

ARTS

in
Schools
Report

2013-2014





Table of Contents

- Letter from the Chancellor, Carmen Fariña **5**
- Introduction **7**
- Support for Arts Education 2013-14 **9**
 - Supports for Schools and School Leaders 10
 - Supporting Quality and Innovation 11
 - Teacher Effectiveness in the Arts 12
 - Curriculum Development 13
 - Parent Support 13
 - Student Achievement in the Arts 13
 - Arts and Cultural Community 15
 - Middle School Committee for Arts Education 15
 - District 75/Special Education 15
- Executive Summary **17**
 - Elementary School Grades 19
 - Middle School Grades 22
 - High School Grades 24
 - District 75 Schools 26
 - Cultural Arts Organizations 26
 - Funds Budgeted for the Arts 27
- Arts Education in New York City Public Schools **29**
 - Student Access/Participation in Arts Education 29
- Quality of Arts Education **67**
 - Student Participation in the Arts 67
 - Supports for Quality Teaching 69
 - Challenges 82
- Report from the Arts Advisory Committee to the Panel on Educational Policy **83**
- Next Steps for the Office of Arts and Special Projects: 2014-15 **87**
- Tools and Resources for Schools **89**
- Methodology **91**
 - 2013-14 Annual Arts Education Survey 91
 - NYCDOE Databases 93
 - NYC School Survey 94
 - NYC Principal Satisfaction Survey 95
 - New York State BEDS System 95
- Appendix: City and State Requirements and Guidelines **96**



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Letter from the Chancellor

The arts are essential to engaging students, parents, and communities, and in bringing joy into our schools. A rigorous arts education is also firmly aligned with the Common Core, teaching our students how to revise, edit, rehearse, and achieve mastery—lessons that are critical in the classroom and in life. That is why Mayor Bill de Blasio and I are committed to ensuring that all of our students have an opportunity to develop their talents and skills in an art form that they can be passionate about—whether in the visual arts, dance, music, or theater.

Our *Annual Arts in Schools Report* covering 2013-2014 highlights the progress we have made in delivering high-quality arts instruction in our schools. I want to call your attention to some major new initiatives that go beyond the pages of this year's report. With support from Mayor de Blasio, we have invested \$23 million to expand arts education in our schools. This includes the hiring of more than 300 new arts teachers and the launch of Teen Thursdays, a program that is enabling hundreds of middle school students to experience the arts in cultural institutions throughout the City. More than 1,000 teachers and parent coordinators have participated in our professional learning series, designed to help integrate and promote the arts in their school communities. We are also funding new arts partnerships to serve a diverse group of students, including English Language Learners and students with disabilities, and supporting schools with much needed facilities upgrades and art equipment.

Having access to a great arts education and a committed and passionate arts teacher is integral to a well-rounded education. In fact, the arts play a crucial role in the Department of Education's Capacity Framework (<http://schools.nyc.gov/AboutUs/schools/capacityframework/default.htm>), a collaborative new approach to partnering with schools based on six transformative elements that have been shown to drive school improvement and student achievement:

- **Rigorous instruction** that is customized, inclusive, motivating, and aligned to the Common Core.
- **Supportive environment** where students feel safe and challenged by their teachers and peers.
- **Collaborative teachers** who are committed to the success and improvement of their classrooms and schools.
- **Effective school leadership** that nurtures the growth of teachers and staff.
- **Strong family-community ties** that bring resources from the community into our schools.
- **Trust** that everyone is working together to prepare students for college and 21st century jobs.

A rigorous arts curriculum fulfills all of these criteria by challenging students creatively and intellectually, creating a safe space for self-expression, welcoming families into the life of a school community, and providing our students access to the rich arts and cultural legacy of New York City. These experiences aren't optional. They are critical to fulfilling our mission to develop the whole student—academically, socially, and emotionally. In a city replete with world-class music, dance, film, theater, and visual arts, it's also important for students who want to pursue careers in the arts to graduate prepared to enter these highly competitive fields.

Mayor de Blasio and I are committed to collaborating with cultural partners, school leaders, teachers, parents, and advocates to expand arts education throughout our school system—so that every student's imagination has the opportunity to soar.

Sincerely,



Carmen Fariña
Chancellor



Introduction

M

ayor Bill de Blasio and Chancellor Carmen Fariña have ushered in a new era of support for arts education in New York City's public schools. With their passionate commitment to supporting quality arts teaching, forging innovative collaborations with our cultural partners, and revitalizing arts learning in our schools, we embark upon a renewed mission of making the arts essential in the education of every student.

The Office of Arts and Special Projects, in collaboration with cultural partners in the Arts Achieve initiative, has made groundbreaking progress in the development and implementation of performance assessments in dance, music, theater, and visual arts at the fifth, eighth, and high school benchmark grades. Data from these assessments, balanced with ongoing formative assessment, have provided arts specialists in study schools with data that can be analyzed and used to inform instruction in the arts classroom. Preliminary research from the study strongly indicates the value of this approach in increasing student achievement in the arts. Plans for scaling up these assessments are underway.

With this eighth *Annual Arts in Schools Report*, for 2013-2014, we have data to guide us in what we must do to provide quality arts education for every New York City public school student going forward.

Quality arts education incorporates standards-based, sequential arts learning aligned with the *Blueprints for Teaching and Learning in the Arts*, and is focused on increasing student achievement in the arts at all levels.

The *Annual Arts Education Survey* collects information about factors that contribute to equity of access and quality of arts education in our schools, including:

- Student participation
- Sequential instruction
- Teachers assigned to teach the arts
- Arts and cultural partnerships and services
- Budgeting
- Space



Fire
Ice

Support for Arts Education 2013-14

D

ata from the 2006-14 *Annual Arts Education Surveys* and other New York City Department of Education (NYCDOE) databases for 2006-14 have yielded valuable information to school leaders, teachers, parents, and community-based organizations to expand students' access to and participation in the arts. Under the leadership of Mayor Bill de Blasio and Chancellor Fariña, the NYCDOE maintains a strong commitment to arts education for all students. The success of our endeavor to build the quality of 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, and other City and State agencies. Working with the New York State Education Department (NYSED), the arts and cultural community, and the higher-education community, along with school leaders and parents, the NYCDOE is fully committed to supporting quality arts education and will continue to:

- ensure student achievement in the arts;
- support school leaders to plan and provide comprehensive, sequential *Blueprint*-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 a Capacity Framework as a fundamental change to the way the NYCDOE will partner with our schools. The six elements of the Capacity Framework 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 districts, cluster organizations, and networks to support each school's ability to provide quality standards-based arts instruction for students
- Enhancing instructional coherence around NYCDOE *Blueprints for Teaching and Learning in the Arts*, instruction, and assessments for arts learning
- Providing school leaders and cluster/network personnel with guideposts for understanding arts curriculum alignments with the Common Core capacities of the literate individual and principles of mathematical practice
- Designing and administering performance assessments in dance, music, theater, and visual arts at benchmark fifth-grade, eighth-grade, and high school levels, and commencement examinations for students who have completed a major sequence in the arts
- Aligning arts performance-based assessments with the Common Core Standards to promote rigorous student achievement and career and college readiness
- 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 *Annual Arts in Schools Report* through the *Annual Arts Education Survey*
- Utilizing data from the United States Department of Education's Arts Achieve: Impacting Student Success in the Arts grant, the *Annual Arts Education Survey*, and Comprehensive Arts Examinations to shape ongoing professional development and work with school teams to improve arts teaching and learning

Collaborative Teachers

- Supporting arts specialists of dance, music, theater, and visual arts through citywide professional development in meeting citywide instructional expectations
- Supporting cluster and network professional learning communities and collaborative inquiry to develop capacity of all teachers of the arts
- Supporting arts specialists with professional development in aligning arts curriculum with the Common Core and citywide instructional expectations
- Supporting arts specialists in the use of formative and summative performance assessments in shaping their instruction

Effective School Leadership

- Designing **The Shubert Arts Leadership Institute** with clusters to include intervisitations to support school leaders in innovating, expanding, and strengthening arts education in their schools, and in developing strategic arts partnerships
- Aligning leadership development with networks and clusters and the Leadership Academy to support equity, access, and quality arts learning for students
- Supporting clusters and networks in collaboration with arts and cultural partners to structure professional collaboration and development around teaching practice that promotes increased student achievement in the arts

Supportive Environment

- Supporting schools' capacity to sustain quality arts education for all students
- Identifying model school sites to highlight effective strategies for providing rich arts experiences at all grade levels
- Sharing effective models and practices online, in the *Arts Leadership Manual*, and through facilitated intervisitations at the network and cluster levels
- Providing schools identified by the *Annual Arts Education Survey* in need of improving their arts education with specific supports, resources, and designated cultural partnerships in order to build arts capacity and move schools toward full arts access
- Strengthening the development of strong arts partnerships by improving the contracting, procurement, and payment of arts and cultural organizations collaborating with the schools

Supports for Schools and School Leaders

School leaders are essential in defining their individual school's vision and in taking on the challenges of designing and building knowledge, skills, and understanding in the arts for their students. The OASP implements targeted strategies to assist schools in expanding students' access to and participation in the arts, and has designed and delivered technical assistance and support to schools across the system to:

- provide sequential arts learning based upon the NYCDOE's *Blueprints for Teaching and Learning in the Arts*;
- 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 and assessment in each of the five arts disciplines to improve student outcomes in the arts; 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 institute addresses issues relating to all aspects of high-quality arts education. It includes interactive workshops in dance, music, theater, and visual arts that investigate the role of the arts in student learning and achievement; sequential arts learning based upon NYCDOE *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 supports school leaders in areas related to arts pedagogy, curriculum, space, student exhibition and performance, arts and cultural partners, materials and supplies, and available student scholarships, as well as arts education in the School Quality Review.

The Office 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.

The **Aspiring Principals Workshop**, facilitated by the OASP, enables the **New York City Leadership Academy** to prepare its graduates to support their particular vision and goals for student learning in the arts as they move into positions of leadership.

Each school is asked to designate an arts **education liaison**. The liaison is the arts point person for his or her school, facilitating communications around the arts, working with parent coordinators to promote parent involvement in school sponsored arts events such as student performances and exhibits, and assisting with the *Annual Arts Education Survey*. Establishing relationships with arts organizations and cultural institutions is another important aspect of the work of the more than 1,400 arts education liaisons. The **Arts Education Liaisons Workshop** series was designed to assist arts education liaisons in developing their important role in schools, supporting quality arts education and building skills to utilize the data from their *Annual Arts in Schools Survey* effectively. In preparing for the new *Annual Arts in Schools Survey* in the spring of 2014, technical assistance workshops were implemented, as was an **ArtsCount training webinar**.

The **Cultural Pass**, giving access to 47 arts and cultural organizations, is provided to arts education liaisons and school leaders to support and help initiate the development of relationships with the cultural community.

The **Arts Education Reflection Tool**, developed in collaboration with the Advisory Council for Arts Education, is designed to promote excellence in teaching practice in dance, music, theater, and visual arts. The Arts Education Reflection Tool continues to provide a guide for principals, school teams, arts and cultural organizations, teachers, teaching artists, and researchers to assess the quality of the delivery of arts education to students, pre-K through twelfth grade.

Supporting Quality and Innovation

The **United States Department of Education (USD OE)** has funded several grants to the OASP in partnership with representative cultural partners to improve arts education in New York City public schools. One such grant was Arts Achieve: Impacting Student Success in the Arts, an **Investing in Innovation (i3)/Arts in Education Model Development and Dissemination (AEMDD)**. This research study is investigating, over a five-year period, how implementation of balanced (formative and summative) arts assessments—when accompanied by intensive professional development for school staff and rigorous, sequential instruction for students—improve teaching and support achievement for all students.

Along with the OASP, the partnership includes the **Studio in a School Association** (lead partner), **Carnegie Hall (Weill Music Institute)**, the **Cooper-Hewitt Museum (the Smithsonian's National Design Museum)**, the **Dance Education Laboratory (92nd Street Y)**, and **ArtsConnection**. This year, performance assessments of benchmark years (grades 5, 8, and high school) in dance, music, theater, and visual arts were administered to schools in the final year of the research study. Teachers were supported in the classroom through collaboration with teaching artists from cultural partners and through professional learning communities that promoted inquiry and action research. This research study is being evaluated by Metis Associates, a national research and evaluation firm located in New York City.

Artful Learning Communities II: Assessing Learning, Transforming Practice, Promoting Achievement, a second USD OE grant to the OASP in collaboration with ArtsConnection, supported the development and dissemination of effective practices of formative assessment to improve teacher practice and student achievement in the arts for teachers of the arts in nearly 100 schools.

Teacher Effectiveness in the Arts

Teacher effectiveness is imperative to quality arts education instruction. The OASP continues to provide a continuum of professional learning to strengthen teacher quality. Committed to quality arts instruction and the students it serves, the Office of Arts and Special Projects is inaugurating a first-of-its-kind two-streamed professional development approach. Led by the newly appointed Director of Teacher Development in the Arts, teachers of dance, music, theater, and the visual arts will have the opportunity to participate in an in-person, three-part professional learning series that is borough-based and content specific. The second approach will foster ongoing professional conversations via a virtual platform while offering arts teachers on-demand support that leverages social media tools and features a repository of resources.

As part of its core offerings to teachers of the arts, the OASP facilitated a citywide three-part workshop series titled “Back to the *Blueprints for Teaching and Learning in the Arts!*—Standards-Based Professional Development in Dance, Music, Theater and/or Visual Arts.” This series deepened arts instruction related to the NYCDOE arts standards and aligned with the citywide instructional expectations. Each session addressed components of teacher effectiveness, including engaging students, designing clear curriculum, and using assessment for instruction. In addition, in spring of 2014, a series of several multi-session courses were offered in each discipline. These short courses focused on discipline-specific and age-appropriate performance skills, content knowledge, and pedagogical approaches.

Arnhold Teacher Support Programs include new dance teacher support, which provides first- and second-year teacher mentoring and resources to support the dance program in each funded school. In 2013-14, there were 44 teachers who benefitted from this. The school fund extends the school’s resources to invite guest artists to the school, purchase tickets for students to attend professional dance performances, and ensure that the dance teacher can attend professional development workshops and courses.

In addition, a toolkit of supplies for dance teachers, support for fees for teachers adding the dance license to their certification, and coursework at the **92nd Street Y’s Dance Education Laboratory (DEL)** are provided. Teachers in the program also attend intervisitations to observe a master dance teacher in the classroom. In fall 2013, the Arnhold grant enabled the filming of a fifth master dance teacher, extending the film’s focus on dance education from early childhood through high school. Additional video will be available in winter 2015 and used for new dance teacher training and dance education advocacy. The Arnhold program is made possible by Jody Arnhold and the **Arnhold Foundation**.

Capezio Ballet Makers NYC Public School Dance Program,

an in-kind grant program, provided over 6,000 items of free student dancewear to 200 schools, distributed via a partnership with Materials for the Arts.

Media teachers and cultural partners were engaged in a three-day professional development series focused on inspiring teachers to learn new media and techniques for engaging their students. The workshops were designed by the NYCDOE along with the Tribeca Film Institute and the Mayor’s Office of Media, and were aligned with the *Blueprint for Teaching and Learning in the Moving Image* as well as the Common Core Learning Standards. Workshop events were hosted by the Museum of the Moving Image, Schomburg Center for Research in Black Culture, and the New-York Historical Society. School media teachers were also offered free additional media artist residencies by the Tribeca Film Institute and additional skills-based media workshops. The film/moving image professional development and residencies were generously supported by JPMorgan Chase.

Developing the skills of arts teachers in the schools is supported by the OASP in a variety of meaningful ways, including arranging intervisitations for new arts teachers and school leaders to see best practices, assisting schools in involving their arts teachers in small learning communities, supporting the Common Core, and mentoring and guiding arts teachers.

The Shubert/MTI Broadway Junior Program supported the building of sustainable theater programs in over 30 New York City middle schools. Through significant musical theater professional development and resource support, participating teacher teams and students rehearsed and produced full-scale musicals for their school community, culminating in a citywide Student Share performance at Broadway’s Broadhurst Theater.

The Digital Theater Project trained teachers in activating the intersection of theater, new media, and student voice to engage students in researching, creating, and producing new and innovative theatrical work. Teachers and students blended traditional theater techniques with media and then shared their progress digitally in a virtual rehearsal room, collaborating with students across New York City as well as in England and Africa.

The Broadway League/NYCDOE Teen Diversity Internships: For the second successful year, the Director of Theater partnered with The Broadway League’s Diversity Committee to engage another 25 NYCDOE high school students from diverse backgrounds, introducing them to non-performance career opportunities in the theater. This hands-on experience enables the participants to work briefly in theater management capacities while viewing occupations in the theater industry as viable career paths that they may pursue. This program aligns with the Common

Core Standards for College and Career Readiness as well as the *Blueprints for Teaching and Learning in the Arts*' twelfth grade benchmarks.

A **Special Education Inclusion Classroom Intensive** offered 23 theater teachers working in District 75, as well as general education sites, a real-world look at how to work with diverse learners in inclusion and self-contained classrooms. This minicourse explored practical means to design curriculum and lessons for a wide range of learners and learning styles by exploring and using Universal Design for Learning. The session was led by Stephen Yaffe, an arts in special education consultant, and was facilitated by the Director of Theater. Components included active workshop sessions, an online PLC for teachers to share work, along with the opportunity for intervisitations.

The UCB/DOE Teen Improv Festival, a new partnership with the Upright Citizens Brigade (UCB), supported the launch and development of improvisational comedy troupes at five New York City public high schools. UCB artists provided professional development, three on-site student workshops, and resources to support the teen improv companies who performed in a finale festival at the UCB theatre.

PS Art 2014 provided teachers and students the opportunity to participate in a citywide juried competition resulting in an exhibition at the Metropolitan Museum of Art. Nearly 80 works of art, representing 106 student artists, grades pre-K through 12, from all five boroughs, including District 75 schools, were on display. Additionally, a professional development day devoted to looking at student work was held in January 2014 at the museum. Student artwork was exhibited at the Met from June 2014 through mid-October. Student-artists and their parents were granted free admission to the museum for the duration of the exhibition, and a seminar for art educators based on this display was offered in July. The NYCDOE partnered with Studio in a School in this initiative.

Third Street Music School provided professional development for early childhood music teachers in a three-part series. Music teachers participated in activities designed to encourage and enhance creativity, imagination, and musicality in very young children.

Curriculum Development

In a rigorous and ongoing fashion, 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. Dance, music, theater, and visual arts teachers and facilitators collaborated to create units that support citywide instructional expectations, and meaningful connections to the arts *Blueprints*, Common Core capacities, and other standards-based frameworks that are now posted on the OASP website.

Catalogues for PS Art 2014 and the Ezra Jack Keats Book-making Competition were created as teaching tools for elementary and secondary teachers. Both catalogues contained student comments relating to the art process. The PS Art 2014 catalogue additionally contained educators' comments that reflected the strands and benchmarks of the *Blueprint for Teaching and Learning in the Visual Arts*.

Books and the Stories They Tell, a 30-page resource created with the Ezra Jack Keats Foundation to support student bookmaking in the art room, informed the professional development connected to the Ezra Jack Keats Bookmaking Competition.

Music teachers created lessons and units of study to embed the music literacy components of AmpUP New York's curriculum.

Parent 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 session on navigating the applications process for screened arts high schools in each arts discipline at the Citywide High School Fairs
- Providing borough-based evening workshops in the spring of 2014 for rising eighth graders on the high school audition process and preparation
- 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 excellence in arts education and valuing student achievement in the arts is an ongoing focus of the Office of Arts and Special Projects. While students need high standards to achieve, they also require opportunities to excel in performances and exhibitions, along with appropriate recognition. The OASP fosters recognition of student achievement in the arts.

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 1,248 students who passed the exam received either the **Chancellor's Arts Endorsed Diploma** or a Certificate of Arts Achievement. Students awarded the

Arts Endorsed diploma, as well as their families, were invited to attend an event in their honor on August 13 at New York County Supreme Court Building in Manhattan.

A **Summer Arts Institute** provided a free, intensive four-week summer program for 330 auditioned 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, challenged students as they moved into their next phase of growth as young artists. The program, in its thirteenth year, is an official summer school program carrying one elective arts credit. The 2014 Summer Arts Institute was made possible through generous support from Exploring the Arts, Con Edison, HBO, the Entertainment Industry Foundation, the Jam Master Jay Foundation, and The ASCAP Foundation Irving Caesar Fund.

All-City High School and Borough-Wide Salute to Music Programs afforded year-long extracurricular music instruction and performance opportunities for approximately 800 students across the five boroughs. Under the leadership of NYCDOE music specialists, students were auditioned for participation in a variety of vocal and instrumental ensembles. Seven culminating concert performances were held for parents and the general public. Coverage by local media outlets was provided for several of the performances.

Select All-City High School Music Program students were awarded \$1,000 in scholarships for outstanding accomplishments in music. These scholarships were provided by the **Peter J. Wilhousky** and **Bernard Donovan Foundations**.

The second **Festival of Music for High School Music Students** attracted over 400 student-participants representing schools in all boroughs. Parents, teachers, New York State music officials, and local community members enjoyed high-level performances by be High School Festival Jazz, Chorus, Concert Band, and Orchestra Ensembles. Each ensemble was led by celebrated guest conductors.

The **National Chorale's Annual Elementary and Middle School Choral Festival** featured performances by school choruses from around the city. Students provided performances at the Professional Performing Arts High School, led by NYCDOE choral music teachers. In coordination with the **School Art League** and the **Art Directors Club**, during the fall and spring, over 30 students per semester attended Saturday art-career workshops, met designers, and built their own portfolios. Additional support was provided by a high school guidance counselor who met with students and their families to discuss the college application process.



Through partnership with the **School Art League**, the **School of Visual Arts**, **Pratt Institute**, the **Fashion Institute of Technology**, and the **Art Directors Club**, the OASP disseminated information about programs, student scholarships and awards. At a June ceremony held at the Metropolitan Museum of Art, over 200 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 scholarship for the next three years to a student who will be attending SVA. In addition, scholarships of \$10,000 were given by the School Art League with Pratt Institute, and by the Fashion Institute of Technology with the Jane Curliano Mazzella Fund. Three \$1,000 awards were also presented.

Through art portfolio and art history competitions sponsored by the **Dedalus Foundation** and the **Mark Rothko Foundation**, nine graduating seniors received portfolio scholarship awards. In addition, five 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 and the foundation partnered with the Metropolitan Museum of Art to host three cross-school meetings for student researchers to meet each other, share their research, and meet Met curators. On May 22, these Dedalus scholars, with their families, were honored at the foundation's Industry City Gallery. A bound book of over 30 art history papers was presented to each researcher and teacher. Art history research papers were presented exemplary work by high school seniors awarded Dedalus fine arts scholarships.

The Diversity Lens Project, a new initiative, was introduced during the 20013-14 school year. Throughout the winter and spring, 15 visual arts teachers, representing 12 high schools in all five boroughs and one middle school, met with a professional photographer, discussed representing diversity through photographs, critiqued student work, and selected the work of over 50 student-photographers that was displayed in the Tweed Court House.

Arts and Cultural Community

As partners with our schools, arts organizations and cultural institutions play a critical role in developing programming during instructional school time. Expanding students' understanding of the visual and performing arts creates an exceptional learning environment 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 services in the arts
- Presenting the **28th 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
- Conducting **Blueprint Orientation Workshops for Arts and Cultural Partners**, enabling new arts vendors to better understand the *Blueprints* and identify how this methodology is addressed in their work with students
- Introducing arts organizations to the i3 **Arts Achieve** research project in an interactive reflective workshop setting at the citywide **NYC Arts in Education Roundtable** “Face to Face” conference
- Coordinating efforts to enable high school student instrumentalists to perform on stage at Avery Fisher Hall with the **United States Army Band**
- Enabling Salute to Music program middle school instrumentalists to perform side-by-side with the **New York Pops** as part of the Pops' annual gala concert at Carnegie Hall
- Organizing High School vocal students who rehearsed and performed side by side with members of the **Collegiate Chorale** for their gala concert at Carnegie Hall
- 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
- Participating in **New York State School Music consortiums** for the enhancement of school music programs statewide and citywide
- Supporting the **Metropolitan Opera HD Broadcasts** in five NYCDOE school sites, along with teacher professional development and student-learning opportunities, to introduce high-quality opera performances to underserved communities
- Collaborating with the **Metropolitan Museum of Art's education and curatorial staff** to enhance the Dedalus Art History Research Project with teacher and student sessions at the museum, led by educators and curators in the galleries
- Working with the **Museum of the City of New York, The Rubin Museum of Art** and the **National Academy Museum** to create a short course for elementary level art teachers focusing on the special needs student in the general education art room
- Collaborating with the **Museum of Modern Art** to create a three-part short course for secondary-level visual arts teachers based on questioning and discussion in the art studio
- Advising **New York City Art Teachers Association (NYCATA)** on the content and development of their annual conference for New York City art teachers
- Working with the **Marlborough Gallery** to increase number of high school students visiting the gallery and receiving resources

Middle School Committee for Arts Education

- The Middle School Arts Committee was constituted by the Chancellor to advise the NYCDOE about the particular challenges of arts education at the middle school level. Composed of arts partners with middle school programs, central NYCDOE arts staff, and middle school principals, the committee continued to meet during 2013-14.

District 75/Special Education

- District 75 schools and Manhattan New Music are implementing Year 4 of a USDOE i3 grant. The **i3 Everyday Arts for Special Education** grant is a professional development program designed to improve student achievement in the areas of communication, socialization, academic learning, and arts proficiency. It uses all four arts disciplines—dance, music, theater, and visual arts—to provide multiple entry points for non-traditional learners. District 75 schools serve students with disabilities in both the general education environment and in more intensive environments through self-contained special education classes. The district also provides hospital instruction for students in both short-term and long-term care.



Executive Summary

NYSED ARTS INSTRUCTIONAL REQUIREMENTS AND GUIDELINES

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. Starting in 2003, the NYCDOE Office of Arts and Special Projects (OASP) oversaw the development of the *Blueprints for Teaching and Learning in the Arts*, a curriculum framework for what students should know, understand, and be able to do in the arts. Separate *Blueprints* were developed for dance, music, theater, visual arts, and the moving image (film). In addition to the development of the *Blueprints*, the OASP launched the ArtsCount initiative in 2007 to provide greater accountability for and transparency of arts education in all NYCDOE public schools.

Since the launch of the ArtsCount initiative, the OASP has administered the *Annual Arts Education Survey* each spring to all public schools to collect information on schools' arts programming. In the 2013-14 school year, nearly 87 percent (N=1,415) of all schools responded to the survey. The information gathered from the survey and other NYCDOE data systems is used to track compliance in accordance with the New York State Education Department (NYSED) arts instructional requirements and guidelines, and is reported each year in the *Annual Arts in Schools Report*.

The data presented in the Executive Summary reflects schools' progress toward meeting NYSED arts requirements and guidelines,

Pre-Kindergarten– Kindergarten

Students should receive instruction in dance, music, theater, and visual arts that is adapted to the ages, interests, and needs of the children.

Grades 1–3

Students should receive 186 hours of instruction annually, equally allocated among dance, music, theater, and visual arts.

Grades 4–6

Students should receive 93 hours of instruction annually, equally allocated among dance, music, theater, and visual arts.

Grades 7–8

By the end of grade 8, students should receive one semester in dance, music, theater, and/or visual arts, AND one semester in a second arts discipline taught by a licensed certified arts teacher. A semester is equivalent to 55 hours of instruction.

Grades 9–12

By the end of high school, students should graduate with two semesters in the arts (dance, music, theater, or visual arts) taught by a licensed certified arts teacher.

and provides a snapshot of arts education in schools in the 2013-14 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. Students in District 75 schools—schools that exclusively serve students with special needs—are not held accountable to the same requirements. Therefore, data on arts education in District 75 schools are presented separately.



Elementary School Grades

Schools serving elementary school grades include all schools serving grades pre-kindergarten through 5 (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. Reference to *any instructional provider* throughout the Elementary School Grades section refers to arts instruction provided by *classroom teachers, school-based arts teachers, and/or cultural arts organizations*.

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

Of the schools that served *pre-kindergarten* in 2013-14, 94 percent reported providing visual arts instruction to pre-kindergarten students by *any instructional provider* and/or cultural arts organizations; 92 percent reported providing music instruction; 84 percent reported providing dance instruction; and 75 percent reported providing theater instruction (see Figure 1).

In the 2013-14 school year, 97 percent of schools reported that they provided visual arts instruction to *kindergarten* students by *any instructional provider*; 93 percent reported providing music instruction; 84 percent reported providing dance instruction; and 76 percent reported providing theater instruction (see Figure 2).

Of responding schools serving elementary school grades, 81 percent reported providing *all four* arts disciplines (dance, music, theater, and visual arts) to *any grade 1-5 served by any instructional provider* (classroom teachers, school-based arts teachers, and/or cultural arts organizations) in the 2013-14 school year (see Table 1).

