary School Grades section captures arts instruction provided by classroom teachers, school-based arts teachers, and/or cultural arts organizations.

Prior to the 2014-15 school year, all elementary school arts programming data were collected through the *Annual Arts Education Survey*. In the 2014-15 school year, elementary schools recorded arts instruction provided to students in grades K-5 through the NYCDOE STARS database. The STARS database captures the amount of instruction provided in each arts discipline (i.e., dance, music, theater, or visual arts) by classroom teachers and/or school-based arts teachers. Data on arts instructional hours provided to kindergarten through fifth grade students by a cultural arts organization were gathered through the survey. Similar to previous years, the survey also collected data regarding arts instruction provided to pre-kindergarten students.

ARTS IN SCHOOLS

Arts Instruction Provided to Pre-Kindergarten and Kindergarten Students

The data and figures in this subsection reflect arts instruction provided to students in pre-kindergarten and kindergarten. Figure 17 displays the percent of responding schools that served pre-kindergarten and reported providing dance, music, theater, and/or visual arts through school-based staff from 2012-13 through 2016-17. Figure 18 displays the percent of responding schools that serve kindergarten by arts disciplines through any instructional provider (i.e., classroom teacher, school-based arts teachers, and/or cultural arts organizations) in the 2014-15, 2015-16, and 2016-17 school years.

Figure 17. Percent of Responding Schools by Type of Arts Discipline Taught by School-Based Staff to Pre-Kindergarten (N=586)

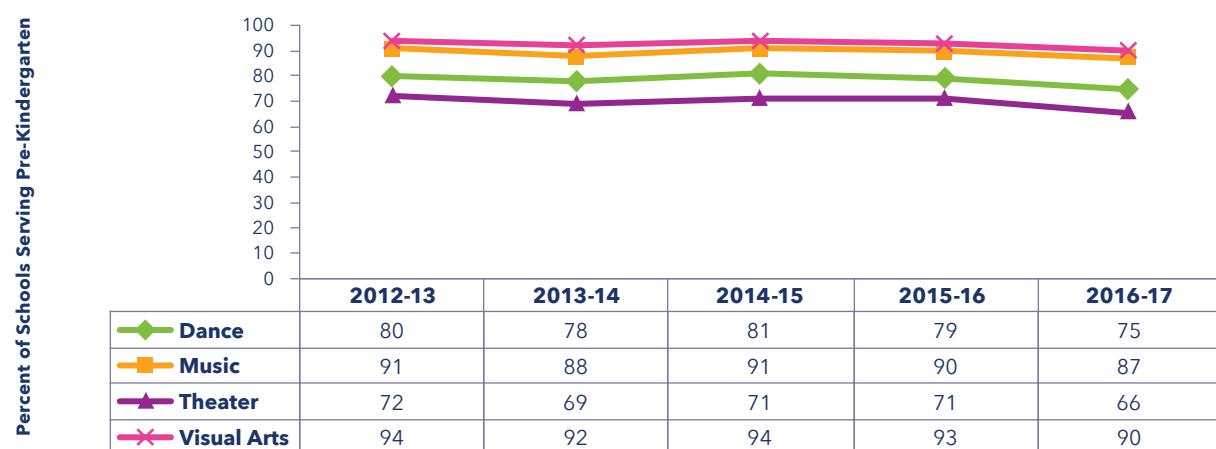
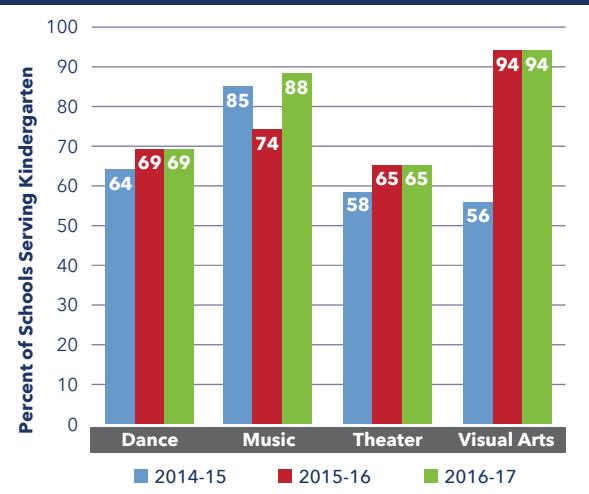


Figure 18. Percent of Responding Schools by Type of Arts Discipline Taught by Any Instructional Provider to Kindergarten (N=738)



REPORT 2016-2017

Arts Instruction Provided to Grades 1-5 by Any Instructional Provider

Tables 10 and 11 and Figures 19 through 24 present data on arts instruction in dance, music, theater, and visual arts provided by any instructional provider, including school-based arts teachers, classroom teachers, and/or cultural arts organizations in 2016-17 school year. These data are presented separately for elementary schools and multi-grade schools serving grades 1-5. Table 10 shows the number of arts disciplines provided to any grade 1-5. The percent of responding schools by type of arts disciplines provided to any grade 1-5 is displayed in Figure 19 for elementary schools and Figure 20 for multi-grade schools serving grades 1-5. Table 11 presents the percent of responding schools that offer all four arts disciplines provided by a school-based arts teacher and/or classroom teacher to all grades 1-5 served.

Figures 21 through 24 display the average annual arts instructional hours provided by any instructional provider in responding elementary and multi-grade schools to students in grades 1-5. According to the NYSED arts requirements and guidelines, students in grades 1-3 should receive approximately 46 hours of arts instruction in each arts discipline (dance, music, theater, and visual arts) across the school year, and students in grades 4 and 5 should receive approximately 23 hours of arts instruction in each discipline across the school year.

Table 10. Percent of Responding Schools by Number of Arts Disciplines Taught by Any Instructional Provider to Any Grade 1-5 in the 2016-17 School Year (N=593, N=154)

Number of Arts Disciplines	
Elementary Schools	
At Least One Arts Discipline	99%
At Least Two Arts Disciplines	96%
At Least Three Arts Disciplines	84%
Four Arts Disciplines	66%
Multi-Grade Schools Serving Grades 1-5	
At Least One Arts Discipline	100%
At Least Two Arts Disciplines	97%
At Least Three Arts Disciplines	80%
Four Arts Disciplines	54%

P.S. 130 Hernando De Soto

(02M130)

Principal:

Renny Fong

Grades Served:

PK-5

Arts Liaison:

Kenneth Mendez

Enrollment:

964

The mission of P.S. 130 in Manhattan Manhattan is to support excellence in education and enrichment for all children. The school provides arts programming for all students in grades pre-K through 5. According to the principal, Mr. Fong, this is “because we believe in enrichment and in giving students the opportunity to express themselves in venues outside of academics that allows them to see how much they can accomplish through their hard work.” Overall, school staff believe that the arts play a vital role in helping to improve students’ academic performance and achievement by providing a variety of opportunities to develop the skills they need to succeed. In Principal Fong’s words, “Arts can build courage and risk-taking for kids. … The arts help them to express themselves and bring confidence and joy to their learning.”

In support of its mission, the school provides a wide array of arts offerings supported by classroom teachers, arts teachers, and partnerships with cultural organizations, both during school hours and after school. The school’s comprehensive arts program includes in-house music and art classes as well as an arts residency program for every child. For example, the school has an in-house chorus, a fife and drum corps, and a Chinese lion dance club offered after school. In addition, cultural organizations, such as the National Dance Institute, American Ballroom Theatre, and Rosie’s Theater Kids, offer residencies during the school day, and the Third Street Music School Settlement offers violin instruction during school hours and at lunchtime.

It is notable that pre-K students are included in the school’s arts programming throughout their day. As Mr. Fong sees it, the school “integrates pre-K into all our arts offerings to help bridge the gap between pre-K and kindergarten, and to let students see what is ahead for them if they stay in the school.” In fact, he noted that most of the pre-K students do stay at P.S. 130 for kindergarten. Pre-K students benefit from weekly visual arts and music instruction with the school’s arts teachers. In addition, they participate in several of the school’s performing events. For instance, each year pre-K students dance and sing during December’s holiday and February’s Chinese New Year shows. Moreover, pre-K students participate in an arts residency program with Inside Broadway, where they develop performances to present to their families during the pre-K graduation. The school’s two pre-K teachers are also able to incorporate the arts into daily lessons, due, in part, to the Citywide Pre-K Professional Development called *Create*. The *Create* training provides instructional approaches to integrate the arts into learning centers and daily pre-K activities, and is very beneficial to the pre-K teaching team.

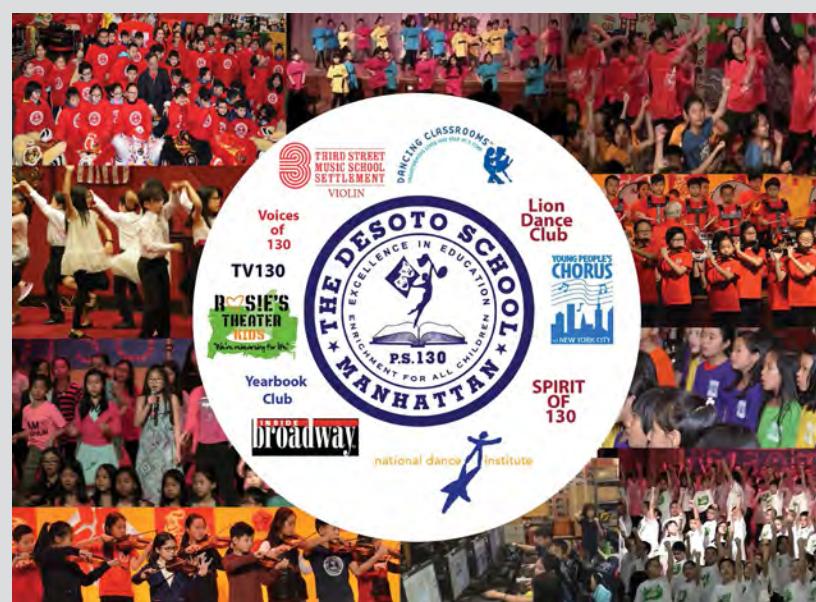
When asked what he thinks accounts for their success in maintaining the arts, Mr. Fong answered that the school has strong buy-in from all key stakeholders: “We have an overall belief that the arts benefit students throughout their school years.” He also commented on the value of having great support at the city, teacher, and parent levels, and elaborated that the arts bring together the school community for the good of all students. The school Parent Association, as an example, hosts an



annual arts benefit banquet each spring in Chinatown, and the school has benefited from district grants to help provide arts residencies for students with disabilities and English language learners. These funding resources help to ensure that all students benefit from the array of arts offerings provided through cultural organizations. According to Mr. Fong, the school comes together to ensure students are provided with rich arts experiences. In his words, “We are always working together to provide the gift of the arts for our students. Loving the arts is a gift of a lifetime that children will have throughout their future—through college, in careers, and beyond.”

Of course, the arts program at P.S. 130 is not without challenges, such. For example, it can be challenging to balance the arts with academics and other requirements such as physical education. As Mr. Fong pointed out, “We want to provide as much arts as possible, and it can be difficult to schedule with the limited time we have during the school day.” He also noted that it can be a challenge to find space for all the arts activities the school provides. In order to address these issues, the school uses creative approaches like supplementing programming with lunchtime and after-school arts time, and transforming classrooms into functioning arts spaces to supplement the school’s auditorium and play room. In addition, Mr. Fong wishes the school were able to provide additional opportunities to expose students to arts beyond school walls, saying that he would like to go on more field trips to creative arts spaces and museums so students can “see that there is life beyond elementary school and that people can make a whole career with the arts.”

When asked what advice he would give to other schools looking to expand their arts programming, Mr. Fong replied that principals should start small. He said that it took a long time to build up the school’s arts program, and suggested that principals start by cultivating strong partnerships that work well within the school’s culture and that they make a commitment to the arts. “We believe that the arts have a big impact on student success. The arts cultivate joy, and we believe that there is a correlation between joy and academic achievement. If students are happy, want to come to school, and have a positive outlook, they will be more likely to succeed academically.” Given that belief, he added, “we work to provide arts for every child, regardless of grade level or learning needs.”



ARTS IN SCHOOLS

Figure 19. Percent of Responding Elementary Schools by Type of Arts Discipline Taught by Any Instructional Provider to Any Grade 1-5 in the 2016-17 School Year (N=593)

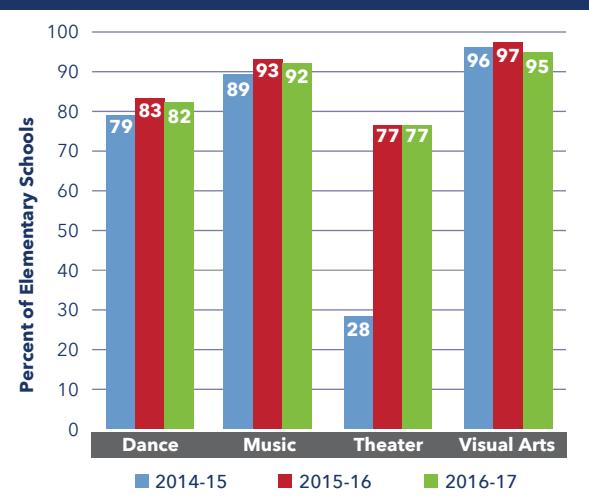


Figure 20. Percent of Responding Multi-Grade Schools by Type of Arts Discipline Taught by Any Instructional Provider to Any Grade 1-5 in the 2016-17 School Year (N=154)

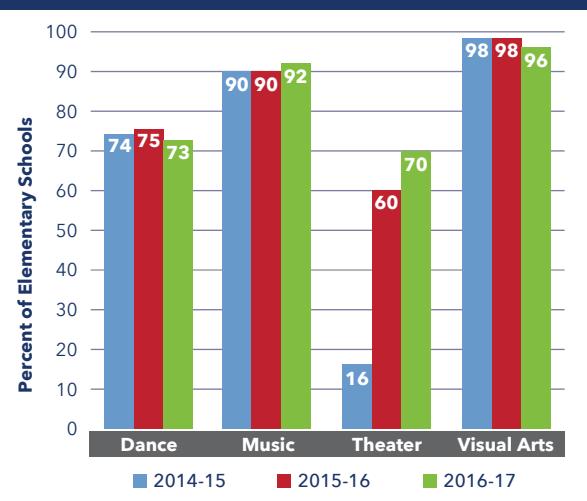


Table 11. Percent of Responding Schools Providing All Four Arts Disciplines Taught by Any Instructional Provider to All Grades 1-5 (N=593, N=154)

	2014-15	2015-16	2016-17
Elementary Schools			
All Four Arts Disciplines to All Grades 1-5	40%	48%	48%
Multi-Grade Schools Serving Grades 1-5			
All Four Arts Disciplines to All Grades 1-5	31%	27%	35%

Figure 21. Average Annual Arts Instructional Hours Taught by Any Art Instructional Provider in Responding Elementary Schools by Grades 1-3 and Arts Discipline in the 2016-17 School Year (N=593)

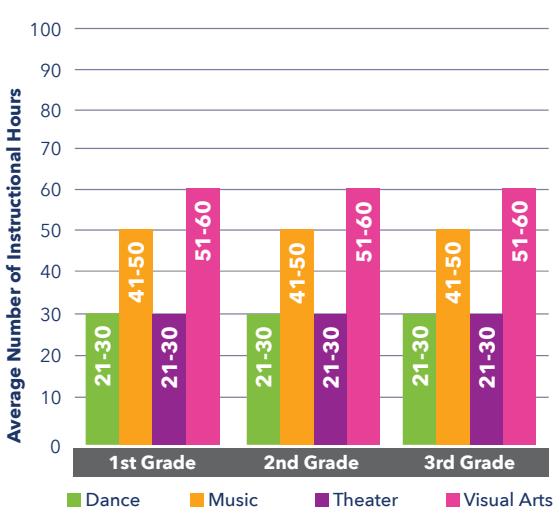
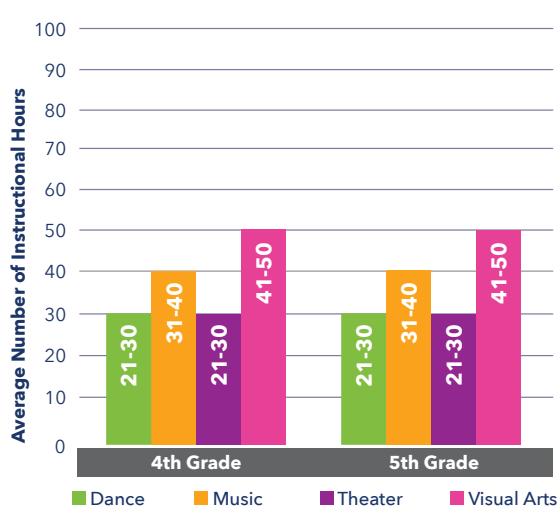


Figure 22. Average Annual Arts Instructional Hours Taught by Any Art Instructional Provider in Responding Elementary Schools by Grades 4-5 and Arts Discipline in the 2016-17 School Year (N=593)



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Figure 23. Average Annual Arts Instructional Hours Taught by Any Art Instructional Provider in Responding Multi-Grade Schools by Grades 1-3 and Arts Discipline in the 2016-17 School Year (N=154)

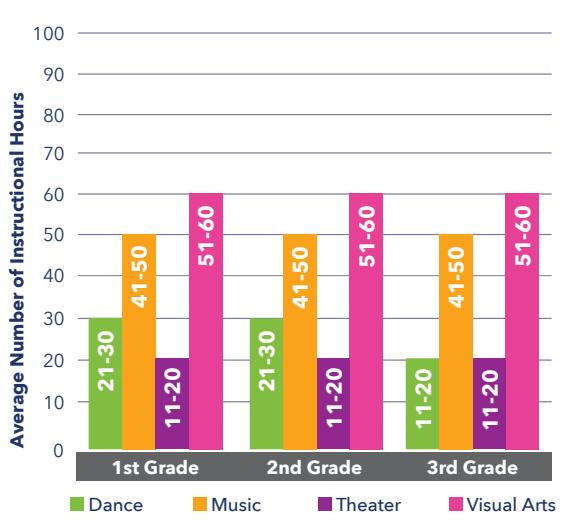
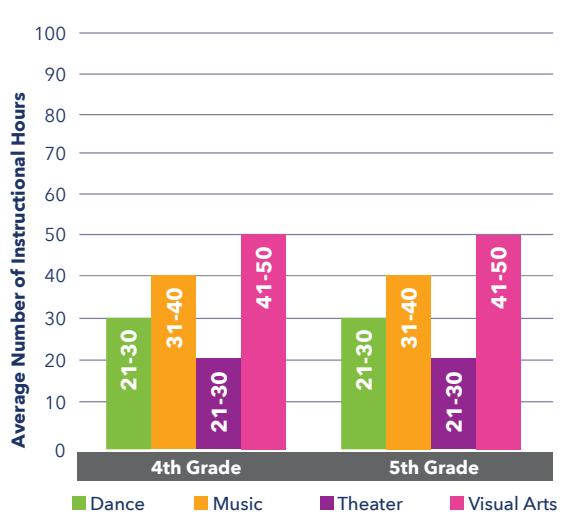


Figure 24. Average Annual Arts Instructional Hours Taught by Any Art Instructional Provider in Responding Schools by Grades 4-5 and Arts Discipline in the 2016-17 School Year (N=154)



ARTS IN SCHOOLS

Arts Instruction Provided to Grades 1-5 by School-Based Arts Teachers or Classroom Teachers

Table 12 and Figures 25 and 26 present data on arts instruction in dance, music, theater, and/or visual arts provided by school-based arts teachers and/or classroom teachers in responding elementary and multi-grade schools serving grades 1-5 in the 2014-15 through 2016-17 school years. Table 12 shows the number of arts disciplines provided to any grade 1-5. The percent of responding schools by type of arts disciplines provided to any grade 1-5 is displayed in Figure 25 for elementary schools and Figure 26 for multi-grade schools serving grades 1-5.

Table 12. Percent of Responding Schools by Number of Arts Disciplines Provided by *School-Based Arts Teachers or Classroom Teachers to Any Grade 1-5 in the 2016-17 School Year (N=593, N=154)*

Number of Arts Disciplines	2014-15	2015-16	2016-17
Elementary Schools			
At Least One Arts Discipline	97%	98%	98%
At Least Two Arts Disciplines	78%	79%	85%
At Least Three Arts Disciplines	47%	53%	62%
Four Arts Disciplines	30%	38%	45%
Multi-Grade Schools Serving Grades 1-5			
At Least One Arts Discipline	98%	97%	99%
At Least Two Arts Disciplines	80%	82%	91%
At Least Three Arts Disciplines	40%	44%	57%
Four Arts Disciplines	24%	26%	36%

Figure 25. Percent of Responding Elementary Schools by Type of Arts Disciplines Provided by *School-Based Arts Teachers or Classroom Teachers to Any Grade 1-5 in the 2016-17 School Year (N=593)*

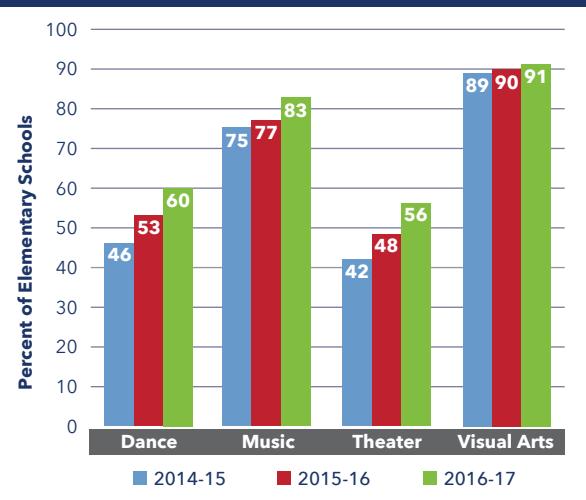
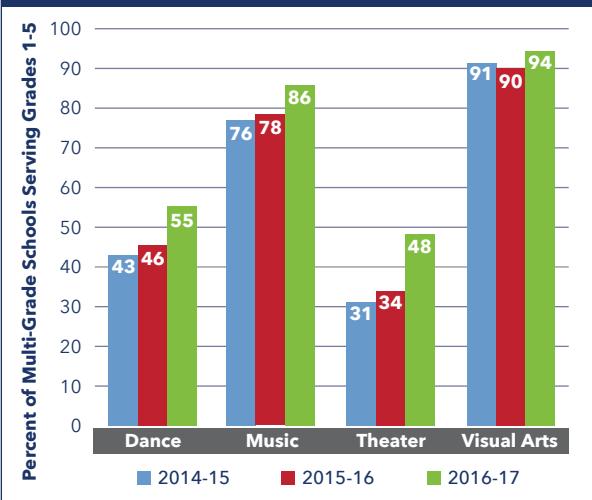


Figure 26. Percent of Responding Multi-Grade Schools by Type of Arts Disciplines Provided by *School-Based Arts Teachers or Classroom Teachers to Any Grade 1-5 in the 2016-17 School Year (N=154)*



REPORT 2016-2017

Arts Instruction Provided to Grades 1-5 by Cultural Arts Organizations

Table 13 and Figures 27 and 28 present data on arts instruction in dance, music, theater, and/or visual arts provided by cultural arts organizations in responding elementary and multi-grade schools serving grades 1-5 in the 2014-15 through 2016-17 school years. Table 13 shows the number of arts disciplines provided to any grade 1-5. The percent of responding schools by type of arts disciplines provided to any grade 1-5 is displayed in Figure 27 for elementary schools and Figure 28 for multi-grade schools serving grades 1-5.