Table 1. Percent of Responding Schools by Number of Arts Disciplines Provided by Any Instructional Provider to Any Grade 1-5

Number of Arts Disciplines	2009-10	2010-11	2011-12	2012-13	2013-14
At Least One Arts Discipline	100%	100%	100%	100%	100%
At Least Two Arts Disciplines	99%	98%	97%	98%	98%
At Least Three Arts Disciplines	93%	92%	91%	93%	92%
Four Arts Disciplines	81%	79%	80%	82%	81%

Figure 1. Percent of Responding Schools by Type of Arts Discipline by Any Instructional Provider to Pre-Kindergarten



Figure 2. Percent of Responding Schools by Type of Arts Discipline by Any Instructional Provider to Kindergarten

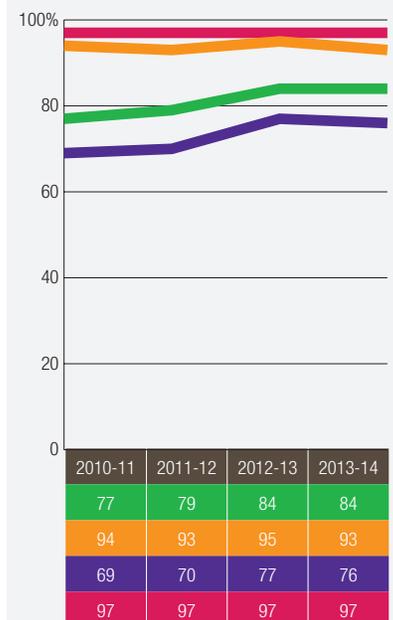
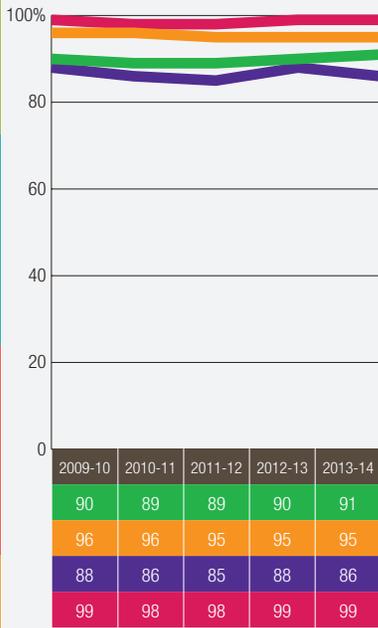
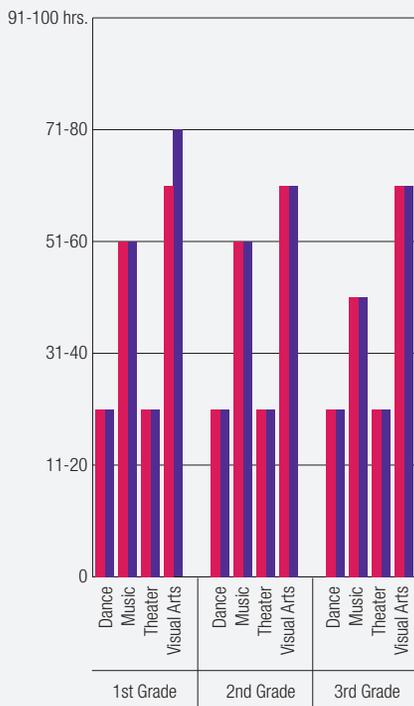


Figure 3. Percent of Responding Schools by Type of Arts Discipline Provided by Any Instructional Provider to Any Grade 1-5



■ Dance
■ Music
■ Theater
■ Visual Arts
■ 2012-13
■ 2013-14

Figure 4 Average Annual Arts Instructional Hours Provided by Any Instructional Provider in Responding Schools by Grades 1-3 and Arts Discipline



More than half of responding schools serving elementary school grades reported providing instruction in *all four* arts disciplines to *all grades 1-5* served by *any instructional provider* from the 2009-10 through the 2013-14 school years (see Table 2).

Table 2. Percent of Responding Schools Providing All Four Arts Disciplines to All Grades 1-5 by Any Instructional Provider

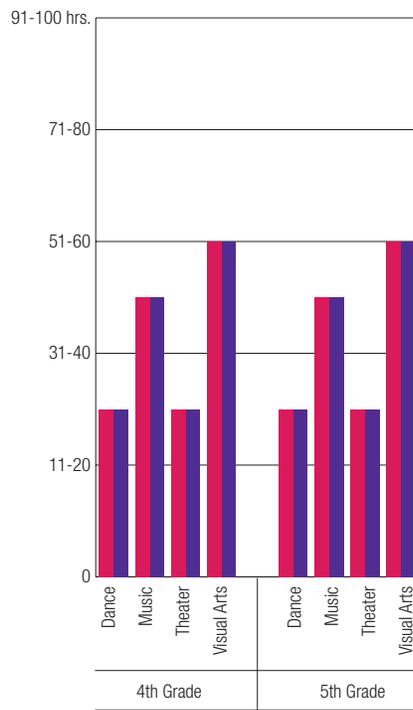
	2009-10	2010-11	2011-12	2012-13	2013-14
All Four Arts Disciplines to All Grades 1-5	51%	54%	54%	58%	55%

In the 2013-14 school year, the majority of responding schools serving *any grade 1-5* reported providing dance, music, theater, and/or visual arts instruction (91 percent, 95 percent, 86 percent, and 99 percent, respectively) by *any instructional provider* (see Figure 3). From the 2009-10 through 2013-14 school years, similar proportions of responding schools reported providing dance, music, theater, and/or visual arts instruction by *any instructional provider*.

In the 2013-14 school year, responding schools reported providing an average of 61-70 hours of visual arts instruction provided by *any instructional provider* to students in second and third grades, and 71-80 hours to students in first grade (see Figure 4). In music, the average instructional hours ranged from 41-50 hours in third grade to 51-60 hours in first and second grades. An average of 21-30 instructional hours was provided in dance and theater to each grade.

Responding schools serving grades 4-5 reported providing an average of 51-60 hours of visual arts instruction provided by *any instructional provider* to fourth- and fifth-grade students; 41-50 hours of music instruction; and 21-30 hours of dance and theater instruction (see Figure 5).

Figure 5 Average Annual Arts Instructional Hours Provided by Any Instructional Provider in Responding Schools by Grades 4-5 and Arts Discipline



■ 2012-13
■ 2013-14



Arts Instruction Provided by School-Based Arts Teacher to Grades 1-5

In the 2013-14 school year, 74 percent of responding schools serving elementary school grades reported providing instruction in visual arts; 66 percent reported providing music instruction; 29 percent reported providing dance instruction; and 23 percent reported providing theater instruction to *any grade 1-5 served by a school-based arts teacher* (see Figure 6). From the 2009-10 through 2013-14 school years, the proportion of schools serving elementary school grades reported providing dance and/or theater instruction by a school-based arts teacher remained relatively stable. However, the proportion of schools that reported providing music and/or visual arts instruction declined.

Arts Instruction Provided to Grades 1-5 by Instructional Provider

In the 2013-14 school year, schools serving elementary school grades reported more opportunities for students to receive arts instruction by adding instruction provided by *classroom teachers and/or cultural arts organizations* than providing arts instruction solely through *school-based arts teachers* (see Figure 7).

Figure 6. Percent of Responding Schools by Type of Arts Discipline Provided by a **School-Based Arts Teacher to Any Grade 1-5**



Figure 7. Percent of Responding Schools by Type of Arts Discipline Provided to **Any Grade 1-5** and Instructional Provider in the 2013-14 School Year

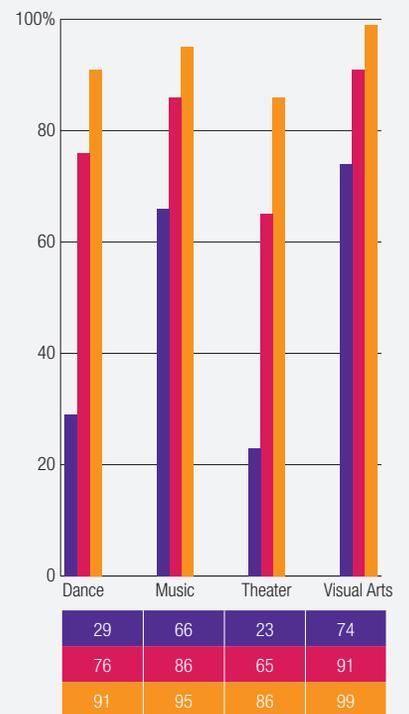
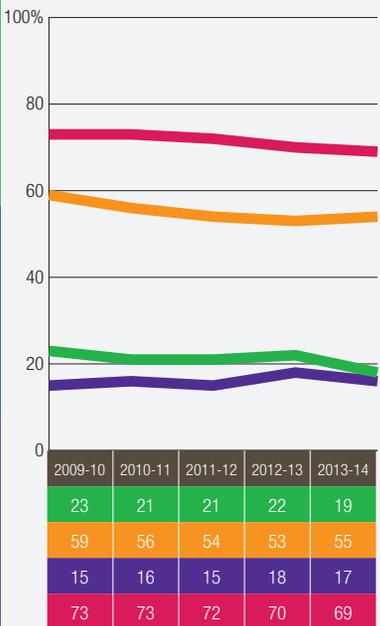


Figure 8. Percent of Responding Schools by Type of Arts Discipline Provided to Any Grade 6-8



Figure 9. Percent of Responding Schools Serving Middle School Grades with At Least One Part-Time or Full-Time Certified Arts Teacher by Arts Discipline



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.¹

Arts Disciplines Provided to Grades 6-8

In the 2013-14 school year, 97 percent of responding schools serving middle school grades provided *at least one* arts discipline to *any grade 6-8*; 87 percent provided *at least two* arts disciplines; 60 percent provided *at least three* arts disciplines; and 30 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

Number of Arts Disciplines	2009-10	2010-11	2011-12	2012-13	2013-14
At Least One Arts Discipline	98%	99%	97%	100%	97%
At Least Two Arts Disciplines	89%	85%	79%	82%	87%
At Least Three Arts Disciplines	67%	62%	52%	51%	60%
Four Arts Disciplines	41%	37%	27%	24%	30%

Of responding schools serving middle school grades in 2013-14, 89 percent reported providing visual arts instruction to *any grade 6-8*; 78 percent reported providing music; 56 percent reported providing dance; and 52 percent reported providing theater (see Figure 8).

Certified Arts Teachers

Of responding schools serving middle school grades in 2013-14, 69 percent reported having *at least one* part-time and/or full-time certified visual arts teacher; 55 percent reported having *at least one* certified music teacher; 19 percent reported having *at least one* certified dance teacher; and 17 percent reported having *at least one* certified theater teacher (see Figure 9).²

¹ In 2009-10 through 2011-12, schools were asked about student participation in the arts and progress toward meeting NYSED arts instructional requirements and guidelines on the *Annual Arts Education Survey*. In 2012-13 and 2013-14, data on student participation in arts courses were provided through NYCDOE STARS database. This change should be considered when comparisons among school years are made.

² In 2009-10 through 2011-12, schools were asked about the number of full-time certified arts teachers on the *Annual Arts Education Survey*. In 2012-13, these data were collected from the NYS BEDS system, and 2013-14 the data were provided through NYCDOE Human Resources database. This change should be considered when comparisons among school years are made.

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

In the 2013-14 school year, 82% percent of eighth-grade students completed two or more half-units of arts instruction over the course of seventh and eighth grades (see Table 4).³

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 Grades⁴

	2012-13	2013-14
Promoted with Two or More Arts Courses	81%	82%

Arts Sequences

In the 2013-14 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 11 percent in theater to 41 percent in visual arts (see Figure 10).

“Our goal this year has been to continue to educate the whole child and help build well rounded students. Collections of student work show the students' growth as learners. We continue to align our arts programs with the core curriculum and the standards from the *Blueprints for Teaching and Learning in the Arts* so that we establish an alignment of arts disciplines with academic disciplines. Through the arts, students develop a balance in a variety of subjects. Our aim is to create students who are better able to express their creativity and be successful in life.”

-K-8 Principal, Queens

Figure 10. Percent of Responding Schools Serving Middle School Grades with a Three-Year Arts Sequence by Arts Discipline



³ Starting in the 2012-13 school year, schools transitioned to using a standardized set of course codes in STARS. In both the 2012-13 and 2013-14 school years, data were pulled from information schools entered in STARS using the standard course codes. Because the requirement reflects multiple years of data, this percentage does not reflect discipline-specific data. Note: Annualized (year-long) courses were counted as two semesters.

⁴ The 2012-13 percentage was calculated based on the number of eighth-grade students promoted to ninth grade. In the 2013-14 school year, the percentage was calculated based on the total number of eighth-grade students. This change should be considered when comparisons among school years are made.

Figure 11. Percent of Responding Schools by Type of Arts Discipline Provided to Any Grade 9-12



Figure 12. Percent of Responding Schools Serving High School Grades with At Least One Part-Time or Full-Time Certified Arts Teacher by Arts Discipline



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.⁵

Arts Disciplines Provided to Grades 9-12

Nearly all (98 percent) responding schools serving high school grades provide *at least one* arts discipline to *any grade 9-12* served in the 2013-14 school year (see Table 5). In 2013-14, 8 percent of responding schools serving high school grades provided *all four arts* disciplines.

Table 5. Percent of Responding Schools by Number of Arts Disciplines Provided to Any Grade 9-12

Number of Arts Disciplines	2009-10	2010-11	2011-12	2012-13	2013-14
At Least One Arts Discipline	97%	98%	97%	98%	98%
At Least Two Arts Disciplines	79%	79%	72%	73%	69%
At Least Three Arts Disciplines	48%	47%	42%	30%	27%
Four Arts Disciplines	20%	19%	15%	10%	8%

In the 2013-14 school year, 92 percent of responding schools with high school grades provided visual arts instruction to *any grade 9-12* served; 59 percent provided music; 34 percent provided theater; and 18 percent provided dance (see Figure 11).

Certified Arts Teachers

Of responding schools serving high school grades in 2013-14, 72 percent reported having *at least one* part-time and/or full-time certified visual arts teacher; 41 percent reported having *at least one* certified music teacher; 22 percent reported having *at least one* certified theater teacher; and 16 percent reported having *at least one* certified dance teacher (see Figure 12).⁶

⁵ In 2009-10 through 2011-12, schools were asked about student participation in the arts on the *Annual Arts Education Survey*. In 2012-13 and 2013-14, data on student participation in arts courses were provided through NYCDOE STARS database. This change should be considered when comparisons among school years are made.

⁶ In 2009-10 through 2011-12, schools were asked about the number of full-time certified arts teachers on the *Annual Arts Education Survey*. In 2012-13, these data were collected from the NYS BEDS system, and 2013-14 the data were provided through NYCDOE Human Resources database. This change should be considered when comparisons among school years are made.

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

Nearly all (98 percent) of high school graduates from responding schools graduated with two or more credits in the arts in the 2013-14 school year (see Table 6).

Table 6. Percent of High School Graduates from Responding Schools Who Graduated with Two or More Credits in the Arts

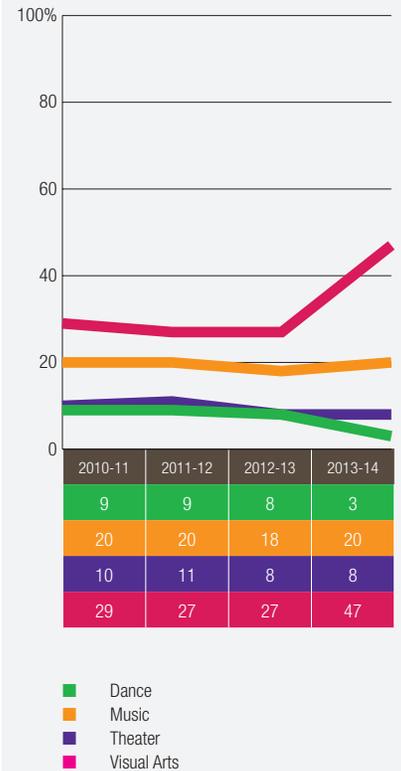
	2009-10	2010-11	2011-12	2012-13	2013-14
Graduated with Two or More Credits in the Arts	96%	97%	98%	95%	98%

Arts Sequences

The proportions of responding schools serving high school grades that reported offering *at least* one arts sequence of six or more credits ranged from 3 percent in dance to 47 percent in visual arts in the 2013-14 school year (see Figure 13). For the same period, 47 percent of schools provided *at least* a 6-credit visual arts sequence as compared with 29 percent in 2010-11.⁷

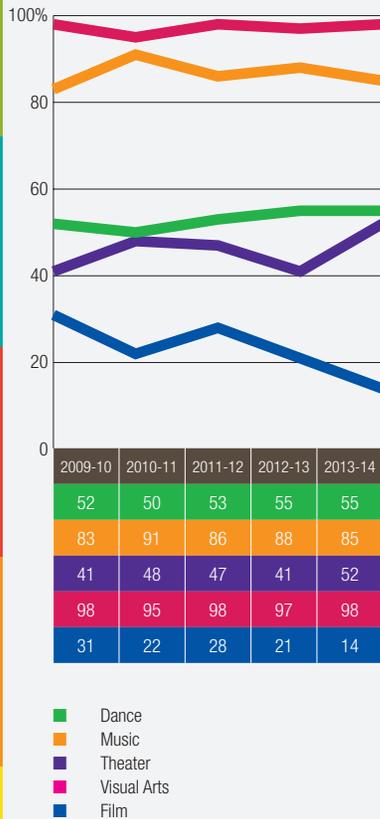


Figure 13. Percent of Responding Schools Serving High School Grades with **At Least** a 6-Credit Arts Sequence by Arts Discipline



⁷ In 2010-11 through 2012-13, schools serving high school grades were asked about arts sequences provided on the *Annual Arts Education Survey*. In 2013-14, data on arts sequences were provided through NYCDOE STARS database. This change should be considered when comparisons among school years are made.

Figure 14. Percent of Responding District 75 Schools by Type of Arts Discipline Provided to Any Grade Pre-Kindergarten-12



District 75 Schools

District 75 provides citywide educational, vocational, and behavior-support programs for students with disabilities. As previously mentioned, District 75 schools are not held accountable to NYSED arts requirements.

Of the responding District 75 schools, greater percentages reported that they offer visual arts (98 percent) and/or music (85 percent) than dance (55 percent) and/or theater (52 percent) to *any grade preK-12* served (see Figure 14).

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, 84 percent reported partnering with *at least one* cultural arts organization over the course of the 2013-14 school year, which is comparable to percentages in previous years (see Table 7).

Table 7. Percent of Responding Schools Partnered with **At Least One** Cultural Arts Organization

	2009-10	2010-11	2011-12	2012-13	2013-14
At Least One Arts Provider	88%	86%	86%	82%	84%

In the 2013-14 school year, at least 398 cultural arts organizations were partnered with schools to provide arts education instruction. From the 2009-10 through 2013-14 school years, the number of cultural arts organizations ranged from at least 358 in 2009-10 to at least 497 in 2011-12 (see Table 8).

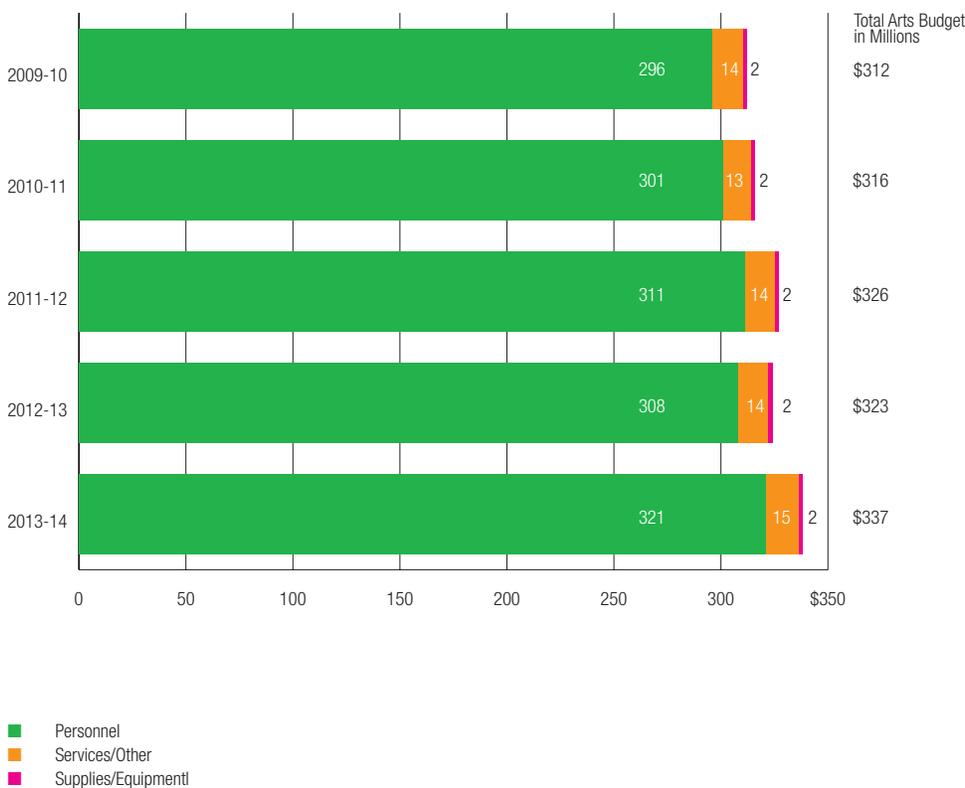
Table 8. Number of Cultural Arts Organizations Partnered with Responding Schools

	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Cultural Arts Organizations	358+	378+	497+	492+	398+

Funds Budgeted for the Arts

In the 2013-14 fiscal year, the overall budget for the arts was \$337,460,732. This includes \$320,595,374 budgeted on personnel; \$15,006,185 on arts services/other (e.g., cultural arts organizations); and \$1,859,173 on arts supplies/equipment (e.g., instructional materials, equipment repair).

Figure 15. 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 2013-14 school year. Where available, data are provided for previous school years and are based on the proportion of schools that responded during that school year. The data presented are primarily based on data collected through the *Annual Arts Education Survey*. In the 2013-14 school year, nearly 87 percent (N=1,415) of all schools responded to the survey. In addition, data are collected from other data sources that include NYCDOE databases, the *NYC School Survey*, and the *NYC Principal Satisfaction Survey*. For a further description of the methods used to calculate the data presented, see “Methodology” on page 91.

Student Access/Participation in Arts Education

Student Access/Participation in Arts Education is organized by grade and school level (i.e., elementary, middle, and high schools), and includes information on screened arts programs, the number and type of arts disciplines provided, the number of students participating in arts instruction, and arts sequences offered to students in grades 6-12. The data presented reflect schools’ progress toward meeting the New York State Education Department (NYSED) arts requirements and guidelines. See Appendix 1 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 throughout the city. The majority of data shown is disaggregated by dance, music, theater, and visual arts, and, where available, data are also provided on 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 District 75 schools and the arts disciplines used to advance students' Individual Education Program (IEP) goals.

Number of Students Participating in Arts Education

Figures 16-18 present the numbers of students in grades 1-12 participating in arts instruction during the 2013-14 school year by arts discipline as reported by schools that responded to the 2013-14 *Annual Arts Education Survey*. These data include all schools except District 75 schools. For grades 1-5, schools were asked to report on arts instruction provided to classes as a whole. Therefore, the data presented reflect the October 2013 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 16. Number of Students in Grades 1-5 Participating in Arts Instruction by Arts Discipline in Responding Schools During the 2013-14 School Year⁸

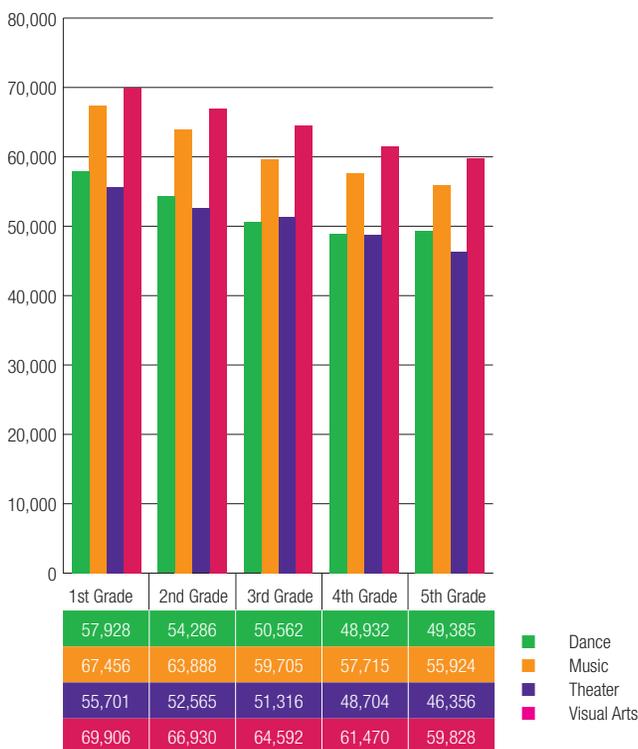
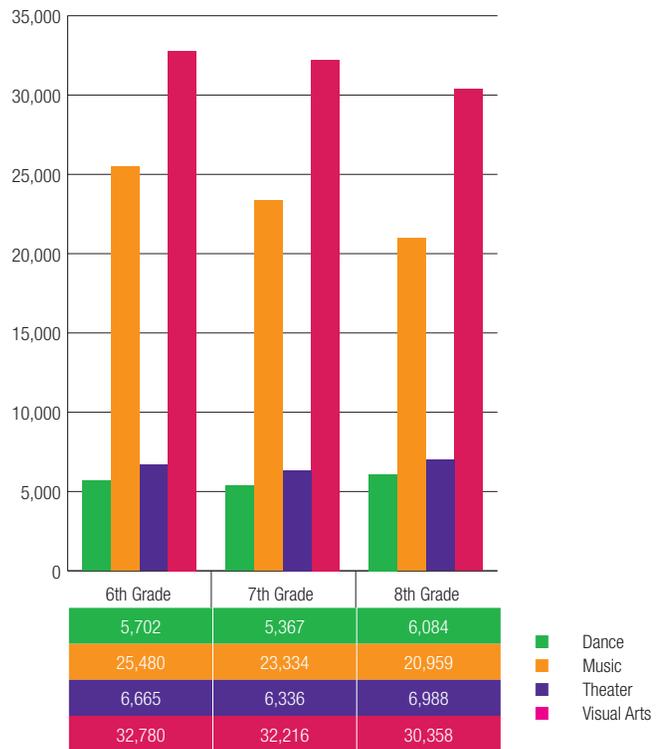
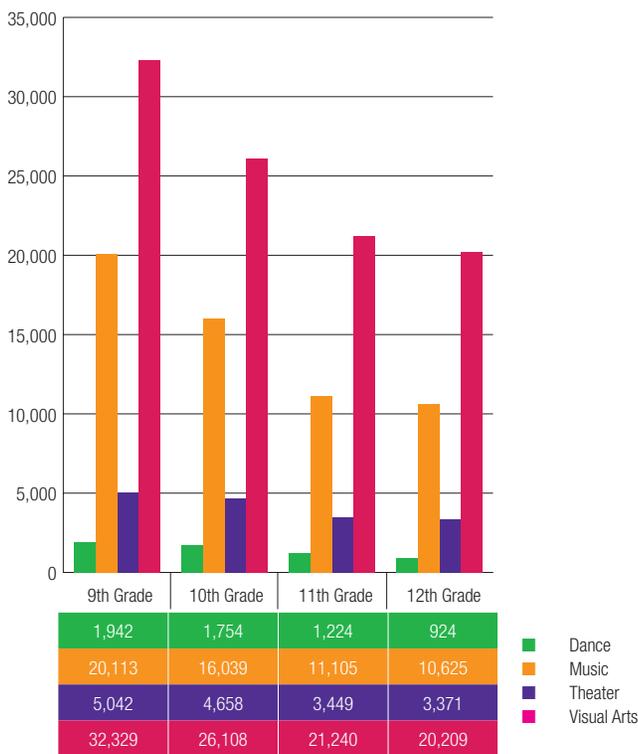


Figure 17. Number of Students in Grades 6-8 Participating in Arts Instruction by Arts Discipline in Responding Schools During the 2013-14 School Year



⁸ Of the 728 schools serving elementary school grades that responded to the 2013-14 *Annual Arts Education Survey*, 52 (7 percent) are not included in the data presented. The class register data provided for these schools were incorrect and therefore provided an inaccurate representation of arts instruction provided.

Figure 18. Number of Students in **Grades 9-12** Participating in Arts Instruction by Arts Discipline in Responding Schools During the 2013-14 School Year



"Students create works of art that promote creativity, problem solving, critical thinking, self-expression, and skill development. They learn through multicultural and interdisciplinary collaboration. The goal of the arts in this school is to stimulate physical and mental growth, and build a lifelong appreciation of the arts that can help lead to career opportunities."