Table 13. Percent of Responding Schools by Number of Arts Disciplines Provided by *Cultural Arts Organizations* to Any Grade 1-5 in the 2016-17 School Year (N=593, N=154)

Number of Arts Disciplines	2014-15	2015-16	2016-17
Elementary Schools			
At Least One Arts Discipline	89%	89%	93%
At Least Two Arts Disciplines	71%	69%	74%
At Least Three Arts Disciplines	54%	51%	53%
Four Arts Disciplines	35%	33%	27%
Multi-Grade Schools Serving Grades 1-5			
At Least One Arts Discipline	85%	81%	82%
At Least Two Arts Disciplines	66%	56%	60%
At Least Three Arts Disciplines	43%	43%	43%
Four Arts Disciplines	25%	26%	26%

Figure 27. Percent of Responding Elementary Schools by Type of Arts Disciplines Provided by *Cultural Arts Organizations* to Any Grade 1-5 in the 2016-17 School Year (N=593)

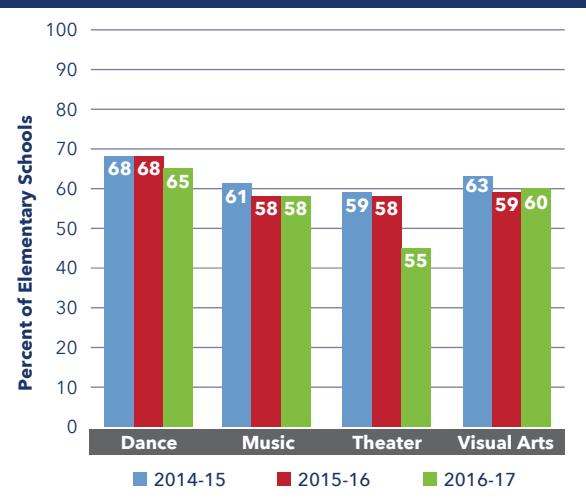
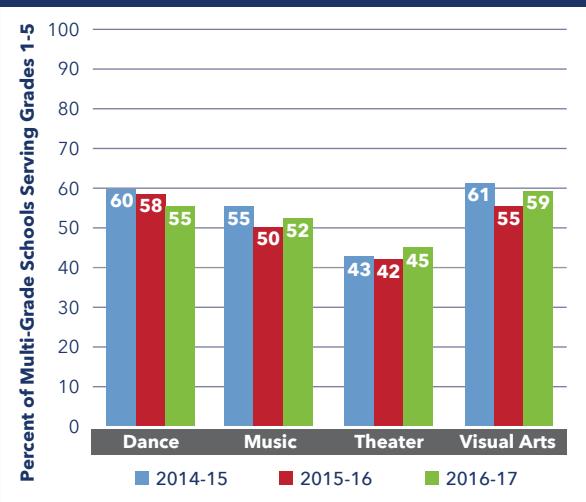


Figure 28. Percent of Responding Multi-Grade Schools by Type of Arts Disciplines Provided by *Cultural Arts Organizations* to Any Grade 1-5 in the 2015-16 School Year (N=154)



C.S. 67 Mohegan School

(12X067)

Principal:

Jeffrey Santiago

Grades Served:

PK-5

Arts Liaison:

Justina Shkreli

Enrollment:

613

The goal of the arts program at C.S. 67 is to increase awareness of the arts in all classrooms and the school community. According to the principal, Mr. Santiago, “Through our arts program, students build confidence, and it provides an outlet for students to express themselves in a multitude of ways.” To facilitate this work, the school’s full-time certified visual arts teacher focuses on the cultural diversity of student artists through painting, drawing, printmaking, and sculpting, while classroom teachers incorporate art into daily instruction supported by part-time teachers in dance, music, and theater. School-day instruction is supplemented through a partnership with a cultural organization that offers afterschool programming in areas such as dance and mask making.

The school addresses the seven elements of the *Framework for Great Schools* in part through the integration of arts. For example, Mr. Santiago noted that “classroom teachers collaborate with arts teachers to plan lessons and support the work of each team … and the art teacher sits in on grade-level meetings [and] provides professional development for classroom teachers so everyone is able to incorporate arts into their curriculum.” In addition, classroom teachers collaborate with arts teachers to help students learn not only to create art, but also to interpret, evaluate, and analyze various art forms. Strong family-community ties are supported through Parent Paint Nights as well as a variety of school-hosted art exhibits, concerts, dance and theater performances, and film events for “students and parents to celebrate creativity and originality.” Furthermore, school administrators work with art teachers to help ensure parent engagement as well as to reflect on and refine arts curricula to meet high arts and academic standards.

C.S. 67 is not without challenges, however, and one challenge it is hoping to address is the expansion of arts programming to include more dance. While school staff have collaborated to put on holiday shows, the school would like to expand in this domain. Another key challenge is associated with having enough time for students to work on art projects. In order to address this issue, classroom teachers work directly with the visual arts teacher to supplement art classroom time and allow more time for students to work on projects. Teachers are also encouraged by school administrators to integrate arts into all content areas. In fact, when asked what advice he would give to another principal on how to build or sustain quality arts programming, Mr. Santiago commented, “I would provide all teachers with professional development on how to incorporate arts into daily lesson plans through questioning strategies, discussions, and differentiated activities.”



When asked to reflect on what helps to make C.S. 67's art program successful, Mr. Santiago responded, "We believe that success in maintaining our arts program is based on collaboration and communication. We believe teachers working together, parent involvement, and support from administrators are all essential components that lead to our strong arts program. We continue to sustain our program through collaboration and reflecting on best practices."



P.S. 013 Clement C. Moore

(24Q013)

Principal:

Evelyn Velez

Grades Served:

K-5

Arts Liaison:

Gina Cannova-Somin

Enrollment:

1,612

The goal of the arts program at P.S. 13 in Queens is to instill an appreciation of fine and performing arts for all students. According to the principal, Ms. Velez, students are exposed to as many different arts experiences as possible in order to “educate the whole child.” In her words, “As educators, we are there to help students find something they can do outside of academics.” She went on to say that “students need an outlet, and they need to know about art... whether they are learning how to play an instrument they never thought they could, acting in front of an audience, building sets, or discovering they can draw, all of a sudden they do it. And they are surprised by what they are able to do.”

In support of the goal to provide wide access, P.S. 13 staff work to provide a variety of arts experiences. In spite of having only one full-time certified arts teacher on staff, students have access to a wide array of arts activities as part of their daily learning. Ms. Velez explained, “We have a real belief at our school that students need the arts, and if you really believe in something, you are going to find a way to make it happen.” In order to operationalize this belief, she leverages the wealth of personnel resources in her school by “tapping into the very talented people we have on staff” to provide programming in areas such as theater and dance. For example, in kindergarten, first, and second grade, students are exposed to various art forms on a rotating basis during the school day: kindergarten students have a weekly music class, first-grade students have dance, and second-grade students have theater. In addition, at the beginning of each year, the school holds an assembly to share information with third-, fourth-, and fifth-grade students about each art class. Students are then given the opportunity to choose an art form for the year. Ms. Velez also encourages classroom teachers to incorporate visual arts and other art forms into their daily classroom practices. Citing another example, Ms. Velez said, “When I do my walk-throughs, I notice that teachers are good at different things, like putting on plays or drawing.... We give teachers the freedom to incorporate these things into their teaching, to help make things fun and interesting for students.”

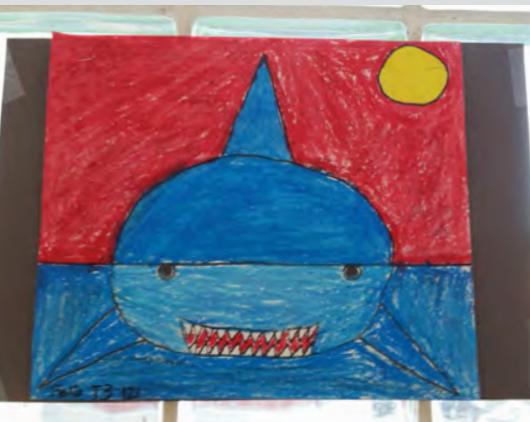
The arts program at P.S. 13 is supported through partnerships with arts and cultural organizations. For instance, partnerships with New York City Ballet and Ballet España allow the school to offer ballet to students during the school day, while the Queens Museum provides art classes and lessons after school. Students and parents are also able to enjoy dance, theater, and music performances through other partnerships with organizations such as Inside Broadway, which culminated during the 2016-17 school year with a student performance of *Cats*. Ms. Velez pointed out that these partnerships are supported through a variety of resources, such as funding provided through their New York City Council member, Daniel Dromm.



The school also integrates the arts to support the *Framework for Great Schools*. For example, strong family-community ties are supported via monthly trips for parents to cultural locations, including theater and music performances, and parents are offered painting classes in the afternoons. To help build a sense of trust in the building, students are encouraged to share their artwork. As Ms. Velez noted, “We try to model to students that it is okay to fail. It is okay to create something that may not look good to everyone else, but it looks good to you. Art is subjective, and if it looks good to you, that’s okay.” She added, “I put my art on display even though I am not a good artist … but it is okay, because I like the art … so maybe the students will feel safe to share their art, too.”

Teachers are supported via collaborative planning time where they plan arts-based activities. In fourth grade, for instance, students read *The Wizard of Oz*, complete activities (including art projects), and then the teachers dress up in costumes to engage in theater activities. School leaders are involved in day-to-day activities as well, including regular read-alouds with students where they read books and facilitate the creation of art projects.

When asked what advice she would give to other schools looking to expand their arts programming, Ms. Velez responded, “We always have the fear that funding will fall apart. It is important to have a plan in place for what to do if this happens, to know how you can raise money or get access to additional funds.” She went on to say that it is important to “make sure you have qualified teachers to run your arts programs. They may not have a certification, but you have to see what resources you already have in-house.” She suggested, “Look around your school building and see what you already have [in terms of human resources]. Be creative with funding activities. Even if you can’t have a dedicated arts teacher, you can tap into what teachers are passionate about and give them permission to do it in the classroom.” She also recommends that principals ask potential teachers during interviews what types of activities they like to engage in and what they can offer students outside of academics. In the future, Ms. Velez would love to expand P.S. 13’s arts programming by hiring a full-time arts coordinator to help orchestrate all the arts activities across the school.



Middle School Grades

The data in this section reflect arts education programming for middle and multi-grade schools serving grades 6-8 as obtained from STARS as well as reported on the 2016-17 *Annual Arts Education Survey*; District 75 schools are not included. In 2016-17, of all schools that responded to the survey, 15 percent (N=222) were classified as middle schools, and 14 percent (N=208) were classified as multi-grade schools serving grades 6-8.

Screened Arts Programs

Table 14 shows the percentage of responding middle and multi-grade schools serving grades 6-8 that screened students in the arts before admission to the school during the 2012-13 through 2016-17 school years. Screening in the arts may occur through auditions, portfolio presentations, and/or interviews to determine which arts discipline or level of instruction will be made available to students.

Table 14. Percent of Responding Schools That Screen Students in Grades 6-8 in the Arts Before Admission (N=222, N=208)

	2012-13	2013-14	2014-15	2015-16	2016-17
Middle Schools					
	10%	10%	10%	9%	6%
Multi-Grade Schools Serving Grades 6-8					
	5%	5%	4%	5%	5%

Arts Instruction Provided to Grades 6-8

Table 15 and Figures 29 and 30 present data from the 2012-13 through 2016-17 school years on the percent of responding middle schools and multi-grade schools by number and type of arts disciplines (dance, music, theater, and/or visual arts) provided to any grade 6-8.

Table 15. Percent of Responding Schools by Number of Arts Disciplines Provided to Any Grade 6-8 (N=222, N=208)

Number of Arts Disciplines	2012-13	2013-14	2014-15	2015-16	2016-17
Middle Schools					
At Least One Arts Discipline	94%	92%	96%	98%	99%
At Least Two Arts Disciplines	63%	64%	70%	75%	78%
At Least Three Arts Disciplines	31%	29%	35%	39%	44%
Four Arts Disciplines	12%	10%	11%	15%	14%
Multi-Grade Schools Serving Grades 6-8					
At Least One Arts Discipline	96%	92%	97%	95%	99%
At Least Two Arts Disciplines	64%	59%	74%	78%	82%
At Least Three Arts Disciplines	26%	19%	24%	31%	38%
Four Arts Disciplines	7%	4%	5%	7%	12%

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Figure 29. Percent of Responding Middle Schools Providing Arts to Any Grade 6-8 by Type of Arts Discipline Provided (N=222)

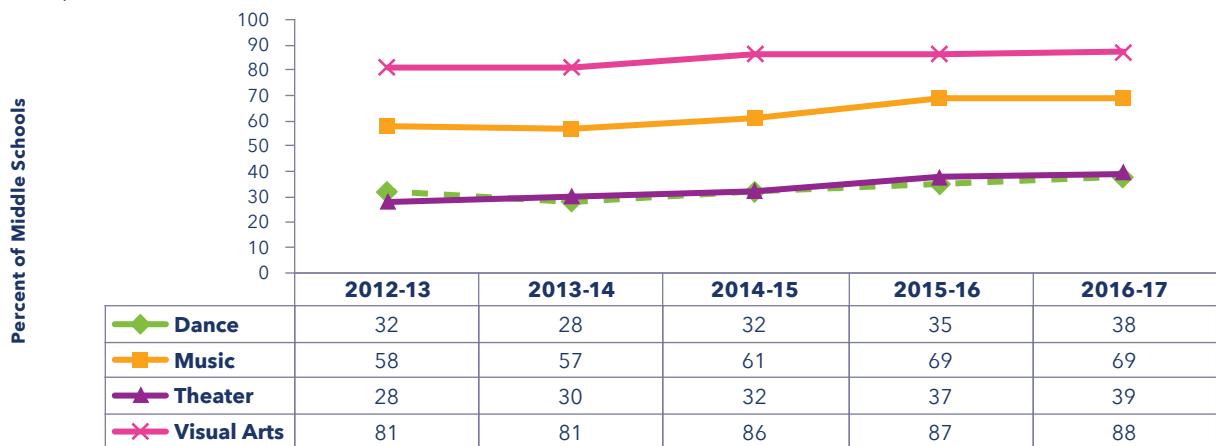


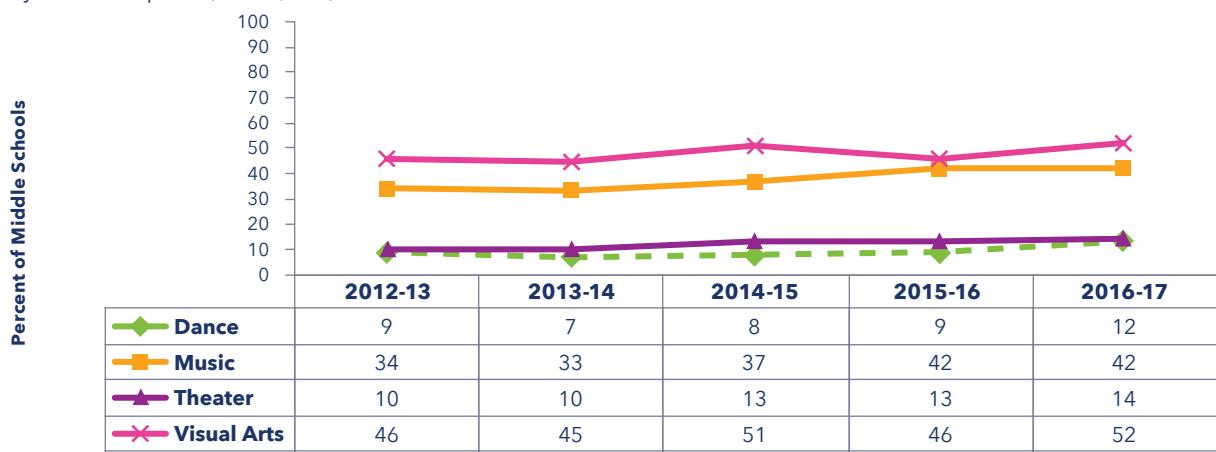
Figure 30. Percent of Responding Multi-Grade Schools Providing Arts to Any Grade 6-8 by Type of Arts Discipline Provided (N=208)



Student Participation in Grades 7 and 8

Figures 31 through 34 display the percent of seventh- and eighth-grade students in responding middle and multi-grade schools who participated in arts instruction from the 2012-13 through 2016-17 school years. Data are displayed by arts discipline.

Figure 31. Percent of 7th Grade Students Participating in Arts Instruction in Responding Middle Schools by Arts Discipline (N=42,543)



ARTS IN SCHOOLS

Figure 32. Percent of 7th Grade Students Participating in Arts Instruction in Responding Multi-Grade Schools by Arts Discipline (N=16,774)

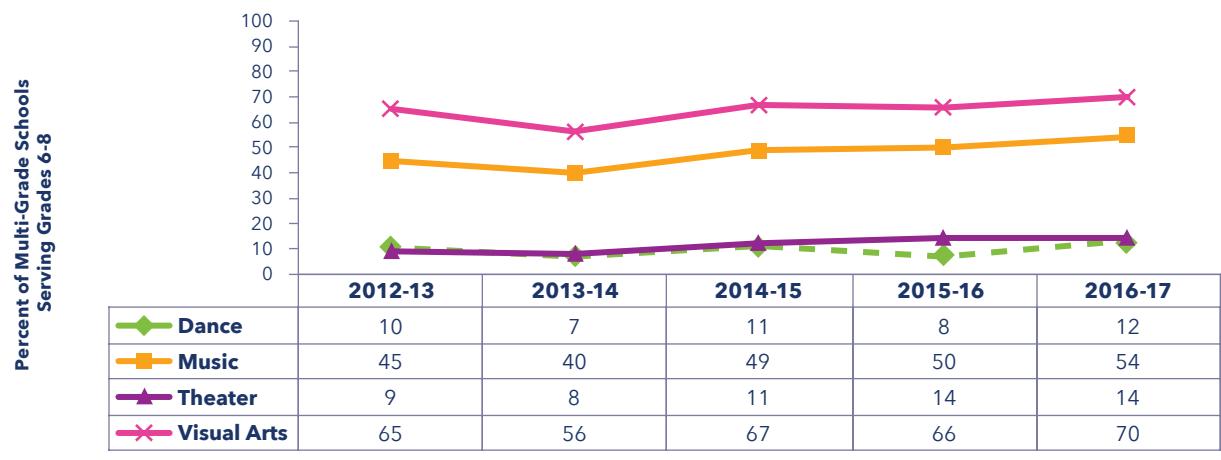


Figure 33. Percent of 8th Grade Students Participating in Arts Instruction in Responding Middle Schools by Arts Discipline (N=44,020)

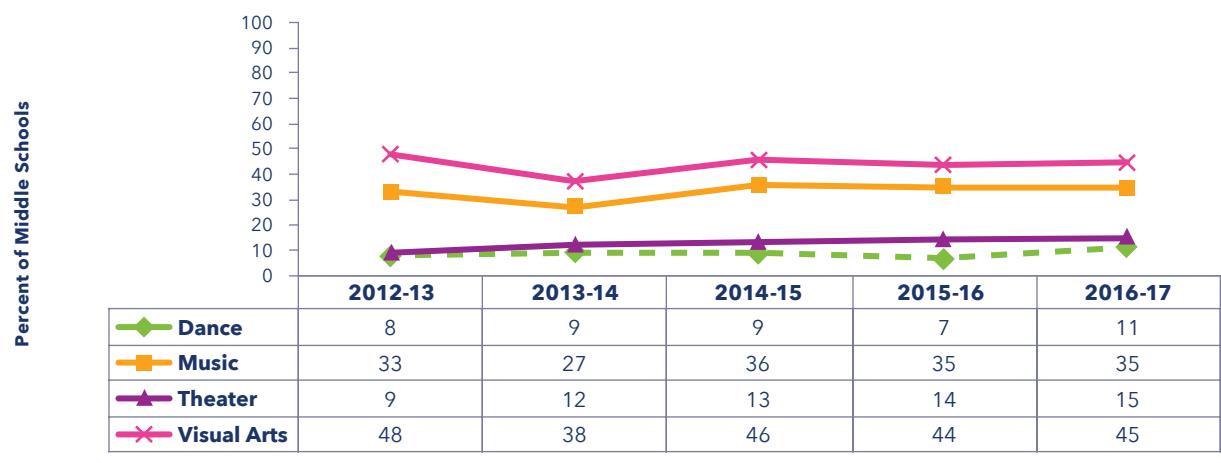
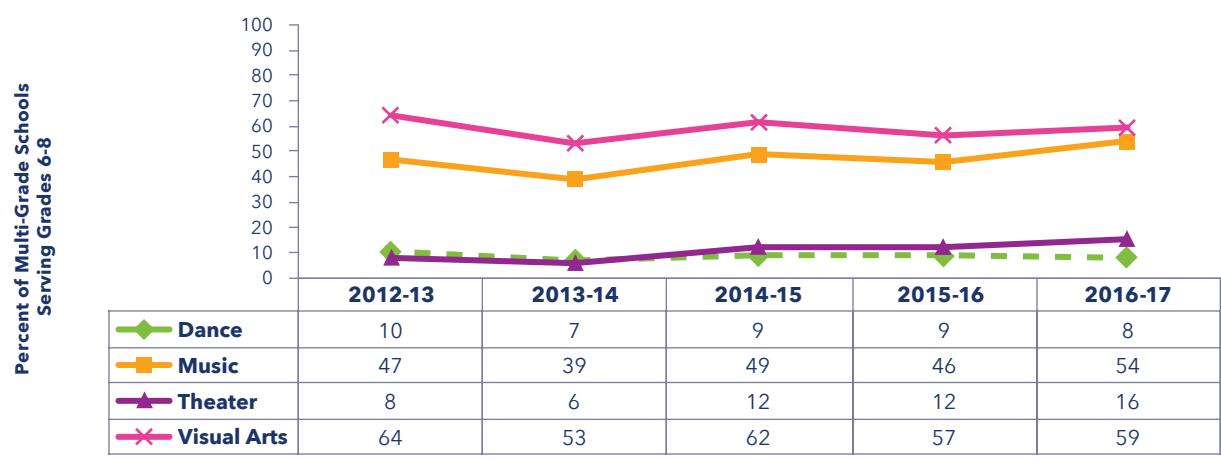


Figure 34. Percent of 8th Grade Students Participating in Arts Instruction in Responding Multi-Grade Schools by Arts Discipline (N=16,297)



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Arts Sequences

Figures 35 and 36 show data on the percent of responding middle and multi-grade schools offering a three-year arts sequence to students in grades 6-8. The data are shown by arts discipline. Figures 37 and 38 present these data across disciplines by borough in the 2012-13 through 2016-17 school years for responding middle and multi-grade schools.

Figure 35. Percent of Responding Middle Schools Offering a Three-Year Sequence in the Arts to Students in Grades 6-8 by Arts Discipline (N=222)

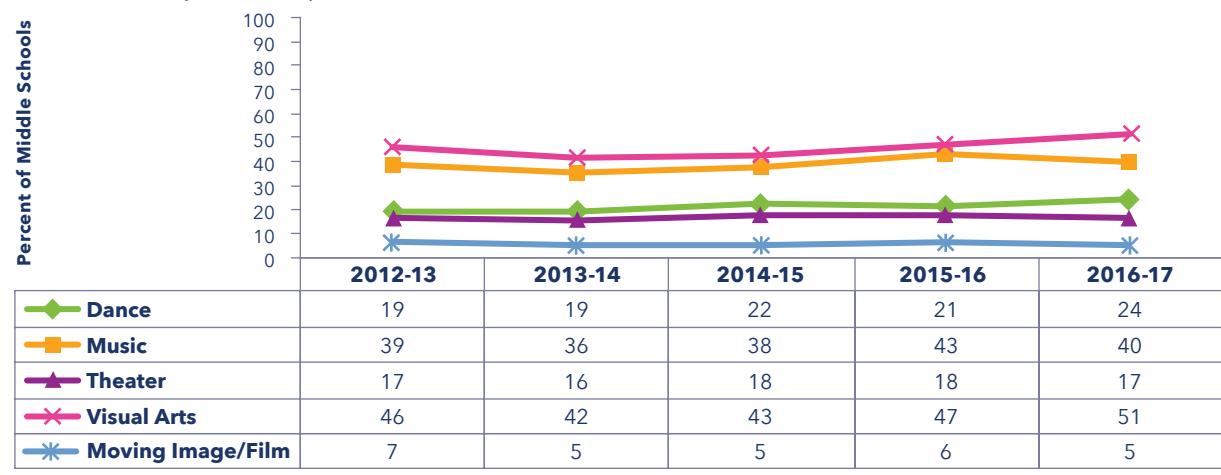
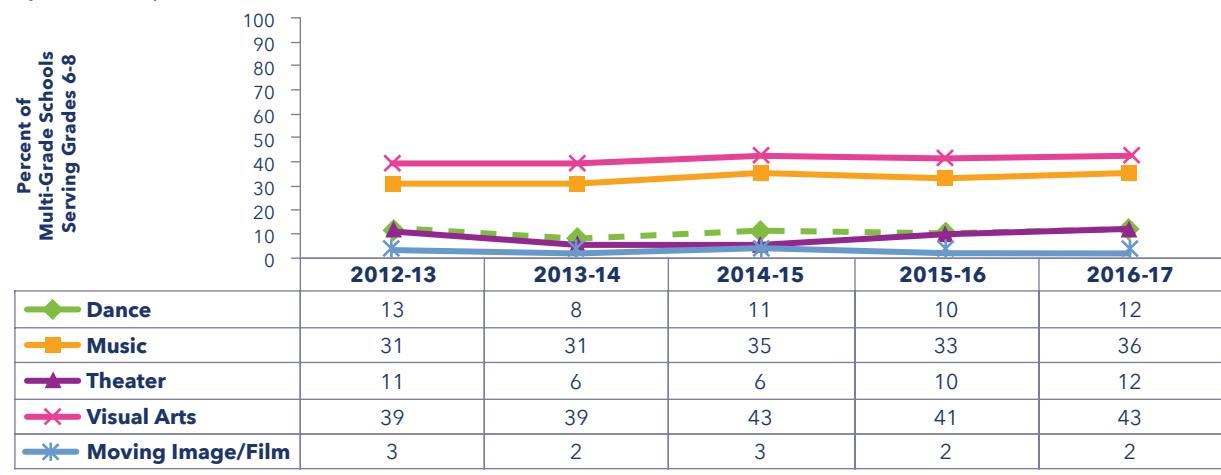


Figure 36. Multi-Grade Schools Offering a Three-Year Sequence in the Arts to Students in Grades 6-8 by Arts Discipline (N=208)



ARTS IN SCHOOLS

Figure 37. Percent of Responding Middle Schools That Offer At Least One Arts Sequence to Students in Grades 6-8 by Borough

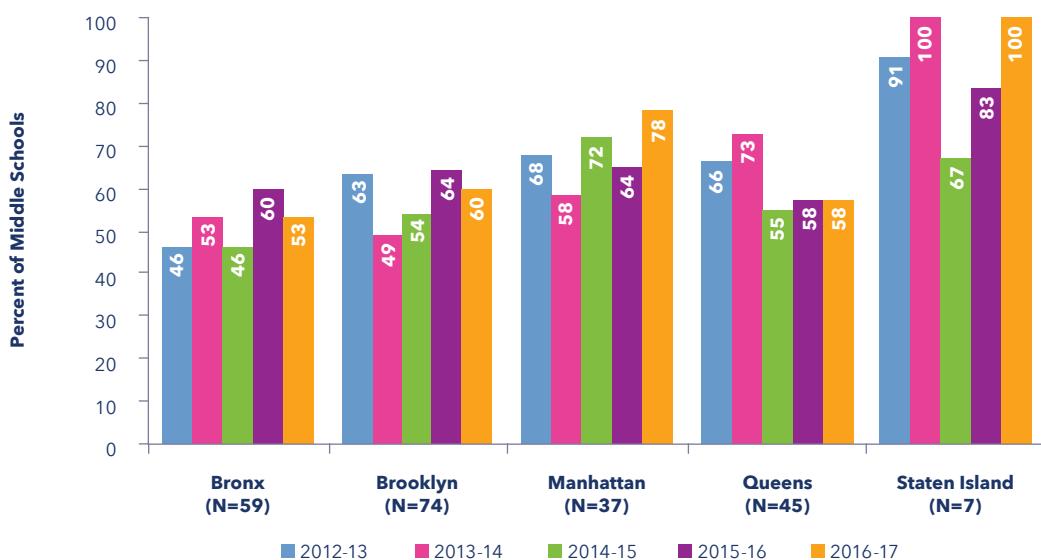
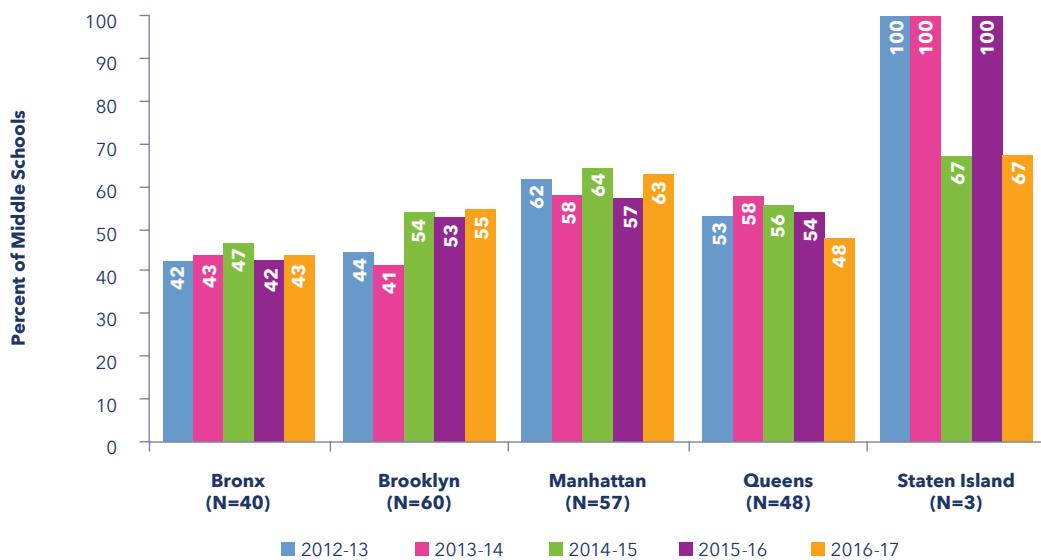


Figure 38. Percent of Responding Multi-Grade Schools That Offer At Least One Arts Sequence to Students in Grades 6-8 by Borough



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Arts Instruction as Required by the New York State Education Department, Grades 7-8

The NYSED requires, at a minimum, that students in grades 7 and 8 complete one half-credit (one semester) of instruction in one of the four arts disciplines (dance, music, theater, or visual arts) and another half-credit in a second arts discipline (dance, music, theater, or visual arts), for a total of one credit over the course of seventh and eighth grades. One half-credit is the equivalent of approximately 55 hours of instruction by a licensed, certified arts teacher. Table 16 displays the percent of eighth-grade students from responding middle and multi-grade schools who completed two or more courses over the course of seventh and eighth grades since the 2013-14 school year. Table 17 displays the percent of eighth-grade students from responding middle and multi-grade schools who completed two or more half-units of arts instruction over the course of seventh and eighth grade since the 2013-14 school year.

Table 16. Percent of 8th Grade Students in Responding Schools Who Met the NYSED Requirement (N=222, N=208)

	2013-14	2014-15	2015-16	2016-17
Middle Schools				
Eighth-Grade Students Who Completed Two Arts Courses in Two Different Arts Disciplines by a Certified Arts Teacher	17%	24%	30%	31%
Multi-Grade Schools Serving Grades 6-8				
Eighth-Grade Students Who Completed Two Arts Courses in Two Different Arts Disciplines by a Certified Arts Teacher	27%	41%	45%	44%

Table 17. Percent of 8th Grade Students in Responding Schools Who Completed Two or More Half-Units of Arts Instruction over the Course of 7th and 8th Grades (N=222, N=208)

	2013-14	2014-15	2015-16	2016-17
Middle Schools				
Eighth-Grade Students Who Completed Two or More Half-Units of Arts Instruction in Any Arts Discipline	83%	86%	88%	88%
Multi-Grade Schools Serving Grades 6-8				
Eighth-Grade Students Who Completed Two or More Half-Units of Arts Instruction in Any Arts Discipline	84%	89%	89%	90%

J.H.S. 278 Marine Park

(22K278)

Principal:
Debra Garofalo

Grades Served:
6-8

Arts Liaison:
Candis Pohl

Enrollment:
1,030

J.H.S. 278 offers a wide variety of arts classes to students in grades 6-8, such as band, chorus, visual arts, drama, core music, core drama, core visual arts, bucket drums, rock band, and piano classes. In the 2016-2017 school year, the school had five full-time certified arts teachers—three in music and two in visual arts. The school offers students three-year programs in band, chorus, and drama. According to Principal Debra Garofalo, “Our music curriculum focus is on a high school-level performance in a middle school setting.” Each year, the drama department presents a major straight play, and all drama students are invited to audition. Although dance is not a course offered in the school, it is a focus for students when preparing an annual spring musical production. Moreover, in visual arts, students learn principles of art using a variety of media and techniques, and work on projects including painting, crafts, sculpture, drawing, and collage.

Scheduling for arts classes is a priority, and each student has an art class four times a week. As Ms. Garofalo noted, “These [art] classes are treated as major subjects, and the grades given on report cards are weighted equally with the other academic subjects. Students and parents alike know that all subjects, including the arts, are important in our school.” In fact, as Ms. Garofalo sees it, the arts program at the school is a major focus of the culture in the building: “Students are more excited to be in school [with arts], which directly improves attendance. Parents are supportive and make sure to attend school functions and often offer to chaperone school trips. The tone of the building is compassionate and helpful because students learn teamwork and respect for one another’s differences through collaborative experiences in the arts classes.” It is notable that Ms. Garofalo herself is a member of the eighth-grade band and learned to play alto saxophone with a sixth-grade class in 2009. She explained how this helps to build trust with students, as she can “empathize with the students” and share “the same exhilaration and fear” as they prepare for a performance event together. Ms. Garofalo added, “I can personally experience the same commitment for the program that my students share.”

The arts and academics are woven together in J.H.S. 278 throughout the school year. For example, the visual arts educators collaborate with ELA teachers on large projects each year, including the Ezra Jack Keats Bookmaking Competition as well as a bookmark design contest. For the bookmark contest, students submit an art design, and eighth-grade students vote on their top 25 favorite books. The bookmark is then printed with one featured student artist’s design along with the book list and is given out to all students in the school. The drama program’s straight play is correlated with one of the novels in the school’s sixth-, seventh-, or eighth-grade ELA curriculum, such as *Of Mice and Men*, *The Outsiders*, or *The Giver*. In choir class, students engage in a poetry unit to help them gain an understanding of the way many song lyrics are written. Finally, in band, teachers take time for students to learn the music history behind the pieces and composers they perform in concerts.

When asked what accounts for the success of the arts programs at the school, Ms. Garofalo answered, “Maintaining success has to do with vision and continued goal-setting. I continue to



provide financial support, programming support, and educational support to both the teachers and students in our arts programs. When starting these programs, it was vital to find the right teacher who was highly qualified and experienced for each position, and this has absolutely led to the continued success of these programs. My teachers are outstanding individuals who take both personal and professional pride in every facet of our school.” Indeed, the staff at J.H.S. 278 use their expertise to help improve the arts program. For instance, arts educators participate in the District 22 Ambassadors program, where teachers meet once a month to collaborate with one another and share ideas, resulting in a district-wide end-of-year performance. School arts educators also cultivate memberships to organizations, such as the New York State School Music Association (NYSSMA) and the Music Educators Association of New York City (MEANYC).

Principal Garofalo did cite some areas that are challenging in implementing a quality arts program, including those related to space and funding. “As our arts programs continue to grow,” she explained, “I have to turn away eager students because of limited space in the building.” She elaborated by saying that funds are often limited to purchase needed new equipment. The school addresses this issue by “turning to outside non-profit organizations, such as DonorsChoose.org and VH1 Save the Music, to obtain needed materials.” In addition, she adds that the school’s Parent Association supports the arts through fundraising efforts each year.

Finally, when asked what advice she would give to other principals hoping to build an arts program, Ms. Garofalo responded, “My advice would be to have a clear vision, prepare a proper budget, get parents and community members involved, and make sure to find a highly motivated arts educator to lead your program. This must be a priority because the result is improved attendance, improved behavior, improved test scores, and improved parent involvement. You’ve really got nothing to lose!” She went on to say that in order to sustain a program, “you must continue to hold high expectations for your educators and students and create opportunities for students to showcase their work.”



I.S. 061 William A. Morris

(31R061)

Principal:

Susan Tronolone

Grades Served:

6-8

Arts Liaison:

Dennis Whitford

Enrollment:

1,036

William A. Morris Intermediate School 61 offers arts instruction in dance, theater, music (choral and instrumental), and visual arts to students in grades 6-8. The school has one dance teacher, one visual arts teacher, three music teachers, an assigned theater teacher, and one journalism teacher, who is part of the arts program. A designated Magnet School of the School of Arts, I.S. 61 offers band, orchestra, strings, choir, theater (including stagecraft), dance, visual arts, and photo and film journalism. The overall goal of the program is to provide a forum for all students to reach their potential in the arts. According to Principal Susan Tronolone, “There are so many talented students out there, and they don’t always get to tap into that in middle school.” In fact, she went on to say, “We have students who come to I.S. 61 who don’t realize they have a talent in something. We are able to tap into their talents because we give many different opportunities and experiences to help students find something they are interested in or have a talent or aptitude for.... This helps students to grow both in their academics and social-emotional learning.”

Students are recruited for I.S. 61 arts programs beginning in fourth grade, when the school invites feeder elementary schools to attend its annual spring musical production. Ms. Tronolone commented that this allows students to begin thinking early about if they would like to attend the school. While the majority of I.S. 61’s students are part of the screened magnet program, some students attend as part of a zoned school assignment. These students benefit by having general classes in the arts, as well having the opportunity to participate in after-school arts activities and productions. In addition, students who discover an interest or talent in any of the arts areas are encouraged to apply to transfer into the arts program. This is especially important, Ms. Tronolone explained, because “not every student achieves the potential you would like them to academically... [but] if you can give them another vehicle to explore, it can help them to succeed in school.”

Each magnet school student at I.S. 61 is offered a three-year immersion in his or her art form through studio work each day of the week. Additionally, Ms. Tronolone noted, after-school activities are considered part of the overall school arts program. This allows students time to further their work with their chosen art form, as well as to explore other art forms. Supported by The Children’s Aid Society, as well as the general school budget, the after-school program offers students the opportunity to take classes in dance, music, and theater, as well as to participate in school productions. Ms. Tronolone pointed out that funding after-school arts programs can be a challenge. “We try to be creative with budgeting ... but it can be a challenge to have the funding needed.” She added, “We look for outside resources to help us fully fund after-school programming, as the time allotted to arts during the school day isn’t enough to rehearse and put on school productions.”

Ms. Tronolone stated that the dedicated and talented teachers and administrators at I.S. 61 are essential to the success of the school. In her words, “You have to bring in people who are talented and collaborative if you want to build or sustain an arts program.” Once you have a strong staff, she said, it is essential to support their work. At I.S. 61, this can mean creative budgeting, making strategic decisions to keep talented teachers, or scheduling collaborative planning time among arts teachers. In addition, administrators make it a priority to allow arts teachers time to visit other arts programs, check in regularly with teachers to ensure they have the materials and support they need, and organize schedules to ensure that students and teachers have the necessary time to support strong arts programming. For example, Ms. Tronolone noted, “We always make sure that there is time set aside for the spring production.... We call it play week. It is a chaotic time, and the building is in upheaval. But it is so rewarding to see the students work so hard and see their amazing productions.”

When asked what advice she would give to other schools looking to expand their arts programming, Ms. Tronolone suggested, “If you want to bring arts into your school, the school leadership has to have a passion for the arts and has to understand that it can take time to achieve your vision.... Then, you have to hire and support the right people to execute that vision.”



ARTS IN SCHOOLS

High School Grades

In 2016-17, 25 percent (N=368) of all schools that responded to the *Annual Arts Education Survey* were classified as high schools and 6 percent (N=76) of all schools that responded were classified as multi-grade schools serving grades 9-12. The tables in this section reflect data obtained from the NYCDOE STARS database, as well as from the 2016-17 *Annual Arts Education Survey*; District 75 schools are not included.

Screened Arts Programs

Screening is the process by which schools determine which of their available arts disciplines or levels of instruction will be made available to individual students. Methods of screening include auditions, portfolio presentations, and/or interviews. Table 18 shows the percent of responding high and multi-grade schools that screened students before admission during the 2012-13 through 2016-17 school years.

Table 18. Percent of Responding Schools That Screened Grade 9-12 Students in the Arts Before Admission (N=368, N=76)

	2012-13	2013-14	2014-15	2015-16	2016-17
High Schools					
	7%	6%	6%	6%	5%
Multi-Grade Schools Serving Grades 9-12					
	8%	7%	8%	7%	8%



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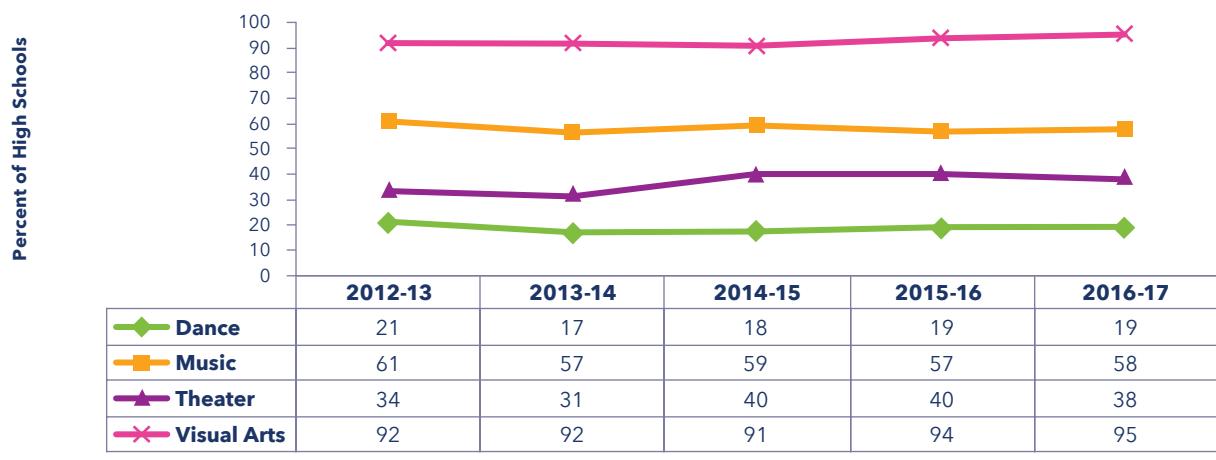
Arts Instruction Provided to Grades 9-12

Table 19 and Figures 39 and 40 present data on the percent of responding high schools and multi-grade schools that provided art to students in any grade 9-12. Data are shown by number and type of arts disciplines (dance, music, theater, and/or visual arts) for each of the school years, 2012-13 through 2016-17.

Table 19. Percent of Responding Schools by Number of Arts Disciplines Provided to Any Grade 9-12 (N=368, N=76)

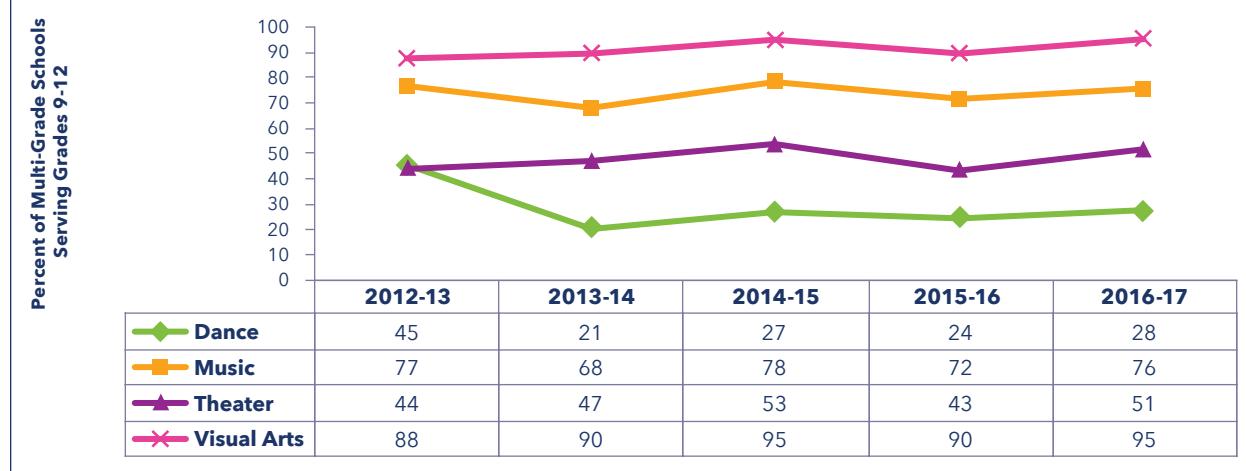
Number of Arts Disciplines	2012-13	2013-14	2014-15	2015-16	2016-17
High Schools					
At Least One Arts Discipline	98%	98%	97%	99%	100%
At Least Two Arts Disciplines	70%	67%	67%	68%	68%
At Least Three Arts Disciplines	28%	25%	33%	32%	31%
Four Arts Disciplines	11%	8%	11%	11%	11%
Multi-Grade Schools Serving Grades 9-12					
At Least One Arts Discipline	99%	97%	100%	98%	97%
At Least Two Arts Disciplines	85%	81%	89%	82%	87%
At Least Three Arts Disciplines	40%	38%	51%	41%	46%
Four Arts Disciplines	9%	9%	12%	10%	20%

Figure 39. Percent of Responding High Schools by Type of Arts Discipline Provided to Any Grade 9-12 (N=368)



ARTS IN SCHOOLS

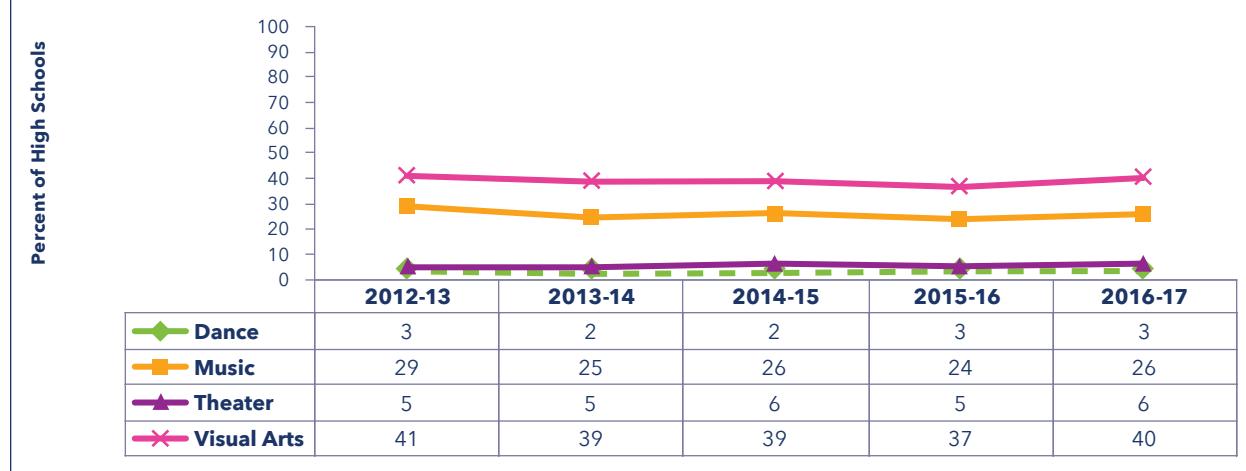
Figure 40. Percent of Responding Multi-Grade Schools by Type of Arts Discipline Provided to Any Grade 9-12 (N=76)



Student Participation in Grades 9-12

Figures 41 through 48 display the percent of ninth- through twelfth-grade students in responding high and multi-grade schools who participated in arts instruction. Data are shown from the 2012-13 through 2016-17 school years.