-Elementary School Principal, Queens

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 elementary [preK-2], K-8, or K-12 schools) on the 2013-14 *Annual Arts Education Survey*; District 75 schools are not included. In 2013-14, 35 percent (N=578) of all schools that responded to the survey were classified as elementary schools, and 11 percent (N=150) were classified as multi-grade schools serving grades 1-5.⁹

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* throughout the Elementary School Grades section refers to arts instruction provided by *classroom teachers, school-based arts teachers, and/or cultural arts organizations*.

⁹ Of the 728 schools serving elementary school grades that responded to the 2013-14 *Annual Arts Education Survey*, 52 (7 percent) are not included in the data presented. The class register data provided for these schools were incorrect and therefore provided an inaccurate representation of arts instruction provided.

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 by *school-based staff* (i.e., school-based arts teachers and/or classroom teachers).¹⁰ Figure 19 displays the percent of responding schools that serve pre-kindergarten and reported providing dance, music, theater, and/or visual arts through school-based staff. Figure 20 displays the percent of responding schools that serve kindergarten by discipline through school-based staff. Both figures display data from 2009-10 through 2013-14.

Figure 19. Percent of Responding Schools by Type of Arts Discipline Provided by School-Based Staff to Pre-K

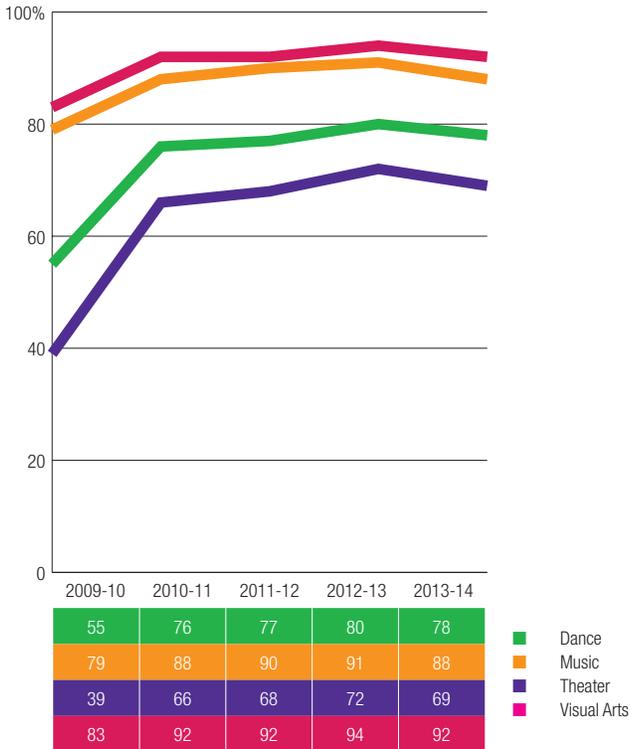
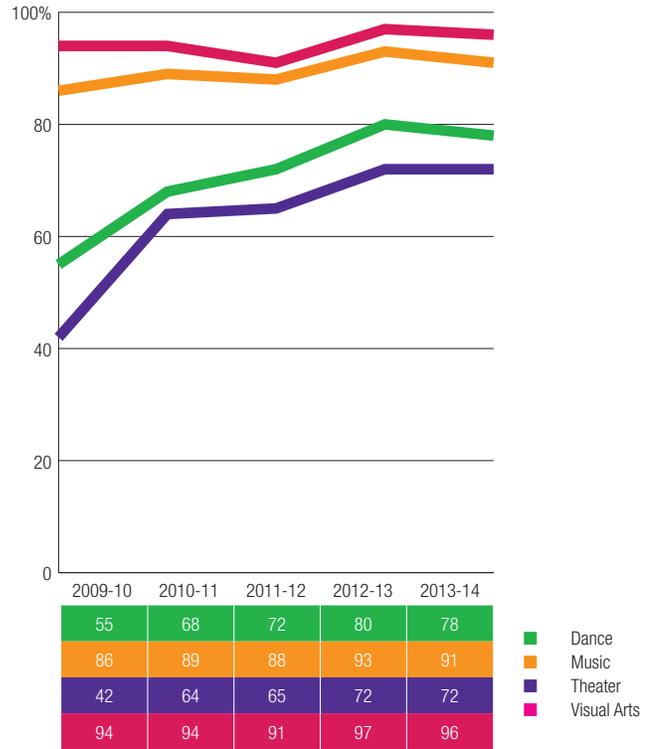


Figure 20. Percent of Responding Schools by Type of Arts Discipline Provided by School-Based Staff to Kindergarten



¹⁰ In 2009-10, schools were asked to report on pre-kindergarten students who participated in the arts provided by school-based staff. In 2010-11 through 2013-14, schools were asked to report on pre-kindergarten students who participated in the arts provided by classroom teachers, school-based arts teachers, and/or cultural organizations. These changes should be considered when comparisons among school years are made.

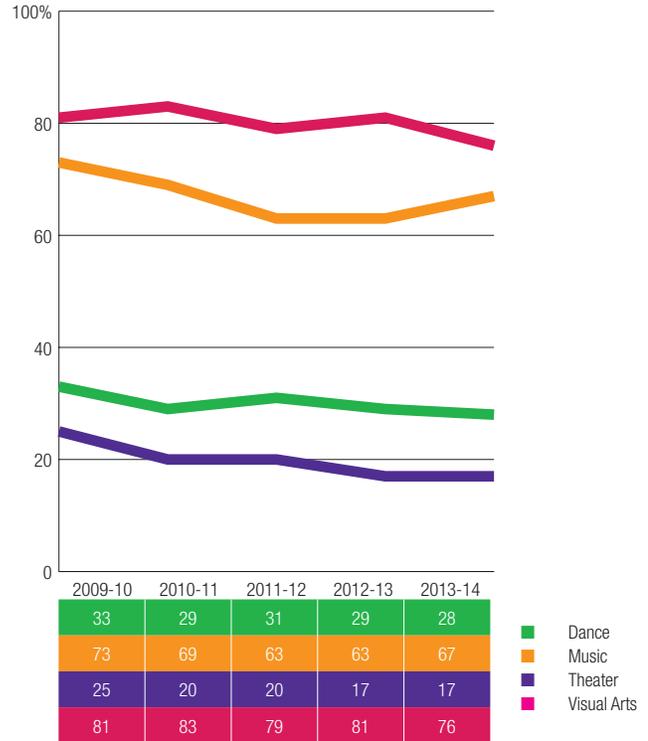
Arts Instruction Provided by School-Based Arts Teachers to Grades 1-5

Figure 21 displays the percent of responding elementary schools that reported providing dance, music, theater, and/or visual arts to any grade 1-5 by a *school-based arts teacher*. Figure 22 displays these same data for responding multi-grade schools serving any grade 1-5. The data are shown from 2009-10 through 2013-14.

Figure 21. Percent of Responding Elementary Schools by Type of Arts Discipline Provided by School-Based Arts Teachers to Any Grade 1-5



Figure 22. Percent of Responding Multi-Grade Schools by Type of Arts Discipline Provided by School-Based Art Teachers to Any Grade 1-5



Arts Instruction Provided by School-Based Arts Teachers and/or Cultural Arts Organization to Grades 1-5

Tables 9 and 10 and Figures 23 and 24 present data on arts instruction in dance, music, theater, and/or visual arts provided by *school-based arts teachers and/or cultural arts organizations* in responding elementary and multi-grade schools serving grades 1-5 in the 2009-10 through 2013-14 school years. Table 9 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 23 for elementary schools and Figure 24 for multi-grade schools serving grades 1-5. Table 10 presents the percent of responding schools that offer all four arts disciplines provided by a school-based arts teacher and/or cultural arts organization to all grades 1-5 served.

Table 9. Percent of Responding Schools by Number of Arts Disciplines Provided by School-Based Arts Teachers and/or Cultural Arts Organizations to Any Grade 1-5

Number of Arts Disciplines	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary Schools					
At Least One Arts Discipline	99%	99%	99%	99%	99%
At Least Two Arts Disciplines	96%	95%	93%	94%	91%
At Least Three Arts Disciplines	86%	81%	77%	80%	78%
Four Arts Disciplines	60%	60%	54%	56%	55%
Multi-Grade Schools Serving Grades 1-5					
At Least One Arts Discipline	100%	99%	99%	97%	98%
At Least Two Arts Disciplines	94%	91%	93%	88%	89%
At Least Three Arts Disciplines	76%	70%	69%	67%	65%
Four Arts Disciplines	50%	42%	43%	44%	41%

Figure 23. Percent of Responding Elementary Schools by Type of Arts Discipline by School-Based Arts Teachers and/or Cultural Arts Organizations to Any Grade 1-5

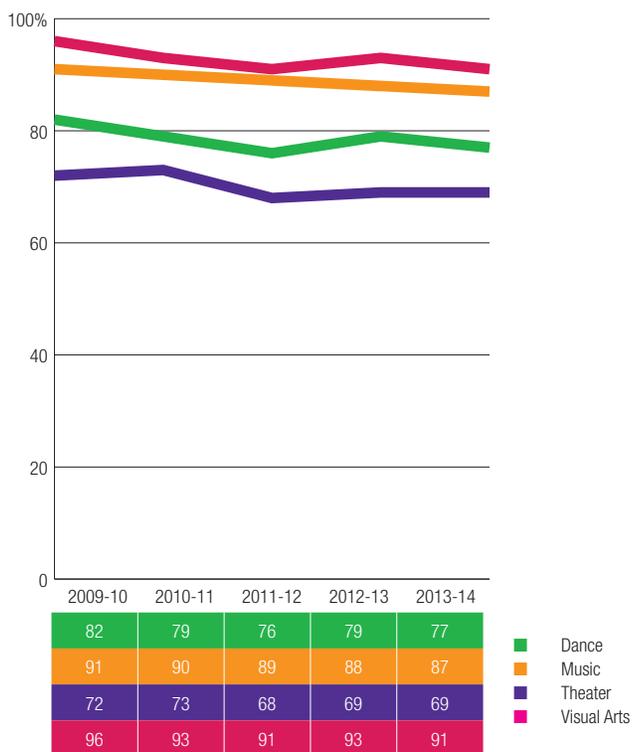


Figure 24. Percent of Responding Multi-Grade Schools by Type of Arts Discipline by School-Based Arts Teachers and/or Cultural Arts Organizations to Any Grade 1-5

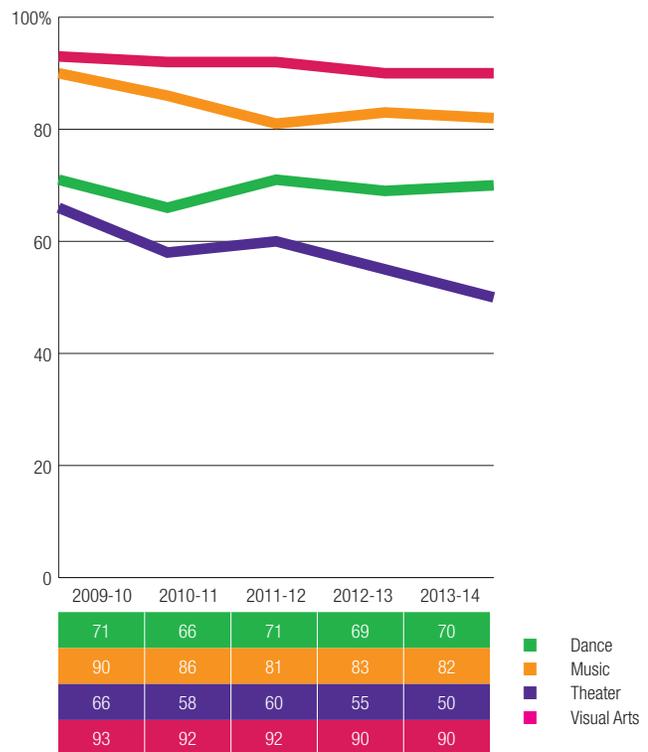


Table 10. Percent of Responding Schools Offering All Four Arts Disciplines Provided by School-Based Arts Teachers and/or Cultural Arts Organizations to All Grades 1-5

	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary Schools	19%	21%	20%	21%	20%
Multi-Grade Schools Serving Grades 1-5	20%	13%	12%	21%	14%

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

Tables 11 and 12 and Figures 25 and 26 present data on arts instruction in dance, music, theater, and/or visual arts provided by *any instructional provider*, including classroom teachers, school-based arts teachers, and/or cultural arts organizations in the 2009-10 through 2013-14 school years. These data are presented separately for elementary schools and multi-grade schools serving grades 1-5. Table 13 shows the percent of responding schools by number of arts disciplines provided to any grade 1-5 served. Figure 25 displays the percent of responding schools by type of arts discipline provided to any grade 1-5 served for elementary schools, and Figure 26 displays these same data for multi-grade schools serving grades 1-5. The data in Table 14 present the percent of responding schools that offer all four arts disciplines to all grades 1-5 provided by any instructional provider.

Table 11. Percent of Responding Schools by Number of Arts Disciplines Provided by Any Instructional Provider to Any Grade 1-5

Number of Arts Disciplines	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary Schools					
At Least One Arts Discipline	100%	100%	100%	100%	100%
At Least Two Arts Disciplines	99%	99%	97%	98%	98%
At Least Three Arts Disciplines	95%	94%	92%	94%	93%
Four Arts Disciplines	83%	83%	82%	84%	84%
Multi-Grade Schools Serving Grades 1-5					
At Least One Arts Discipline	100%	99%	100%	100%	100%
At Least Two Arts Disciplines	99%	96%	97%	99%	98%
At Least Three Arts Disciplines	88%	85%	88%	87%	87%
Four Arts Disciplines	74%	66%	70%	74%	72%

Figure 25. Percent of Responding Elementary Schools by Type of Arts Discipline Provided by Any Instructional Provider to Any Grade 1-5

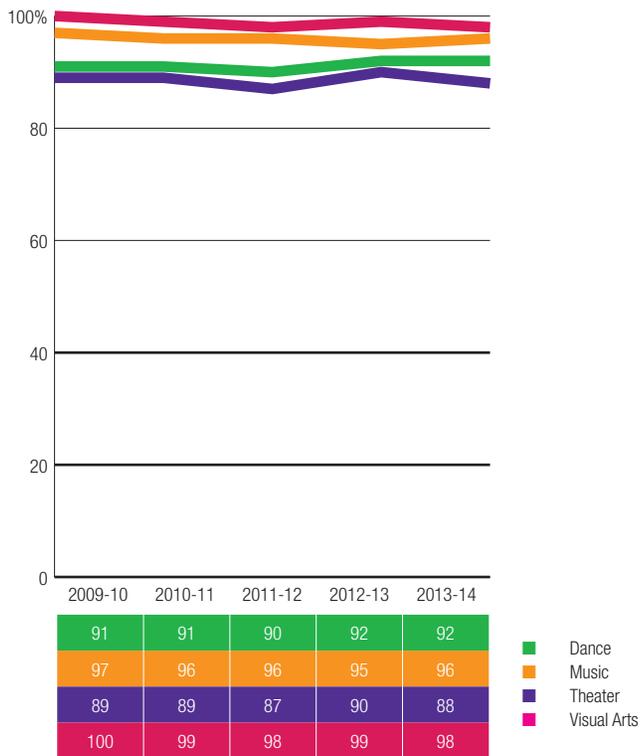


Figure 26. Percent of Responding Multi-Grade Schools by Type of Arts Discipline Provided by Any Instructional Provider to Any Grade 1-5

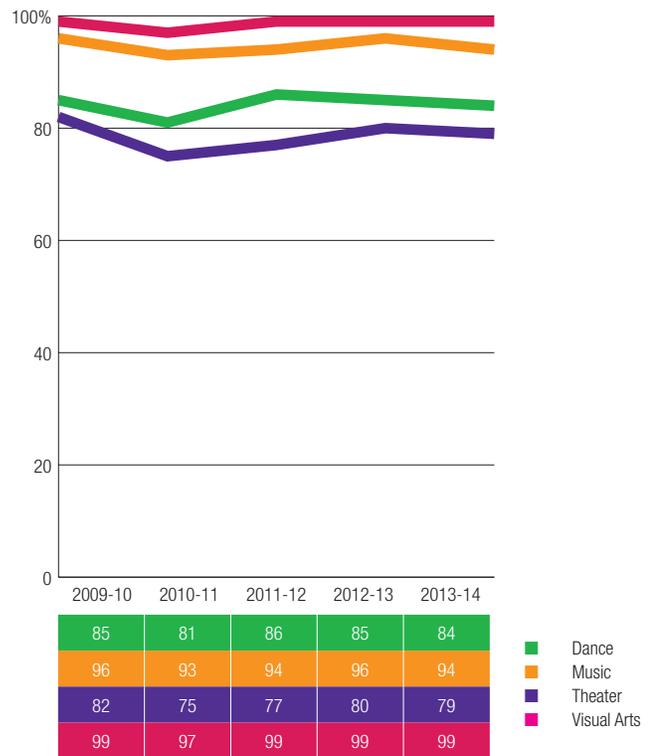


Table 12. Percent of Responding Elementary Schools Offering All Four Arts Disciplines Provided by Any Instructional Provider to All Grades 1-5

	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary Schools	51%	57%	57%	6%	59%
Multi-Grade Schools Serving Grades 1-5	50%	42%	41%	46%	42%

Arts Instructional Hours Provided by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organizations

Figures 27 through 30 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 during the 2012-13 and 2013-14 school years. According to NYSED arts requirements and guidelines, students in grades 1-3 should receive approximately 46 hours of arts instruction in each discipline 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.

Figure 27. Average Annual Arts Instructional Hours by Grades 1-3 and Arts Discipline Provided in Responding Elementary Schools by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organizations

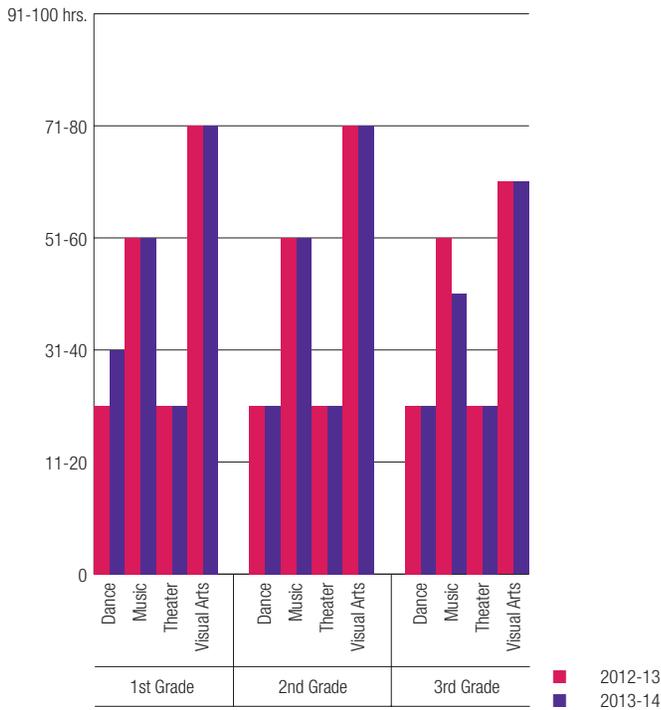


Figure 28. Average Annual Arts Instructional Hours by Grades 1-3 and Arts Discipline Provided in Responding Multi-Grade Schools by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organizations

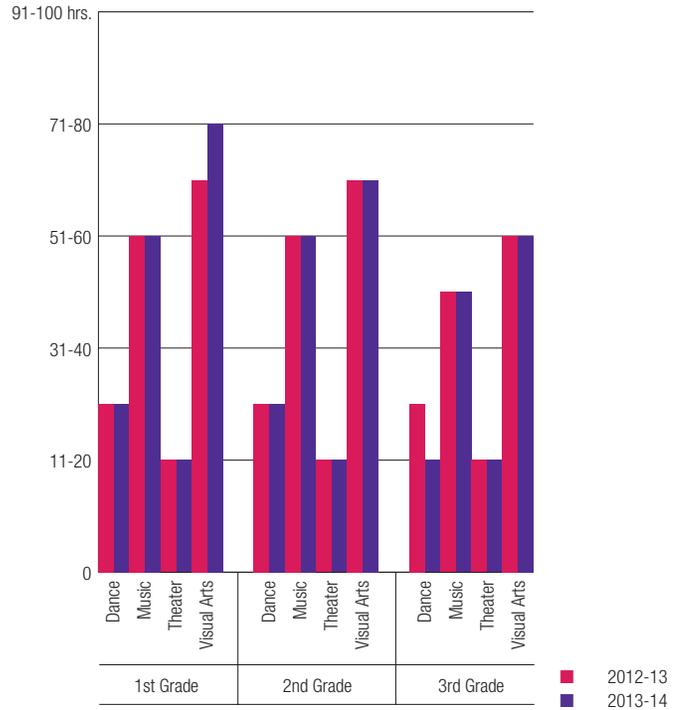


Figure 29. Average Annual Arts Instructional Hours and Arts Discipline by Grades 4-5 Provided in Responding Elementary Schools by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organizations

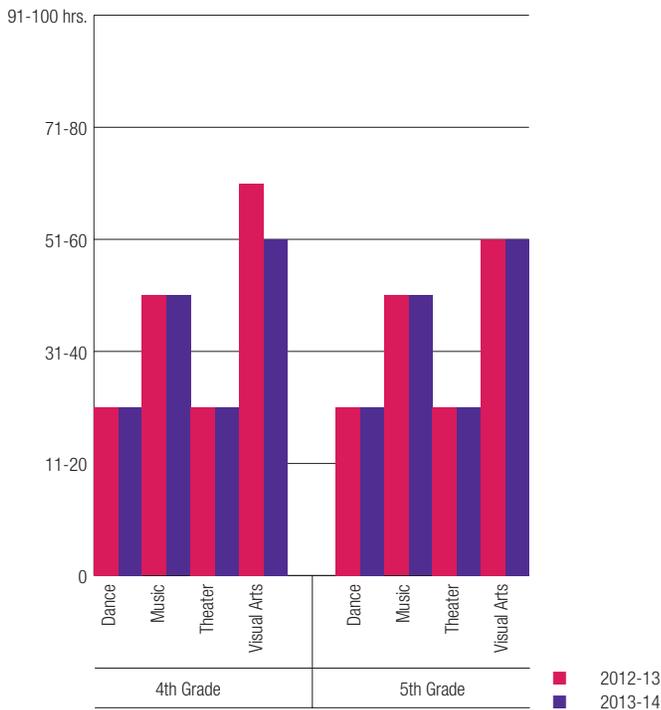
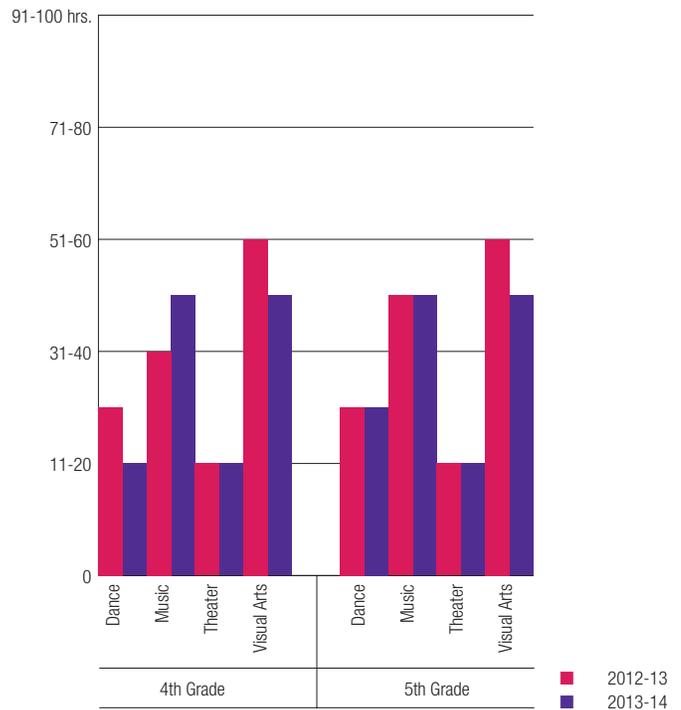


Figure 30. Average Annual Arts Instructional Hours Provided by Grades 4-5 and Arts Discipline in Responding Multi-Grade Schools by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organizations



P.S. 51 Elias Howe (02M051)

Principal: Nancy Sing Bock
Grades Served: PreK-5
Arts Liaison: Katie Traxler
Enrollment: 410

■ Dance
■ Music
■ Theater
■ Visual Arts

The goal of P.S. 51

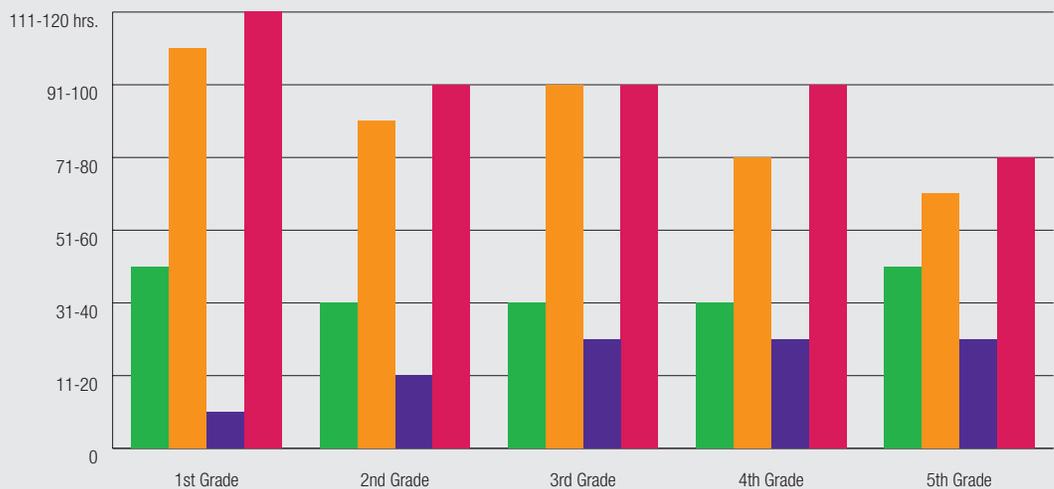
Elias Howe's art program is to offer a well-rounded, standards-driven arts program to enhance the overall educational experience for students. P.S. 51

provides all four arts

disciplines (dance, music, theater, and visual arts) to students in grades preK-5. Arts instruction is provided by classroom teachers, school-based arts teachers, and partnerships with cultural arts organizations (see Figure A1). In addition to having a full-time certified music a full-time visual arts teacher, P.S. 51 partners with cultural arts organizations. These partnerships help support and enhance the current instruction through residencies and arts-related field trips.

Principal Bock reported that "one of the most amazing and unique aspects of the school's arts program is the number and variety of arts partnerships offered to the students." To support the school's existing music and visual arts curricula, P.S. 51 partners with Carnegie Hall's Musical Explorers and Link Up programs, and the Public Art for Public Schools program, among others.

Figure A1. Average Annual Arts Instructional Hours Provided by Classroom Teachers, School-Based Arts Teachers, and Cultural Arts Organizations In the 2013-14 School Year



Through careful consideration and planning, P.S. 51 is able to provide students in grades 1-5 with a dance program. Students in pre-kindergarten through third grade receive a semester of tap dancing each year from Rosie’s Theater Kids’ SoFit tap dancing program. In fourth grade, the students receive a semester of ballet through a program called Project Ballet, provided by the New York City Ballet. And in fifth grade, students receive a semester of ballroom dancing through a partnership with Dancing Classrooms. Students in fifth grade also receive a semester of musical theater instruction from Rosie’s Theater Kids.

Principal Bock explained that “through extensive horizontal and vertical collaboration among arts and classroom teachers, students are provided with multiple opportunities to share their skills and creative talents with the entire school community through arts shows, instrumental and vocal concerts, and dance performances [see Table A1].”

Table A1. Number of Arts Events Held at the School Site in the 2013-14 School Year

Events	Number of Events Held at the School Site
Dance Performances	4
Concerts	11
Theater Performances	2
Artwork Exhibits	2

P.S. 51’s arts teachers have worked toward developing clubs and classes, such as fashion design, chorus, instrumental ensembles, and musical theater. The school “strives to provide a safe and nurturing environment where students are encouraged to express themselves through art making, build a personal vision, and develop global awareness and appreciation for the arts.”

When asked what accounts for the success in maintaining P.S. 51’s arts programming, Principal Bock further explained that it is because of “our dedication and commitment to the arts.” She elaborated that “arts education is an integral part of a holistic education that we strive to achieve at our school. Therefore, it is a non-negotiable to cut the arts.” Although it is often times fiscally challenging to support a quality arts programming, Principal Bock seeks the support of external funding to help supplement the costs. She stated: “You have to believe that providing a strong arts education program is absolutely essential for every student. Children shine in so many ways. Seeing a child who has difficulty reading excel in singing, playing an instrument, creating an art work, dance, and/or acting in a play will enhance that child’s self-confidence and help him/her realize, ‘Wow, I am good at this!’ That feeling will impact a child’s ability to take on the challenge of other learning both in and outside of school.”