Figure 41. Percent of 9th Grade Students Participating in Arts Instruction in Responding High Schools by Arts Discipline (N=69,731)



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Figure 42. Percent of 9th Grade Students Participating in Arts Instruction in Responding Multi-Grade Schools by Arts Discipline (N=8,112)

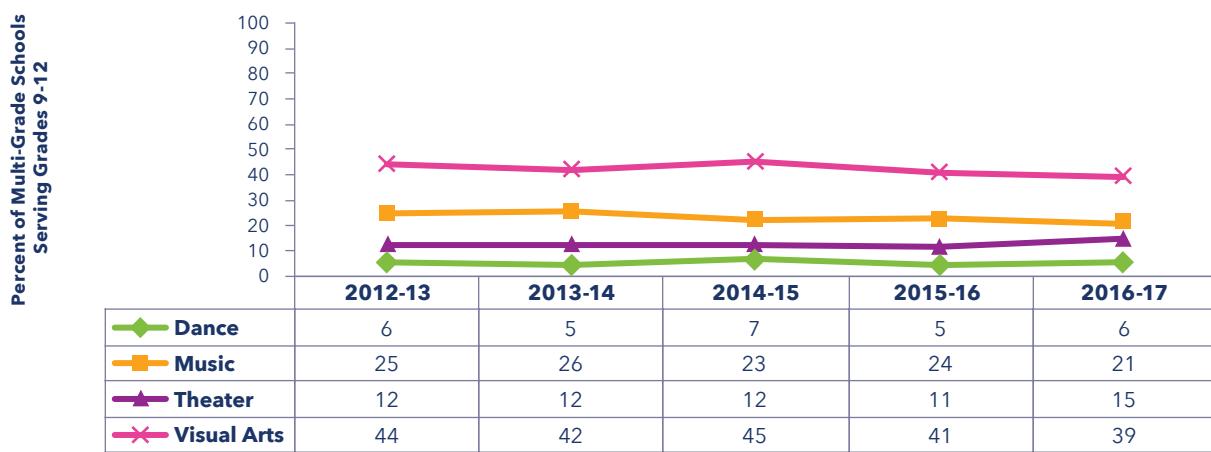


Figure 43. Percent of 10th Grade Students Participating in Arts Instruction in Responding High Schools by Arts Discipline (N=67,639)

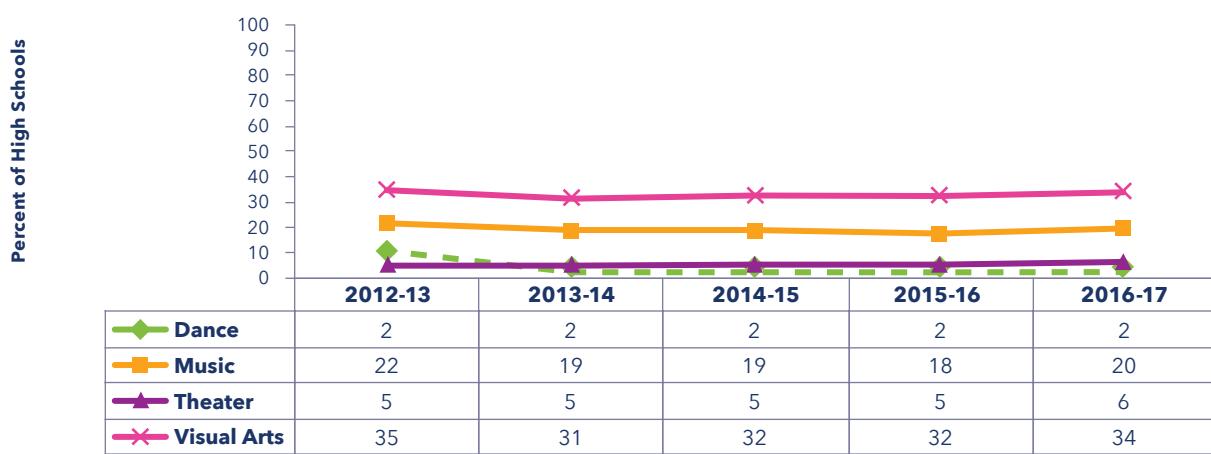
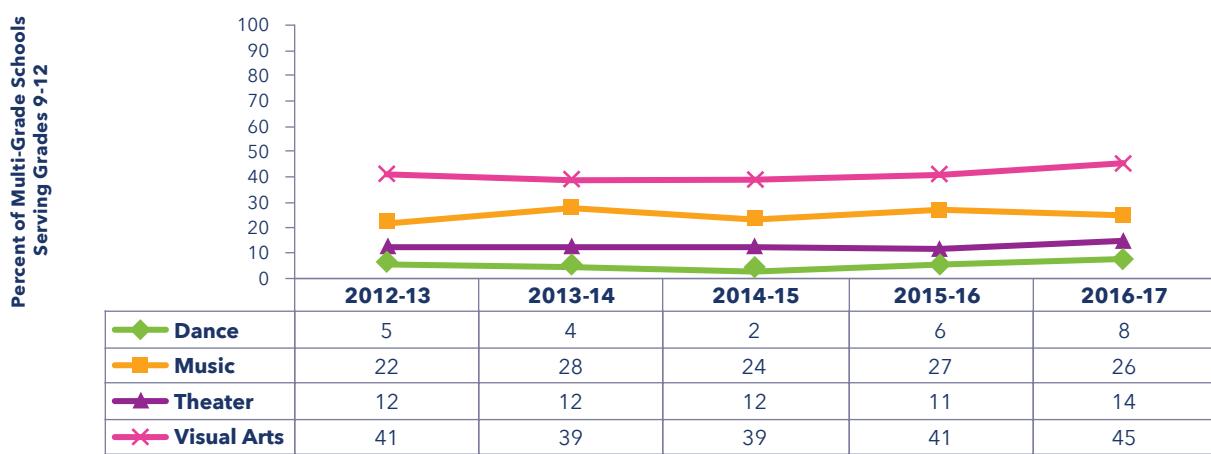


Figure 44. Percent of 10th Grade Students Participating in Arts Instruction in Responding Multi-Grade Schools by Arts Discipline (N=7,313)



ARTS IN SCHOOLS

Figure 45. Percent of 11th Grade Students Participating in Arts Instruction in Responding High Schools by Arts Discipline (N=57,865)

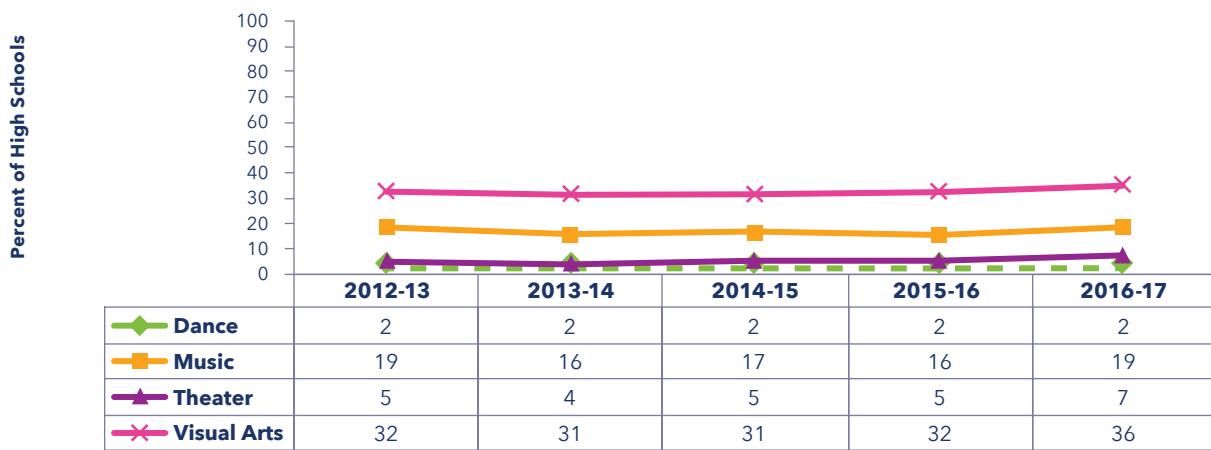


Figure 46. Percent of 11th Grade Students Participating in Arts Instruction in Responding Multi-Grade Schools by Arts Discipline (N=6,287)

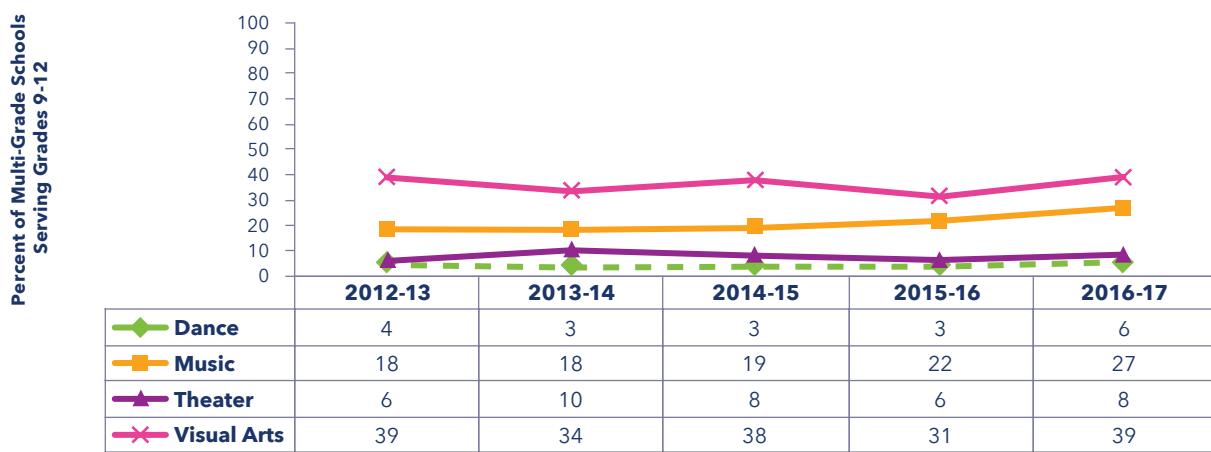
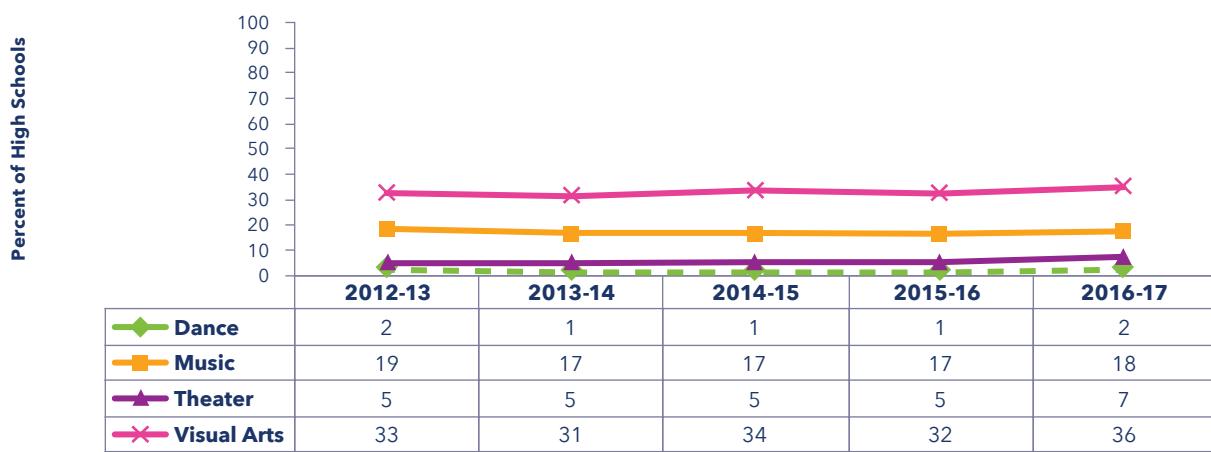
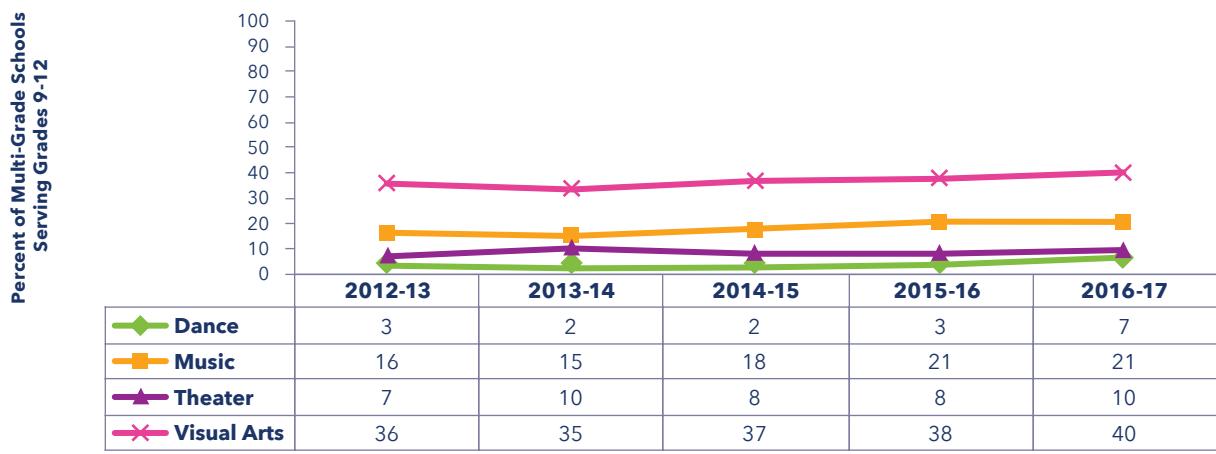


Figure 47. Percent of 12th Grade Students Participating in Arts Instruction in Responding High Schools by Arts Discipline (N=53,374)



REPORT 2016-2017

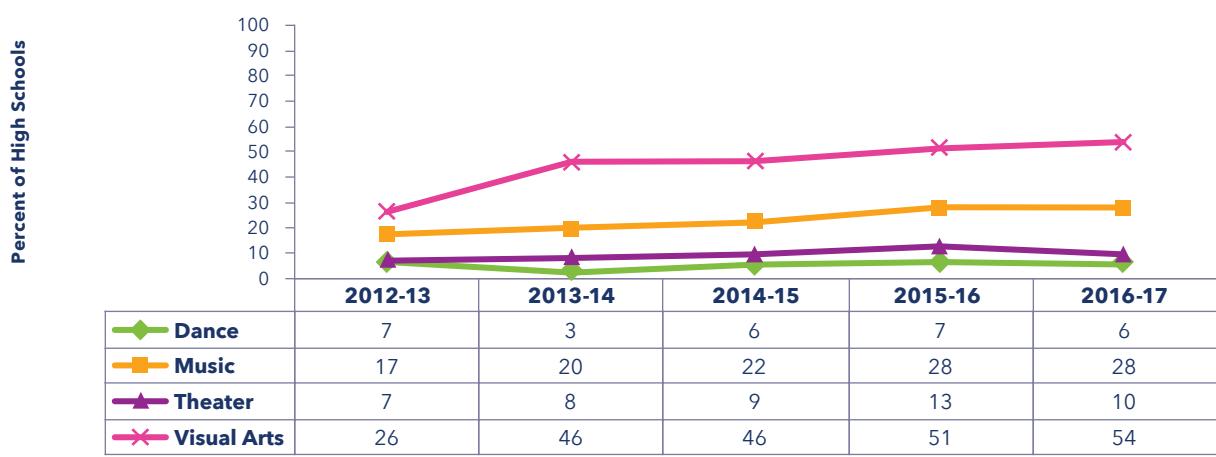
Figure 48. Percent of 12th Grade Students Participating in Arts Instruction in Responding Multi-Grade Schools by Arts Discipline (N=6,158)



Arts Sequences

Figures 49 and 50 show data on the percent of responding high and multi-grade schools offering at least one arts sequence of six or more credits from the 2012-13 through 2016-17 school years.⁷ Data are shown by arts discipline. Table 20 shows the percent of responding high schools offering at least one six-credit and/or nine-credit arts sequence. Data are shown by arts discipline and borough for the 2016-17 school year. Table 21 shows these same data for multi-grade schools serving grades 9-12.

Figure 49. Percent of Responding High Schools That Offer At Least One Sequence of Six or More Credits to Students in Grades 9-12 by Arts Discipline (N=368)



⁷ See footnote 6.

ARTS IN SCHOOLS

Figure 50. Percent of Responding Multi-Grade Schools That Offered At Least One Sequence of Six or More Credits to Students in Grades 9-12 by Arts Discipline (N=76)

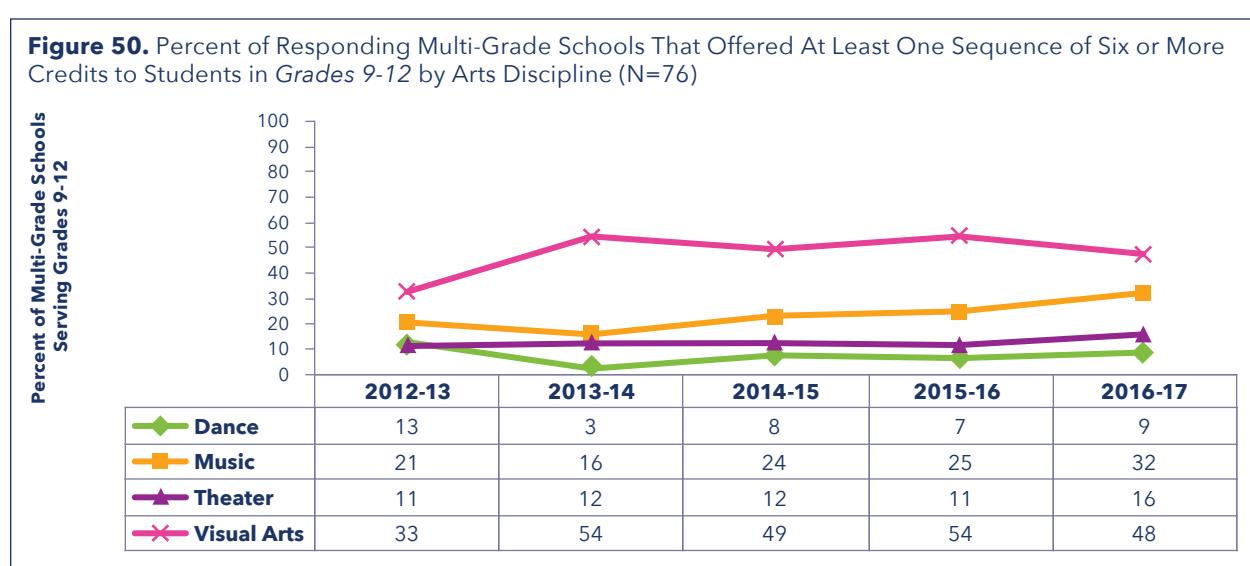


Table 20. Percent of Responding High Schools That Offered At Least One Arts Sequence to Students in Grades 9-12 in the 2016-17 School Year by Borough

Borough	Credits	Dance	Music	Theater	Visual Arts
Bronx (N=98)	6-8	4%	17%	7%	47%
	9 or more	3%	8%	3%	11%
Brooklyn (N=104)	6-8	7%	26%	9%	51%
	9 or more	2%	14%	6%	14%
Manhattan (N=88)	6-8	3%	17%	6%	47%
	9 or more	3%	10%	6%	18%
Queens (N=56)	6-8	7%	50%	14%	66%
	9 or more	4%	32%	5%	32%
Staten Island (N=7)	6-8	29%	71%	43%	71%
	9 or more	27%	71%	14%	57%



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Table 21. Percent of Responding Multi-Grade Schools That Offered At Least One Arts Sequence to Students in Grades 9-12 in the 2016-17 School Year by Borough

Borough	Credits	Dance	Music	Theater	Visual Arts
Bronx (N=21)	6-8	10%	19%	14%	48%
	9 or more	5%	5%	5%	5%
Brooklyn (N=17)	6-8	12%	18%	12%	41%
	9 or more	6%	6%	6%	18%
Manhattan (N=16)	6-8	13%	50%	13%	50%
	9 or more	13%	19%	6%	13%
Queens (N=14)	6-8	0%	29%	7%	50%
	9 or more	0%	21%	14%	14%
Staten Island (N=1)	6-8	0%	100%	100%	100%
	9 or more	0%	100%	0%	100%

Arts Instruction as Required by the New York State Education Department, Grades 9-12

The NYSED requires that students graduate high school with, at a minimum, two credits in the arts over the course of ninth through twelfth grades. Table 22 displays the percent of high school students from responding high schools and multi-grade schools who graduated meeting this requirement from the 2012-13 through 2016-17 school years.⁸ The percentages were calculated using data from the NYCDOE STARS database.

Table 22. Percent of High School Graduates from Responding Schools Who Met the NYSED Requirement

	2012-13	2013-14	2014-15	2015-16	2016-17
High Schools					
High School Graduates Who Met the NYSED Requirement	95%	97%	100%	100%	100%
Multi-Grade Schools Serving Grades 9-12					
High School Graduates Who Met the NYSED Requirement	98%	99%	100%	99%	100%

⁸ See footnote 5.

Brooklyn High School of the Arts (15K656)

Principal:

Daniel A. Vecchiano

Grades Served:

9-12

Arts Liaison:

Frank Proudfoot

Enrollment:

843

Brooklyn High School of the Arts, located in District 15 in downtown Brooklyn, offers theater, instrumental and vocal music, dance, and visual arts to students in grades 9-12. According to Principal Daniel Vecchiano, Brooklyn High School of the Arts is a “dual-mission school.... We focus on high-level academics, and we also have a high-caliber arts program we are constantly expanding. We do two things here, not just one.” He pointed out that the graduates of Brooklyn High School of the Arts go to some of the best arts colleges in the country, in part because staff work with college outreach programs and base much of their art work on the entry exams and arts portfolio requirements for college freshman. In addition, the school has a strong focus on academics with 11 Advanced Placement courses, including one in music theory. The school is also planning to offer a Regents diploma in the arts. In order to operationalize this dual mission, the school expanded its schedule to a nine-period day. After working with the United Federation of Teachers to expand the schedule, the school was able to offer students the opportunity to take two to three arts classes each day in addition to all of their academic courses.

Brooklyn High School of the Arts has sequences in each of the four arts disciplines and has 11 full-time certified arts teachers. In addition, the school has partnerships with several arts and cultural organizations that offer services to students. For example, the school works with Lincoln Center Education to offer a variety of interactive arts performances. Also, Carnegie Hall’s Weill Music Institute (WMI) provides the school with a professional musician who comes in once a week to work with the school orchestra. Additional partnerships with Arts Connection, Jazz at Lincoln Center, the Metropolitan Opera Guild, and the Alvin Ailey Dance Foundation provide a wide array of arts opportunities for students.

Principal Vecchiano explained that the school’s arts programming supports and aligns with many areas of the *Framework for Great Schools*. He noted, for instance, that building strong family-community ties “is part of our job ... and we do it in every way possible, including having students perform in the community and for recruiting purposes in middle schools.” He went on to say that “this has been particularly helpful in District 15, where we can recruit students in our community and have a nice connection in the local area.” He also noted that trust is a focus in the school, and in order to facilitate a school culture of trust, the administrators have an open-door policy for students, where they can come in at any time to speak with the administrative staff. In addition, Mr. Vecchiano himself is a performer and many of the academic teachers have arts backgrounds. He commented that this fact lends itself to a “feeling that the kids can trust us to have their best interests in mind both academically and artistically.”



When asked what accounts for the success of the arts program at the school, Mr. Vecchiano responded, “We invest financially in the arts.... It is important to run your budget fairly and fund the arts equally with academic programs.... It is important for arts teachers to feel that their materials are as important as academic materials ... [that] a paint brush is as important as a pencil.” While it can be challenging to fund programs, he stated, “if you are going to have an arts program ... you have to commit to it. Even if you are only going to have one thing, you have to really invest [in it]. If you are only going to have a choir, you have to really make it important. Make it a showpiece. Invest in it and it will draw students to the school.”

Mr. Vecchiano maintains there are challenges associated with running a strong arts program. Specifically, it can be difficult to determine the most important areas to expand each year. To address this issue, he suggested that schools “grow strategically to offer the things the kids want and need.” For example, he explained that the Brooklyn High School of the Arts is currently in the process of expanding to include a technical theater program, and he would like to add an arts business program so that “students understand the business of the arts world ... how to sell their work ... how to market their work or put a price on their work.” He pointed out that it is challenging to expand offerings and “break new ground ... but it is important for students to know there is more to the arts than just being on stage.”

As Mr. Vecchiano sees it, “Our programs are always expanding; that is the key. We hire every year. We don’t contract, we expand. Even if we don’t grow in population, we want to grow our arts programming.” In fact, he shared that he doesn’t want the school to get much bigger: “I want to know everyone in the school. I want to know what everyone does. That way, I can help to motivate everyone.” Overall, Mr. Vecchiano believes that “the arts keeps students [in school], it keeps them focused. We need to focus on our arts programs and make them thrive, because students in really good arts programs thrive, and schools with great arts programs thrive.”



High School for Violin and Dance (09X543)

Principal:

Franklin Sim

Grades Served:

9-12

Arts Liaison:

Julio Lopez

Enrollment:

274

The High School for Violin & Dance (HSVD) offers orchestra, dance, and visual arts to students in grades 9-12. The mission of the program is to give students the opportunity to perform and shine in the classroom, on stage, and in life, as well as to prepare them to be caring leaders in society. According to Principal Franklin Sim, the overall goal of arts programming in the school is “to prepare students to become skillful and adept with understanding the arts standards, while providing opportunities to perform on big stage venues such as those at Lehman College and Hostos College.”

HSVD offers a dance program as well as a full orchestra program that gives students the option to play violin, viola, cello, or string bass. Each ninth-grade student is exposed to the basics of both orchestra and dance through one period of each of these art forms every day. At the end of ninth grade, students are asked to select which of the art forms they would like to continue into their tenth-grade year. Then, in grades 10-12, students have one period a day of their selected art form. While students are encouraged to continue with their selected art form for the balance of their high school careers, some students choose to change art forms or to take a visual arts class instead. According to school Arts Liaison and Assistant Principal Julio Lopez, the school recently added a new visual arts class where students learn the art of sublimation and heat transfer with vinyl, allowing them to create a variety of products, such as T-shirts and other clothing, mugs, and plaques.

It is important to note that HSVD is not a screened arts school and accepts any student who would like to attend. Mr. Sim explained that the school has outstanding staff who are expert in helping students grow in their art forms. In fact, he noted that in ninth-grade orchestra, “within a few months of students selecting one of the four strings instruments, they are taught how to read music, something they usually don’t come into the program knowing. And, by the end of the year, they are playing both teacher- and student-selected pieces.” He further noted that most students who come into the school have “very little prior exposure or experience with their art form.” In dance, the focus is on the *Blueprint for Teaching and Learning in Dance* standards, and the teacher works with students to learn different dance forms, such as tap, modern dance, jazz ballet, hip-hop, and choreography. Mr. Sim went on to say, “Our students are very talented in dance, and we believe in exposure to a variety of different genres to take their dance craft to another level and allow them to pursue dance in college and career.”

One unique piece of the arts programming at HSVD is a program called Project I AM, where students integrate academics with the arts. The program asks students to take an experience that is important to them and create a piece of poetry. Then, students work with partner Subway Moon to help translate the poetry into performance art, such as spoken word, music, song, or dance. Mr. Sim commented that the program crosses all disciplines, is student-driven, and “allows students to offer peer-to-peer feedback and critique using arts academic language.” He continued by saying, “We give students a voice and make it clear that the arts and academics can go hand in hand.”

Mr. Sim stated that the school sets aside money each year so that arts program can thrive. Part of this funding is used to partner with various cultural organizations such as the Alvin Ailey Dance Foundation, Carnegie Hall's Weill Music Institute, and the Dance Theater of Harlem. He added that this allows students to have access to "master teachers so our students can see the art form, as well as receive critique and feedback." The school also offers afterschool programming to allow students to "have time to practice and do the things they love." However, Mr. Sim conceded there are challenges associated with running a strong arts program. Specifically, it can be difficult to keep all students focused on academics as well as the arts. He commented, "Some students are intrinsically academically motived regardless, but other students are so focused on the arts that they may not be as academically focused on core classes." The school tries to address this in a variety of ways, such as asking arts teachers to collaborate with academic teachers to "send a message of the importance of both the arts and core classes ... letting students know ... you can be the best artist in the world, but if you don't graduate from high school, you won't be able to get into an arts college." Another challenge the school has faced is tardiness to morning classes. In order to address this issue, the school tries to schedule arts classes for first period, as students may be more excited to attend arts classes than academic courses. Mr. Sim also expressed concern that funding continues to be a challenge and an issue: "We have been able to maintain a robust arts program, but we can't provide everything. We have had to cut back on some visitations from partners and may not be able to send students to Broadway shows.... We have limited funds to replace and repair of instruments or for dance costumes."

When asked what advice he would give to schools wanting to develop an art program, Mr. Sim replied, "One piece of advice I have learned over the years is to listen to your students. If you are trying to grow a program, listen to the wisdom of the students." For example, he recalled that several years ago the school's student council asked for a chorus. School administrators listened, and last year, the school offered a spring choral class where students selected a musical score to sing alongside the orchestra. In Mr. Sim's words, "It is important to give creed to their voices, and be bold in not cutting a program you believe in—no matter how tough it gets to fund."



The Grand Street Campus

The High School for Enterprise, Business, and Technology (14K478)

Progress High School for Professional Careers (14K447)

East Williamsburg Scholars Academy (14K477)

Principal:

Holger Carrillo (14K478)

William Jusino (14K447)

Rosemary Vega (14K477)

Grades Served:

9-12

Arts Liaison:

Jeff Ball

The High School for Enterprise, Business, and Technology (EBT) is one of three schools located on the Grand Street Campus in Brooklyn. According to Assistant Principal Mitch Schrager, the overall goal of the arts program is to create a space that engages students' creativity and encourages their artistic expression. In order to operationalize this goal, the school offers art credits in visual arts, music, and technical theater. It is particularly notable that EBT shares its music program with all three schools located at the Grand Street Campus, which also includes **Progress High School** and **East Williamsburg Scholars Academy**. The shared music program has four full-time music teachers who work with students from all three schools. Mr. Schrager, who oversees the music program across schools, explained that "for most students, it is the only time they take a class with students from the other schools." The music program has four levels of large instrumental performance ensembles, two jazz ensembles and a Latin band. Students are placed into different ensemble levels through an audition process that allows younger students with a high degree of experience to be placed into the top ensembles while still enabling students to enter the band program as beginners at any age. Mr. Schrager also noted that the school supports students at any level in their music learning: "The vast majority of our students come to the campus without ever having played an instrument.... We set it up to allow new students who begin playing an instrument with us to grow and even potentially attend music programs in college." In addition, the music program has a technical theater course that is shared across the three schools within the Grand Street Campus. This array of course offerings allows each high school at the campus to offer the citywide four-year high school music sequence and to enable students to graduate with an Regents Endorsed Diploma with Advanced Designation in the Arts (Music).

Mr. Schrager pointed out that one of the advantages of having a multi-campus school is that "you have the benefits of a smaller school within a larger campus." He expanded on this, saying, "A music program of our size wouldn't be able to be supported with a small school of 800 students." The music program is able to function across the three schools, in part, by sharing the cost of the four music teachers equally. In addition, the campus has an after-school arts program organized by Urban Arts that is funded by one of the three schools and is made available to students across the campus. While each of the three schools also has other arts courses that aren't shared (e.g., visual arts), sharing the music program allows students attending any school on the Grant Street Campus to have access to music instruction that would not be possible without the shared campus.

When asked what accounts for the success of the arts program at the school, Mr. Schrager responded, "The greatest credit for our arts program, especially the music program, is the support of the campus's three principals. They recognize that the program is one of the crown jewels at the Grand Street Campus, and they actively support the program in terms of financial resources, scheduling classes, and by highlighting our achievements, both within and outside of the school." He went on to say, "The main thing the principals ask from us in order to continue the arts programming is to make



sure we are serving as many of our students as possible and to show the entire campus what we are accomplishing within the department.” Mr. Schrager added that the school accomplishes this goal by actively recruiting students to join performing groups, as well as by supporting students so that they remain with the program. To engage the community, the school holds two large evening concerts during the school year with all of the performing groups. By holding these events in the evening, it ensures that greater numbers of parents and community members are able to attend. Additionally, it holds campus-wide assemblies so that all students can see and hear the highlights of the concert performances during the school day.

Notwithstanding these great successes, EBT does experience challenges in the implementation of its arts programming. As Mr. Schrager sees it, one of the biggest challenges is “getting students from three different schools, with three different sets of guidance counselors and schedulers, all scheduled into the shared music classes.” He commented that it is a time-consuming process compounded by the fact that the scheduling of arts programming must compete with other programs, such as Advanced Placement or Career and Technical Education courses, or with other academic courses for students who are behind in their credit accumulation. Another challenge the program faces is the perception of parents who may not see the value of staying in the music program, even after their children have completed their required arts credits, if they are not planning to pursue music in college or as a career. For each of these challenges, Mr. Schrager shared, “there are a lot of discussions about the value of music education in terms of students’ social/emotional development, how sticking with this type of program is impressive on college applications, and about the academic benefits of this type of music program.”

Asked what advice he would give to other principals who want to build an arts program, especially within a campus school, Mr. Schrager suggested that principals start small and build each year. He further suggested that principals “visit schools that are doing it already and see the value of [the arts program]. Our program really speaks for itself when people visit the school. Once they see the value, it’s an easier argument to allocate resources to such a program.”



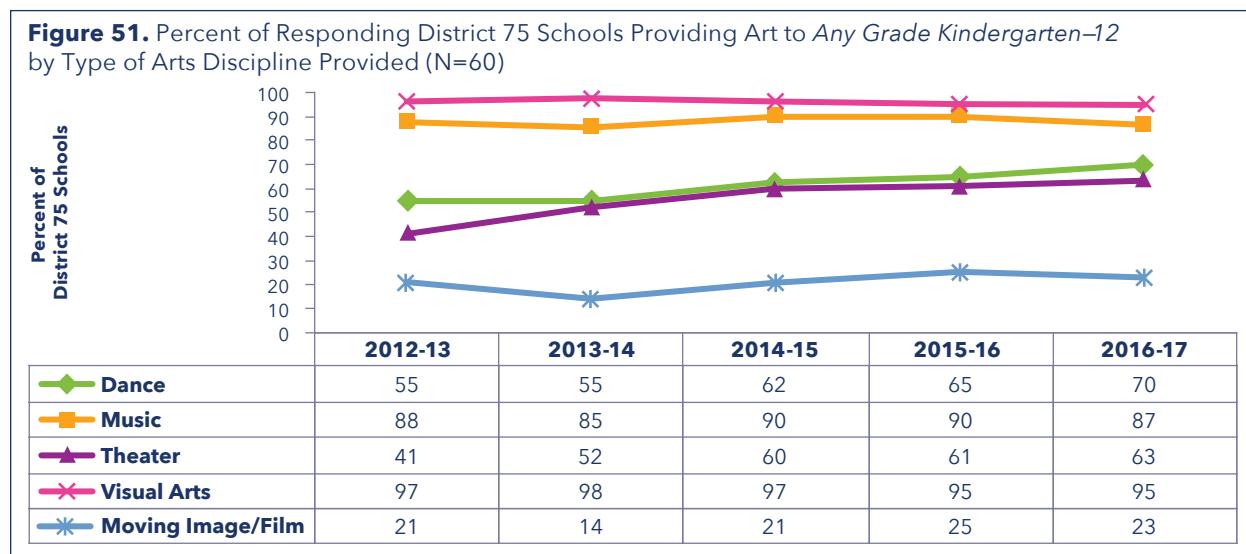
ARTS IN SCHOOLS

District 75 Schools

District 75 provides citywide educational, vocational, and behavior support programs for students with disabilities. This section presents data on arts education in District 75 schools, as reported on the 2016-17 *Annual Arts Education Survey*. Of all schools that responded to the survey, 4 percent ($N=60$) were District 75 schools serving any grade, pre-kindergarten through 12.

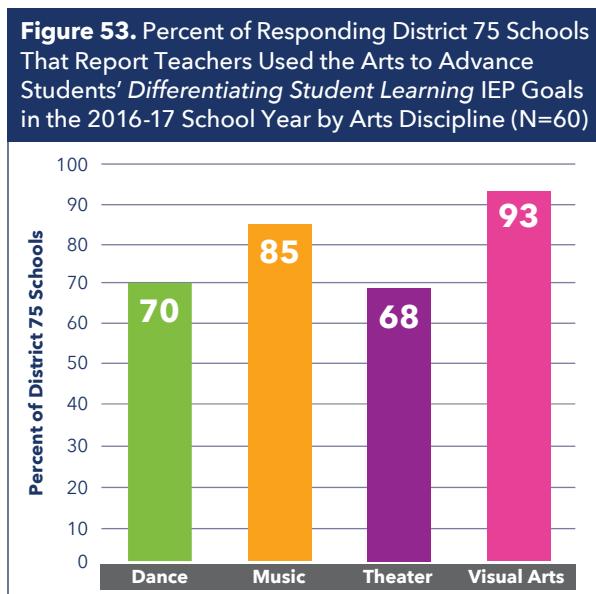
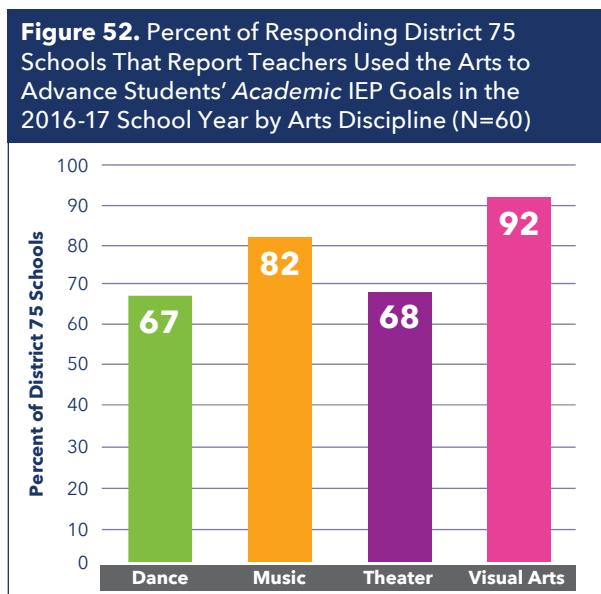
Arts Instruction Provided to Grades Kindergarten–12

Figure 51 displays the percent of District 75 schools that provided the arts to students in any grade kindergarten through 12. Data are shown by the type of arts discipline provided from the 2012-13 through 2016-17 school years.



Arts Instruction and the Advancement of Students' Individual Education Programs (IEPs)

An IEP is a written document that is developed for each eligible pre-school and school-age student with a special need, in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA). The 2016-17 Annual Arts Education Survey gave District 75 schools the opportunity to report on how teachers used the arts to advance students' IEP goals. Figures 52 through 57 display how District 75 schools reported aligning arts instruction with IEP goals.



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Figure 54. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students' *Social Skills* IEP Goals in the 2016-17 School Year by Arts Discipline (N=60)

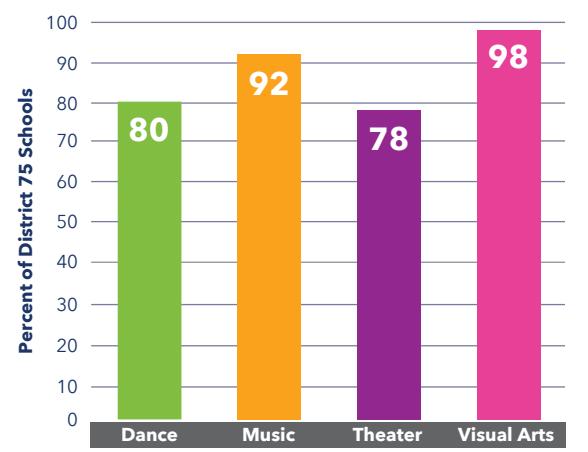


Figure 55. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students' *Management Skills* IEP Goals in the 2016-17 School Year by Arts Discipline (N=60)

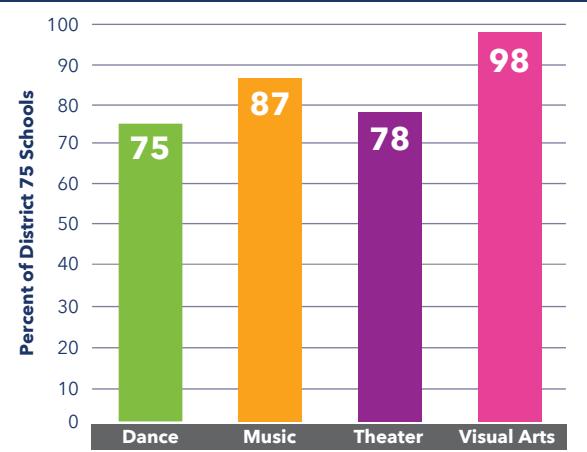


Figure 56. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students' *Physical Development* IEP Goals in the 2016-17 School Year by Arts Discipline (N=60)

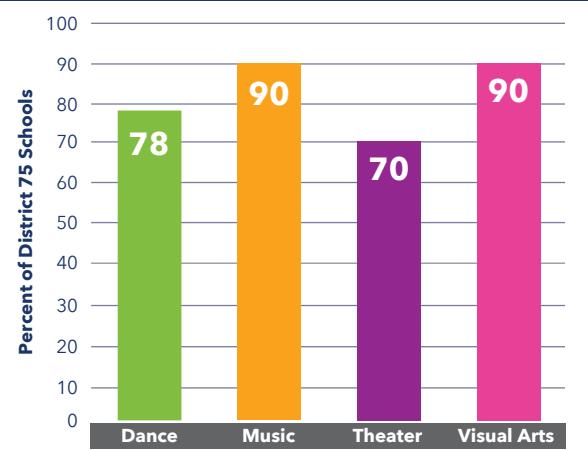
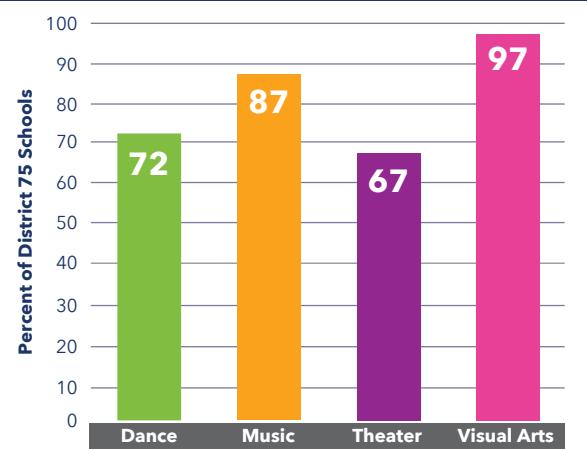


Figure 57. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students' *Fine Motor Skills* IEP Goals in the 2016-17 School Year by Arts Discipline (N=60)



P.S. 373 (75R373)

Principal:

Paulette Benevento

Grades Served:

PK-8

Arts Liaison:

Elena Seminara

Enrollment:

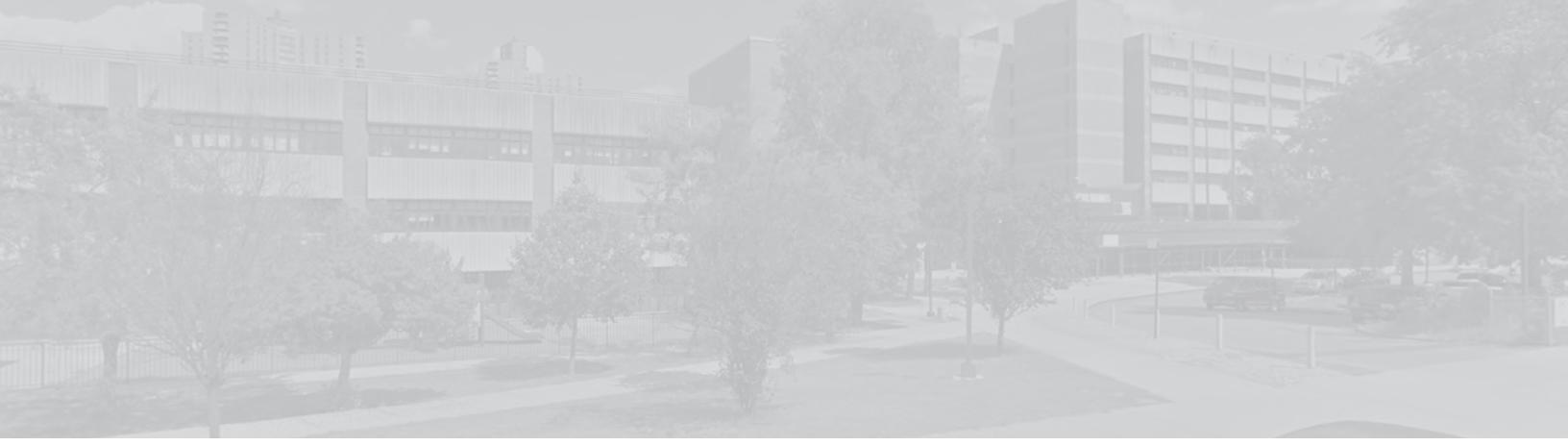
563

P.S. 373 is a District 75 school with seven Staten Island sites, serving students in grades pre-K–8 with special needs. According to Principal Paulette Benevento, the overarching goal of the school is to “grow children who have a strong sense of self, who believe in their worth and abilities, who are not afraid to try something, who are respectful of themselves and others, who know that if they fail it is only part of the learning process, and that they can persevere and succeed.” She noted that the arts are essential to helping students learn these important concepts, saying, “We want our students to experience the joy of creating and participating in the arts … our goal is to have our students apply life skills they learn through the arts to other areas of their learning and development.”

Staff at P.S. 373 use the arts to address various learning modalities of their special needs students, providing myriad entry points to meeting students where they are in their learning and propelling them forward with enhanced skills, deeper understandings, and greater self-efficacy and confidence. Ms. Benevento further noted, “The arts provide our children, who struggle in many areas, with a voice to express that which cannot be expressed in words alone, and allows them to grow and flourish.” In order to support its arts programming, the school has five full-time visual arts teachers and one dance teacher on staff, as well as strong arts integration delivered by classroom teachers and arts cultural partners. Ms. Benevento explained that these programs, in conjunction with theater programs spearheaded by speech teachers, serve nearly the entire school population. In addition, the school has a full-time arts education liaison who actively seeks out grants and opportunities to supplement the school’s arts programming, provides professional development opportunities and arts information, and serves as coordinator of the arts department and programs to ensure that students receive the maximum arts instruction possible.

The alignment of the school’s arts instruction to the *Blueprints for Teaching and Learning in the Arts* helps the school to use arts instruction to advance students’ IEP goals. Ms. Benevento believes the arts are essential to students attaining their IEP goals. She elaborated: “The arts provide additional entry points to all learning, and speak to every learning modality.... By their very nature, the arts address human growth and development, the social and emotional aspects of humanity, and each person’s own unique experiences and perspective. Our children come to understand that the arts can give them another tool to help them construct knowledge, interpret their world, understand others, and grapple with the complexities of life.”

Asked what she thinks accounts for the school’s success in maintaining the arts in the school, Principal Benevento replied that it is due in large part to the culture they have cultivated in the school “in which the arts are valued, not only for their inherent qualities that address the social-emotional and cognitive needs of the child, but also that make curricular interconnectivity apparent and support the student in making vital connections that will translate to greater success in the classroom.” In order



to operationalize the creation of this culture, staff members ensure that all students receive arts instruction in at least one of the art forms, although it can be challenging to schedule. Ms. Benevento shared that even though they are a District 75 school, a large percentage of the student body is scheduled for standardized testing, and the school is held to the same protocols as community schools. She went on to say that while scheduling the arts can be a challenge, ELA and math are embedded in the arts *Blueprints*, allowing “interconnections to be made that support [academic] learning, even when the students are in their arts classes.”

Principal Benevento pointed out that P.S. 373 faces additional challenges in implementing their arts programming, including funding and the fact that the school is spread throughout the borough of Staten Island. While the school carefully allocates its budget, she stated, “arts programs can be costly to run, despite the recent addition of studio allocations to specialists’ budgets.” She further stated that it is a challenge to have co-locations, as sites may have too few students to support full-time arts teachers and that travel constraints unique to Staten Island result in splitting time among sites being problematic. Ms. Benevento added that it can be challenging for arts cultural partners to travel among sites.

When asked what advice she would give other principals looking to build or sustain quality arts programming, Ms. Benevento responded that it is essential for school administrators recognize the value and power of the arts in children’s growth and development. “From there,” she said, “it reverberates throughout the entire organization and becomes an integral part of a school’s culture. By developing this mindset and supporting staff in building collaborative relationships among arts specialists, teachers and paraprofessionals, and cultural partners, teachers model to students how the arts are valued.”



P.S. 004 (75Q004)

Principal:

Marcy Berger

Grades Served:

PK-8

Arts Liaison:

Sheryl Jones

Enrollment:

419

P.S. 004 is a District 75 school with five Queens sites serving students in grades pre-K–8 with learning, intellectual, and speech disabilities; autism spectrum disorder (ASD); and emotional and behavioral issues. One of the five sites is an inclusion program, with students participating in arts instruction delivered by the art teacher within a general education school. At the other four sites, the school has 11 full-time arts teachers representing the four major arts disciplines—visual arts, music, dance, and theater. According to Principal Marcy Berger, “The overall goal of the arts program is to provide full access to the arts for all of our students, regardless of their disabilities or individual challenges.” She explained, “We do this by using the *Blueprints for Teaching and Learning in the Arts* to create meaningful lessons in our arts classroom. We take full advantage of our culturally rich community through partnerships with and trips to museums, concert halls, theaters, and other cultural institutions, and we look for opportunities for our students to showcase their talents through performances and art shows within and outside of our school.”

The 11 arts teachers at P.S. 004 all serve as part of a Project Arts Team, which meets at least once a month to coordinate arts programming for the school, including planning the school’s arts budget to pay for supplies, trips, events, and professional development, and to seek out grant opportunities to extend arts offerings. The committee is charged with working to make connections between the arts and academics, regularly collaborating with classroom teachers. For example, in social studies, arts teachers partner with Jazz for Young People to provide concerts and teach lessons pertaining to the themes of democracy, citizenship, and migration.

As Ms. Berger sees it, the arts play a key role in the school and have been helpful in promoting parent involvement and family engagement. She noted that several times through the year the school holds special events in the evening collaboratively with the Parent Teacher Association, the School Leadership Team, the parent coordinator, and the Project Arts Team, saying that “these events are some of our best attended, giving families an opportunity to celebrate their children.” She further noted that the arts also have a positive impact on student behavior: “Our children struggle with academics, behaviors, and communication, [but] the arts are a level playing field—everyone can succeed, which leads to a positive self-image.”

Asked what she thinks accounts for their success in maintaining the arts in the school, Principal Berger replied that the school administration believes strongly in the arts. As such, it has created many arts positions at each site and “provides arts staff with funding, opportunities, and the freedom to work together to benefit our students and our school community.” She commented that the Project Arts Team is largely autonomous and manages its own budget, pointing out that “since the arts teachers are given both the time and the freedom to come together and make decisions, they can be innovative and create a high-quality arts program across all our sites.”



Of course, the arts program at P.S. 004 is not without challenges, and the school tries to address each challenge head-on. For instance, the arts teachers are split across the five sites, making it difficult to release them all to attend professional development, especially when sessions for all arts disciplines occur on the same day, as they do with the Citywide Professional Development series. School staff have addressed this issue by asking arts teachers to take turns attending sessions and turn-key the information to one another during the Project Arts Team meetings.

When asked what advice she would give other principals looking to build or sustain quality arts programming, Ms. Berger responded, “Principals need to share the belief that our special needs children use music and art very often in lieu of using words. They have to be aware of the importance of these programs within our schools. Principals need to show this dedication to the arts by creating arts positions in their schools in all arts disciplines.” She suggested that if it is not possible to support a full-time art teacher in one school, principals might try to team up with another school in the same area to share a teacher. She went on to say that it is essential to give teachers the resources they need, and then trust them to do the work: “Giving respect to these professionals by sharing your vision and mission, and then encouraging autonomy, builds capacity and benefits our children. Build time into the teachers’ schedules to allow meetings to happen regularly, becoming part of the teaching day, rather than making it burdensome to do in addition to their regular schedule. Provide your arts professionals with the supports, materials, and professional development needed, and then set them free. Trust your arts professionals to build a strong arts program in your school.”





Quality of Arts Education

This section presents data disaggregated by school level (i.e., elementary, middle, high, and multi-grade schools) on student participation in arts performances and exhibitions at the school sites; support for quality teaching in the arts, including the number of certified school-based arts teachers, hours of arts-based professional development attended, and school resources; and challenges schools face in delivering sequential arts instruction. The multi-grade schools category includes early elementary (pre-kindergarten-2), K-8, K-12, and secondary (6-12) schools. The "all schools" category includes all school levels and District 75 schools.