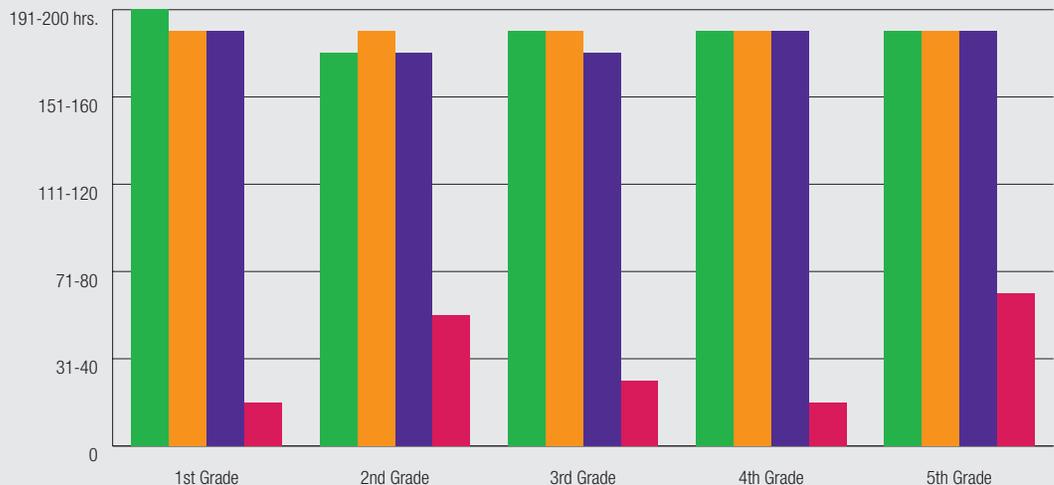
P.S.172 Beacon School of Excellence (15K172)

Principal: Jack Spatola
Grades Served: PreK-5
Arts Liaison: Emily Todras
Enrollment: 713

■ Dance
 ■ Music
 ■ Theater
 ■ Visual Arts

P.S. 172 Beacon School of Excellence offers arts instruction in all four arts disciplines (dance, music, theater, and visual arts) to students in grades preK-5 (see Figure A2). In the 2013-14 school year, P.S.

Figure A2. Average Annual Arts Instructional Hours Provided by Classroom Teachers, School-Based Arts Teachers, and Cultural Arts Organizations In the 2013-14 School Year



172 had three certified arts teachers, one in dance, music, and theater. According to the school’s principal and arts liaison, “Education in the arts helps us cultivate the whole child, building various types of literacy while developing reasoning, creativity, dexterity, and cultural knowledge.” As a school, staff members “believe the arts are a powerful ally for developing many of the physical, emotional, social, and cognitive attributes of a growing child.”

The arts programming at P.S. 172 has been designed to help students “develop unique forms of expression and communication” and enhance “comprehension and understanding of all subject areas.” The principal and arts liaison noted that an interesting element of their arts programming is that it makes connections not only to ELA and mathematics, but also to social studies. They

explained that their arts teachers strive to incorporate social studies topics in their unit planning. For example, while the fourth grade is studying Native American history and culture, the arts teachers instruct students about the dance, music, and visual arts of Native Americans. “Whenever it is possible to connect our arts and social studies curricula in each grade, our arts teachers make every effort to make it happen.”

Indeed, Principal Spatola noted that the arts teachers are one of the key reasons the program is successful: “I think the strongest aspect of our school’s arts programming is our dedicated and hardworking staff, and their ability to impart their knowledge of the arts in an enjoyable way within the overall academic structure of our school.” Also of key importance have been the arts partnerships with outside organizations, including the New York Art Residency & Studios Foundation (NARS), which “allow our students to learn about culture, tradition and art making, as well as learning more about the life of an artist.” As shown in Table A2, P.S. 172 offers an array of arts events at the school, including those in dance, theater, and music. In addition, it has an after-school program and Saturday workshops, which, “besides offering academics and sports instruction during extracurricular hours, also offer art, crochet, filmmaking, chorus, recorder, guitar, and dance classes.”

Table A2. Number of Arts Events Held at the School Site in the 2013-14 School Year

Events	Number of Events Held at the School Site
Dance Performances	4
Concerts	6
Theater Performances	1
Artwork Exhibits	0

The principal and Emily Todras, the arts liaison, reported that P.S. 172 does face its share of challenges, including finding and maintaining quality arts teachers, fitting instruction into the confines of the school day, and finding “the funding necessary to enrich our children’s arts experiences.” However, they concurred that they are able to maintain arts instruction in their school because they set a goal that all of our students will receive an education in the arts. They want to be sure that they have the ability within their budget to have arts teachers on staff.

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 2013-14 *Annual Arts Education Survey*; District 75 schools are not included. In 2013-14, of all schools that responded to the survey, 14 percent (N=235) were classified as middle schools, and 12 percent (N=195) were classified as multi-grade schools serving grades 6-8.

Screened Arts Programs

Table 13 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 2011-12 through 2013-14 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 the students.

Table 13. Percent of Responding Schools That Screen Students in **Grades 6-8** in the Arts Before Admission

	2011-12	2012-13	2013-14
Middle Schools	12%	10%	10%
Multi-Grade Schools Serving Grades 6-8	6%	5%	5%

Arts Disciplines Provided to Grades 6-8

Table 14 and Figures 31 and 32 present data from the 2009-10 through 2013-14 school years on the percent of responding middle and multi-grade schools by number and type of arts disciplines (dance, music, theater, and/or visual arts) provided to any grade 6-8 served.¹¹

Table 14. Percent of Responding Schools by Number of Arts Disciplines Provided to **Any Grade 6-8**

Number of Arts Disciplines	2009-10	2010-11	2011-12	2012-13	2013-14
Middle Schools					
At Least One Arts Discipline	99%	99%	98%	100%	97%
At Least Two Arts Disciplines	87%	86%	77%	82%	89%
At Least Three Arts Disciplines	64%	63%	48%	53%	66%
Four Arts Disciplines	37%	34%	24%	25%	32%
Multi-Grade Schools Serving Grades 6-8					
At Least One Arts Discipline	98%	98%	97%	100%	97%
At Least Two Arts Disciplines	91%	84%	84%	83%	83%
At Least Three Arts Disciplines	71%	61%	57%	49%	52%
Four Arts Disciplines	47%	41%	31%	22%	28%

¹¹ In 2009-10 through 2011-12, middle schools were asked to indicate the number of students participating in arts instruction by discipline on the *Annual Arts Education Survey*. In 2012-13 and 2013-14, data on the number of students participating in arts instruction by discipline were retrieved from the NYCDOE STARS database. This change should be considered when comparisons among school years are made.

Figure 31. Percent of Responding Middle Schools by Type of Arts Discipline Provided to Any Grade 6-8

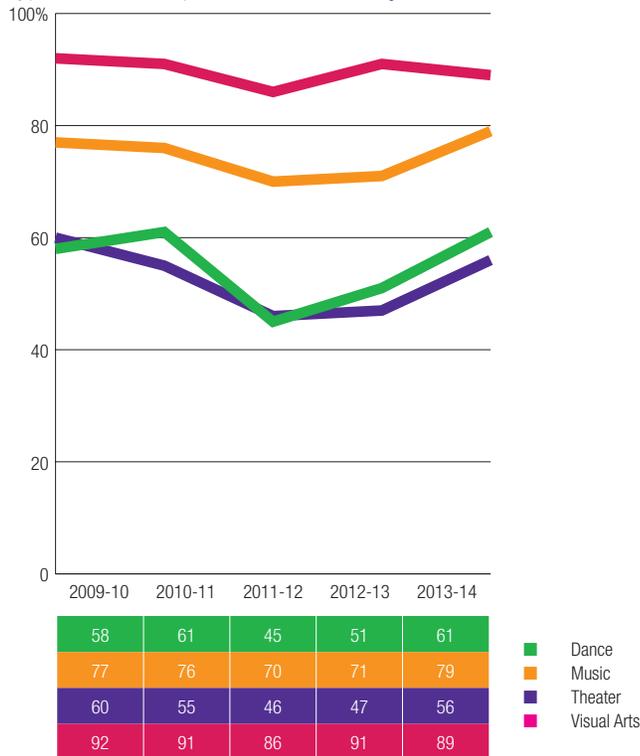
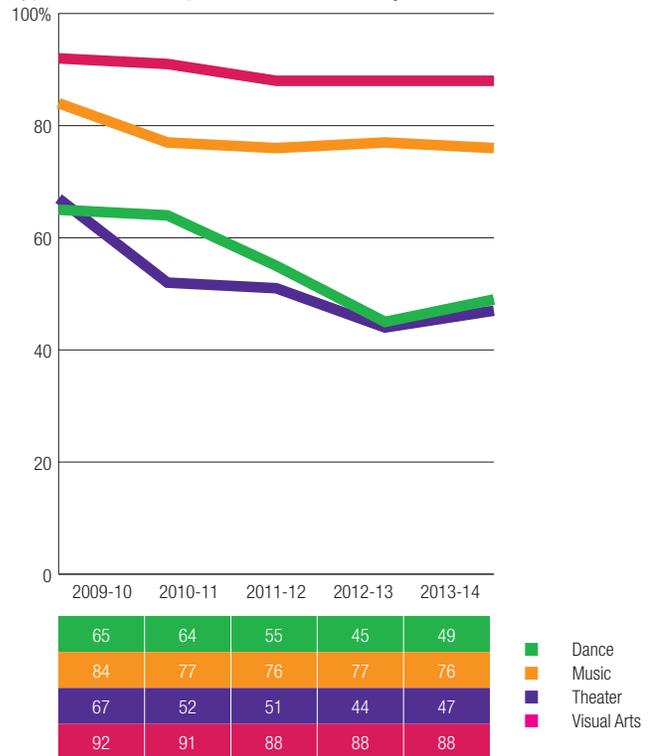


Figure 32. Percent of Responding Multi-Grade Schools by Type of Arts Discipline Provided to Any Grade 6-8



Student Participation in Grades 7 and 8

Figures 33 through 36 display the percent of seventh- and eighth-grade students in responding middle and multi-grade schools who participated in arts instruction by discipline from the 2009-10 through 2013-14 school years.¹²

Figure 33. Percent of 7th Grade Students Participating in Arts Instruction by Discipline in Responding Middle Schools

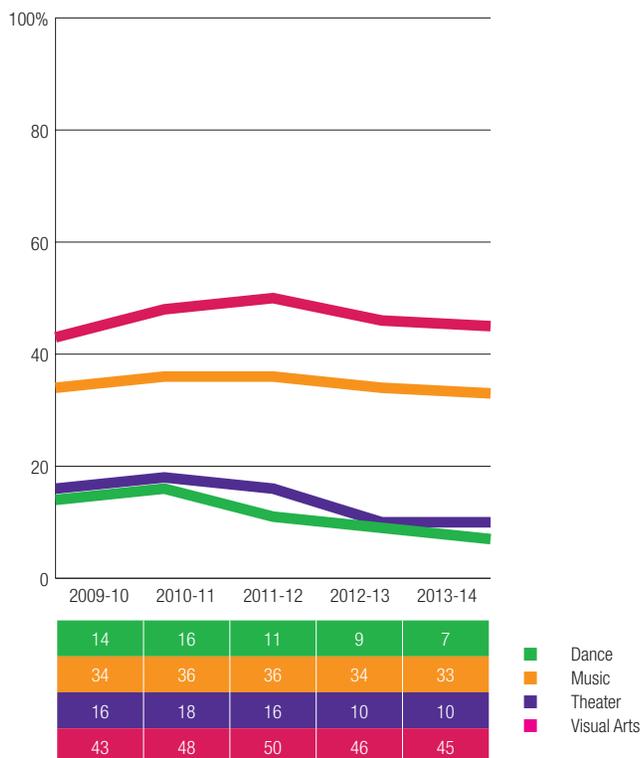
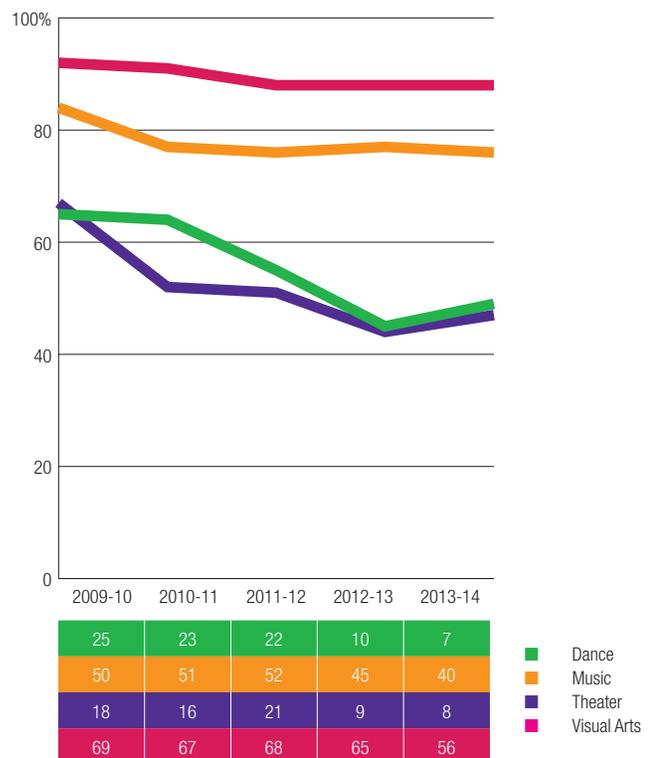


Figure 34. Percent of 7th Grade Students Participating in Arts Instruction by Discipline in Responding Multi-Grade Schools



¹² In 2009-10 through 2011-12, multi-grade schools serving grades 6-8 were asked to indicate the number of students participating in arts instruction by discipline on the *Annual Arts Education Survey*. In 2012-13 and 2013-14, data on the number of students participating in arts instruction by discipline were retrieved from the NYCDOE STARS database. This change should be considered when comparisons among school years are made. Percentages were calculated based on the October grade registers.

Figure 35. Percent of 8th Grade Students Participating in Arts Instruction by Discipline in Responding Middle Schools

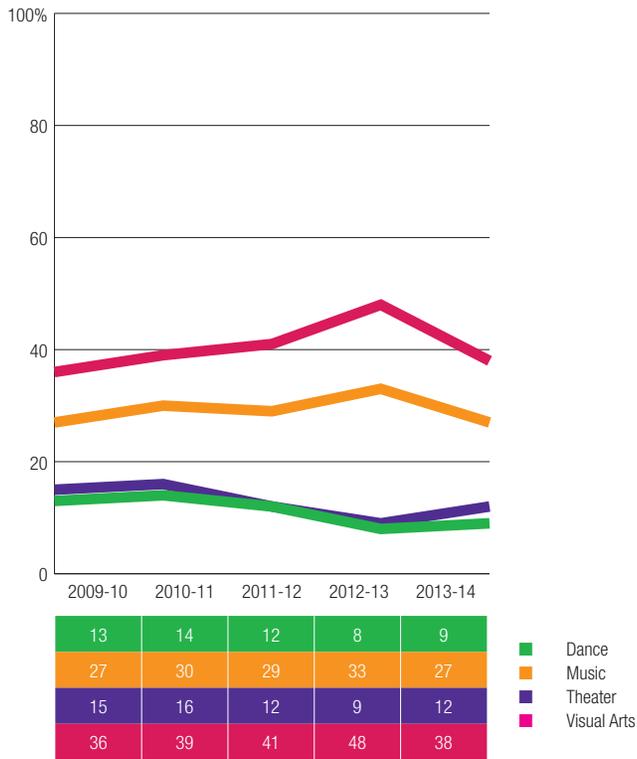


Figure 36. Percent of 8th Grade Students Participating in Arts Instruction by Discipline in Responding Multi-Grade Schools



Arts Sequences

Table 15 shows data on the percent of responding middle and multi-grade schools offering a three-year arts sequence by arts discipline to students in grades 6-8. Figures 37 and 38 present these data across disciplines by borough from the 2011-12 to 2013-14 school years for responding middle and multi-grade schools.

Table 15. Percent of Responding Schools Offering a Three-Year Arts Sequence to Students in Grades 6-8 by Discipline

Arts Disciplines	2010-11	2011-12	2012-13	2013-14
Middle Schools				
Dance	21%	22%	19%	19%
Music	42%	42%	39%	36%
Theater	20%	20%	17%	16%
Visual Arts	54%	54%	46%	42%
Moving Image/Film	7%	8%	7%	5%
Multi-Grade Schools Serving Grades 6-8				
Dance	15%	17%	13%	8%
Music	35%	33%	31%	31%
Theater	8%	11%	11%	6%
Visual Arts	49%	45%	39%	39%
Moving Image/Film	5%	5%	3%	2%

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

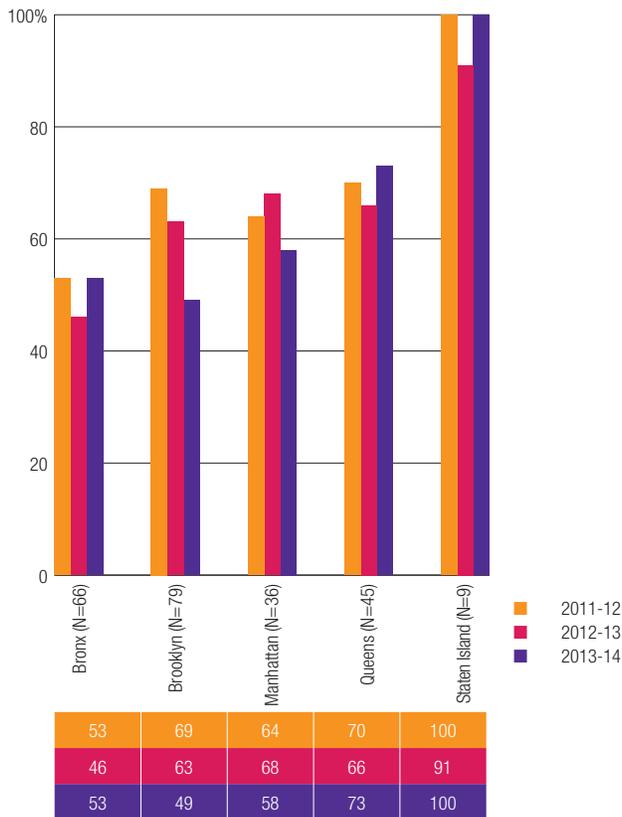
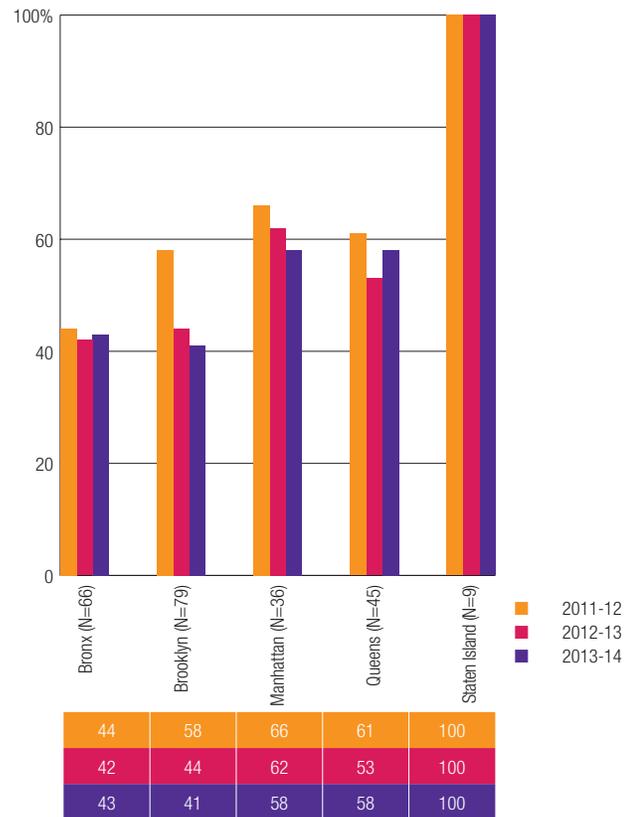


Figure 38. Percent of Responding Multi-Grade Schools That Offer At Least One Arts Sequence to Students in Grades 6-8 by Borough



Delivery of Arts Instruction as Required by New York State Education Department (NYSED)

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 received two or more arts courses over the course of seventh and eighth grades in the 2013-14 school year.

Table 16. Percent of 8th Grade Students from Responding Schools Who Completed Two or More Half-units of Arts Courses over the Course of Grades 7 and 8¹³

	2012-13	2013-14
Middle Schools	79%	83%
Multi-Grade Schools Serving Grades 6-8	85%	84%

¹³ The 2012-13 percentage was calculated based on the number of eighth-grade students promoted to ninth grade. In the 2013-14 school year, the percentage was calculated based on the total number of eighth-grade students. This change should be considered when comparisons among school years are made.

M.S. 260 Clinton School for Writers & Artists (02M260)

Principal: Jonathan Levin
Grades Served: 6-8
Enrollment: 287

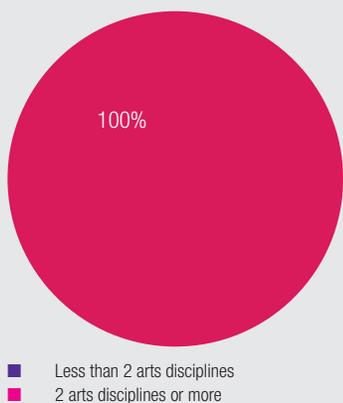
■ Dance
 ■ Music
 ■ Theater
 ■ Visual Arts

M.S. 260 Clinton School for Writers & Artists provides arts instruction in theater and visual art to students in grades 6-8 (see Figure B1). To support this arts instruction, the school has two certified arts teachers, a full-time visual arts teacher, and a part-time theater teacher.

Figure B1. Percent of Students Participating in Arts Instruction by Discipline and Grade in the 2013-14 School Year



Figure B2. Percent of 8th Grade Students who Received Arts Instruction in Two Arts Disciplines Over the Course of 7th and 8th Grade



Students in all grades take arts courses as least four times a week. In the fall semester, half of the classes will receive visual arts instruction, and the other half will receive theater instruction. Then, in the spring, the classes are flipped: students who took visual arts in the fall will take theater in the spring, and vice versa (see Figure B2).

Principal Levin explained that there are two strong aspects to the school’s arts programming: 1) its interdisciplinary collaboration, and 2) providing arts instruction to all students four times a week. The school encourages teachers of social studies, science, math, and English

language arts to partner with arts teachers so that students are able to apply creativity to academic tasks, strengthen their understanding of content, and are guided to see that their imagination and creativity are powerful tools in the academic world.

The school’s goal in the arts is to provide equality of opportunity for all students—when students collaborate as they produce and perform, they learn how to manage conflict, build consensus, give peer feedback, and work on time-bound schedules. In order to address this goal, the school has at least one partnership with an arts organization at each grade level. According to Principal Levin, “6th and 7th grades work with Theater for a New Audience (TFNA), which provides teaching artists who work with all classes at those grade levels once a week for a set period.” He continued, stating that “for 8th graders, we have a long-standing collaboration with Dancing Classrooms, and all our students work with teaching artists twice a week for a set period of time during physical education.” In addition, an array of arts events are held at the school each year, in including dance and theater performances, concerts, and artwork exhibits (Table B1).

Table B1. Number of Arts Events Held at the School Site in the 2013-14 School Year

Events	Number of Events Held at the School Site
Dance Performances	1
Concerts	3
Theater Performances	1
Artwork Exhibits	2

When asked what makes the school successful, Principal Levin noted that it is “because it has stayed true to its commitment to the arts.” He recognizes that “school leaders have to make difficult decisions” because “there is never enough time or money to do everything.” At M.S. 260, they have been “able to protect the arts by programming them into students’ schedules, and by ensuring that we have appropriate staffing for those periods.” However, Principal Levin also suggested that there is a need for additional staffing: “We decided to prioritize visual arts by hiring a full-time teacher, and looked for someone who could drive the work forward five days a week. We also have an F-status performing arts teacher who is a wonder, and a new F-status music teacher. Of course, I wish there could be three full-time arts teachers.” Overall, Principal Levin believes that, in order to sustain arts programming, “principals need to make arts the priority and stay committed. Schools need to identify student interests and talents, and to seek out correspondingly talented arts teachers. No school can be great at everything, but every school can be great. School leaders need to look at the arts as an opportunity, not an obstacle.”

I.S. 227 Louis Armstrong (30Q227)

Principal: William Fahey
Grades Served: 5-8
Arts Liaison: Nancy Klein
Enrollment: 1,742

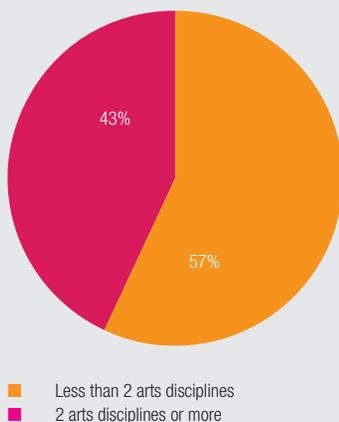
- Dance
- Music
- Theater
- Visual Arts

I.S. 227 Louis Armstrong provides arts instruction in music and visual arts to students in grades 6-8 (see Figure B3). To support this arts instruction, the school has three certified music teachers (orchestra, band, and choir), and three certified visual arts teacher. In addition, the

Figure B3. Percent of Students Participating in Arts Instruction by Discipline and Grade in the 2013-14 School Year



Figure B2. Percent of 8th Grade Students who Received Arts Instruction in Two Arts Disciplines Over the Course of 7th and 8th Grade



school runs an after-school theater program and a set of dance clubs during the school day. In sixth grade, all students take general visual arts two times per week and music three times per week. Sixth-grade students begin the school year participating in a rotation in which each student takes two weeks of each music discipline, including choir, band, and orchestra. At the end of the rotation, each student chooses a music elective for the balance of the year for which they receive instruction three times per week. At the end of the sixth grade, students choose either to continue with their music elective or switch to visual arts for the seventh

grade. In the seventh and eighth grades, music majors receive music instruction in their discipline of choice four times per week as well as an additional two sessions per week of general visual arts. Visual arts majors receive instruction in visual art four times per week as well as two sessions per week of general music.

The arts programming at I.S. 227 has been created to “expose the greatest number of children to the arts that they can.” An application-only school, I.S. 227 draws children from all over the borough of Queens, and has a widely diverse set of students. One of the key goals of the arts program at the school is to celebrate their students and they do so in a variety of formats, including a “tremendous art show in May of each year with the entire student body, drawing over 1,000 attendees.” In addition, the school hosts several concerts each year, performances for the student body, parents, and others in the community like elementary students and senior citizens (see Table B2).

Table B2. Number of Arts Events Held at the School Site in the 2013-14 School Year

Events	Number of Events Held at the School Site
Dance Performances	5
Concerts	9
Theater Performances	5
Artwork Exhibits	9

Along those lines, the program works hard to get out into, and give back to, the community. The arts liaison indicated that I.S. 227 students have performed at LaGuardia Airport, designed display windows in the community, and worked with local politicians. In addition, arts students benefit from the wide variety of collaborative efforts in place with arts organizations in the city. The arts liaison explains, “A lot are children visiting these institutions and getting instructions in the specialty of the institution.” For example, students in the school participated in the Cooper Union design challenge in partnership with Target, and had an artist come to the school to conduct an in-house design challenge.

Contributing to the success of arts programming at the school is a highly supportive administration, committed teachers, and involved parents. However, Nancy Klein, the arts liaison, indicated that there are challenges in the school, suggesting that the “greatest challenge is the number of students each teacher is seeing.” She reported that the school would benefit from more funding for full-time drama and dance teachers.

High School Grades

In 2013-14, 20 percent (N=328) of all schools that responded to the *Annual Arts Education Survey* were classified as high schools and 4 percent (N=68) of all schools that responded were classified as multi-grade schools serving grades 9-12. The tables in this section reflect arts education data obtained from STARS, as well as from high and multi-grade schools that responded to the survey; District 75 schools are not included.

Screened Arts Programs

Screening is the process by which schools determine which art discipline or level of instruction will be made available to students. Methods of screening may include auditions, portfolio presentations, and/or interviews. Table 17 shows the percent of responding high and multi-grade schools that screened students in grades 9-12 in the arts before admission to the school during the 2011-12 through 2013-14 school years.¹⁴

Table 17. Percent of Responding Schools That Screen Students in **Grades 9-12** in the Arts Before Admission

	2011-12	2012-13	2013-14
High Schools	6%	7%	6%
Multi-Grade Schools Serving Grades 9-12	9%	8%	7%

Arts Disciplines Provided to Grades 9-12

Table 18 and Figures 39 and 40 present data from the 2009-10 through 2013-14 school years on the percent of responding high and multi-grade schools by number and type of arts discipline (dance, music, theater, and/or visual arts) provided to any grade 9-12 served.¹⁵

Table 18. Percent of Responding High Schools by Number of Arts Disciplines Provided to **Any Grade 9-12**

Number of Arts Disciplines	2009-10	2010-11	2011-12	2012-13	2013-14
High Schools					
At Least One Arts Discipline	97%	98%	97%	98%	98%
At Least Two Arts Disciplines	79%	77%	70%	70%	67%
At Least Three Arts Disciplines	47%	46%	41%	28%	25%
Four Arts Disciplines	20%	18%	15%	11%	8%
Multi-Grade Schools Serving Grades 9-12					
At Least One Arts Discipline	95%	96%	98%	99%	97%
At Least Two Arts Disciplines	84%	86%	79%	85%	81%
At Least Three Arts Disciplines	52%	55%	49%	40%	38%
Four Arts Disciplines	23%	23%	12%	9%	9%

¹⁴ In 2011-12, schools were asked if students screened before admissions on the *Annual Arts Education Survey*. In 2012-13 and 2013-14, the number of high schools that screen students in the arts before admission was provided by the NYCDOE Enrollment Office. This change should be considered when comparisons among school years are made.