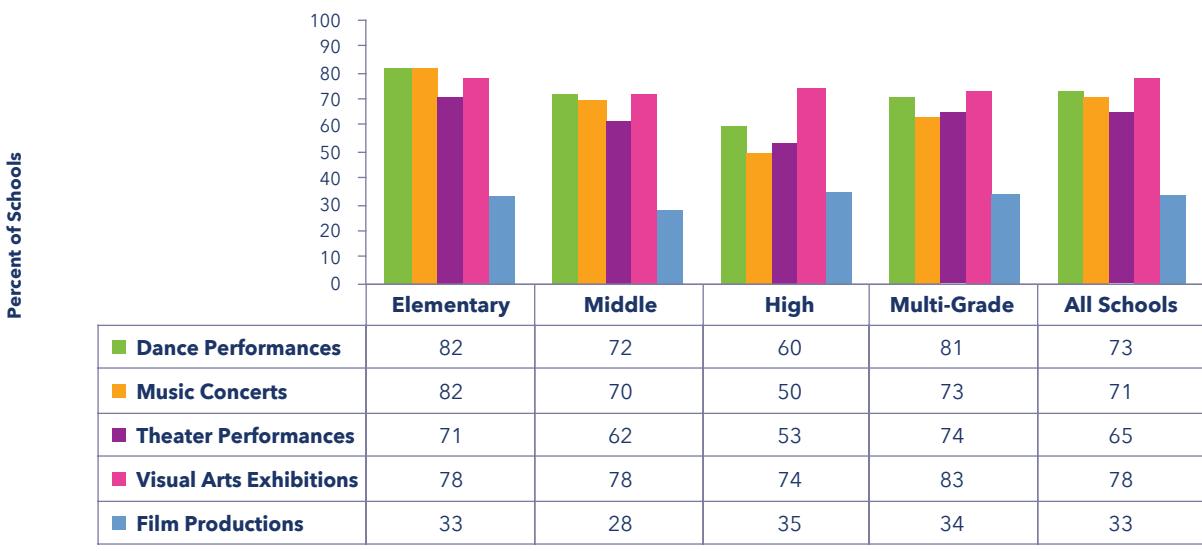
Student Participation in the Arts

In addition to in-class arts instruction, many schools provide opportunities for students to participate in arts performances at the school site and pull-out and/or multi-grade activities during the school day. The data in this section provide information on the percent of responding schools that reported having students participate in: 1) arts performance and/or exhibitions at the school site, and 2) pull-out and/or multi-grade activities.

Participation in Performances, Exhibitions, or Productions at the School Site

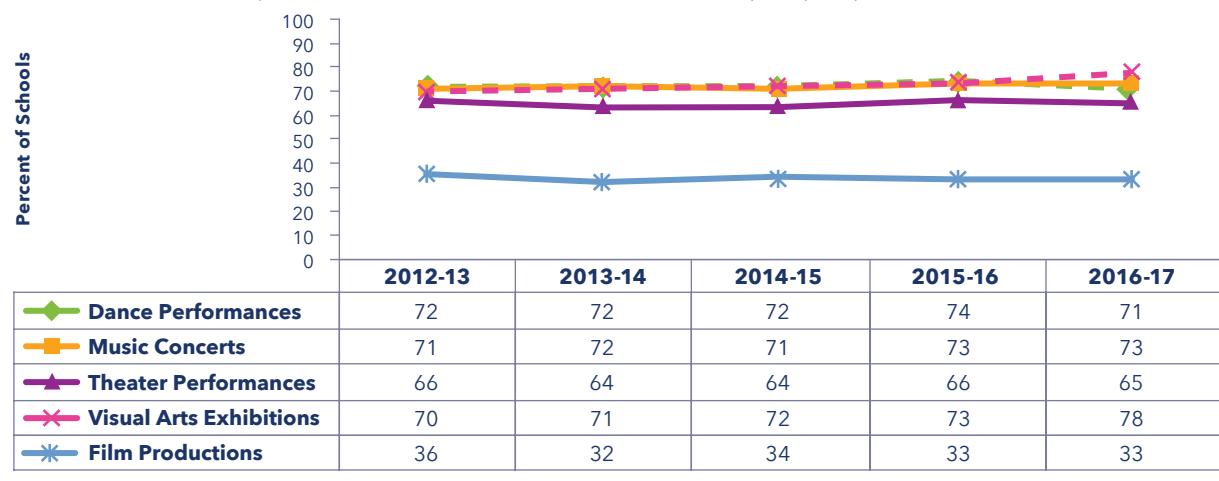
Figure 58 displays the percent of responding schools that reported having students participating in arts performances, exhibitions, and/or productions at the school site by school level in the 2016-17 school year. Figure 59 displays these data for all schools from the 2012-13 through 2016-17 school years.

Figure 58. Percent of Responding Schools with Students Participating in Dance, Music, Theater Performances; Visual Arts Exhibitions; and/or Film Productions at the School Site in the 2016-17 School Year by School Level (N=1,459)



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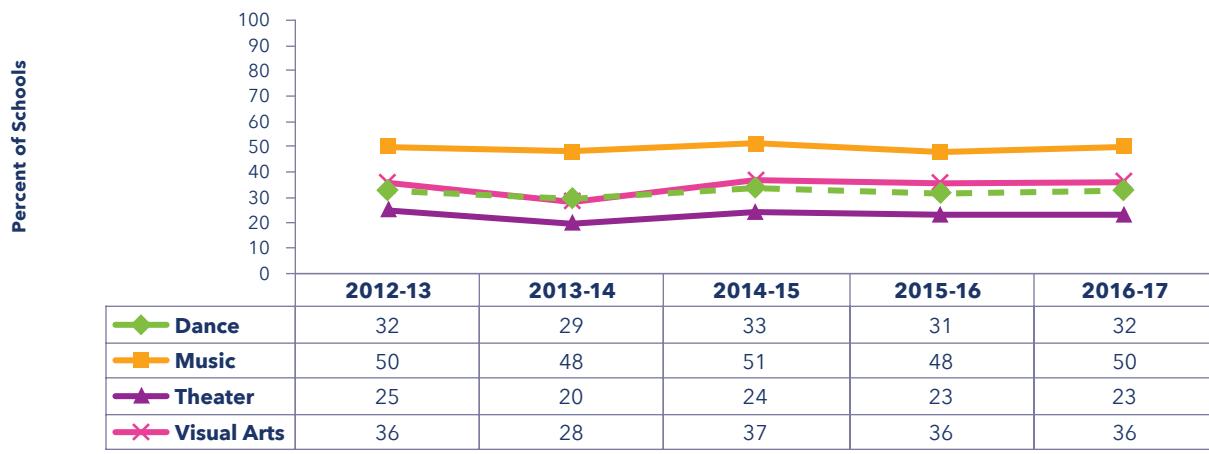
Figure 59. Percent of Responding Schools with Students Participating in Dance, Music, Theater Performances; Visual Arts Exhibitions; and/or Film Productions at the School Site (N=1,459)



Pull-Out and/or Multi-Grade Activities During the School Day

Figure 60 includes data on the percent of responding schools serving grades kindergarten through 5 in which students participate in pull-out and/or multi-grade activities. Data are shown by arts discipline from the 2012-13 through 2016-17 school years.

Figure 60. Percent of Responding Schools in Which Students in Kindergarten Through Fifth Grade Participate in Pull-Out and/or Multi-Grade Activities During the School Day (N=747)



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Supports for Quality Teaching

In order to ensure quality teaching in the arts, a number of supports are needed, such as certified arts teachers and/or cultural arts organizations to provide arts instruction, budgetary funds to support arts programming, and appropriately equipped space, as well as assessment tools to evaluate student progress. The data in this section reflect the supports for quality teaching in the arts as identified by schools that responded to the 2016-17 Annual Arts Education Survey, NYCDOE databases, and the 2016-17 *Principal Satisfaction Survey*.

Assessment in the Arts

Table 23 shows the percent of all responding schools that reported using assessments (e.g., culminating projects, teacher observations, and/or conferences with students) to evaluate student progress in the arts in the 2012-13 through 2016-17 school years.

Table 23. Percent of Responding Schools That Used the Following Methods for Evaluating Student Progress in the Arts (N=1,549)

Assessment	2012-13	2013-14	2014-15	2015-16	2016-17
Culminating projects	82%	81%	82%	81%	84%
Teacher observations with descriptive feedback to students	75%	76%	77%	77%	78%
Conferences with students	65%	64%	67%	65%	68%
Student portfolios	61%	63%	63%	60%	58%
Arts performance assessments	67%	64%	66%	66%	66%
Student self and peer assessment	63%	65%	69%	69%	71%
Scaled rubrics with criteria	57%	62%	62%	63%	65%
Written assessments	54%	56%	54%	55%	45%
Student arts journals	35%	34%	33%	33%	36%

Arts-Based Professional Development

Tables 24-27 present data on teacher participation in arts professional development as well as the providers for the professional development, as reported on the 2016-17 *Annual Arts Education Survey*. This section also provides data on the arts-based professional development that would be useful to certified arts teachers, according to the data gathered through the 2016-17 *Principal Satisfaction Survey*.

ARTS IN SCHOOLS

Tables 24 and 25 display the percent of schools that reported having school-based arts teachers and/or non-arts teachers who participated in arts-based professional development. Data are shown by school level, from the 2012-13 through the 2016-17 school years. Table 26 presents the average annual hours of arts-based professional development attended by school-based arts teachers and/or non-arts teachers by school level. Table 27 presents these same data by discipline in the 2016-17 school year.

Table 24. Percent of Schools Reporting That School-Based Arts Teachers Attended Arts-Based Professional Development by School Level (N=1,549)

School Level	2012-13	2013-14	2014-15	2015-16	2016-17
Elementary	81%	83%	84%	86%	84%
Middle	83%	78%	85%	85%	89%
High	81%	79%	81%	85%	85%
Multi-Grade	85%	83%	88%	90%	92%
All Schools	82%	82%	84%	86%	86%

Table 25. Percent of Schools Reporting That Non-Arts Teachers Attended Arts-Based Professional Development by School Level (N=1,549)

School Level	2012-13	2013-14	2014-15	2015-16	2016-17
Elementary	50%	50%	54%	51%	48%
Middle	31%	33%	42%	39%	36%
High	42%	37%	37%	39%	38%
Multi-Grade	43%	37%	44%	40%	45%
All Schools	44%	42%	47%	45%	44%

Table 26. Average Annual Hours of Arts-Based Professional Development Across All Arts Disciplines by School Level and Teacher Type in the 2016-17 School Year

School Level	School-Based Arts Teacher	Non-Arts Teacher
	Mean Hours	Mean Hours
Elementary	31+	13-18
Middle	31+	13-18
High	24-30	13-18
Multi-Grade	31+	13-18
All Schools	31+	13-18

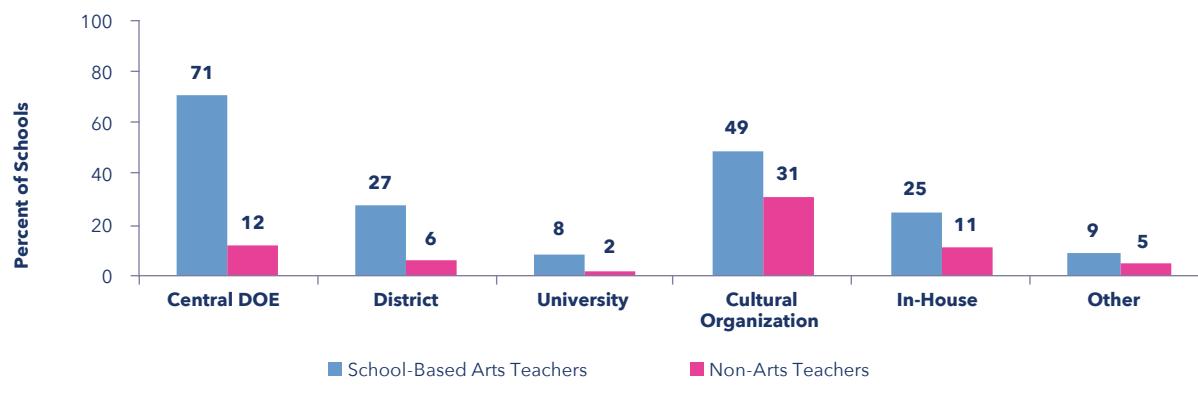


Table 27. Average Annual Hours of Arts-Based Professional Development Across All Responding Schools by Arts Discipline and Teacher Type in the 2016-17 School Year

Arts Discipline	School-Based Arts Teacher	Non-Arts Teacher
	Mean Hours	Mean Hours
Dance	13-18	7-12
Music	13-18	7-12
Theater	13-18	7-12
Visual Arts	13-18	7-12

School-based arts teachers and non-arts teachers can receive arts-based professional development from a variety of providers, such as staff from central NYCDOE, universities, or cultural arts organizations. Figure 61 displays the percent of all responding schools that reported having arts teachers or non-arts teachers attend arts-based professional development. Data are presented by provider for the 2016-17 school year. Table 28 shows the percent of schools that reported they had school-based arts teachers who attended arts professional development. These data are shown by provider and school level for the 2015-16 through the 2016-17 school years.⁹

Figure 61. Percent of Responding Schools in Which School-Based Arts Teachers or Non-Arts Teachers Attended Arts-Based Professional Development in the 2016-17 School Year by Provider (N=1,459)



⁹ In 2016-17, schools that responded "Other" listed specific central NYCDOE, district, and/or cultural arts organization professional development.

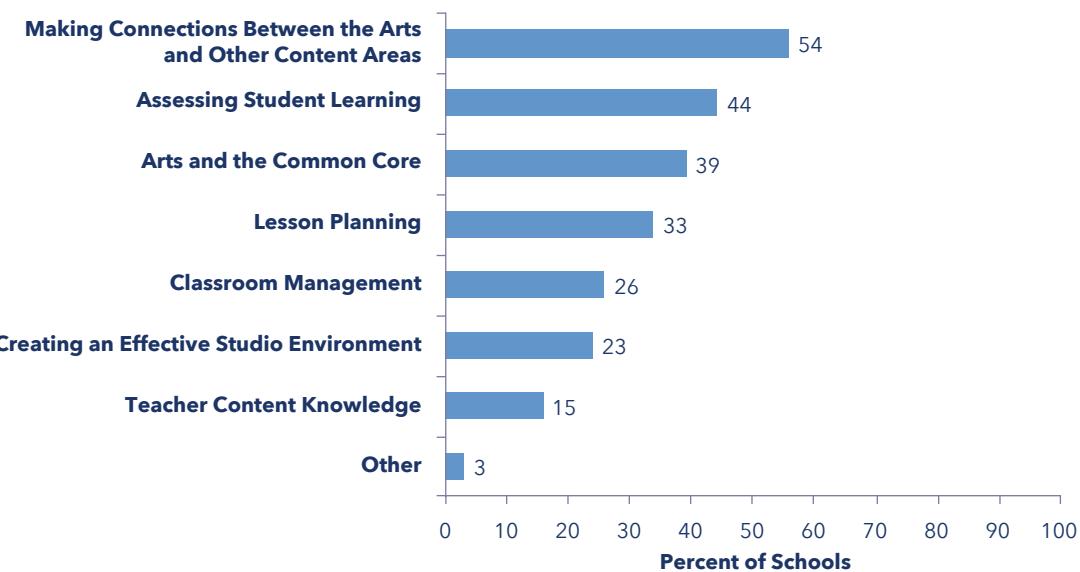
ARTS IN SCHOOLS

Table 28. Percent of Responding Schools in Which School-Based Arts Teachers Attended Arts Professional Development by Provider (N=1,459)

Professional Development Network	Elementary		Middle		High		Multi-Grade		All Schools	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Central DOE ¹⁰	72%	70%	71%	74%	60%	65%	71%	81%	69%	71%
District	31%	31%	23%	23%	16%	17%	20%	25%	26%	27%
University	7%	6%	9%	9%	16%	12%	13%	7%	10%	8%
Cultural Arts Organizations	51%	44%	54%	54%	51%	52%	57%	51%	53%	49%
In-House	22%	21%	32%	31%	32%	29%	23%	22%	26%	25%
Other	7%	8%	8%	9%	10%	13%	8%	10%	8%	9%

The data in Figure 62 were gathered through the 2016-17 *Principal Satisfaction Survey*. The figure displays data on respondents' perceptions of the professional development opportunities that would be most helpful for certified arts teachers. Data are shown for all responding schools, including District 75 schools.

Figure 62. Percent of Responding Schools That Reported Arts Professional Development Opportunities That Would Be Most Helpful for Certified Arts Teachers Through the 2015-16 *Principal Satisfaction Survey* (N=994)



¹⁰ In 2014-15 professional development in arts education was offered to teachers through central NYCDOE, cluster, or network. Since 2015-16, professional development in arts education offered by central NYCDOE was offered through the Office of Arts and Special Projects (OASP), Office of Curriculum, Instruction, and Professional Learning (CPL), and Division of Teaching and Learning (T&L).

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Certified School-Based Arts Teachers

Tables 29 and 30 show the number of certified arts teachers in NYCDOE schools. The data are shown by discipline and school level from the 2012-13 through 2016-17 school years. These data were gathered from the NYCDOE Division of Human Resources.¹¹

Table 29. Number of Certified School-Based Arts Teachers by Arts Discipline

Arts Discipline	2012-13	2013-14	2014-15	2015-16	2016-17
Dance	194	194	216	227	239
Music	909	894	959	998	1,029
Theater	146	144	165	167	178
Visual Arts	1,185	1,161	1,228	1,289	1,324
Total	2,434	2,393	2,568	2,681	2,770

Table 30. Number of Certified School-Based Arts Teachers by School Level

School Level	2012-13	2013-14	2014-15	2015-16	2016-17
Elementary	552	571	645	695	696
Middle	511	493	518	525	518
High	836	797	833	838	865
Other ¹²	535	532	572	623	691
Total	2,434	2,393	2,568	2,681	2,770

The number of full-time certified school-based arts teachers on staff was provided through the NYCDOE Division of Human Resources. The number of part-time certified school-based arts teachers on staff was reported by schools through their *Annual Arts Education Survey*. Figures 63 and 64 display the percent of reporting schools with at least one part-time and/or full-time certified school-based arts teacher. Data are shown by arts discipline for the 2012-13 through 2016-17 school years.¹³ Figures 65 through 68 display the full-time certified school-based arts teacher data by school level.

¹¹ The number of certified school-based arts teacher data from 2012-13 and 2013-14 were recalculated to reflect consistent reporting dates and rules.

¹² The *Other* category includes K-8 schools, K-12 schools, secondary schools, and registered, excess/reassignment, and ungraded programs.

¹³ See footnote 4.

ARTS IN SCHOOLS

Figure 63. Percent of Responding Schools with At Least One Full-Time Certified School-Based Arts Teacher by Arts Discipline (N=1,459)

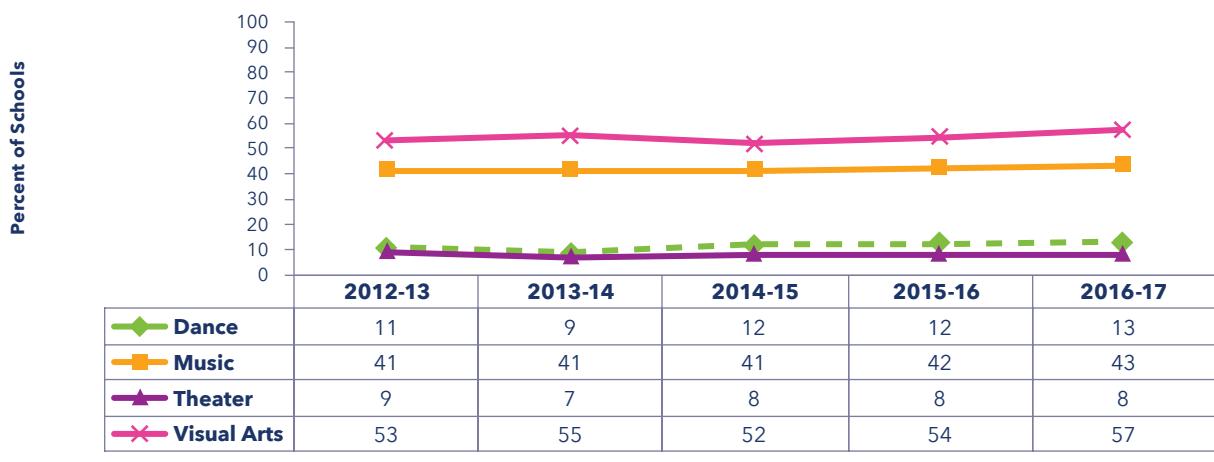


Figure 64. Percent of Responding Schools with At Least One Part-Time Certified School-Based Arts Teacher by Arts Discipline (N=1,459)

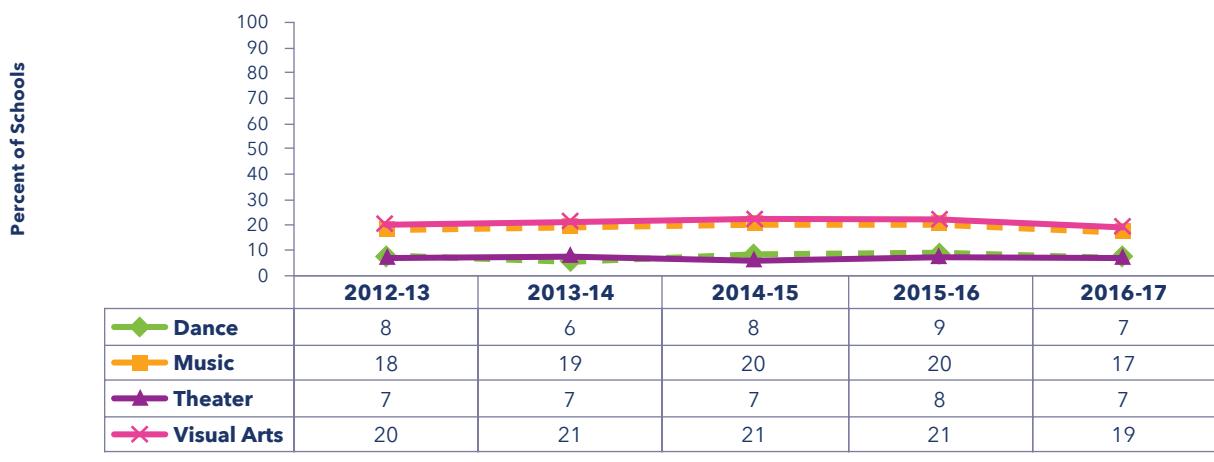
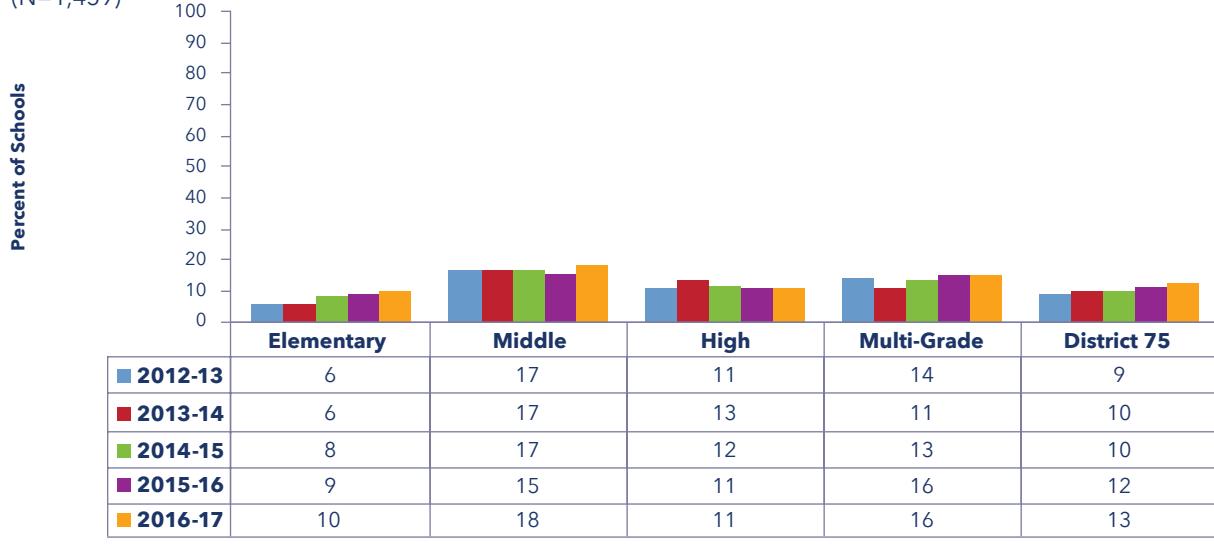


Figure 65. Percent of Responding Schools with At Least One Full-Time Certified School-Based Dance Teacher (N=1,459)



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Figure 66. Percent of Responding Schools with At Least One Full-Time Certified School-Based Music Teacher
(N=1,459)