¹⁵ In 2009-10 through 2011-12, high schools were asked to indicate the number of students participating in arts instruction by discipline on the *Annual Arts Education Survey*. In 2012-13 and 2013-14, data on the number of students participating in arts instruction by discipline were retrieved from the NYCDOE STARS database. This change should be considered when comparisons among school years are made.

Figure 39. Percent of Responding High Schools by Type of Arts Discipline Provided to Any Grade 9-12

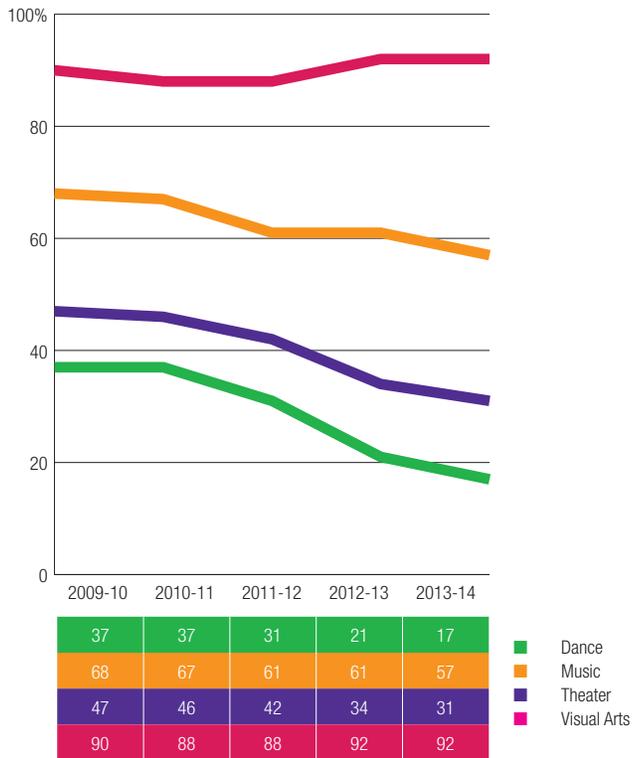
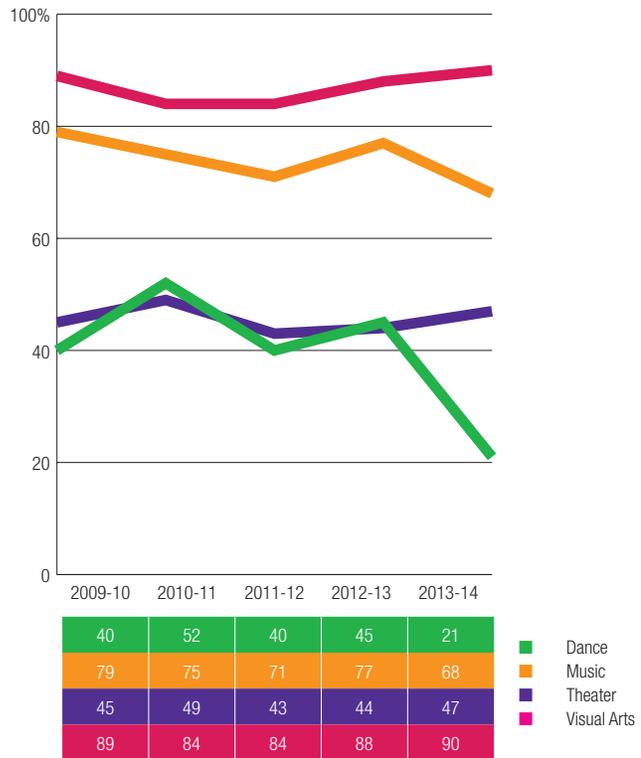


Figure 40. Percent of Responding Multi-Grade Schools by Type of Arts Discipline Provided to Any Grade 9-12



Student Participation in Grades 9-12

Figures 41-48 display the percent of ninth- through twelfth-grade students in responding high schools and multi-grade schools who participated in arts instruction. Data are shown from the 2009-10 through 2013-14 school years.¹⁶

Figure 41. Percent of 9th Grade Students Participating in Arts Instruction by Discipline in Responding High Schools

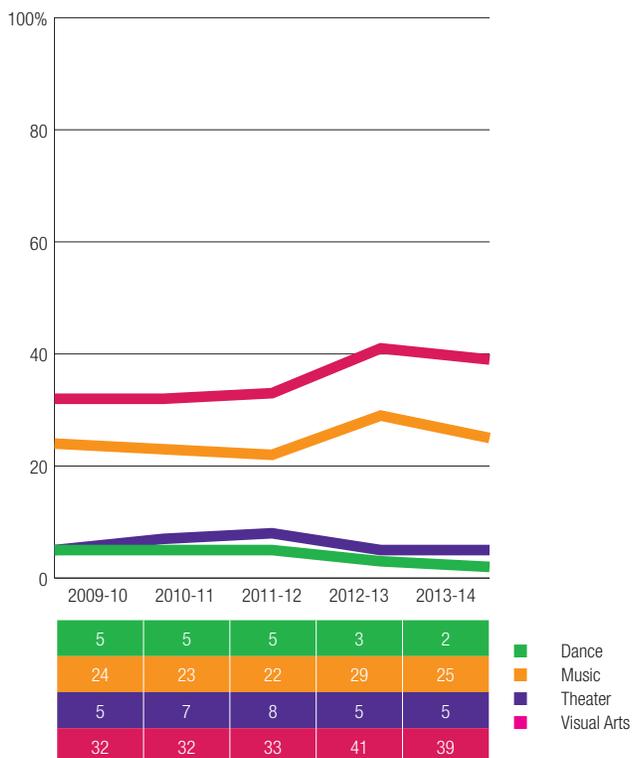
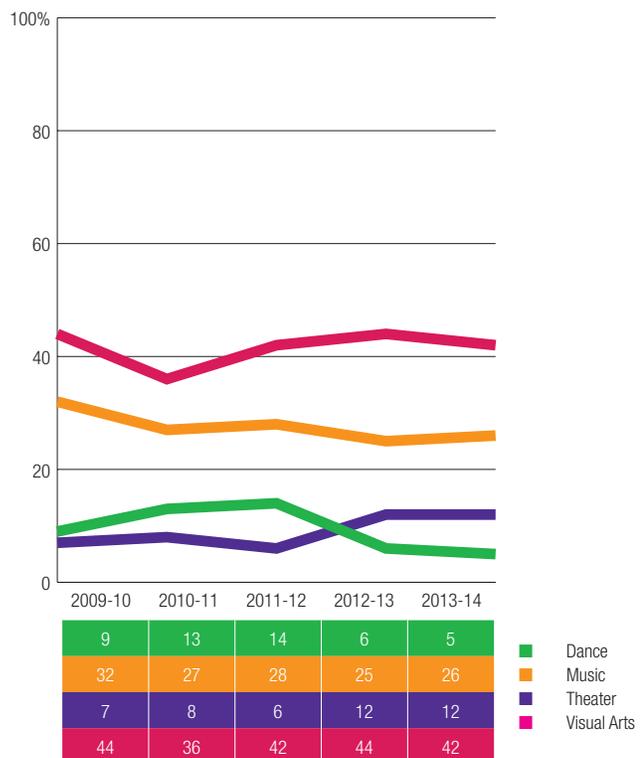


Figure 42. Percent of 9th Grade Students Participating in Arts Instruction by Discipline in Responding Multi-Grade Schools



¹⁶ In 2009-10 through 2011-12, high schools were asked to indicate the number of students participating in arts instruction by discipline on the *Annual Arts Education Survey*. In 2012-13 and 2013-14, data on the number of students participating in arts instruction by discipline were retrieved from the NYCDOE STARS database. This change should be considered when comparisons among school years are made. Percentages were calculated based on the October grade registers.

Figure 43. Percent of 10th Grade Students Participating in Arts Instruction by Discipline in Responding High Schools

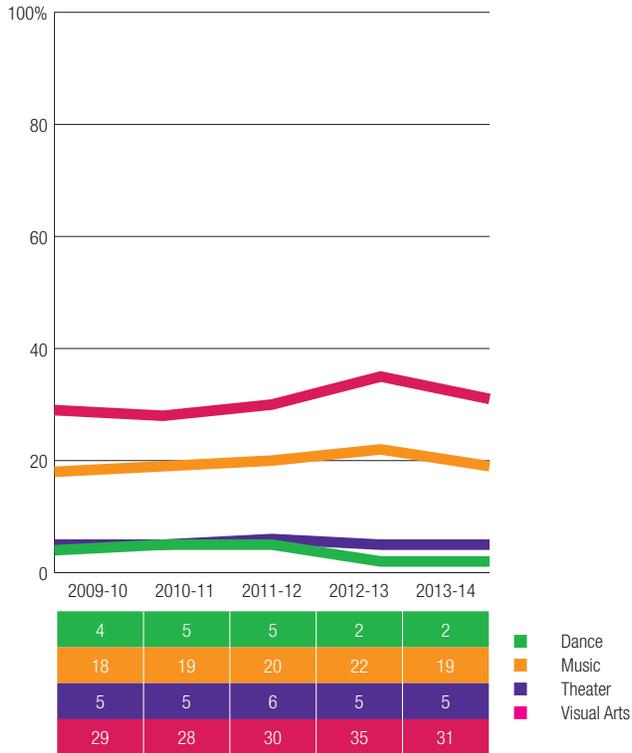


Figure 44. Percent of 10th Grade Students Participating in Arts Instruction by Discipline in Responding Multi-Grade Schools

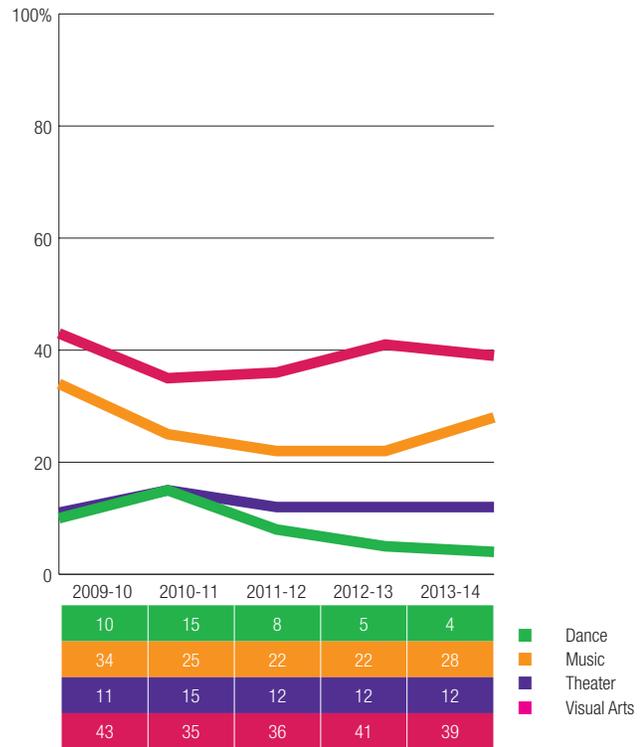


Figure 45. Percent of 11th Grade Students Participating in Arts Instruction by Discipline in Responding High Schools

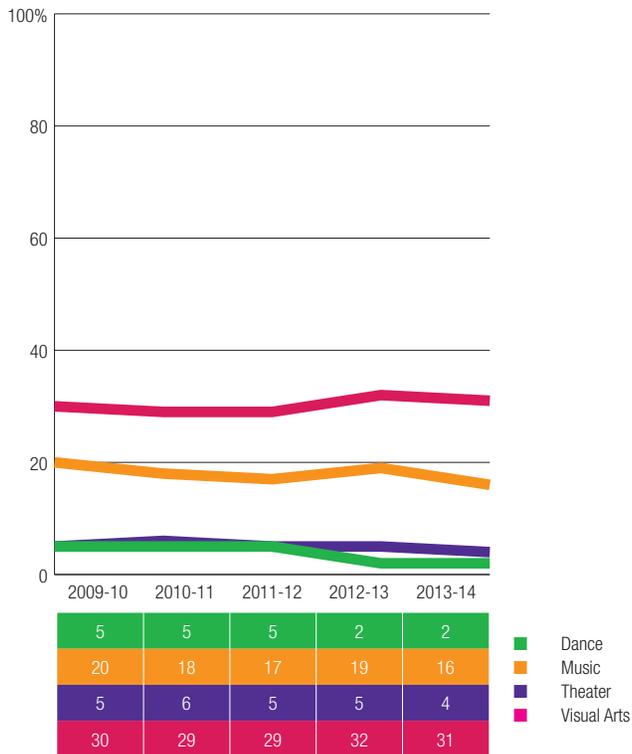


Figure 46. Percent of 11th Grade Students Participating in Arts Instruction by Discipline in Responding Multi-Grade Schools

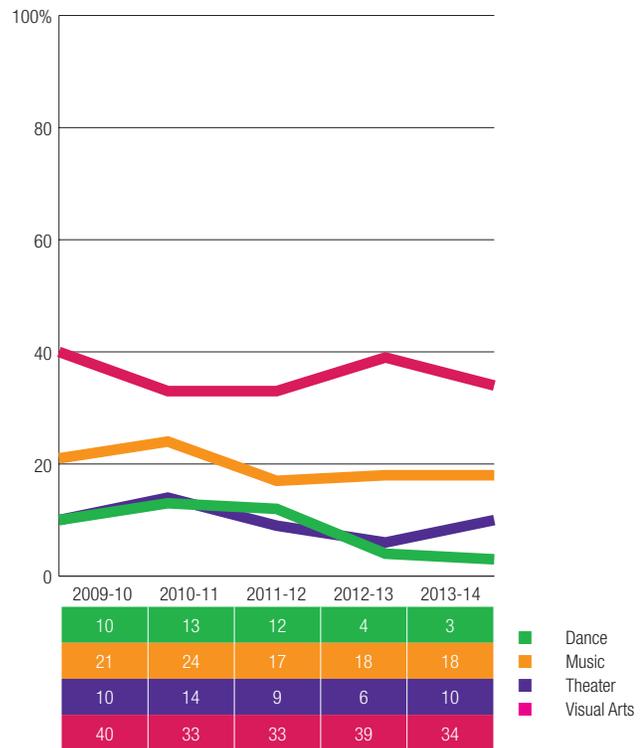


Figure 47. Percent of 12th Grade Students Participating in Arts Instruction by Discipline in Responding High Schools

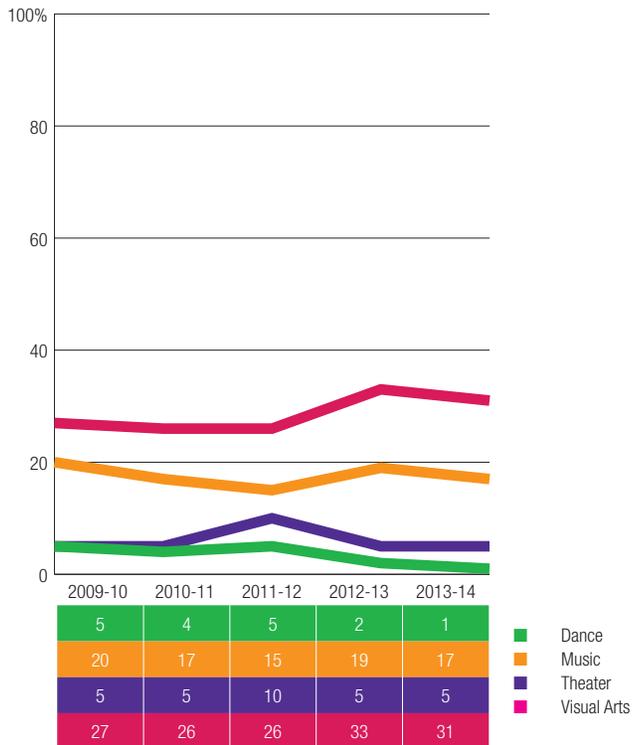
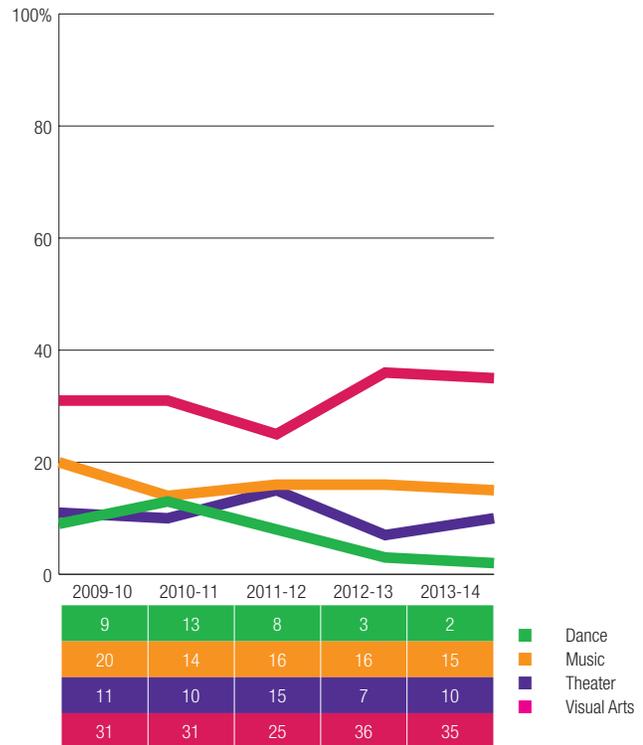


Figure 48. Percent of 12th Grade Students Participating in Arts Instruction by Discipline in Responding Multi-Grade Schools



Arts Sequences

Table 19 presents data on the percent of responding high schools and multi-grade schools offering at least one arts sequence of six or more credits by arts discipline from the 2009-10 through 2012-13 school years.¹⁷ Table 20 shows the percent of responding high schools offering at least one 6-credit and/or 9+-credit arts sequences by arts discipline and borough during the 2013-14 school year, and Table 21 shows these same data for multi-grade schools serving grades 9-12.

Table 19. Percent of Responding Schools That Offer At Least One Arts Sequence of Six or More Credits to Students in Grades 9-12 by Discipline

Arts Disciplines	2009-10	2010-11	2011-12	2012-13	2013-14
High Schools					
Dance	7%	8%	8%	7%	3%
Music	17%	17%	17%	17%	20%
Theater	9%	8%	9%	7%	8%
Visual Arts	24%	26%	25%	26%	46%
Multi-Grade Schools Serving Grades 9-12					
Dance	13%	12%	14%	13%	3%
Music	29%	29%	32%	21%	16%
Theater	13%	15%	14%	11%	12%
Visual Arts	34%	40%	35%	33%	54%

¹⁷ In 2009-10 through 2012-13, schools serving high school grades were asked about arts sequences provided on the *Annual Arts Education Survey*. In 2013-14, data on arts sequences were provided through NYCDOE STARS database. This change should be considered when comparisons among school years are made.

Table 20. Percent of Responding **High Schools** Offering At Least One Arts Sequence Students in **Grades 9-12** by Discipline and Borough During the 2013-14 School Year

Borough	Credits	Dance	Music	Theater	Visual Arts
Bronx (N=89)	6-8	2%	17%	5%	37%
	9 or more	1%	8%	2%	11%
Brooklyn (N=91)	6-8	2%	14%	7%	46%
	9 or more	0%	8%	3%	10%
Manhattan (N=85)	6-8	2%	14%	8%	34%
	9 or more	5%	6%	6%	11%
Queens (N=54)	6-8	0%	33%	9%	67%
	9 or more	2%	17%	2%	32%
Staten Island (N=9)	6-8	11%	67%	22%	67%
	9 or more	11%	56%	0%	44%

Table 21. Percent of Responding **Multi-Grade Schools** Offering At Least One Arts Sequence to Students **Grades 9-12** by Discipline and Borough During the 2013-14 School Year

Borough	Credits	Dance	Music	Theater	Visual Arts
Bronx (N=20)	6-8	0%	5%	15%	45%
	9 or more	0%	0%	0%	15%
Brooklyn (N=21)	6-8	5%	19%	5%	57%
	9 or more	5%	5%	5%	19%
Manhattan (N=16)	6-8	6%	25%	13%	56%
	9 or more	6%	13%	13%	13%
Queens (N=10)	6-8	0%	10%	0%	60%
	9 or more	0%	10%	0%	30%
Staten Island (N=1)	6-8	0%	100%	100%	100%
	9 or more	0%	100%	0%	0%

Delivery of Arts Instruction as Required by New York State Education Department (NYSED)

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 graduates from responding high schools and multi-grade schools who graduated meeting this requirement from the 2009-10 through 2013-14 school years. The percentages were calculated using data from STARS.

Table 22. Percent of High School Graduates from Responding Schools Who Graduated with Two or More Credits in the Arts

	2009-10	2010-11	2011-12	2012-13	2013-14
High Schools	96%	97%	98%	95%	97%
Multi-Grade Schools Serving Grades 9-12	98%	98%	100%	98%	99%

Participation in Arts Classes as Reported by Students, Grades 6-12

Tables 23 and 24 show data on the percent of sixth- through twelfth-grade students who reported taking one or more classes in each arts discipline on the *NYC School Survey*, from 2011-12 through 2013-14. These data do not include students in District 75 schools.

Table 23. Percent of Students in **Grades 6-8** Who Reported Participating in the Arts Through the *NYC School Survey* by Discipline and Grade

Grade	Dance			Music			Theater			Visual Arts		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
6	21%	22%	21%	40%	35%	39%	18%	15%	15%	50%	47%	49%
7	17%	19%	19%	37%	34%	35%	16%	14%	14%	49%	44%	47%
8	15%	17%	18%	31%	30%	33%	12%	12%	13%	42%	41%	44%

Table 24. Percent of Students in **Grades 9-12** Who Reported Participating in the Arts Through the *NYC School Survey* by Discipline and Grade

Grade	Dance			Music			Theater			Visual Arts		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
9	12%	14%	13%	27%	24%	25%	11%	9%	11%	37%	34%	40%
10	13%	15%	14%	30%	25%	27%	12%	10%	11%	41%	37%	44%
11	14%	15%	14%	33%	27%	28%	13%	11%	11%	45%	41%	48%
12	16%	17%	16%	36%	29%	30%	16%	12%	12%	49%	45%	52%

“At our school, we believe that education in the arts is essential to a well-rounded education. In addition, we believe that it is in the arts where many students experience joy in school. Students at this high school receive arts education every year.”

-High School Principal, Brooklyn

Fordham High School for the Arts

(10X437)

Principal: Iris Blige
Grades Served: 9-12
Arts Liaison: Michael Johnson, AP
Enrollment: 447

Fordham High School for the Arts provides arts instruction in dance, vocal and instrumental music, theater, and visual arts to students in grades 9-12.

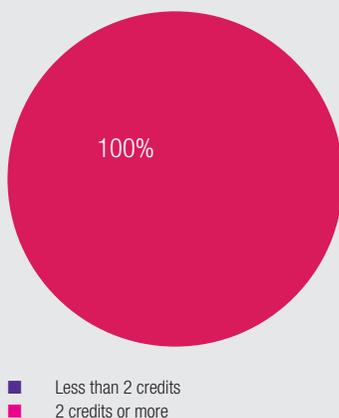
Table C1. Number of Certified Arts Teachers by Arts Discipline in the 2013-14 School Year

Arts Discipline	Number of Certified Arts Teachers
Dance	1
Music	2
Theater	1
Visual Arts	1

The arts instruction at

Fordham is supported by five certified arts teachers, one in each area, including both instrumental and vocal arts (see Table C1). As eighth graders, students audition to be accepted into Fordham. Once accepted, each ninth-grade student is required to “survey” all five majors to ensure experience and exposure to a variety of arts forms. Then, in the spring of his/her freshman year,

Figure C1. Percent of Graduating Students with Two Credits or More in the Arts



each student declares a major and then is “sequenced through” course work for that area. Fordham High School offers a 6-credit or more arts sequence in all four arts areas. As would be expected from an arts school, 100% of all graduating students have two or more credits in the arts (see Figure C1).

Principal Blige reported that one of the strongest aspects of the program at Fordham is that “everyone is a team player. Each year we have an arts integration project. For example, last year when we produced *Cabaret*, the science program completed research on the various diseases in the world at that time, and the math program

completed scale models of the set. Everyone was involved, and there was a spirit of community and collaboration.” Principal Blige also offered gratitude for the large number of partnerships Fordham has with arts organizations, saying, “We have them all the time. There are guest speakers, teaching artists, and residencies involved. We go to them [partner organizations] and they come to us [the school]. Teaching artists work with the students, pushing right into classes and arts studios.”

However, as a school sharing space with five other schools, Fordham has its share of challenges. Principal Blige explained that “slowly but surely, we have carved out our niches and spaces in this building,” although she wishes more space were available. The school holds many arts events each year (see Table C2), she noted, “and my creative arts spaces are all over the building.”

Table C2. Number of Arts Events Held at the School Site in the 2013-14 School Year

Events	Number of Events Held at the School Site
Dance Performances	3
Concerts	8
Theater Performances	4
Artwork Exhibits	1

When asked what she would suggest to other principals trying to support a program in the arts, Principal Blige stated: “You have to have the right people on your team; people who have your vision and passion. Once you see your hard work come to life, it is fantastic. It is like the biggest show and performance you can ever put on. Students and families are so proud of themselves.”

Tottenville High School (31R455)

Principal: Joseph Scarmato
Grades Served: 9-12
Arts Liaison: David LaMorte, AP
Enrollment: 4,313

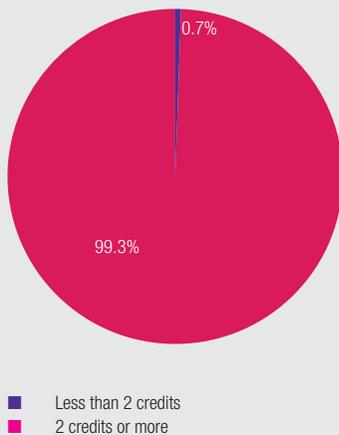
Tottenville High School provides arts instruction in dance, vocal and instrumental music, theater, and visual arts. During the 2013-14 school year, the school

Table C3. Number of Certified Arts Teachers by Arts Discipline in the 2013-14 School Year

Arts Discipline	Number of Certified Arts Teachers
Dance	0
Music	5
Theater	1
Visual Arts	6

had five certified teachers in music, one in theater, and six in visual arts; the dance program was offered through the physical education department (see Table C3). The school offers a 6-credit or more arts sequence in music or visual arts, and students with 10 or more credits can earn a Chancellor’s Endorsed Arts Diploma. In the 2013-14 school year, almost all (99%) graduating students received at least two credits or more in the arts, as shown in Figure C2.

Figure C2. Percent of Graduating Students with Two Credits or More in the Arts



Tottenville offers a three-year sequence in the arts beginning with every ninth grader enrolled in an arts class (core classes, bands, choruses, orchestras, visual arts). As tenth graders, students are encouraged to continue in the arts, become arts majors, and choose a three-year arts sequence from an array of course offerings. According to Principal Scarmato, the overall goal of the school’s arts programming is to “make lifelong learners who are erudite and knowledgeable about all arts.” He expanded on this by suggesting that staff at Tottenville use arts as a lever to address

other learning needs: “We understand our role in many students’ daily lives as the fulcrum of their school experience. Many students consider the arts an essential part of their day and a reason to attend school and participate as active learners. The arts program at Tottenville creates a learning community where students can socialize, grow, and be creative in an enriching, safe, and welcoming educational environment.”

Principal Scarmato

stated that a key aspect to the success of arts programming at Tottenville is the high level of administrative and

Table C4. Number of Arts Events Held at the School Site in the 2013-14 School Year

Events	Number of Events Held at the School Site
Dance Performances	1
Concerts	19
Theater Performances	2
Artwork Exhibits	1

parental support. Principal Scarmato explained that having David LaMorte, “who is a musician and advocates for a vibrant arts curriculum, as an assistant principal for the arts is a great advantage in implementing Tottenville’s multi-faceted department.” In addition, he credited Tottenville’s parents, “who are very active in our arts and musical activities. They raise money and awareness of the arts, as they appreciate the advantage of a program that enriches students and always puts children first.” Tottenville also partners with arts organizations, such as the OMNI Ensemble of Brooklyn College, a music performance group that offers live in-school concerts and master classes. In addition, Principal Scarmato pointed out that the program at Tottenville “gives thousands of students opportunities to participate in and become important contributors to our community.” As shown in Table C4, Tottenville also holds a number of arts events at the school, which is one of the pieces of advice Principal Scarmato offers other principals, to “always create opportunities for performances and art galleries to showcase and celebrate student achievement.”