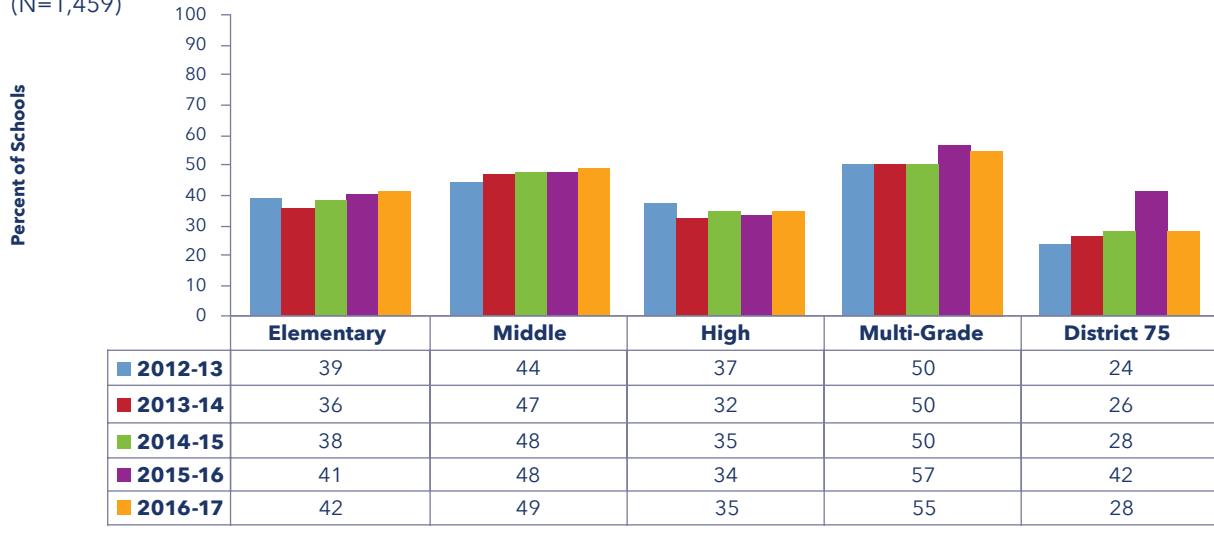


Figure 67. Percent of Responding Schools with At Least One Full-Time Certified School-Based Theater Teacher
(N=1,459)

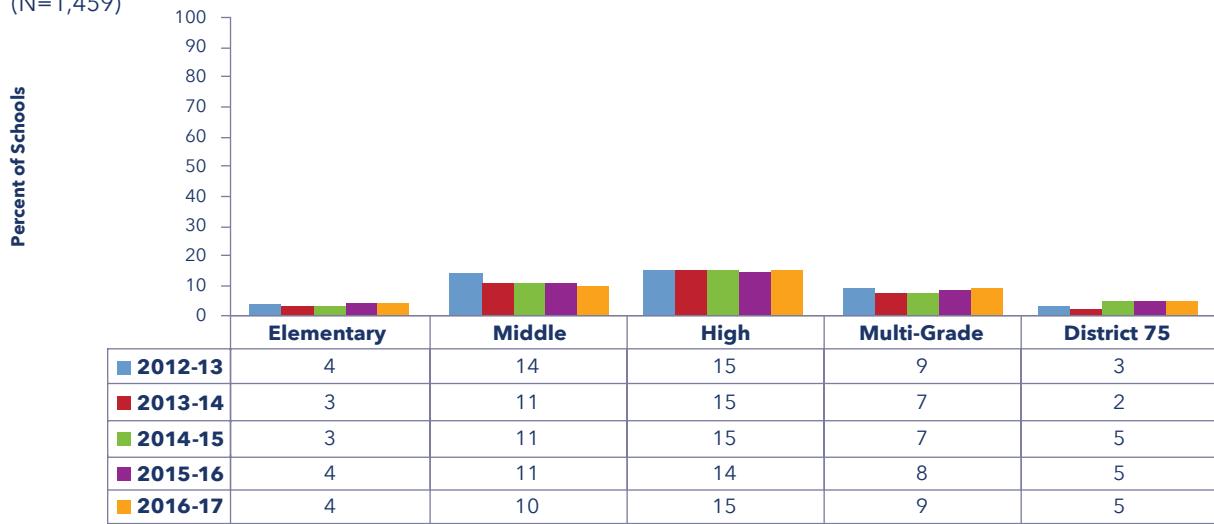
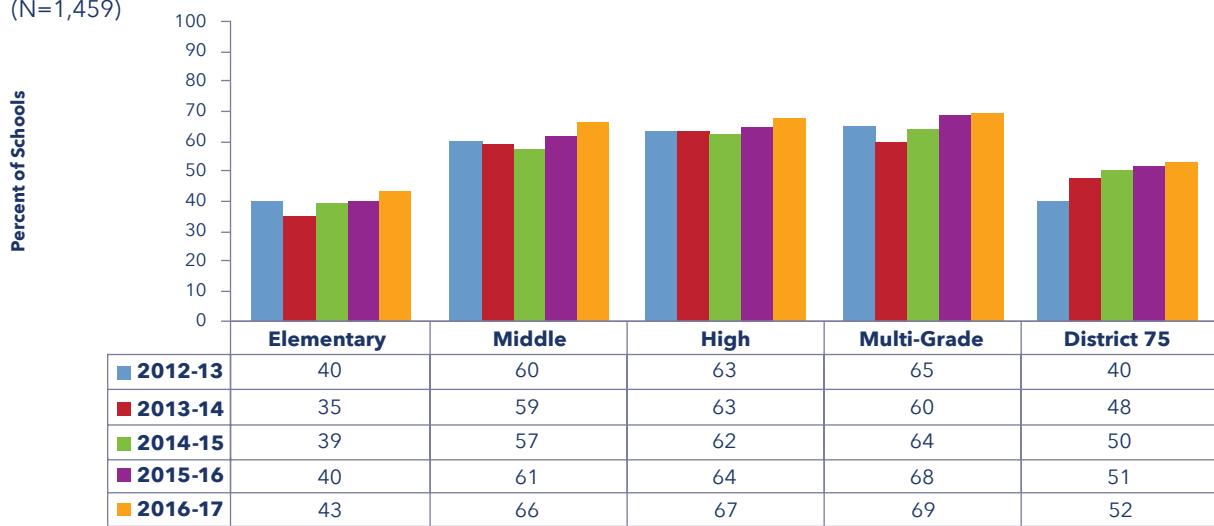


Figure 68. Percent of Responding Schools with At Least One Full-Time Certified School-Based Visual Arts Teacher
(N=1,459)



ARTS IN SCHOOLS

Cultural Arts Organizations

New York City's cultural arts organizations are a tremendous asset to the public schools, providing students and teachers with access to quality arts instruction and world-class performances and exhibitions. Professional artists and performers work directly in schools to engage students in exciting and rigorous arts experiences, and to assist schools in reaching all of the goals and benchmarks of the *Blueprints for Teaching and Learning in the Arts*. The dynamic of live performance in theaters, dance performance spaces, and concert halls, as well as firsthand interpretation of objects and collections in museums and galleries, enable an innovative exploration of ideas, understandings, and knowledge. These experiences directly support the goals of the Common Core Learning Standards and the capacities for literate individuals—students who are college and career ready in speaking, writing, listening, and language.

On the 2016-17 *Annual Arts Education Survey*, school administrators were asked to report on all cultural arts organization partnerships. The data in Table 31 present information on the percent of all responding schools that reported working with at least one cultural arts organization. Data for this table are shown for school years 2012-13 through 2016-17. Table 32 presents these data by borough. The number of cultural arts organizations partnered with responding schools from 2012-13 through 2016-17 is displayed in Table 33. Figure 69 presents data on the percent of responding schools that reported working with at least one cultural arts organization for the 2012-13 through 2016-17 school years. Data for this table are shown by school level.

Table 31. Percent of Responding Schools Partnered with At Least One Cultural Arts Organization (N=1,459)

	2012-13	2013-14	2014-15	2015-16	2016-17
At Least One Cultural Arts Organization	82%	84%	87%	87%	86%

Table 32. Percent of Responding Schools Partnered with At Least One Cultural Arts Education Organization by Borough

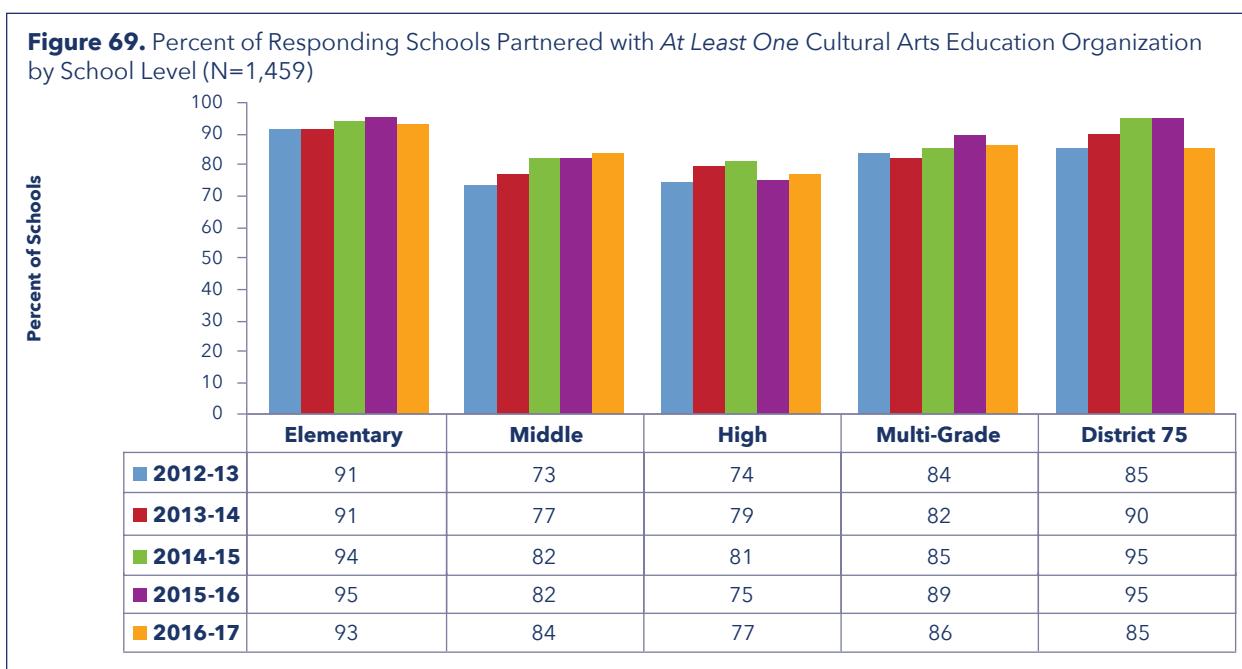
Borough	2012-13	2013-14	2014-15	2015-16	2016-17
Bronx (N=343)	77%	83%	85%	81%	85%
Brooklyn (N=448)	84%	82%	87%	86%	85%
Manhattan (N=294)	84%	89%	89%	93%	90%
Queens (N=324)	83%	85%	89%	87%	84%
Staten Island (N=67)	86%	85%	89%	96%	91%

Table 33. Number of Cultural Arts Organizations Partnered with Responding Schools (N=1,559)

2012-13	2013-14	2014-15	2015-16	2016-17
492+	398+	359+	399+	441+

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Figure 69. Percent of Responding Schools Partnered with At Least One Cultural Arts Education Organization by School Level (N=1,459)



Tables 34 and 35 show the type of cultural arts organization services provided and respondents' perceptions of the quality of service of their partner cultural arts organizations. Data for these tables are shown for the 2012-13 through 2016-17 school years.

Table 34. Percent of Responding Schools Reporting the Type of Services Provided by Cultural Arts Organizations (N=1,459)

Type of Services	2012-13	2013-14	2014-15	2015-16	2016-17
Arts-Related Field Trips	33%	34%	37%	35%	32%
In-School Student Workshops	16%	13%	15%	14%	15%
Residency (direct instruction to students)	46%	47%	43%	46%	48%
Teacher Professional Development	5%	6%	6%	5%	4%

Table 35. Percent of Responding Schools Reporting the Quality of Services Provided by Cultural Arts Organizations (N=1,459)

Quality of Services	2012-13	2013-14	2014-15	2015-16	2016-17
1 (Poor)	0.6%	0.4%	0.7%	0.2%	0.2%
2	0.6%	0.4%	0.6%	0.6%	1%
3	4%	4%	3%	3%	3%
4	18%	16%	16%	15%	14%
5 (Excellent)	77%	80%	79%	82%	82%

ARTS IN SCHOOLS

School administrators also reported whether they would continue to partner with their cultural arts organization(s). If they responded that they would not continue services, they were asked to provide a reason for discontinuing services with the organization. Table 36 shows schools' responses to whether they planned to continue, discontinue, or had not yet determined whether they would continue services with at least one cultural arts organization. Table 37 provides the reasons reported for schools' plans to discontinue services with at least one cultural arts organization.

Table 36. Responding Schools Expectations Regarding Continuation of Services with Cultural Arts Organizations (N=1,459)

Responses	2012-13	2013-14	2014-15	2015-16	2016-17
School Will Continue Service with At Least One Cultural Arts Organization	86%	88%	86%	88%	87%
School Will Discontinue Service with At Least One Cultural Arts Organization	4%	5%	5%	5%	5%
School is Uncertain About Continuation of Services with At Least One Cultural Arts Organization	26%	22%	25%	23%	26%

Table 37. Reasons for Schools Reporting Discontinuation of Service from Cultural Arts Organizations (N=1,459)

Responses	2012-13	2013-14	2014-15	2015-16	2016-17
High Cost of Services	7%	6%	8%	13%	7%
Limited Capacity of Provider	6%	9%	10%	7%	7%
Reduced School Budget	17%	4%	16%	20%	18%
Unsatisfactory Quality of Services	17%	18%	18%	10%	12%
Other Responses	54%	63%	47%	51%	56%



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Participation in Performances, Exhibitions, or Productions Outside the School Site

Figure 70 displays the percent of responding schools that reported having students who participated in arts performances, exhibitions, and/or productions outside the school site by school during the 2016-17 school year. Figure 71 displays these data for all schools during the 2012-13 through 2016-17 school years.

Figure 70. Percent of Responding Schools with Students Participating in Dance, Music, Theater Performances; Visual Arts Exhibitions; and/or Film Productions *Outside the School Site* in the 2016-17 School Year by School Level (N=1,459)

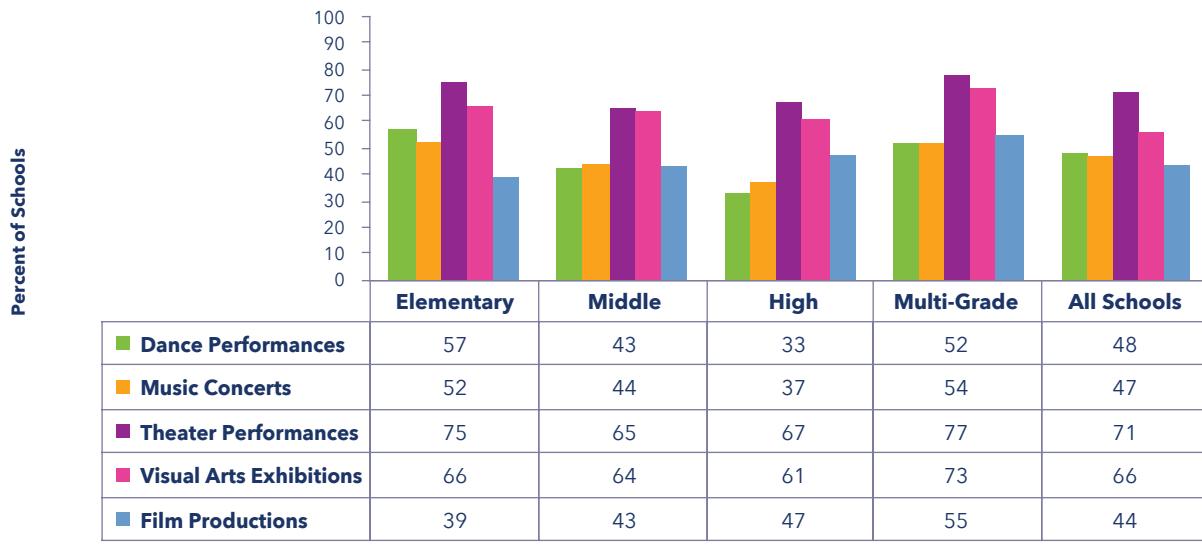
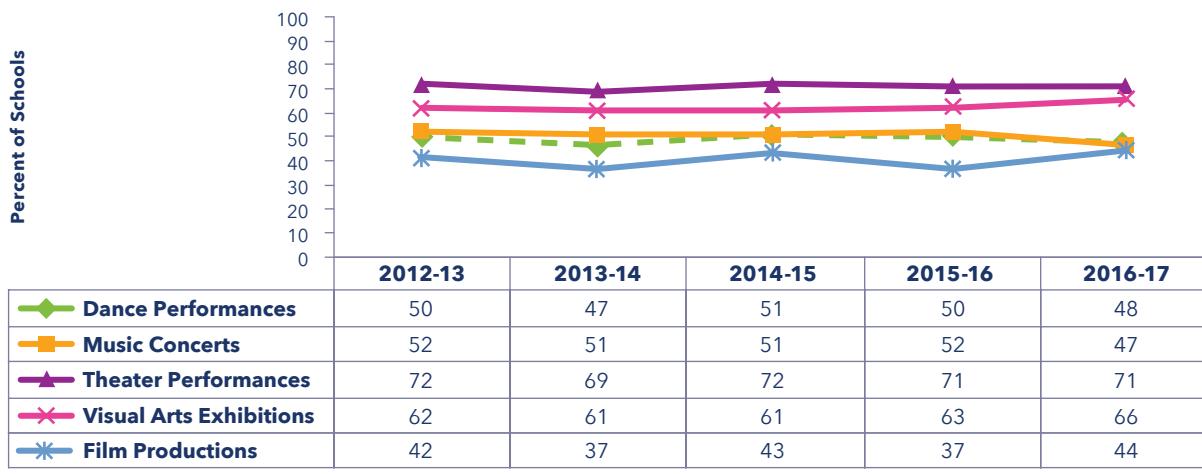


Figure 71. Percent of Responding Schools with Students Participating in Dance, Music, Theater Performances; Visual Arts Exhibitions; and/or Film Productions *Outside the School Site* (N=1,459)



ARTS IN SCHOOLS

Arts Budgeting by Schools

Schools' arts budgets include staff salaries, equipment/supplies, and services such as cultural arts organization partnerships. The data in Figures 72 through 75 were gathered through the NYCDOE Division of Budget Operations and Review and the Division of Contracts and Purchasing Management databases. Figure 72 displays the total NYCDOE budget for arts education from the 2012-13 through 2016-17 fiscal years. Figures 73 through 75 display the arts education budgets for elementary, middle, and high schools in the 2016-17 fiscal year.

Figure 72. Distribution of Funds Budgeted for the Arts (in Millions of Dollars)

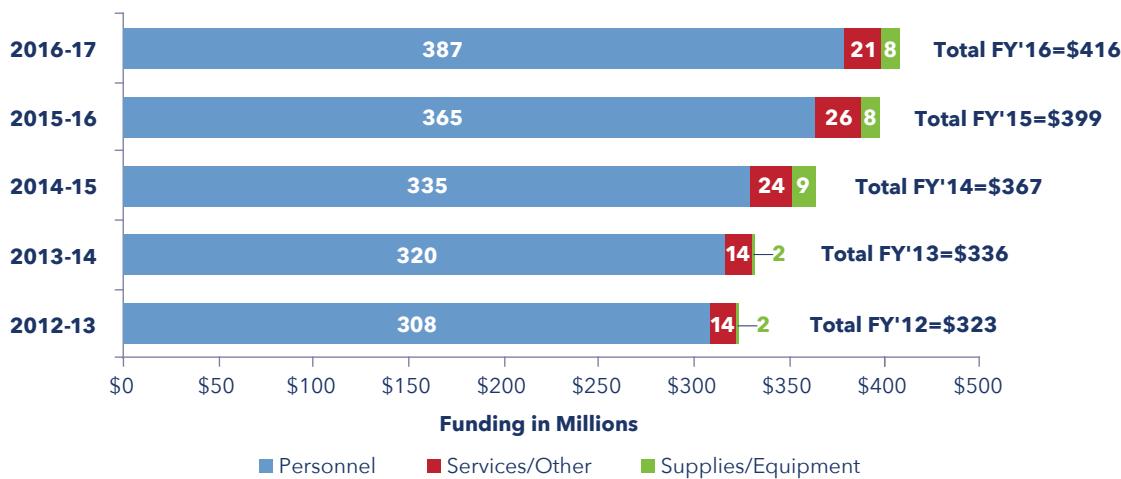


Figure 73. Distribution of Funds Budgeted for Arts Education in Elementary Schools in the 2016-17 School Year (Total Elementary School Budget = \$160,804,995)

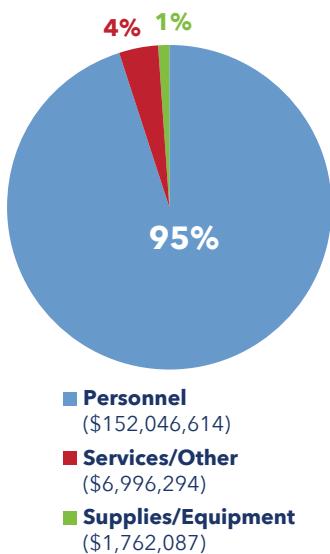


Figure 74. Distribution of Funds Budgeted for Arts Education in Middle Schools in the 2016-17 School Year (Total Middle School Budget = \$104,584,575)

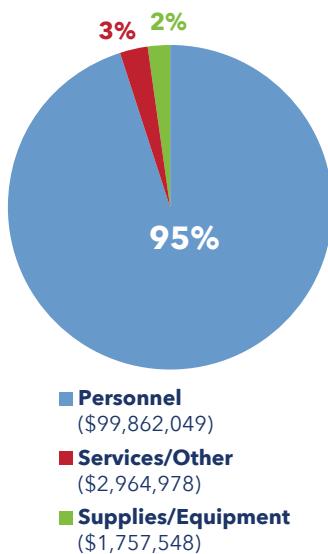
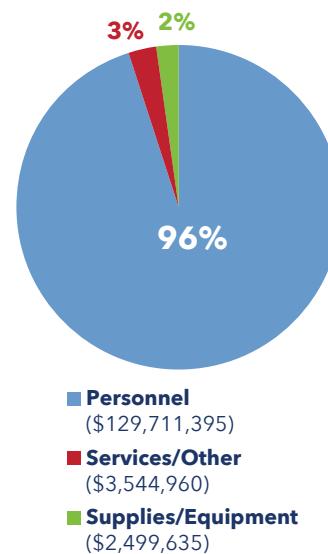


Figure 75. Distribution of Funds Budgeted for Arts Education in High Schools in the 2016-17 School Year (Total High School Budget = \$135,755,990¹⁴)



¹⁴ Graph does not total 100% due to rounding.

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External Funding for Arts Education

School administrators were asked to report on the use of external funding for arts education on the 2016-17 *Annual Arts Education Survey*. Table 38 shows the percent of schools that reported using external funding for arts education in the 2015-16 and 2016-17 school years. Data are shown by sources and school level.

Table 38. Percent of Responding Schools Reporting Use of External Funding for Arts Education by Sources and School Level (N=1,459)

Funding Sources	Elementary		Middle		High		Multi-Grade		All Schools	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Private Foundation	18%	14%	15%	12%	20%	14%	22%	17%	19%	14%
Local Business or Corporation	6%	5%	8%	5%	7%	7%	6%	8%	7%	6%
PTA/PA	38%	35%	19%	22%	11%	12%	35%	38%	27%	27%
State, County, Local Arts Organization or Agencies	18%	17%	13%	12%	10%	9%	15%	17%	15%	14%
Federal, State, or City Grants	34%	45%	43%	48%	28%	39%	34%	42%	35%	43%
Cultural Arts Organizations	39%	38%	36%	41%	22%	25%	34%	39%	34%	35%

ARTS IN SCHOOLS

Arts Space

Classrooms or other school facilities designed and used solely for arts instruction are essential for teaching each arts discipline. On the 2016-17 *Annual Arts Education Survey*, school administrators reported the number of classrooms or other school facilities designed and used solely for arts instruction. Administrators were also asked to report on the number of classrooms or other school facilities that are multipurposed for the arts. Table 39 provides data on the percent of responding schools with at least one classroom or other school facility designed and used solely for arts instruction. The data are shown for the 2016-17 school year by classroom type and school level. Table 40 displays the percent of all responding schools with at least one classroom or other school facility that was used for arts and other purposes in the 2016-17 school year. Data are shown by school level.

Table 39. Percent of Responding Schools with At Least One Classroom or Other School Facility Designed and Used Solely for the Arts in the 2016-17 School Year (N=1,459)

Classrooms or Other School Facilities Used for Arts Instruction	Elementary	Middle	High	Multi-Grade	District 75	All Schools
Dance	42%	46%	32%	34%	27%	31%
Music	61%	64%	44%	63%	45%	57%
Theater	33%	39%	29%	35%	30%	33%
Visual Arts	65%	78%	68%	72%	73%	69%
Media	37%	47%	35%	39%	30%	38%

Table 40. Percent of Responding Schools with At Least One Classroom or Other School Facility Multipurposed for the Arts in the 2016-17 School Year (N=1,459)

Classrooms or Other School Facilities Used for Arts Instruction	Elementary	Middle	High	Multi-Grade	District 75	All Schools
Dance	54%	30%	35%	40%	43%	43%
Music	58%	37%	36%	53%	52%	48%
Theater	55%	41%	39%	50%	43%	47%
Visual Arts	46%	35%	41%	45%	55%	43%
Media	35%	36%	42%	38%	32%	37%

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Number of Arts Rooms

The NYCDOE School Construction Authority collects data on the number of arts rooms in school buildings. Table 41 shows the number of school buildings that have arts rooms, the number of arts rooms in these buildings, and the average number of arts rooms per building. Data are shown from 2012-13 through 2016-17.