Principal Scarmato acknowledges that providing successful arts programming comes with its challenges. He noted that “Tottenville offers many outstanding academic programs and sequences that can conflict with the proper arts class placements.” The school deals with this challenge by scheduling arts classes first. “After the students are assured the correct arts class, the programmers fit all other core subjects around it so that there are no schedule conflicts.”

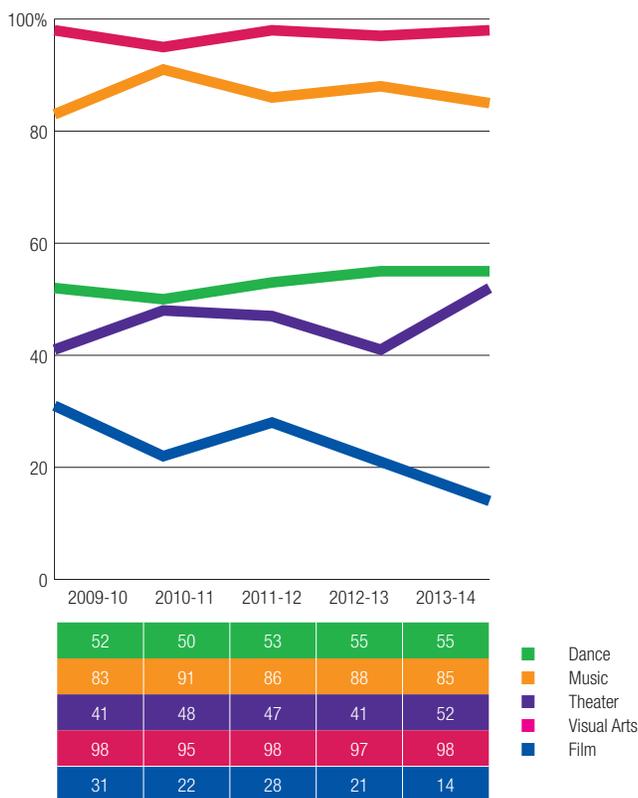
District 75 Schools

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 2013-14 *Annual Arts Education Survey*. Of all schools that responded to the survey, 4 percent (N=58) were District 75 schools serving any grade, preK-12.

Arts Disciplines Provided to Grades PreK-12

Figure 49 displays the percent of responding District 75 schools by type of arts discipline provided to any grade preK-12 served from the 2009-10 through 2013-14 school years.

Figure 49. Percent of Responding District 75 Schools by Type of Arts Discipline Provided to Any Grade Pre-Kindergarten-12



“Our school community understands the importance and the benefits of a full range of arts programming incorporated into our curriculum. The arts in the curriculum have an enormous impact on the core subjects. In addition, the arts also provide activities that develop focus, problem solving, prolonged attention, mastery, self-esteem, decision making, observation, and experimentation to name a few. The student gains ownership of the activity, which translates to motivation. Learning begins with desire and the arts create desire.”

-District 75 Principal (K-12), Queens

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

An Individual Education Program (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 2013-14 *Annual Arts Education Survey* gave District 75 schools the opportunity to report on how teachers used the arts to advance students’ IEP goals. Figures 50-56 represent how responding District 75 schools reported aligning arts instruction with IEP goals.

Figure 50. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students' IEP Goals by Arts Discipline and Instructional Goal During the 2013-14 School Year

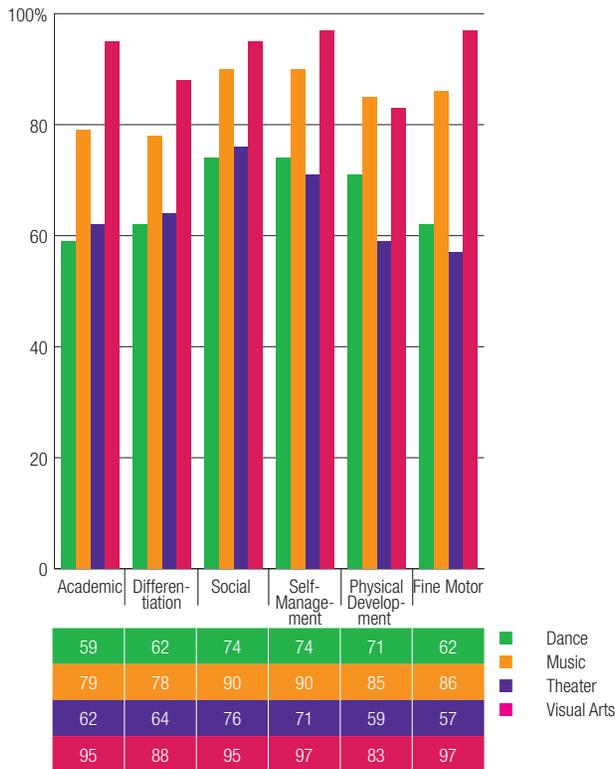


Figure 51. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students' Academic IEP Goals by Arts Discipline and Grade Level During the 2013-14 School Year

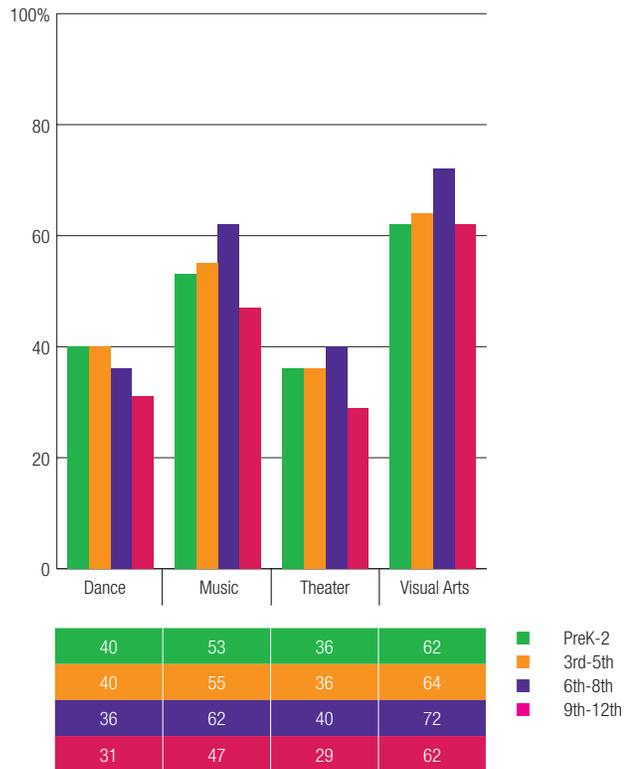


Figure 52. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students' IEP Goals Through Differentiating Student Learning by Arts Discipline and Grade Level During the 2013-14 School Year

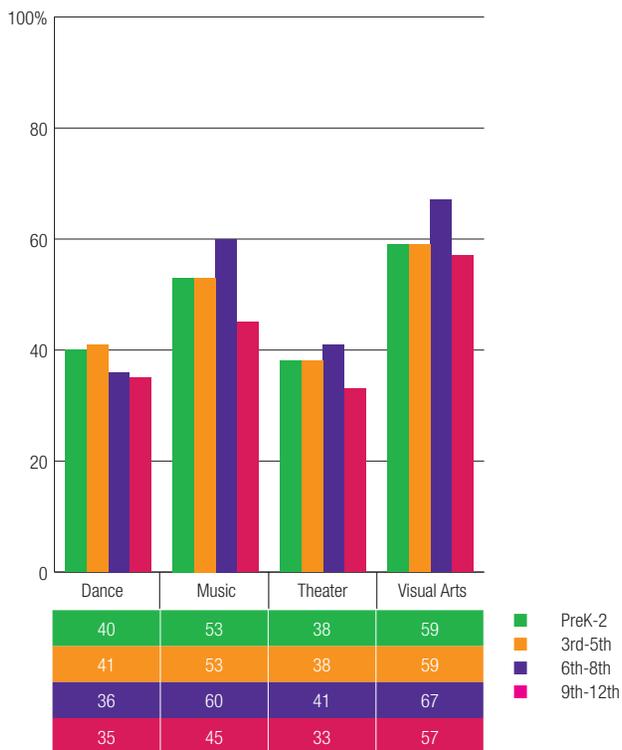


Figure 53. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students' Social Skills by Arts Discipline and Grade Level During the 2013-14 School Year

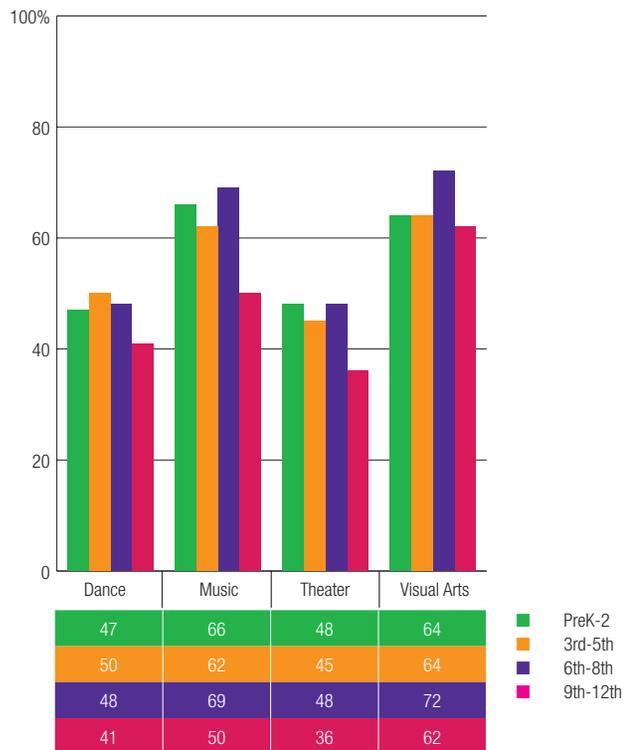


Figure 54. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students' **Management Skills** by Arts Discipline and Grade Level During the 2013-14 School Year

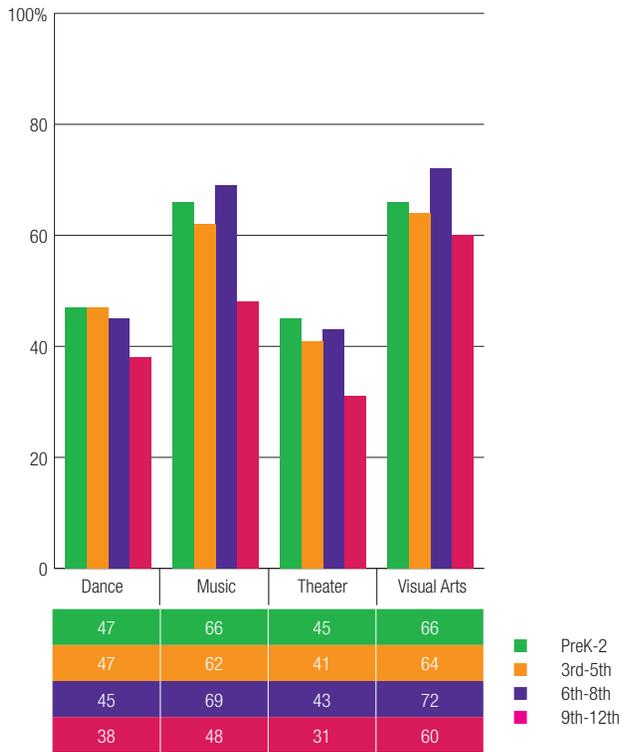


Figure 55. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students' **Physical Development** by Arts Discipline and Grade Level During the 2013-14 School Year

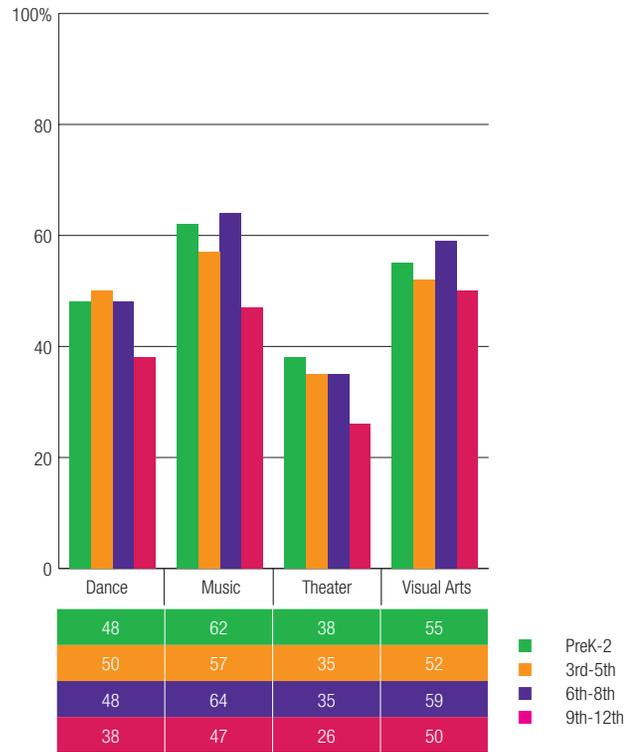
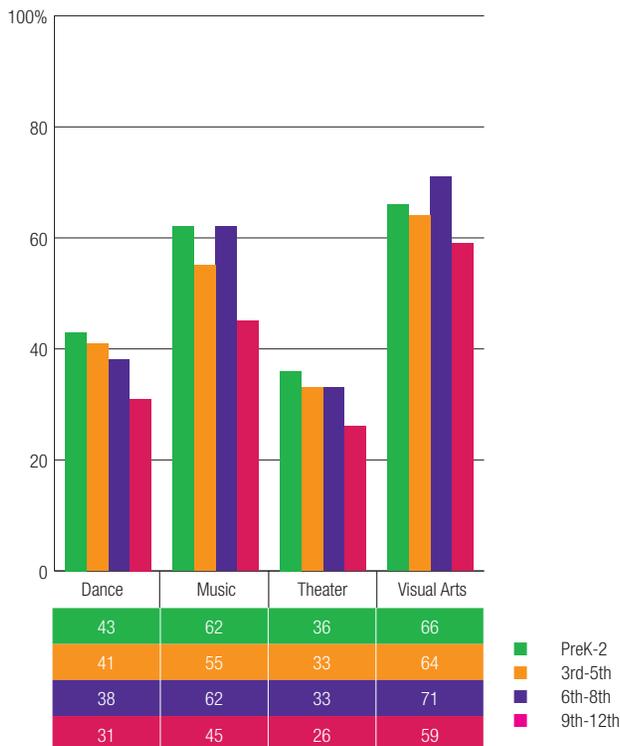


Figure 56. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students' **Fine Motor Skills** by Arts Discipline and Grade Level During the 2013-14 School Year



“Our goal is to provide effective arts instruction that is appropriate, individualized, and thoughtfully designed to address both the strengths and the needs of all students. The arts are an integral part of all instruction at the school. Teachers of the arts work collaboratively with classroom teachers and related service providers to support students in their learning and development of communicative and social skills. They also work to validate students’ explorations and pursuits of individual interests. Students participate in a wide range of authentic art experiences as they broaden their understanding of various art forms and related career opportunities.”

-District 75 Principal (K-8), Bronx

Making the Arts Essential for Students: District 75 School Profile

P.S. 77 (75K077)

Principal: Meryll Redner-Cohen
Grades Served: K-12
Arts Liaison: Marissa Beharry-Vanzie
Enrollment: 315

P.S. 77 is a District 75 school with five Brooklyn sites, serving students in grades kindergarten through twelfth grade. Assistant Principal Ross Cohen and Ms. Amie Robinson, one of the school’s arts teachers, outlined

the arts programming provided at the middle and high school grades site. This programming includes instrumental music and visual arts instruction, which are provided to all students in grades 6-12 (serving students 11 to 21 years of age). In addition, P.S. 77 partners with cultural arts organizations, such as the Museum of Modern Art, the Brooklyn Academy of Music, and the Cooper-Hewitt Smithsonian National Design Museum, to bring in teaching artists and expose students to variations in the arts.

Mr. Cohen and Ms. Robinson explained that P.S. 77’s arts program is designed to support students’ Individualized Education Plan (IEP) goals as well as to enhance students’ sensory experiences and tap into their hidden talents. The music program teaches students about different genres and how to play musical instruments, and it provides students with an opportunity to work together by creating music and playing in drum circles. During the school year, the students have multiple opportunities to showcase their work through music concerts.

The visual arts programming was added two years ago, when the school administration identified the need for additional arts programming. Some of Ms. Robinson’s units include painting,

Table D1. Number of Arts Events Held at the School Site in the 2013-14 School Year

Events	Number of Events Held at the School Site
Dance Performances	5
Music Concerts	5
Theater Performances	0
Artwork Exhibits	2

printmaking, drawing, digital art, and stop-motion animation. Since the start of the visual arts program, Mr. Cohen noted, there has been an explosion of creativity and positive energy demonstrated in student work. More specifically, the animation unit has helped students work together and communicate about their work, their vision, and their inspiration. Their animation films were shared with parents and the school community at the school's first annual student film festival at the end of the 2012-13 school year. Students at P.S. 77 also have had their work showcased at a local Brooklyn restaurant and at the Metropolitan Museum of Art through the NYCDOE PS Art competition, and two middle school students who partnered together were citywide winners in the Ezra Jack Keats Bookmaking Competition.

Mr. Cohen believes it is important to showcase students' work, not only inside the school building but also out in the community. "They truly have these deep talents and skills," he explained, "and to have their work seen—and what that does for the students' pride and self-esteem, and what that does for their parents—can change perspective within the students' own personal life and within the larger community."

According to Mr. Cohen, one of the reasons the school is able to meet the challenge of engaging students creatively is because of the ability of the visual arts teacher to motivate students. "Ms. Robinson has a knack of knowing how to be creative with the resources and the materials she is introducing and the sequence of steps to be taken to have students of all cognitive abilities actively creating extremely interesting and original artwork. If we see that happening, we are going to want to support it however we can, whether it is through resources or funding or just logistically." Ms. Robinson stated that it takes a lot of experimenting with different instructional strategies and different materials to see what works best for each student. For instance, some students may not want to hold certain objects because of their texture (e.g., pastels). As a result, she will adapt the materials to achieve the same instructional goal.

Making the Arts Essential for Students: District 75 School Profile

P.S. 4 (75Q004)

Principal: Marcy Berger
Grades Served: K-8
Arts Liaison: Eileen Pedreira
Enrollment: 477

The goal of P.S. 4's arts program is to implement the NYCDOE *Blueprints for Teaching and Learning in the Arts* and provide meaningful arts experiences tailored to the needs and strengths of the school's diverse student body.

Through the arts, the school strives to develop students' curiosity, independence, and problem-solving skills. Moreover, it uses the arts to help its students with disabilities meet their IEP goals, investigate academic concepts, practice social and communication skills, and reach their full potential as active, self-directed learners.

P.S. 4 is a District 75 school, serving students in grades kindergarten through eighth grade in five school sites in Queens. Across each of the sites, there are 11 full-time arts teachers, representing visual arts, music, dance, and theater. Additionally, the school partners with cultural arts organizations (e.g., Neighborhood Music and Arts, the Queens Museum of Art, The New Victory Theater) each year, and it ensures that each student gets to participate with at least one partnership. These partnerships connect the students to the larger arts world and expose them to careers in the arts. In addition, the partnerships provide arts experiences that the school may not be equipped to offer within the school, such as providing a flamenco dance residency.

One of the strongest aspects of the school's arts program is the administration's commitment and support for the arts. The administration formed a school arts committee, which consists of the

Table D2. Number of Arts Events Held at the School Site in the 2013-14 School Year

Events	Number of Events Held at the School Site
Dance Performances	6
Music Concerts	4
Theater Performances	2
Artwork Exhibits	2

11 arts teachers, and has provided the committee with a great deal of autonomy. For instance, the committee is in charge of the school's arts budget. Each year, the teachers meet to evaluate their needs as teachers and the needs of the students, and they decide how the budget should be allocated. The committee also meets monthly to share best practices; turnkey knowledge from professional development; collaborate on curriculum and instruction; develop behavioral management strategies; plan unified arts activities; and work on grant applications for alternate funding streams. In addition, the arts teachers collaborate with classroom teachers and service providers (e.g., speech therapists, counselors) to ensure that arts lessons incorporate and support academic content as well as to integrate the arts into academic-based lessons.

The greatest challenge the school faces is the diversity of its students, their highly individualized learning styles, and the challenges posed by their disabilities. The school staff explained that “we must know our students as well, if not better, than our arts content. For example, many of our students can experience sensory overload by loud noises in the music room, certain textures and media in the art room, fast movements in the dance studio, and unpredictable events in theater class. As teachers, we are constantly seeking that balance between wanting to offer students a wide variety of authentic, open-ended arts experience, while at the same time not making a project so open or undefined that students become overwhelmed and act out. On the other hand, we don't want to only offer 'safe' or known arts experiences to the degree such that students are not challenged or learning and their self-expression is limited.”

Areas where the school staff would like to strengthen their school's arts programming involve the use of technology and dedicated arts space. Incorporating technology (e.g., iPads, SmartBoards, and Makey Makey circuit boards) into arts lessons would allow the teachers to engage their students in alternate ways and reduce barriers to learning. For instance, students who are overwhelmed by the sensory experience of using clay can use a virtual potter's wheel on the iPad. Dedicated arts space would also enhance the students' experiences with the arts. Without a dedicated space, it is often difficult to adjust a lesson midstream in response to students' needs, given that all the arts materials are not at the teacher's disposal.

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, such as the number of certified school-based arts teachers; arts-based professional development attended; school resources; and challenges schools face in delivering sequential arts instruction. The multi-grade schools category includes early elementary (preK-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 shown below provide information on the percent of responding schools that reported having students participate in: 1) arts performances and/or exhibitions at the school site, and 2) pull-out or multi-grade activities.



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

Figure 57 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 during the 2013-14 school year. Figure 58 displays these data for all schools from the 2009-10 through 2013-14 school years.

Figure 57. Percent of Responding Schools with Students Participating in Dance, Music, Theater Performances; Visual Arts Exhibitions; and/or Film Productions at the School Site by School Level During the 2013-14 School Year

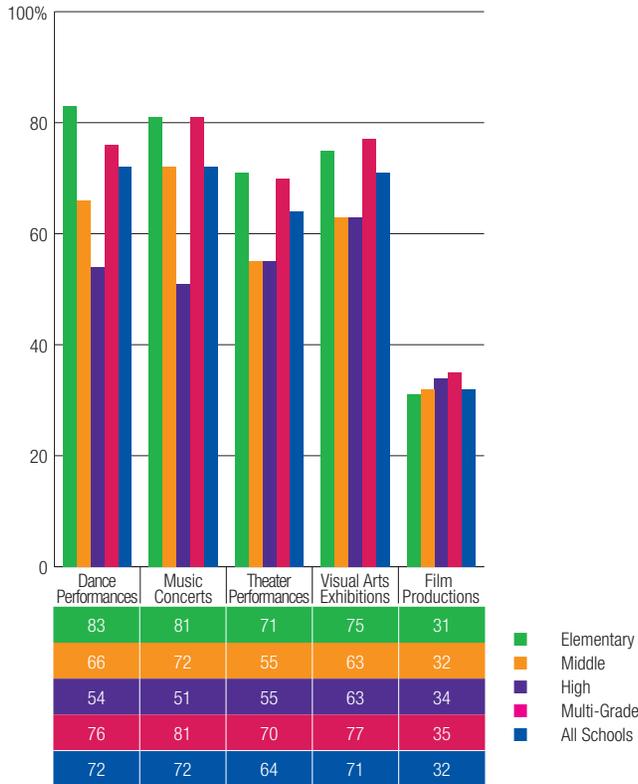
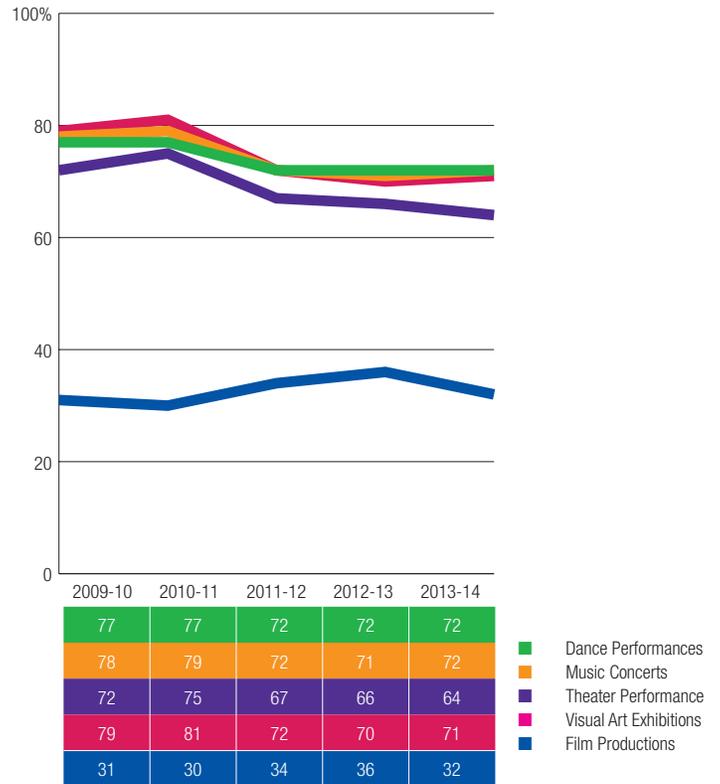


Figure 58. Percent of Responding Schools with Students Participating in Dance, Music, Theater Performances; Visual Arts Exhibitions; and/or Film Productions at the School Site



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

Table 25 includes data on the percent of responding schools serving grades K-5 in which students participate in pull-out and/or multi-grade activities by discipline. Data are shown for the 2009-10 through 2013-14 school years.

Table 25. Percent of Responding Schools in Which Students in Grades K-5 Participate in Pull-Out and/or Multi-Grade Activities During the School Day

Art Disciplines	2009-10	2010-11	2011-12	2012-13	2013-14
Dance	32%	24%	28%	32%	29%
Music	48%	34%	48%	50%	48%
Theater	22%	24%	21%	25%	20%
Visual Arts	30%	27%	33%	36%	28%

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 2013-14 *Annual Arts Education Survey*, NYC databases, and the 2013-14 *NYC Principal Satisfaction Survey*.

Assessments in the Arts

Table 26 shows the percent of all responding schools that reported using assessments—such as culminating projects, teacher observations, and/or conferences with students—to evaluate student progress in the arts in the 2011-12 through 2013-14 school years.

Table 26. Percent of Responding Schools That Use the Following Methods of Evaluating Student Progress in the Arts

Assessments	2011-12	2012-13	2013-14
Culminating projects	83%	82%	81%
Teacher observations with descriptive feedback to students	77%	75%	76%
Conferences with students	68%	65%	64%
Student portfolios	63%	61%	63%
Arts performance assessments	69%	67%	64%
Student self and peer assessment	64%	63%	65%
Scaled rubrics with criteria	59%	57%	62%
Written assessments	58%	54%	56%
Student arts journals	37%	35%	34%

Arts-Based Professional Development

Tables 27-29 and Figures 59-62 present data on teacher participation in arts professional development as well as who provided the arts professional development, as reported by all schools that responded to the 2013-14 *Annual Arts Education Survey*. This section also provides data on the arts-based professional development that would be useful to school-based arts teachers and non-arts teachers according to data gathered through the 2013-14 *NYC Principal Satisfaction Survey*.

Teacher Participation in Arts-Based Professional Development

Figures 59 and 60 display the percent of schools that reported having school-based arts teachers and/or non-arts teachers participating in arts-based professional development by school level, from the 2009-10 through 2013-14 school years. Table 27 presents the average annual hours of arts-based professional development attended by school-based arts teachers and/or non-arts teachers by school level, and Table 28 presents these same data by discipline during the 2013-14 school year.