Table 41. Number of Arts Rooms as Reported by the NYCDOE School Construction Authority

	2012-13	2013-14	2014-15	2015-16	2016-17
Number of School Buildings with Arts Rooms	1,130	1,142	1,157	1,161	1,167
Number of Arts Rooms	3,608	3,669	3,743	3,785	3,771
Average Number of Arts Rooms per Building	3.2	3.2	3.2	3.3	3.2



ARTS IN SCHOOLS

Parent Involvement

Table 42 shows the percent of all responding schools that reported parental involvement in arts programs at their schools. These data were gathered through the *Annual Arts Education Survey* and are shown for the 2012-13 through 2016-17 school years.

Table 42. Percent of Responding Schools That Reported Parent Involvement in Arts Programs (N=1,459)

Parent Involvement	2012-13	2013-14	2014-15	2015-16	2016-17
Attending School Arts Events	91%	92%	92%	92%	92%
Volunteering in Arts Programs or Classrooms	42%	42%	43%	44%	44%
Donating Arts Materials or Supplies	38%	40%	40%	41%	40%



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2016 Arts Committee Report to the PEP

Overview

We believe that an education system that is equitable, diverse, and inclusive is one of the most powerful levers to advancing knowledge, sparking innovation and creating a sustainable community.

A child's personal or social circumstance should not be an obstacle to achieving his/her potential.

For this reason every child, in every school deserves a quality sequential arts education.

We have made many strides in arts education over the last four years thanks to the Mayor, a deeply involved Chancellor, and the great work of the Department of Education, yet there are still many schools that do not meet State requirements for arts instruction. Therefore, they are not providing their students with a forward looking and well-rounded education.

In our opinion, the ladder of learning from early childhood through high school as laid out in the State's requirements makes sense to a large degree. Elementary students receive four art forms, middle schools should offer two, and high schools are required to offer a full sequence in one. The Department of Education is already working with the state to encourage a three-year sequence in one art form for middle school students (especially those who want to continue to study art at the high school level), which should bolster these requirements.

Of course, many schools do more than this, but some do almost nothing.

The important thing is for schools and their principals to understand their obligation to provide sequential learning, helping children to recognize and develop an interest ... even a passion ... for an art form they can pursue throughout their public school education. Whether they wish to become artists or not, arts education will inform, empower and enrich their lives as they move into adulthood. While the DOE is already working to establish consistent models for high-quality arts education scope and sequence in all levels, school leaders and teachers must be encouraged to adopt this work.

If school leaders in each community think and plan strategically and receive the necessary supports, they can develop programs that feed from one school level to the next and attract interested, like-minded students who forge a commitment to their schools and to their immediate as well as larger communities.

Toward this end, we offer the following key recommendations:

1. Focus on English Language Learners:

A recent study from CUNY's Center for Urban Research compared arts education data from the City's Departments of Education, Youth and Community Development, and Cultural Affairs for the first time. It discovered that the higher the elementary school's number of English language learners, the fewer the arts education instructional hours provided.

2017 Arts Committee

Despite the ability of arts education to engender communication, collaboration, and support the development of literacy skills, English language learners (ELLs) often have little access to these benefits. English language learners are frequently pulled out of their arts and physical education classes to receive additional English instruction.

We know that there is common ground between language and the arts. Both language and artistic processes are based on procedural knowledge and require active participation. Both focus on “making meaning” and are used for communicative purposes. Both use the creation of novel ideas and cannot be memorized or considered cookie cutter. One must use context across both subjects. And finally, observation is key and one must be able to interpret input from many sources when understanding and using language or the arts.

Consider Jaicai, an 8th grader in an ELL class who had been held back a year in middle school. He worked with a theater teaching artist—through ArtsConnection’s DELLTA (Developing English Language Literacy through the Arts) program—to collaboratively develop and perform original scenes. He developed the initial story concept, staged the series of beginning, middle and end tableaux, wrote dialogue and scripts and finally acted out his scene for an audience. To do this, he gave and received peer feedback to revise and refine his and his classmates’ scenes.

In his English classroom Jaicai had struggled and “just seemed stuck and absolutely unable,” according to his teacher. However in the theater workshop, he took charge of his small group, contributed the story concept for his group’s scene, shared his ideas, mulled over word choices in the scriptwriting process challenging his group to use more nuanced language in their characters’ dialogue, and then performed for an audience with confidence. His teacher also noted that his group’s scene, the story of a misunderstood son who was unfairly cast as a troublemaker by his parents, seemed to resonant with Jaicai’s own personal story.

Michelle Bugay, Jaicai’s English teacher explained why he was able to find success in theater: “You could be someone different in theater, that you could really put on a different persona … and they could make up this different world that they were completely invested in and in that world. He was successful and in that world. He was a group leader and in that world, he spoke English really well.”

Rigorous arts learning reinforces language acquisition and can be especially effective for these students and when coupled with culturally responsive pedagogy, a deep, authentic integration of the arts with other subject areas emerges creating a trajectory that is transformative.

To help meet a key strategy in “Create NYC,” the City’s first cultural plan released earlier this year, recommended that arts teachers, classroom teachers, and cultural education professionals collaborate to support ELLs by linking arts education to ELL education.

Further, we seek increased research to focus on creating a strengthened program ensuring that the schools with the least arts education and the highest level of ELLs reap the benefits of arts-centered literacy programs.

Report to the PEP

2. Provide a pathway to certification opportunities for elementary school teachers to become arts specialists:

There are teachers across the City who teach the arts and are not certified or formally trained in the arts. This is often the case in elementary schools since the State does not require elementary schools to keep arts certified teachers on staff. How can we get these uncertified teachers to become certified thereby increasing their capacity as arts educators?

We recommend creating a bold partnership with higher education and private philanthropy that would allow current elementary school teachers to achieve their arts certification course work free of charge. Once this partnership is established, it will be easy to reach out to current classroom teachers to understand which would like to pursue additional arts certification.

We have seen success with arts certification outreach programs envisioned and sponsored by the John and Jody Arnhold Foundation and the Arthur Miller Foundation. These programs can provide models for working with higher education to increase elementary teacher arts certification.

Partnering with one or more universities would allow in-service teachers to keep their positions as they attend classes to obtain an elementary arts certificate. This, combined with on-going and targeted professional development, will increase the number of certified teachers at the elementary school level and consequently the quality of elementary arts education.

Call to Action

Finally, we turn to you and ask you to advocate for equity in arts education for every school in your own communities as well as across the City. Our elementary school students should be able to succeed in the arts and be able to continue sequential, challenging arts learning at the middle and high school level. It is a disservice to all our children to deny them this opportunity.

Reach out to your City Council members and State and National elected representatives to encourage them to direct resources to the schools to assure a quality arts education for every child in our public schools. Visit our schools and ask to see the arts programs in action. Celebrate school leaders who invest in arts education and assure that it is an equal partner in every child's development and question why it is absent in those instances where you find it missing.

As concerned and committed members of the Panel for Educational Policy, you have the opportunity and the responsibility to set policy that creates an equitable and high-quality school system in which we take increasing pride. We therefore expect that you will use our recommendations to move this policy forward.

2017 Arts Committee

Arts Education Advisory Committee Members

Anthony Armstrong, Principal/The Nathaniel Hawthorne School
Jody Gottfried Arnhold, Arnhold Foundation/Founder, Dance Education Laboratory (DEL), 92nd Street Y
Sarah Calderon, Committee Co-Chair and Managing Director/Art Place
Sharon Dunn, Vice President of Education Emerita/New-York Historical Society
Anita Gomez Palacio, Retired Executive Director of Operations/Council of School Supervisors and Administrators
Carl Goodman, Executive Director/Museum of the Moving Image
Lane Harwell, Executive Director/Dance NYC
Kerry McCarthy, Senior Program Officer, Arts and Historic Preservation/ New York Community Trust
David Montgomery, Assistant Professor of Educational Theater/New York University
Zazel-Chava O'Garra, Dancer, Actress and Arts Advocate
Shani Perez, Visual Arts Teacher/PS 051 Elias Howe
Eric Pryor, President/Harlem School of the Arts
Jerrold Ross, Committee Co-Chair and Dean Emeritus of the School of Education and Academic Vice-President/St. John's University
Alex Ruthman, Director of Music Education, and the Director of the NYU Music Experience Design Lab (MusEDLab)/NYU Steinhardt
Steve Tennen, Executive Director/ArtsConnection
Laura Jean Watters, Program Officer/The Staten Island Foundation
George Young, Retired Principal, Arthur Tappan School

Ex Officio:

Tom Finkelpearl, Commissioner/New York Department of Cultural Affairs
Paul L. King, Executive Director/Office of Arts and Special Projects/NYCDOE
Maria Palma, Deputy Director/Office of Arts and Special Projects/NYCDOE



Report to the PEP





Next Steps

As we reach the fourth year of an expanded Office of Arts and Special Projects (OASP) and the increased programming and support that we have been able to initiate, we have taken the opportunity to think deeply about our successes and the continued challenges in providing excellent, equitable, and sequential arts education to all our students. Under the clear and consistent support of Chancellor Fariña and the guidance of Deputy Chancellor Weinberg, the OASP continues to refine and expand our work while assuring that we are aligned with other key NYCDOE pedagogical and school support initiatives.

This refined and targeted work shows itself with a particular commitment to rigorous professional learning for teachers of the arts. Furthermore, we continue to improve upon the student programs that the OASP provides to ensure that we are delivering truly rigorous, engaging, and resonate learning for our students. None of this could occur without the Mayor's commitment to arts education. The \$23-million targeted allocation for arts education this fiscal year allows us to reach deeper into local communities, to support school leaders and teachers, to engage young artists through a myriad of experiences, and to assure that the arts are at the table as part of a holistic and complete education in New York City.

In alignment with the Office of Curriculum, Instruction and Professional Learning (CIPL), the OASP has expanded targeted programs to address the issues of equity, access, and excellence in the arts.

- 1.** Selecting, developing, and implementing high-quality curricula, instructional resources, programs, and assessments in all content areas that are culturally and gender inclusive, accessible, offer deep cognitive engagement, and reflect diversity;
- 2.** Ensuring instructional equity through high-quality teaching and professional learning that connects the *Framework for Teaching* to standards, content, skills, and practices, as well as the attitudes and dispositions that honor relationships and build trust;
- 3.** Supporting the field (superintendents, Field Support Center staff, principals, and teachers) with opportunities that build capacity, facilitate collaboration, shift mindsets, and deepen cycles of professional learning that are responsive to schools' needs while holding student agency at the center; and
- 4.** Modeling and disseminating strategies that support educators' cultural understanding and responsive pedagogy that values the families, knowledge, and experiences of students.

ARTS IN SCHOOLS

Alignment to the Framework for Great Schools

The Office of Arts and Special Projects has further enhanced and devised key supports for 2017-18 to align with the Framework for Great Schools, the key device for school improvement.



Student Achievement

- Increasing student enrollment and program quality in Salute to Music and All-City Music Programs
- Continued and targeted recruiting for Middle School Arts Boot Camp

Effective School Leadership

- Expanded Shubert Arts Leadership Series in partnership with the Council for School Supervisors and Administrators
- Direct Field Support for the Arts (targeted school outreach)
- Offering targeted Arts Leadership events

Strong Family-Community Ties

- Increase school diversity and student numbers for the Borough Arts Festivals
- Research the impact of the *Parents and Arts Partner Grants* with a focus on encouraging awareness of and support for family and community culture and arts knowledge

Supportive Environment

- Arts Teacher Studio Funding expansion
- Initiating a third bi-annual round of the ArtsSPACE Facilities Improvement Grants
- Launching an *Arts for ELLs/SWDs Partner Project* evaluation with eye toward program sustainability

Rigorous Instruction

- Year-two expansion and initiation of the research component of *Create* (arts and pre-K professional development)
- Roll-out and *Blueprint* alignment of NYSED new Arts Standards
- Initiate programs and training to examine and support the intersection of the Arts and ELL instruction to more fully serve those students.
- Additional resource development for the *Arts and SWD Compendium*
- Explore and originate programs to support and increase the capacity of elementary cluster arts teachers

Collaborative Teachers

- Initial focus across all professional learning to address and implement Culturally Responsive Pedagogy
- Implement Professional learning events to introduce the Arts and SWD Compendium for teachers, school leaders, and arts partners
- Creation of blended professional learning communities under the auspices of the PDAE (USDOE grant) and the StarTCHR Platform



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The image is a dense collage of words in various sizes and orientations, primarily in white and light blue, set against a dark background. The words cover a wide range of topics related to arts education and performance, including 'Quality', 'Tools', 'Conceptual', 'Teacher Committee', 'Comedy', 'Education', 'Class', 'Dance', 'Curriculum', 'Band', 'Exhibition', 'Aesthetics', 'Drama', 'Program', 'Students', 'Certification', 'Culture', 'Orchestra', 'Modern', 'Troupe', 'Pottery', 'Drawing', 'Participation', 'Design', 'Comedy', 'Funding', 'Survey', 'Budget', 'Photography', and 'Annual Report'. In the bottom left corner, there is a small photograph of two young girls, one with a microphone and one playing a ukulele, performing on stage.



Methodology

The annual *Arts in Schools Report* uses a combination of data sources that includes the *Annual Arts Education Survey*, NYCDOE databases, and the *Principal Satisfaction Survey*. These sources provide information on student participation in the arts and arts education resources, such as budgeting and human resources information, as described below.

2016-17 Annual Arts Education Survey

Each spring, all public schools are asked to complete the *Annual Arts Education Survey*. The survey includes questions about student participation in arts courses, arts sequences, students' activities in the arts, the use of art to achieve IEP goals within District 75 schools, the number of part-time certified school-based arts teachers, staff participation in arts-focused professional development, parental involvement with the arts, arts spaces in schools, cultural arts organization partnerships, and the principal's vision for his/her school's arts program. As in previous years, the OASP staff conducted technical assistance seminars, including webcasts, to prepare school administrators and arts education liaisons to complete the survey.

The OASP contracted Metis Associates, an independent national research and evaluation firm headquartered in New York City, to administer the *Annual Arts Education Survey* and to conduct the analysis of the survey data for the aggregate report. Frequency tables were constructed to examine levels of arts implementation within and across schools, as well as across school years, where applicable.

Response Rate

Table 43 shows the overall response rates for the survey for school years 2012-13 through 2016-17. Out of a total of 1,619 schools, 92 percent¹⁵ (N=1,459) completed the *Annual Arts Education Survey* in spring 2017. Table 44 provides the response rate by school level.

Table 43. Annual Arts Education Survey Response Rates by School Year

School Year	Responding Schools	Total Schools	Response Rate
2012-13	1,545	1,590	97%
2013-14	1,415	1,635	87%
2014-15	1,564	1,639	95%
2015-16	1,505	1,644	92%
2016-17	1,459	1,619	92%

15 Accounts for schools not required to complete the survey, such as schools that were started in 2016-17 and district pre-K centers.

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Table 44. 2016-17 Annual Arts Education Survey Response Rates by School Level

School Level	Responding Schools	Total Schools	Response Rate
Elementary	593	251	90%
Middle	222	261	85%
High	368	397	93%
Multi-Grade	226	251	90%
District 75	60	60	100%
All Schools	1,619	1,459	92%

Calculation of Mean Arts Instructional Hours

Arts instruction provided to students in first through fifth grades were reported through two sources, the NYCDOE STARS database and the *Annual Arts Education Survey*. In the STARS database, school administrators reported the number of minutes of arts instruction per week provided by classroom teachers and/or school-based arts teacher to students in each first- through fifth-grade class. On the *Annual Arts Education Survey*, school administrators were asked to indicate the number of arts instructional hours provided by a cultural arts organization to each first- through fifth-grade class over the course of the school year. To calculate the mean number of hours per grade, across classroom teachers, school-based arts teacher, and cultural arts organization, a multi-step procedure was followed. First, the minutes per week reported in STARS were converted to annual hours. Assuming that there are 36 weeks in the school year, the minutes per week were divided by 60 and then multiplied by 36. These values were then summed across all classes within each grade level and then divided by the total number of classes within that grade level. Finally, the mean was converted into the intervals of 10 hours (i.e., 0 hours, 1-10 hours, 11-20 hours, 21-30 hours, through 200 hours or more).

Calculation of Mean Arts Professional Development Hours

School administrators were asked to indicate the average number of arts professional development hours attended by school-based arts and non-arts teachers over the course of the school year. Administrators could indicate the number of professional development hours attended in intervals of six (i.e., 1-6 hours, 7-12 hours, 13-18 hours, through 31 hours or more). To calculate the mean number of hours provided across arts discipline or school level a three-step procedure was followed. First, the interval responses were converted to a continuous scale from 1 to 6 (e.g., 1-6 hours = 1; 7-12 hours = 2, etc.). Next, these values were summed across all responding schools and then divided by the total number of responding schools. Finally, this mean was converted back into the hours intervals as used on the survey by rounding to the closest whole number and multiplying by six (e.g., a mean of 3.0 = 13-18 hours, a mean of 4.6 = 24-30 hours).

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Changes to the 2015-16 Annual Arts Education Survey

Each year, the OASP modifies the *Annual Arts Education Survey* to further align the data collection with NYSED arts requirements and to improve the accuracy of the survey responses. In addition, changes focus on reducing the number of survey questions where data are available in other NYCDOE databases. In 2015-16 and earlier, instructional arts hours provided to elementary school students through a cultural organization were reported on the survey using 10 hours intervals. In 2016-17, the survey was modified so that hour intervals were no longer used, and schools reported the number of instructional hours provided.

NYCDOE Databases

The data presented in this report are based on a combination of data sources including NYCDOE databases. This section lists these data sources and the data collected in the 2016-17 school year.

Student Participation and Graduation Data

The NYCDOE STARS (Scheduling, Transcripts, and Academic Reporting System) database is a student scheduling and grade reporting application. This database provided the amount of arts instruction offered to students in each first- through fifth-grade class. Arts enrollment data for students in grades 6 through 12 were also retrieved from STARS. Furthermore, the STARS database provided data on the total number of middle and high school graduates, as well as the number of middle school students who graduated with one credit in two art forms and the number of high school students who graduated with two or more credits in the arts.

High School Screened Arts Programs

The NYCDOE Enrollment Office tracks high schools that screen students prior to admission and provided a list of screened schools.

Human Resources Data

The Division of Human Resources of the NYCDOE, which tracks full-time licensed school-based arts teachers' annual school placements, provided data on dance, music, theater, and visual arts teachers for this report.

Budget Data

The Division of Budget Operations and Review of the NYCDOE collects information from schools on all budgeted dollars through the Galaxy data system. Schools input budgeted expenditures, including arts staffing, services, and supplies. Galaxy inputs do not capture actual spending and cannot be considered definitive expenditures. Moreover, the accuracy of aggregate and individual budget reporting within the Galaxy system depends upon the specificity of wording used by schools while entering items. Arts expenditures entered under general categories are not captured as budgeted arts expenses. Similarly, many school-level expenses do not have art-specific titles, but may contribute to arts programs.

Arts Education Vendor Data

The Division of Contracts and Purchasing Management of the NYCDOE provides data for spending on arts education service providers. Spending is tracked for vendors with approved arts contracts through the Request for Proposal (RFP) and listing application process for direct services to students and professional development. Spending on non-contracted vendors is not captured.

ARTS IN SCHOOLS

Arts Room Data

Data on the number of art rooms, as reported by the School Construction Authority, is compiled from the annual Building Condition and Assessment Survey and the Building Capacity and Utilization Report. The School Construction Authority (SCA) builds new public schools and manages the upgrades and renovations of large capital construction projects.

2016-17 Principal Satisfaction Survey

The *Principal Satisfaction Survey* was designed as a performance management tool to hold central NYCDOE offices accountable for the quality of support they provide schools and to inform central NYCDOE's efforts to continuously improve their performance. In addition, the survey enables tracking of longitudinal progress, while, at the same time, allowing for adjustments to the survey to support alignment with new structures and priorities. In the 2016-17 school year, principals responded to the *Principal Satisfaction Survey*. The survey provided data for useful arts professional opportunities for school-based arts teachers and non-arts teachers, as well as challenges to providing arts instruction in the 2016-17 school year.



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Appendix: City and State Requirements and Guidelines¹

The *Annual Arts Education Survey* tracks compliance with student participation in arts education according to New York State Instructional Requirements in the Arts. In support of these standards and arts requirements, ArtsCount was established in 2007.

Pre-Kindergarten-Kindergarten

City and State Requirements and Guidelines

Each school operating a pre-kindergarten or kindergarten program shall establish and provide an educational program based on and adapted to the ages, interests, and needs of the children. Learning experiences in such programs shall include dance, music, theater, and visual arts.

Grades 1-3

NYSED Requirements Grades 1-3²

During grades 1 through 3, all students shall receive instruction that is designed to facilitate their attainment of the New York State elementary learning standards in the arts, including dance, music, theater, and visual arts.

NYSED Guidelines Grades 1-3

In grades 1 through 3, 20 percent of the weekly time spent in school should be allocated to dance, music, theater, and visual arts. In New York City, this is the equivalent of approximately 186 hours throughout the entire school year equally allocated among dance, music, theater, and visual arts.

Grades 4-6

NYSED Requirements Grades 4-6³

In grades 4, 5, and 6, all students shall receive instruction that is designed to facilitate their attainment of the New York State intermediate learning standards in the arts, including dance, music, theater, and visual arts.

NYSED Guidelines Grades 4-6⁴

In grades 4, 5, and 6, 10 percent of the weekly time spent in school should be allocated to dance, music, theater, and visual arts. In New York City, this is the equivalent of approximately 93 hours throughout the entire school year, equally allocated among dance, music, theater, and visual arts.

1 The State Requirements & Guidelines listed are derived from the Summary of the Arts Provisions and New York State Standards, Provisions in the Part 100 of the Regulations of the Commissioner of Education (C.R. 100.3). Summary of the Arts Provisions are derived from the New York State Standards, Provisions in the Part 100 of the Regulations of the Commissioner of Education. Requirements have the force and effect of law. Policy statements indicate the basis from which the Education Department carries out the intent of the requirements. Guidelines are provided as recommendations and should not be interpreted as requirements.

2, 3 Grades 1-6: 186 instructional days/year; five instructional hours/day = 93 total instructional hours/year in grades 1-4. State guidelines recommend 20 percent of total instructional time to be equivalent of 93 hours per year; 186 instructional days/year; five instructional hours/day = 93 total instructional hours/year.

4 In 2011-12 and 2012-13, schools serving high school grades were asked about arts sequences provided on the *Annual Arts Education Survey*. In 2013-14 and 2014-15, data on arts sequences were provided through the NYCDOE STARS database. This change should be considered when comparisons among school years are made.

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Grades 7-8

NYSED Requirements Grades 7-8⁵

Except as otherwise provided herein, all students shall be provided instruction designed to enable them to achieve by the end of grade 8 New York State intermediate learning standards in the arts, including one half-unit of study in the visual arts and one half-unit of study in music. In New York City, one half-unit is the equivalent of approximately 55 hours of instruction by a certified arts teacher. In ongoing collaboration with the New York State Education Department, a variance for middle schools was approved, allowing New York City public schools to meet the arts instructional requirement through any two of the four art forms by certified arts teachers in grades 7 and 8. In addition to music and visual arts, middle school students may now fulfill the arts instructional requirements in any two of the four art forms.

Grades 9-12

NYSED Requirements Grades 9-12⁶

New York State graduation requirements for the arts include one unit in the arts (dance, theater, visual arts, and/or music). One unit is defined as 180 minutes per week throughout the school year, or the equivalent. In New York City, two credits are the equivalent of one unit.

Availability of Arts Sequences

A public school district shall offer students the opportunity to complete a three- or five-unit sequence in the arts (dance, music, theater, or visual arts).



5 Grades 7-8: 186 instructional days/year; one unit of study equals 180 minutes/week; one unit of study = 36 minutes/day for 93 days (year or semester), which equals 55.8 hours of instructional time/year or the equivalent.

6 Grades 9-12: One unit of instruction is the equivalent of 180 minutes of instruction per week; one half-unit is the equivalent of 90 minutes/week throughout the year, which equals 18 minutes/day for 180 days, which equals 54 hours.

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“As a former public school parent, I know how important the arts are to a student’s educational experience, and I remember the creativity and enthusiasm that these classes foster. The arts are not just an extra-curricular activity, they are a critical component of a robust and well-rounded education, which is why we’ve made it a priority to expand access to the arts across the five boroughs. As we expand 3-K for All, I look forward to bringing rigorous arts instruction to the youngest New Yorkers.”

—Bill de Blasio, Mayor