Figure 59. Percent of Schools Reporting That School-Based Arts Teachers Attended Arts-Based Professional Development by School Level

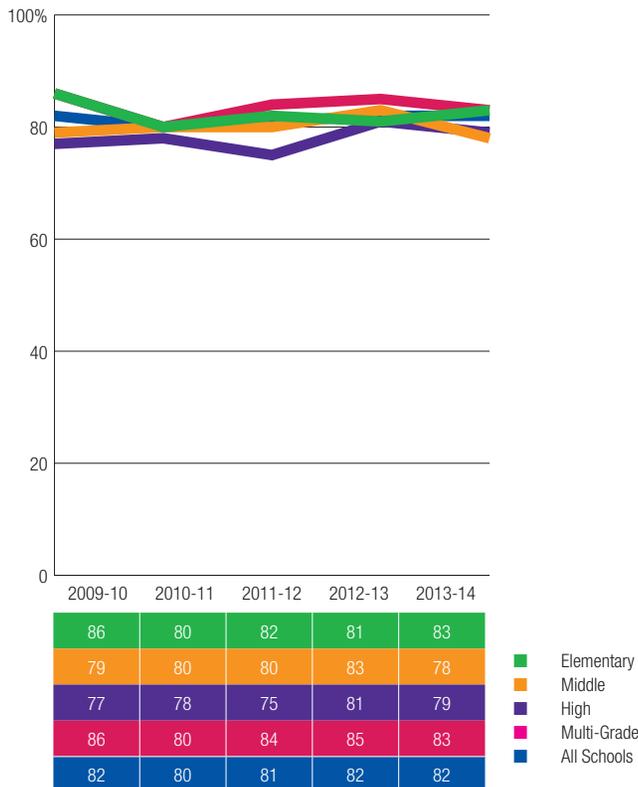


Figure 60. Percent of Schools Reporting That Non-Arts Teachers Attended Arts-Based Professional Development by School Level

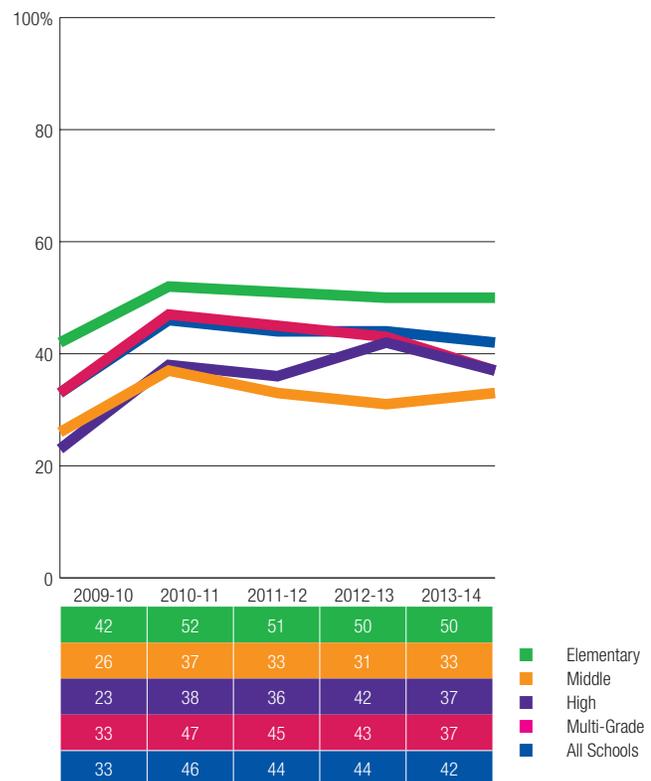


Table 27. Average Annual Hours of Arts-Based Professional Development in Responding Schools by School Level and Teacher Type During the 2013-14 School Year

School Levels	School-Based Arts Teachers	Non-Arts Teachers
	Mean Hours	Mean Hours
Elementary	24-30	13-18
Middle	24-30	13-18
High	24-30	13-18
Multi-Grade	24-30	13-18
All Schools	24-30	13-18

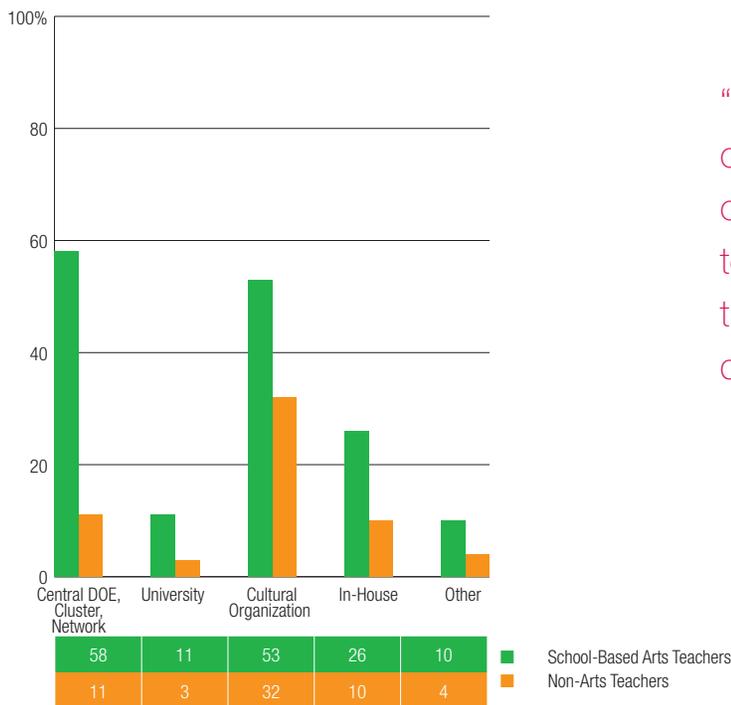
Table 28. Average Annual Hours of Arts-Based Professional Development in Responding Schools by Discipline and Teacher Type During the 2013-14 School Year

Arts Disciplines	School-Based Arts Teachers	Non-Arts Teachers
	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

Arts-Based Professional Development Providers

School-based arts teachers and non-arts teachers can receive arts-based professional development from a variety of providers, such as central DOE, universities, or cultural organizations. Figure 61 displays the percent of all responding schools that reported having arts teachers or non-arts teachers attend arts-based professional development by provider during the 2013-14 school year. Table 29 shows the percent of schools that reported school-based arts teachers attended arts professional development by provider and school level in the 2012-13 and 2013-14 school years.

Figure 61. Percent of Responding Schools in Which School-Based Arts Teachers or Non-Arts Teachers Attended Arts-Based Professional Development by Provider During the 2013-14 School Year¹⁸



“We continuously work to expand upon our programs, to partner with cultural organizations whenever possible, and to elevate the rigor of our arts instruction through cohorts and professional development.”

-District 75 Principal (K-8), Staten Island

Table 29. Percent of Responding Schools in Which School-Based Arts Teachers Attended Arts Professional Development by Provider¹⁹

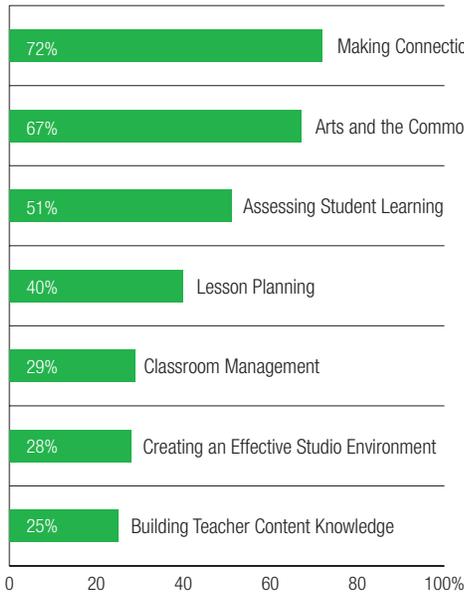
Professional Development Providers	Elementary		Middle		High		Multi-Grade		All Schools	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Central DOE, Cluster, Network	41%	63%	43%	55%	50%	51%	55%	54%	44%	58%
University	8%	10%	11%	10%	15%	18%	16%	8%	11%	11%
Cultural Arts Organization	51%	51%	45%	50%	53%	56%	54%	56%	51%	53%
In-House	18%	27%	31%	21%	32%	30%	31%	30%	25%	26%
Other	10%	11%	11%	9%	14%	10%	11%	10%	15%	10%

^{18, 19} In 2013-14, schools that responded “Other” listed specific Central DOE, cluster, and/or network professional development activities; cultural arts organizations; national conferences; or other professional organizations (e.g., United Federation of Teachers).

Arts Professional Development That Would Be Most Helpful

The data in Figure 62 are provided from the 2013-14 *NYC Principal Satisfaction Survey*. The figure displays data on the percent of all responding schools (including District 75 schools) that reported arts professional opportunities that would be most helpful for certified arts teachers.

Figure 62. Percent of Responding Schools That Reported Arts Professional Development Opportunities That Would Be Most Helpful for Certified Arts Teachers Through the 2013-14 *NYC Principal Satisfaction Survey*



Certified School-Based Arts Teachers

Tables 30 and 31 show the number of certified school-based arts teachers by discipline and school level, from 2009-10 through 2013-14. These data are provided from the NYCDOE Division of Human Resources.

Table 30. The Number of Certified *School-Based Arts Teachers* by Discipline²⁰

School Years	Dance	Music	Theater	Visual Arts	Total
2009-10	183	907	119	1,253	2,462
2010-11	184	915	130	1,243	2,481
2011-12	185	882	128	1,194	2,389
2012-13	192	901	143	1,159	2,395
2013-14	192	898	142	1,164	2,396

Table 31. Number of Certified *School-Based Arts Teachers* by School Level^{21, 22}

School Years	Elementary	Middle	High	Other	Total
2009-10	566	510	850	536	2,462
2010-11	561	538	824	558	2,481
2011-12	538	522	816	513	2,389
2012-13	522	511	822	540	2,395
2013-14	540	497	796	563	2,396

²⁰ For the 2009-10 school year, there were fewer high schools than in previous years as many schools were reclassified to different categories due to a realignment in Human Resources data and school phase-outs.

²¹ "Other" includes locations classified as office, registered program, K-12 all grades, ungraded.

²² For the 2009-10 school year, there were fewer high schools than in previous years, as many schools were reclassified to different categories due to a realignment in Human Resources data and school phase-outs.

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 on the *Annual Arts Education Survey*. Figures 63 and 64 display the percent of responding schools with *at least one* part-time and/or full-time certified school-based arts teacher by arts discipline, from 2009-10 through 2013-14.²³ Figures 65-68 display the full-time certified school-based arts teacher data by school level.

Figure 63. Percent of Responding Schools with At Least One **Full-Time** Certified School-Based Arts Teacher by Discipline

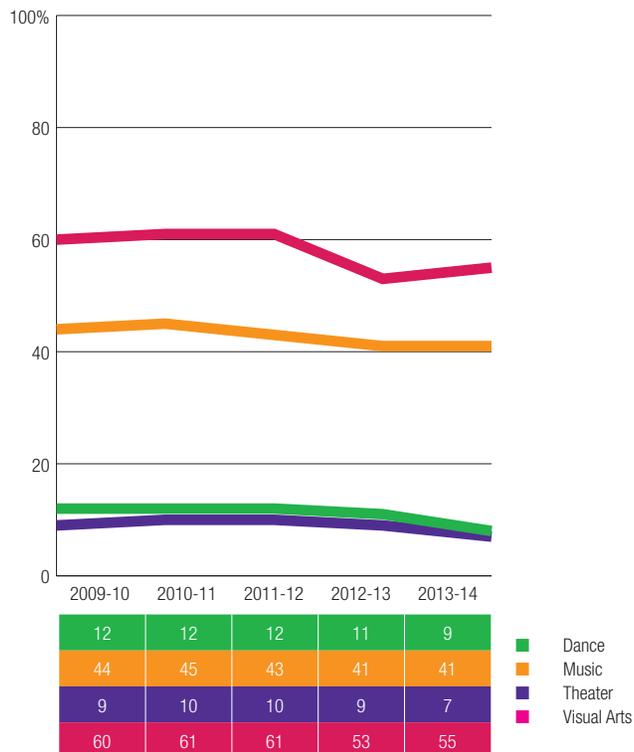
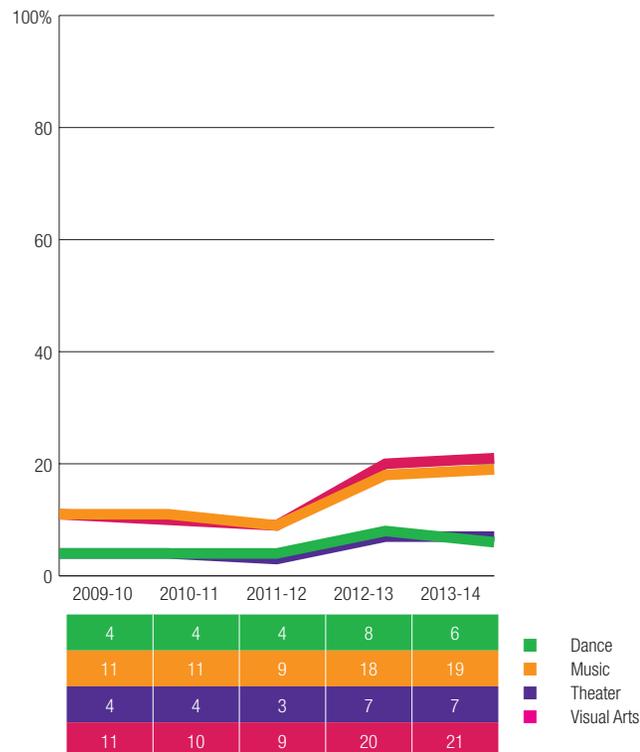


Figure 64. Percent of Responding Schools with At Least One **Part-Time** Certified School-Based Arts Teacher by Discipline



²³ In 2009-10 through 2011-12, schools were asked about the number of full-time certified arts teachers on the *Annual Arts Education Survey*. In 2012-13, these data were collected from the NYS BEDS survey and 2013-14 the data were provided through NYCDOE Human Resources database. This change should be considered when comparisons among school years are made.

Figure 65. Percent of Responding Schools with At Least One Full-Time Certified School-Based Dance Teacher by School Level

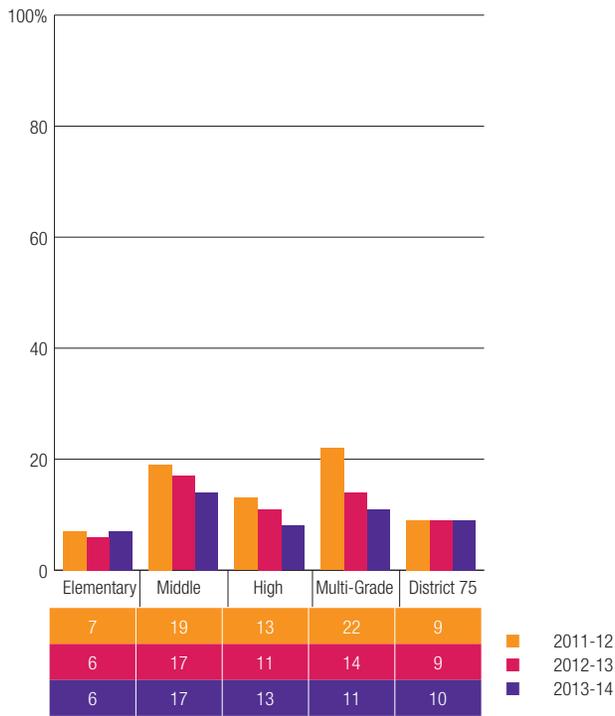


Figure 66. Percent of Responding Schools with At Least One Full-Time Certified School-Based Music Teacher by School Level



Figure 67. Percent of Responding Schools with At Least One Full-Time Certified School-Based Theater Teacher by School Level

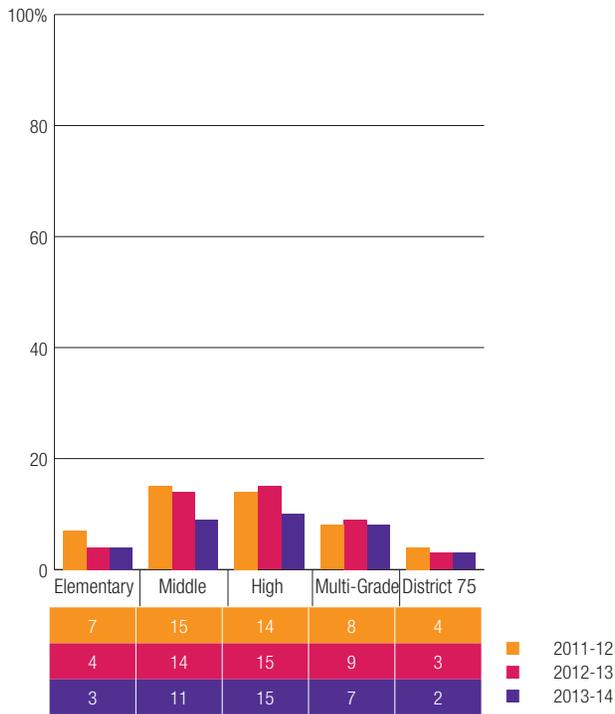
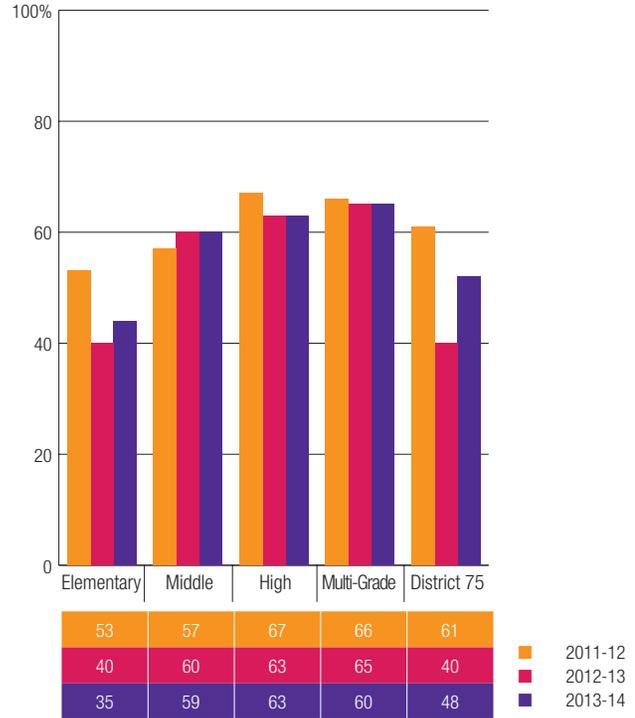


Figure 68. Percent of Responding Schools with At Least One Full-Time Certified School-Based Visual Arts Teacher by School Level



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 help schools reach 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 concerts 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 Standards and the capacities for literate individuals: students who are college and career ready in speaking, writing, listening, and language.

On the 2013-14 *Annual Arts Education Survey*, school administrators were asked to report on all cultural arts organization partnerships. The data in Table 32 present information on the percent of all responding schools that reported working with at least one cultural arts organization, from 2009-10 through 2013-14. Table 33 presents these data by borough. The number of cultural arts organizations partnered with responding schools, from 2009-10 through 2013-14, is displayed in Table 34. Figure 69 presents data on the percent of responding schools that reported working with at least one cultural arts organization in the 2011-12 through 2013-14 school years by school level.

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

	2009-10	2010-11	2011-12	2012-13	2013-14
At Least One Arts Provider	88%	86%	86%	82%	84%

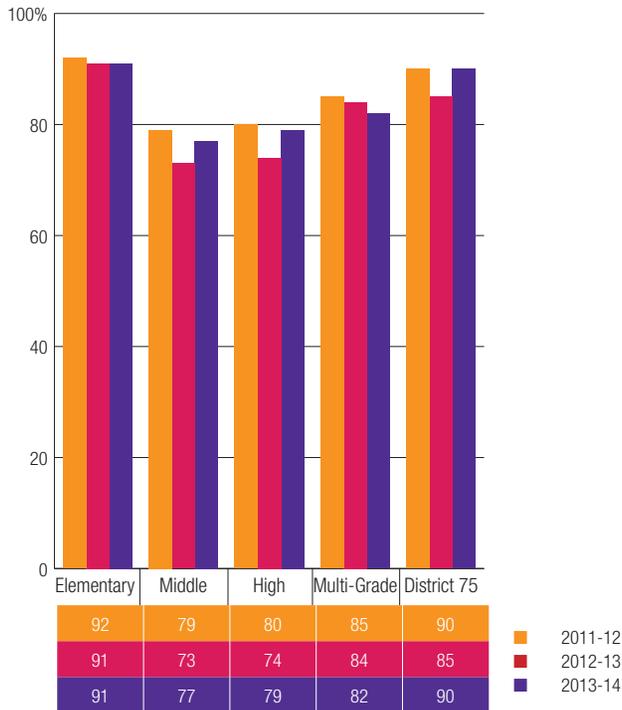
Table 33. Percent of Responding Schools Partnered with at Least One Arts Education Provider by Borough

Borough	2009-10	2010-11	2011-12	2012-13	2013-14
Bronx	85%	85%	83%	77%	83%
Brooklyn	87%	87%	84%	84%	82%
Manhattan	89%	89%	90%	84%	89%
Queens	89%	85%	86%	83%	85%
Staten Island	89%	84%	91%	86%	85%

Table 34. Number of Cultural Arts Organizations Partnered with Responding Schools

2009-10	2010-11	2011-12	2012-13	2013-14
358+	378+	497+	492+	398+

Figure 69. Percent of Responding Schools Partnered with At Least One Cultural Arts Organization by School Level



Tables 35 and 36 show the percent of responding schools reporting the type of cultural arts organization services provided and the percent of responding schools reporting on the quality of service of their partner cultural organization in the 2012-13 and 2013-14 school years.

Table 35. Percent of Responding Schools Reporting the Type of Services Provided by Cultural Arts Organizations

Responses	2012-13	2013-14
Arts-Related Field Trips	33%	34%
In-School Student Workshops	16%	13%
Residency (direct instruction to students)	46%	47%
Teacher Professional Development	5%	6%

Table 36. Percent of Responding Schools Reporting the Quality of Services Provided by Cultural Arts Organizations

Quality of Services	2012-13	2013-14
1 (Poor)	0.6%	0.4%
2	0.6%	0.4%
3	4%	4%
4	18%	16%
5 (Excellent)	77%	80%

School administrators also reported whether or not they would continue to partner with their current cultural arts organization(s). If they responded that they would not continue with services, they were asked to provide a reason for discontinuing services with the organization. Table 37 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 organization. Table 38 provides the reasons reported for schools' plans to discontinue services with at least one cultural arts organization.

Table 37. Percent of Responding Schools Partnered with At Least One Cultural Arts Organization Reporting Continuation of Services

Responses	2009-10	2010-11	2011-12	2012-13	2013-14
School Will Continue Service with At Least One Cultural Arts Organization	68%	76%	88%	86%	88%
School Will Discontinue Service with At Least One Cultural Arts Organization	4%	4%	4%	4%	5%
School Is Uncertain About Continuation of Services with at Least One Cultural Arts Organization	23%	25%	21%	26%	22%

Table 38. Percent of Responding Schools Reporting Reasons for Discontinuation of Service from Cultural Arts Organization²⁴

Responses	2009-10	2010-11	2011-12	2012-13	2013-14
High Cost of Services	6%	7%	18%	7%	6%
Limited Capacity of Provider	4%	4%	4%	6%	9%
Reduced School Budget	50%	25%	13%	17%	4%
Unsatisfactory Quality of Services	5%	12%	18%	17%	18%
Other Responses	22%	53%	47%	54%	63%

“We strive to expand our arts programs and cultural partners each year. Through developing relationships with various local community arts organizations, the faculty and staff have been an integral part in working outside of the box to provide sustainable arts programming to our students.”

-Elementary School Principal, Manhattan

²⁴ In 2013-14, schools that responded “Other” indicated the following reasons for discontinuing service: funding, school closing, or grant ended.

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 level during the 2013-14 school year. Figure 71 displays these data for all schools in the 2011-12 through 2013-14 school years.

Figure 70. Percent of Responding Schools with Students Participating in Dance, Music, or Theater Performances; Visual Arts Exhibitions; and/or Film Productions **Outside the School Site** by School Level During the 2013-14 School

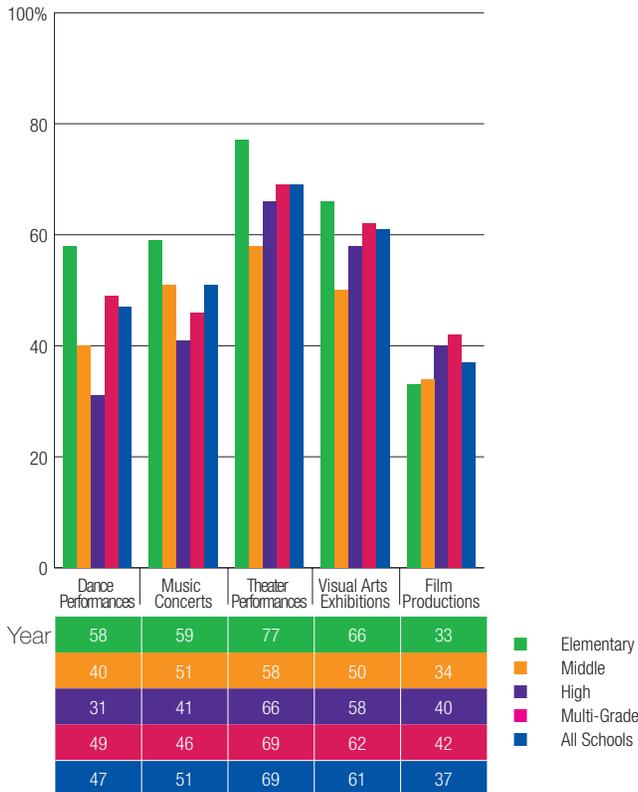
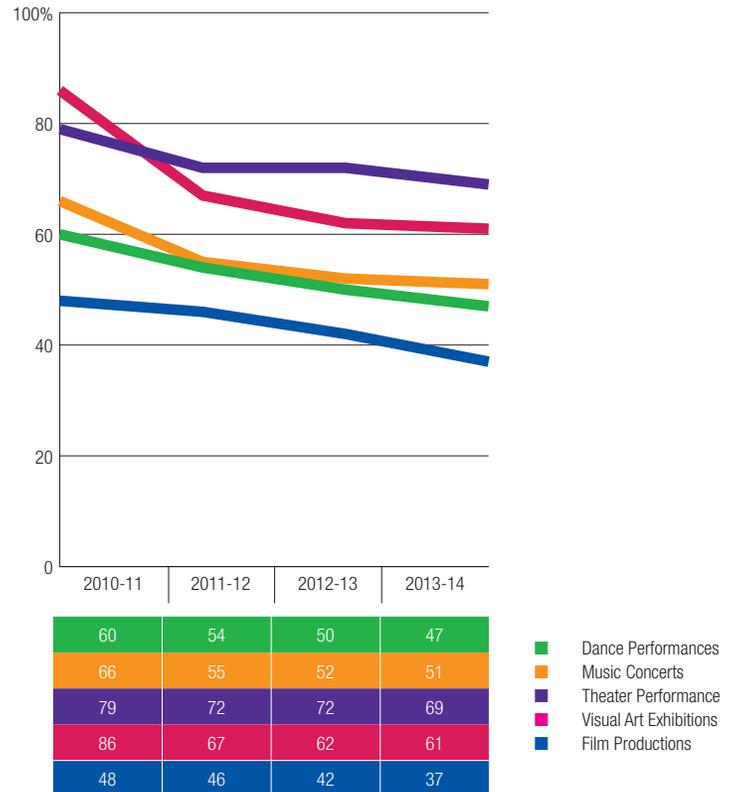


Figure 71. Percent of Responding Schools with Students Participating in Dance, Music, or Theater Performances; Visual Arts Exhibitions; and/or Film Productions **Outside the School Site**



“Our school understands that arts education is important and should not be overlooked. We recognize that our students love working in the arts because it gives them a sense of pride and accomplishment. All of our arts programs give our students a chance to shine.”

- Elementary School Principal, Staten Island

Arts Budgeting by Schools

Schools' arts budgets include staff salaries, equipment/supplies, and services such as cultural arts organization partnerships. The data in Figures 72-75 are provided from 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 2009-10 through 2013-14 fiscal years. Figures 73-75 display the arts education budgets for elementary, middle, and high schools in the 2013-14 fiscal year.

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

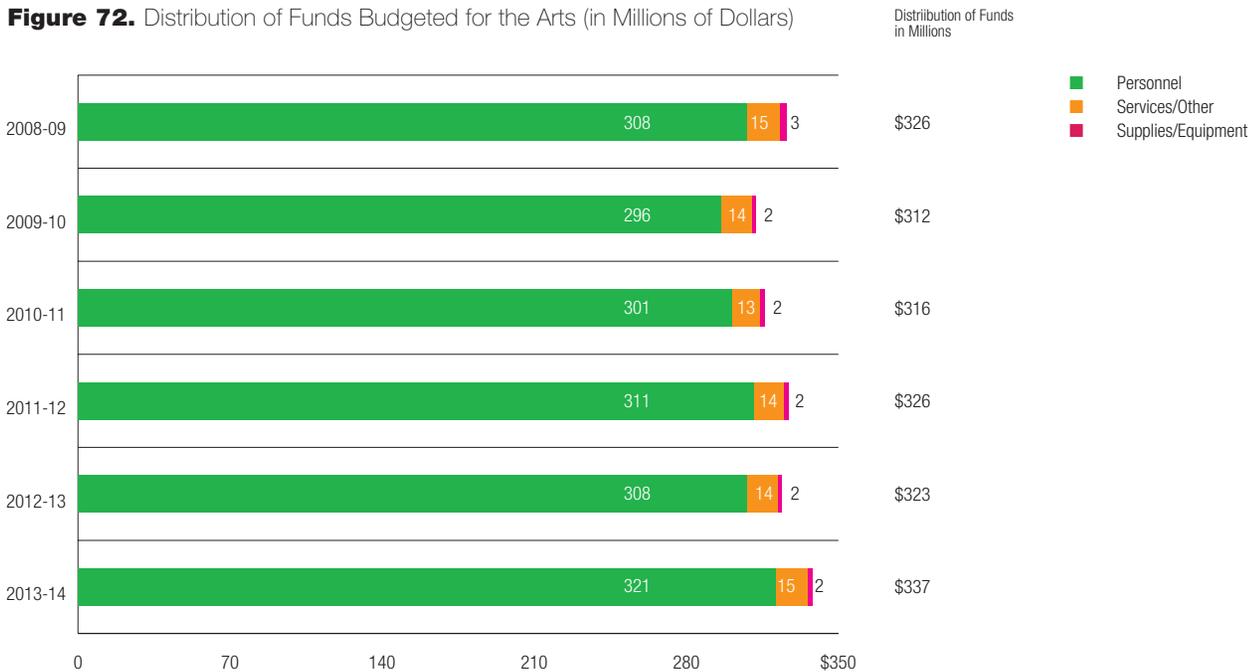
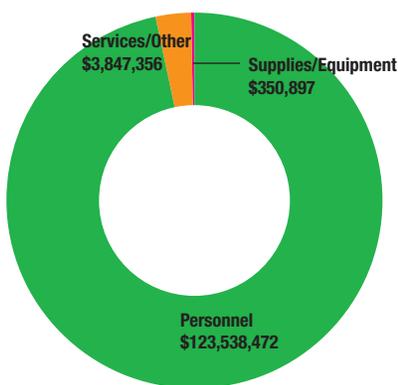
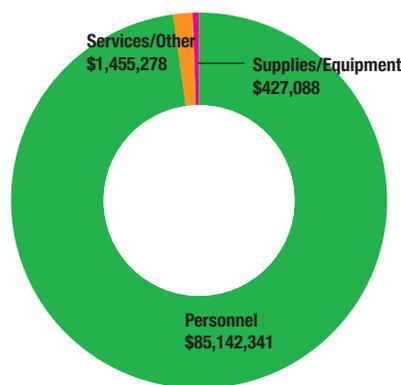


Figure 73. Total NYCDOE Budget for Arts Education in Elementary Schools in the 2013-14 School Year



123,538,472	97%
3,847,356	3%
350,897	0.3%
127,736,725	

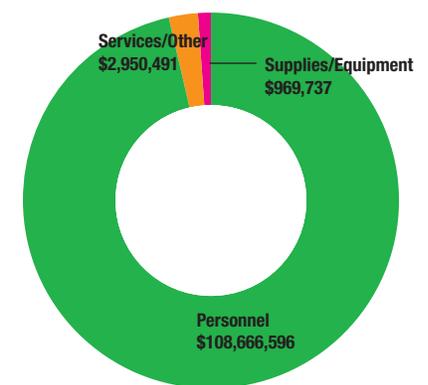
Figure 74. Total NYCDOE Budget for Arts Education in Middle Schools in the 2013-14 School Year



85,142,341	98%
1,455,278	2%
427,088	0.5%
87,024,707	

■ Personnel ■ Services/Other
■ Supplies/Equipment ■ Total Arts Budget

Figure 75. Total NYCDOE Budget for Arts Education in High Schools in the 2013-14 School Year



108,666,596	97%
2,950,491	3%
969,737	1%
112,586,824	

External Funding for Arts Education

School administrators were asked to report on the use of external funding for arts education on the 2013-14 *Annual Arts Education Survey*. Table 39 shows the percent of schools that reported using external funding for arts education by source and school level in the 2012-13 and 2013-14 school years.

Table 39. Percent of Responding Schools Reporting Use of External Funding for Arts Education by Source and School Level

Funding Sources	Elementary		Middle		High		Multi-Grade		All Schools	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Private Foundation	19%	17%	19%	18%	22%	23%	19%	21%	20%	19%
Local Business or Corporation	9%	8%	6%	5%	8%	8%	9%	7%	8%	8%
PTA/PA	40%	41%	21%	21%	11%	15%	28%	32%	27%	30%
State, County, Local Arts Organization or Agencies	18%	14%	11%	10%	7%	6%	14%	15%	13%	12%
Federal, State, or City Grants	32%	33%	28%	29%	22%	24%	26%	31%	28%	30%
Cultural Organizations	42%	41%	26%	26%	23%	26%	39%	36%	34%	35%

Arts Space

Classrooms or other school facilities designed and used solely for arts instruction are essential for teaching each arts discipline. On the 2013-14 *Annual Arts Education Survey*, school administrators reported on 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 multipurpose for the arts. Table 40 provides data on the percent of responding schools with at least one classroom or other school facility designed and used solely for arts instruction by classroom type and school level during the 2013-14 school year. Table 41 displays the percent of all responding schools with at least one classroom or other school facility that was used for arts and other purposes by classroom and school level during the 2013-14 school year.

Table 40. Percent of Responding Schools with At Least One Classroom or Other School Facility Designed and Used Solely for the Arts During the 2013-14 School Year

Classrooms or Other School Facilities Used for Arts Instruction	Elementary	Middle	High	Multi-Grade	District 75	All Schools
Dance	18%	37%	32%	31%	26%	27%
Music	55%	60%	45%	60%	40%	53%
Theater	17%	27%	27%	20%	19%	22%
Auditorium	61%	68%	53%	60%	57%	60%
Visual Arts	63%	67%	64%	72%	67%	65%
Film Studio	5%	17%	19%	11%	14%	12%

Table 41. Percent of Responding Schools with At Least One Classroom or Other School Facility **Multipurpose** for the Arts During the 2013-14 School Year

Classrooms or Other School Facilities Used for Arts Instruction	Elementary	Middle	High	Multi-Grade	District 75	All Schools
Dance	43%	24%	34%	35%	41%	37%
Music	46%	37%	40%	45%	50%	43%
Theater	39%	29%	36%	34%	31%	36%
Auditorium	63%	50%	49%	61%	67%	57%
Visual Arts	34%	32%	39%	36%	50%	36%
Film Studio	14%	21%	22%	15%	14%	17%

Number of Arts Rooms

The NYCDOE School Construction Authority collects data on the number of arts rooms in school buildings. Table 42 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, from 2009-10 through 2013-14.

Table 42. The Number of Arts Rooms as Reported by the **NYCDOE School Construction Authority**

Item	2009-10	2010-11	2011-12	2012-13	2013-14
Number of School Buildings with Arts Rooms	1,096	1,124	1,130	1,142	1,157
Number of Arts Rooms	3,327	3,515	3,608	3,669	3,743
Average Number of Arts Rooms per Building	3.0	3.1	3.2	3.2	3.2

Parent Involvement

Table 43 shows the percent of all responding schools that reported parental involvement in their school's arts programs on the *Annual Arts Education Survey*, from 2009-10 through 2013-14.²⁵

Table 43. Percent of Responding Schools That Reported Parent Involvement in Arts Program

Parental Involvement	2009-10	2010-11	2011-12	2012-13	2013-14
Attending School Arts Events	96%	96%	90%	91%	92%
Volunteering in Arts Programs or Classrooms	66%	65%	44%	42%	42%
Donating Arts Materials or Supplies	60%	59%	41%	38%	40%

The *NYC School Survey* asks parents of students in all grades (K-12) to cite the single most important improvement they would like their school to make. Table 44 presents data on the percent of parents who reported wanting to see improvement in areas related to arts education in the 2009-10 through 2013-14 school years. These data do not include parents with students in District 75 schools.

²⁵ In 2009-10 and 2010-11, schools were asked to report on the level of parental involvement in their school's arts program. In 2011-12 through 2013-14, schools were asked to report on whether not parents had participated. This change should be considered when comparisons among school years are made.

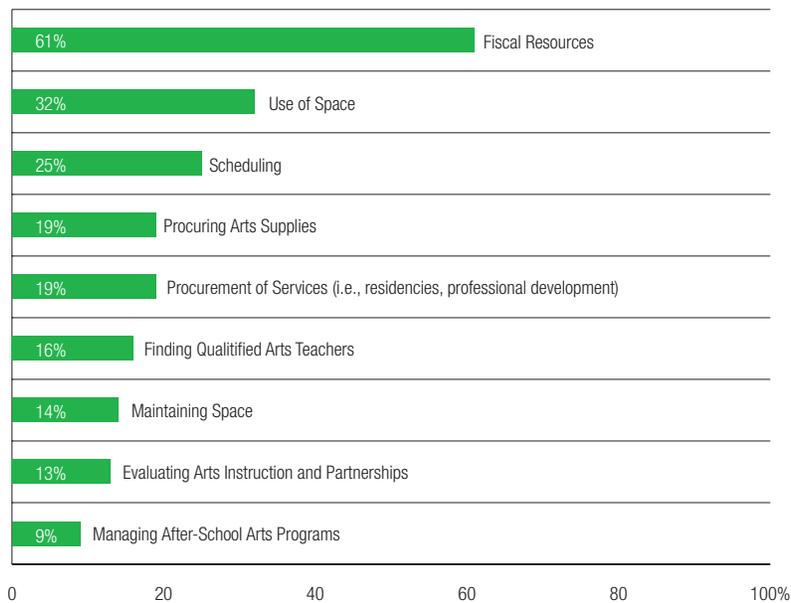
Table 44. Percent of Responding Parents That Reported Wanting the Following Improvements to Their Children's Schools Through the NYC School Survey

Response	2009-10	2010-11	2011-12	2012-13	2013-14
Arts Programs	8%	8%	8%	8%	8%
Enrichment Programs	17%	16%	16%	12%	12%
Hands-on Learning	14%	14%	14%	14%	15%

Challenges

On the 2013-14 *NYC Principal Satisfaction Survey*, school administrators were asked to select factors that presented a significant challenge to their school's arts program in the 2013-14 school year. Figure 76 displays the percent of all responding schools that reported experiencing significant challenges to providing arts instruction.

Figure 76. Percent of Responding Schools That Reported the Following Presented a Significant Challenge to the School's Arts Program Through the 2013-14 NYC Principal Satisfaction Survey



Report from the Arts Advisory Committee to the Panel on Educational Policy

It is a privilege, once again, to come before the PEP as chair of the Arts Education Committee of the DOE. Since there are new members of the PEP with us tonight, perhaps it would be helpful to remind everyone that the committee was established as a recommendation of the State Legislature when Mayor Bloomberg was given control of the city's schools. It was not a mandate, but the Mayor did authorize the group whose members were selected by then Chancellor Joel Klein. Along with this action the administration also published an "Annual Arts in Schools Report" each year from that point forward, remarkable for its candor but, regrettably, demonstrating that over the years support for the arts declined.

During these same years, documented fully in the printed reports previously sent to the PEP, the committee called for reaching four major goals to be achieved by 2014. In its "A Blueprint for Arts Education 2011-2014," the committee detailed how the arts "prepare students for school, work, and life"; how they "help close the achievement gap"; and how, in a staged, systematic manner the schools could meet the statewide instructional requirements for the arts, offering all four art forms, step by step, at the elementary and secondary levels. This progress was to have been assessed fully using methodology developed in the "Arts Achieve Project," funded by the US Department of Education and with the commitment of the Office of Arts and Special Projects.

In the waning years of the Bloomberg administration, our recommendations began to be considered by the committee as an advisory group to the new Mayor and Schools Chancellor.

The report we are now presenting conforms to these principles and, fortunately, to the priorities of Mayor de Blasio and Chancellor Carmen Fariña, including:

- targeting middle schools, raising many of them up from neglecting the arts
- providing services by certified arts teachers
- integrating the arts into the training of pre-K teachers
- expanding the Office of Arts and integrating it with the other instructional offices, and
- finding a way to provide arts services after school, as an extension of the school day.

The Chancellor has already alluded to sharing best practices among all teachers, expanding professional development for teachers and school leaders, and to shared responsibilities for the delivery of instruction by teachers and cultural providers.

So, the arts education committee welcomes the visionary words of Mayor Bill de Blasio and his support of the agenda posited by Chancellor Carmen Fariña, whose extraordinary successes as teacher, principal, school superintendent, and Deputy Chancellor are legendary.

Announcing his first step toward strengthening middle schools by infusing the least served with arts programs led by certified teachers as a “down payment” toward enriching these schools is a major step this committee has proposed for several years. We are grateful for this recognition of the needs of these students. We anticipate that these funds will grow over his terms in office, and that the Mayor will turn his attention, next, to other levels of education. Primary among these are pre-K where the intellectual capacities of children are enhanced by experiences in the arts, and the high school level at which the potential for success of its graduates must be raised. Not only are there jobs in field related to the arts, but employers in every other business look for the creativity in employees made possible by the arts in their education. It is an established fact that the arts prepare many for the work force just as they pave the way for that “pursuit of happiness” throughout their lives envisioned by the founding fathers. Nothing less should be expected of graduates of the school system in the cultural capital of the world.

So it is a distinct pleasure, this year, to be presenting our case in an atmosphere that is both positive and understanding with respect to the role of the arts in the lives of our children, their future, and the future of the City.

For, along with the specific recommendations we are making to the PEP, it is important to remember that, in the City of New York, the arts are a driving force behind its economic engine. That people from across the globe come to this City to experience the richness of its cultural institutions makes it even more ironic that funding to support our own children to engage in the same experiences has been so often overlooked or deemed not as worthy as other parts of the pre-K-12 curriculums. Therefore we continue to insist that the Department of Education maintain the increase of support for certified arts teachers across all school levels, thus realizing the full potential of the arts—indeed, sustaining it for the foreseeable future; this, to attain the full vision of the Chancellor and the Mayor. Our collective goal must be to reach the point at which every child in every school is affected both emotionally and cognitively by the arts.

So the Arts Education Committee is making the following recommendations to further the education of our children.

1. Now that there are openings for arts teachers at the middle school level, and the number of certified teachers is not sufficient to meet these needs, we propose a more vigorous recruitment effort (especially in the areas of theatre, dance, and vocal music) and request that the DOE consider establishing a program of arts teaching fellows, similar to those in math, science, history, literacy, that already exist. Studies done at institutions preparing talented professionals to become teachers through alternate certification means demonstrate the overwhelming success of those who have completed such courses of study.
2. Another way to recruit teachers would be through the formation of a committee to explore how reciprocity across city and State lines for those who hold certification as arts teachers can be facilitated
3. In light of the rebirth of many arts programs a commitment must be made, now, and enforced, to stop the dismantling of arts facilities in the schools to make room for regular classrooms—a practice over this

past decade that has destroyed state of the art rooms with expensive equipment vital to the creation of the arts. More money must be put aside to re-create some of these spaces where the demand is high. (Parenthetically, it should be noted that sharing of arts spaces in large school buildings that now house several smaller schools has not worked; scheduling these rooms is an administrative nightmare.)

4. The appeal to the general public to resurrect old instruments from attics and basements, while yielding a sizable supply donated to the schools, has also made it more imperative that budgetary funds be set aside to repair these and other existing instruments so that they are able to be played. A plentiful number of art media and of the supplies necessary for drama and dance is a concomitant need.
5. For these reasons school budgets will need to be increased so as not to impose a set of irreconcilable choices on principals, already facing budget cuts. There is no lack of interest on the part of the vast majority of principals to establish rich arts programs in their schools. The fault lies with past school leaders who, until the advent of this new Mayor and Chancellor, had been caught up in the headlong race between education and catastrophe across the nation, focusing narrowly on the means to a fine education through tests alone, thereby neglecting that part of the curriculum designed to produce world class creative leaders—the arts. We owe our children nothing less than the best of all disciplines and, as both Mr. de Blasio and Ms. Fariña have already demonstrated; creative thinking can begin to make it happen.
6. We urge the strengthening of after school programs with models that are rich in arts experiences so that even more children can be exposed to the arts, and that these models be staffed by both certified arts teachers and cultural arts partners, jointly
7. We welcome the new commitment to present the arts through the arts cultural community, especially addressing children with special needs, and engaging families. There can be no effective arts education program without the active engagement of the entire spectrum of arts groups and organizations. The model exists as there has been a well-conceived history of such cooperation between educators and artists for the past 40 years.

Finally, we are grateful to the Mayor for committing his administration to support for the arts over the next four years. We politely remind everyone, however, that a “down payment” is almost always accompanied by a long-term mortgage that presupposes a commitment expected to last for at least 15-30 years.

On behalf of the committee I thank you for your time and attention.

Committee Members

Jody Arnhold, The Arnhold Foundation/Founder of the Dance Education Laboratory (DEL) at the 92nd Street Y

David Montgomery, Assistant Professor of Educational Theatre- New York University/NYCDOE parent

Valerie Louzonis, Visual Arts Teacher, Mark Twain IS 239K

Jerrold Ross, Chair-Former Dean of The School of Education and Academic Vice President, St. John's University

Steven Tennen-Executive Director/ArtsConnection

George Young-Principal/The Arthur Tappan School- PS/MS 046M

Ex Officio

Paul King, Executive Director, Office of Arts and Special Projects/ NYCDOE

Maria Palma, Senior Director, Office of Arts and Special Projects/ NYCDOE



Next Steps for the Office of Arts and Special Projects: 2014-15

With the Chancellor's increased focus on arts education, and her consistent and powerful statements about the value of the arts for all students across the city, the Office of Arts and Special Projects (OASP) has significantly expanded its work for the 2014-15 school year. The key catalyst for this work and the lever that makes this work feasible is the commitment of the Mayor to arts education as demonstrated by the \$23 million allocation for the current school year.

With this fundamental support, the OASP, in consultation with Chancellor and the Mayor's office, have devised new and pivotal supports to begin to address the issues of equity and access to arts education across the NYCDOE. Additionally, and importantly, these supports and initiatives are clearly and strategically aligned with *The Four Pillars: A Vision for All New York City Public Schools*.

Pillar One: Improve Student Achievement by Providing High-Quality Instruction Aligned with the Common Core State and/or Other Standards

Arts Blueprints @ 10

Revision of school resource document with appendices for Common Core, ELLs and SWD, pre-K, assessment, technology, and curriculum mapping for arts teachers

American Voices Units

Theater and social studies resources for high schools

Arts Website Support

Resources and materials online

Arts Education Liaison PD Series

Training and technical support series for school based arts-education liaisons

Classroom Teacher Arts PD

Arts and Common Core borough-based arts professional learning for elementary-level teachers

Arts and Pre-K Training

Professional development with arts partners to assure student centered and imaginative arts practices in pre-K arts for CBECC sites and teachers

Pillar Two: Restore Dignity and Respect to the Craft of Teaching and School Leadership

Arts Teacher Studio Funding

Funding directly to support teachers of the arts for materials and supplies

Arts Studio/Classroom Libraries

Shared resources by art form in each school

Arts Leadership Events

Four events for parent coordinators, assistant principals, and school leaders

Direct Field Support for the Arts

Five borough directors of the arts to provide principal support, school visits, professional development, and monitoring of arts programs

Pillar Three: Engage Parents and Families in Every Aspect of School Life

Teen Thursday

Project-based learning activities for 7th and 8th graders in museum settings and performing arts venues

Middle School Summer Arts Boot Camp

Audition preparation for middle school students who want to audition for screened arts high schools

Summer Arts Institute for Advanced Students of the Arts

Broadway Junior-Middle School Theater Program Expansion

Salute to Music and All-City Music Program Expansion

Serving middle and high school musicians with Saturday program and concert opportunities

Parent and Arts Partner Grants

Pilot for parent engagement with arts partners in school sites (RFP in December 2014)

Chancellor's Arts Endorsed Event

City Hall event for graduating students receiving the Regent's Endorsed Diploma in the Arts and their parents

Borough Art Fairs

Year-end fairs in each borough in conjunction with borough arts directors

Pillar Four: Create New Collaborative and Innovative Models

Middle and High School Arts Matters

Shared teacher personnel for up to 100 low arts middle and high schools

Facilities Improvement/Resources

Space improvement and development for arts spaces with priority given to campus and shared sites

Music instrument repair and distribution

Arts Continuum Program

Partnering middle schools and feeder elementary schools to bridge the gap and to begin to address articulation of arts learning from elementary to neighborhood middle schools (RFP process in early October)

Arts for All: ELL/SWD Partner Project

Arts education organizations with a strong track record and curriculum partnering with 25 schools in new programs to address the particular arts education needs of ELL or special needs students (RFP process in early November)

Arts and Cultural Services Fair

Annual fair to bring together arts partners and school leaders to assure strong and appropriate arts partnerships

Arts and Pre-K Training

Lincoln Center Scholars

In conjunction with Lincoln Center and Hunter College, providing additional arts certification for up to 20 veteran teaching artists for mid-year placement (January 2015)

Tools and Resources for Schools

The NYCDOE Office of Arts and Special Projects (OASP) offers many resources related to arts education. Many of these resources are available online at <http://schools.nyc.gov/artseducation>. Some of these resources are as follows:

Arts Education Reflection Tool

Blueprint-aligned Unit Plans

Arts and Cultural Education Services Guide:

This online, searchable guide devotes a page to each of approximately 172 arts organizations, containing descriptive information about their arts education programs, their vendor and contract numbers (when available), and a link to organizations' websites.

What Counts in Elementary Classroom Teacher-Led Arts Instruction

Arts Tracking Tool for Elementary School Leaders

Arts Toolkit for School Leaders

All five **Blueprints for Teaching and Learning in the Arts** (Dance, Music, Theater, Visual Arts, and the Moving Image) along with accompanying wall charts

Quality Arts Education in New York City DVD, which demonstrates exemplary teaching practices in the arts at all levels

Arts Education Manual: A Blueprint for School Leaders (<http://schools.nyc.gov/offices/teachlearn/arts/School-Leaders/School%20Leaders%20Manual.pdf>)

Campus Toolkit: This document outlines best practices for productive sharing of arts staffing, space, scheduling, and resources in a campus housing several schools in one building. (<http://schools.nyc.gov/offices/teachlearn/arts/Campus%20Toolkit/CampusToolKit.pdf>)

Learning Walk-Through for the Arts (<http://schools.nyc.gov/offices/teachlearn/arts/LearningWalkThru/Learning-Walk-ThroughfortheArts.pdf>)

Viewing, Assessing, and Supporting Effective Arts Instruction (PDF download) (<http://schools.nyc.gov/offices/teachlearn/arts/Assessment/hallmarksbook.pdf>)

Arts Learning Grade by Grade, and Major Sequence Guidelines: An overview of the content and instructional time for elementary, middle, and high school, and suggested coursework for major arts sequences are posted in the Curriculum section of the Arts website.

Sample Units: Teacher-generated *Blueprint*-aligned arts units are posted and updated on an ongoing basis.

Assessment Information: Information about the commencement examinations in the four art forms is accessible online. Relevant procedures and deadlines related to these exams are posted in a timely manner.



Methodology

The *Annual Arts in Schools Report* uses a combination of data sources that includes the *Annual Arts Education Survey*, NYCDOE databases, the *NYC School Survey*, the *NYC Principal Satisfaction Survey*, and the New York State Basic Education Data System (NYS BEDS). These sources provide information on student participation in the arts and arts education resources such as budgeting and human resources information, as described below.

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 by discipline, arts sequences, students' activities in the arts, the use of art to achieve IEP goals within District 75 schools, certified school-based arts teachers, arts 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.

The Office of Arts and Special Projects (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 assist with 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.

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.

Response Rate

Table 45 shows the overall response rates for the school years 2009-10 through 2013-14. Out of a total of 1,635 schools, nearly 87 percent (N=1,415) completed the *Annual Arts Education Survey* in spring 2014. Table 46 provides the response rate by school level.

Table 45. Annual Arts Education Survey Response Rates by School Year

School Level	Responding Schools	Total Schools	Response Rate
2009-10	1,453	1,533	95%
2010-11	1,527	1,556	98%
2011-12	1,528	1,556	98%
2012-13	1,545	1,590	97%
2013-14	1,415	1,635	87%

Table 46. 2013-14 Annual Arts Education Survey Responding Schools by School Level

School Level	Responding Schools	Total Schools	Response Rate
Elementary	578	630	92%
Middle	235	282	83%
High	328	411	80%
Multi-Grade36	216	253	85%
District 75	58	59	98%
All Schools	1,415	1,635	87%

Calculation of Mean Arts Instructional Hours

School administrators were asked to indicate the number of arts instructional hours provided by a classroom teacher, school-based arts teacher, or cultural arts organization to students in each first- through fifth-grade class over the course of the school year. The survey was structured so that administrators could indicate the number of instructional hours provided to each class in intervals of 10 hours (i.e., 0 hours, 1-10 hours, 11-20 hours, 21-30 hours, through 200 hours or more). To calculate the mean number of hours provided across a grade level a three-step procedure was followed. First, the interval survey responses were converted to a continuous scale from 0 to 21 by dividing the upper limit of each interval by 10 (e.g., 0 hours = 0; 1-10 hours = 1; 11-20 hours = 2). Next, these values were summed across all classes within each grade level and then divided by the total number of classes within that grade level. Finally, this mean was converted back into the hours intervals as used on the survey by rounding to the closest whole number and then multiplying by 10 (e.g., a mean of 3.0 = 21-30 hours, a mean of 1.8 = 11-20 hours).

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). 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).

Changes to the 2013-14 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. For 2013-14, information about arts instruction for sixth-grade students by a school-based arts instruction and arts sequences provided to high school students was drawn through the NYCDOE STARS database. Therefore, questions related to data points were no longer asked on the survey.

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 2013-14 school year.

Student Participation and Graduation Data

The NYCDOE Scheduling, Transcripts, and Academic Reporting System (STARS) database is a student scheduling and grade reporting application. This database provided middle and high school participation data in the arts. In addition, the STARS database provided data on the number of middle school graduates who graduated with one credit in two arts, the number of high school graduates who graduated with two or more credits in the arts, as well as the number of middle and high school graduates.

High School Screened Arts Programs

The NYCDOE Enrollment Office tracks high schools that screen students before admission into the school 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 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 Rooms 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.

NYC School Survey

The *NYC School Survey* is an annual survey, first administered in the 2006-07 school year. It collects information from all New York City public school teachers, parents, and students (in grades 6-12) on school-level academic expectations, communication, engagement, safety, and respect. The surveys include questions about participation in the arts and access to arts courses and activities. For the 2013-14 school year, 83 percent (431,863) of middle and high school students responded to the *NYC School Survey*, and 53 percent (485,696) of parents with students in all grades (K-12) responded to it. Student and parent responses on the arts are included in this report.

NYC Principal Satisfaction Survey

The *NYC Principal Satisfaction Survey* was designed as a performance management tool to hold networks and the central DOE offices accountable for the quality of support they provide schools and inform networks' and central'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. For the 2013-2014 school year, 71 percent (1,645) of principals responded to the *NYC Principal Satisfaction Survey*. These response rates include principals of District 75 schools. The *Principal Satisfaction 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 2013-14 school year.

New York State BEDS System

The New York State Basic Educational Data System (NYS BEDS) is a system for collecting district/school student enrollment and staff counts. All school districts are required to submit the annual BEDS Summary Forms and School Data Forms using the BEDS online internet application. This requirement is in keeping with the NYS Education Department's goal of using technology to gather and share information and to provide services more efficiently. The NYS BEDS provided data on the number of full-time certified teachers in dance, music, theater, and visual arts in the 2013-14 school year.

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.

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 is 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 (music, dance, theater, or 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.

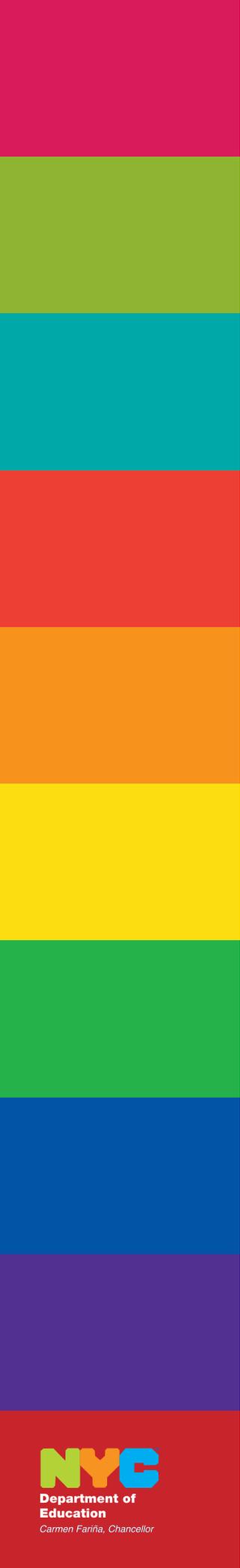
^{2,3} Grades 1-6: 186 instructional days/year; five instructional hours/day = 93 total instructional hours/year in grades 1-4. State guidelines recommend 20 percent of total instructional time to be equivalent of 93 hours per year; 186 instructional days/year; five instructional hours/day = 93 total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

⁴ Since there are requirements for arts instruction in grades 5-6 (C.R. 100.4[b][1][v]), it is not appropriate to meet the grades 7-8 required instruction in grade 6.

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





"Arts and cultural education broadens each child, deepens their commitment to education, makes them stronger intellectually ... and makes them better able to handle the world that we are in today."

-Mayor Bill de Blasio