



ARTS

IN SCHOOLS REPORT 2017-2018





“Growing up, the arts brought everyone in my family together. Music opened my eyes to culture and history, kept me grounded, and taught me how to stay focused on a goal. The skills we learn in the arts apply well beyond chords and color palettes, and help so many of our students succeed in the classroom and beyond. Whether our students pursue an art form into college and careers, or it’s simply their favorite class of the week, I am proud that New York City is investing in high-quality arts education for all students.”

— Chancellor Richard A. Carranza

Table of Contents

Letter from the Chancellor	2
Introduction	5
Executive Summary	7
Elementary School Grades	7
Middle School Grades	11
High School Grades	13
Arts Instruction Provided in District 75 (Grades K-12)	15
Cultural Arts Organizations	16
Funds Budgeted for the Arts	17
Arts Education in New York City Public Schools	19
Number of Students Participating in Arts Education	20
Elementary School Grades	21
Middle School Grades	31
High School Grades	40
District 75 Schools	52
Quality of Arts Education	59
Student Participation in the Arts	59
Supports for Quality Teaching	61
OASP Support for Arts Education 2017-18	81
Student Programs	81
Parent and Family Support	84
Arts and Cultural Community Support	85
Teacher and School Leader Supports and Professional Learning in the Arts	86
Curriculum Development	89
Supporting Quality and Innovation	89
2018 Arts Committee Report to the PEP	93
Overview	93
Next Steps	99
Methodology	103
2017-18 Annual Arts Education Survey	103
NYCDOE Databases	105
NYCDOE Principal Satisfaction Survey	106
Appendix: City and State Requirements and Guidelines	109
Pre-Kindergarten-Kindergarten	109
Grades 1-3	109
Grades 4-6	109
Grades 7-8	110
Grades 9-12	110

Letter from the Chancellor



Dear Colleagues,

A high-quality arts education transforms students' lives. Early immersion in the arts certainly transformed my own life.

My earliest memories are of my father playing his guitar surrounded by family in my hometown of Tucson, Arizona. Music brought everybody together. By age six, my twin brother Reuben and I were playing mariachi with our family. Whether we were learning new chords or memorizing songs to add to our repertoire, music kept us grounded and taught us how to stay focused on a goal. It taught us how to collaborate. Music also opened my eyes to my own Mexican-American culture and history, as well as that of people across the world.

These are skills that I applied beyond music as I grew older, and have helped me and so many others succeed in the classroom and beyond. That is why Mayor Bill de Blasio and I view a rich foundation in the arts as an integral part of a well-rounded education, and why we are investing in high-quality arts for all students, in every neighborhood and every borough. Year after year, we continue to hire more full-time arts teachers. Our school leaders have once again increased the amount that they are spending on arts education. In addition, 100 percent of our schools report working with one or more cultural partners, a tribute to the vibrancy and value that New York City arts organizations bring to our students.

The DOE's *Arts in Schools Report* for 2017–2018 highlights our belief that arts instruction must be continuous, rigorous, inclusive, and reflective of the diversity of the communities and students the DOE serves.

I look forward to continuing our work with cultural partners, educators, and parents to ensure that every New York City public school student receives an equitable and excellent education that includes high-quality arts instruction.

In unity,
Richard A. Carranza

A handwritten signature in white ink that reads "Richard A. Carranza". The signature is fluid and cursive, with a large, stylized initial 'R'.

Chancellor





Introduction

Rigorous, robust, and engaging arts education supports collaboration, develops discipline, deepens critical thinking, and fosters skills that promote respect and empathy—all key elements to transforming the learning experiences for every one of our 1.1 million students. Under the leadership of Mayor Bill de Blasio and Chancellor Richard A. Carranza, **all** New York City public schools, inclusive of school administrators, teachers, support staff, and families, have been charged to take the *Equity and Excellence for All* agenda to the next level, and the arts play a key and essential role in this work.

As a result of the feedback received during the Chancellor’s listening tour and through the input from NYCDOE senior leadership, four priorities surfaced to initiate excellence and increased opportunities for all our students. Chancellor Carranza’s four priorities that build upon the *Framework for Great Schools* are: accelerate learning and instruction; partner with communities; develop people; and advance equity now.

Thanks to the Mayor’s continued commitment to arts education, the NYCDOE received \$23 million to address arts program needs. The backing from the Mayor helped support the upgrade of arts facilities and equipment in schools, the deepening of partnerships with cultural organizations to serve English language learners and students with disabilities, and the expansion of professional learning opportunities. Nearly 5,000 teachers, school leaders, and arts education liaisons have participated in a comprehensive arts professional learning series designed to support *Equity and Excellence for All*. At the local level, the Borough Arts Directors continue their work with school leaders to provide targeted guidance on staffing, arts partnerships, and opportunities for additional arts resources to meet the needs of their dance, music, theater, and visual arts programs. In celebration of the efforts of the arts education, each school year culminates with showcasing the talents and achievements of student artists and performers in a series of borough arts festivals with thousands of parents and community members in attendance.

The NYCDOE remains committed to collaborating with cultural partners, school leaders, parents, and advocates for arts education. Focusing on the Chancellor’s four priorities will serve as a beacon as we work to make our public school system the fairest and strongest in the nation, using the arts as an essential vehicle so that all students feel welcomed, valued, and capable of achieving their dreams.

With the 12th annual *Arts in Schools Report*, for 2017–2018, we are illustrating progress toward equity and excellence in arts education, all the while realizing that there is still work to be done in building teaching and learning, to ensure every student grows into an engaged and empowered citizen of this city and nation.



Executive Summary

The New York City Department of Education (NYCDOE) is committed to providing all public school students with universal access to a high-quality arts education. Since the launch of the ArtsCount initiative in 2007, the NYCDOE Office of Arts and Special Projects (OASP) has increased the accountability for and transparency of arts education in all public schools. Each spring, the OASP administers the *Annual Arts Education Survey* to all public schools to collect information on the schools' arts programming. In the 2017-18 school year, 92 percent (N=1,491) of all schools responded to the survey. In recent years, the NYCDOE has increased its capacity to collect arts programming and human resource data through internal databases. The information gathered from the survey and the NYCDOE databases is used to track compliance in accordance with the New York State Education Department (NYSED) arts instructional requirements and guidelines.

The data presented in this Executive Summary reflect schools' progress toward meeting the NYSED arts requirements and guidelines (see Appendix, page 109) and provide a snapshot of arts education in schools during the 2017-18 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 (i.e., elementary, middle, high, and multi-grade schools). Students in District 75 schools—schools that exclusively serve students with special needs—are allowed more flexibility with the delivery of arts instruction. Therefore, data on arts education in District 75 schools are presented separately throughout the report.

Elementary School Grades

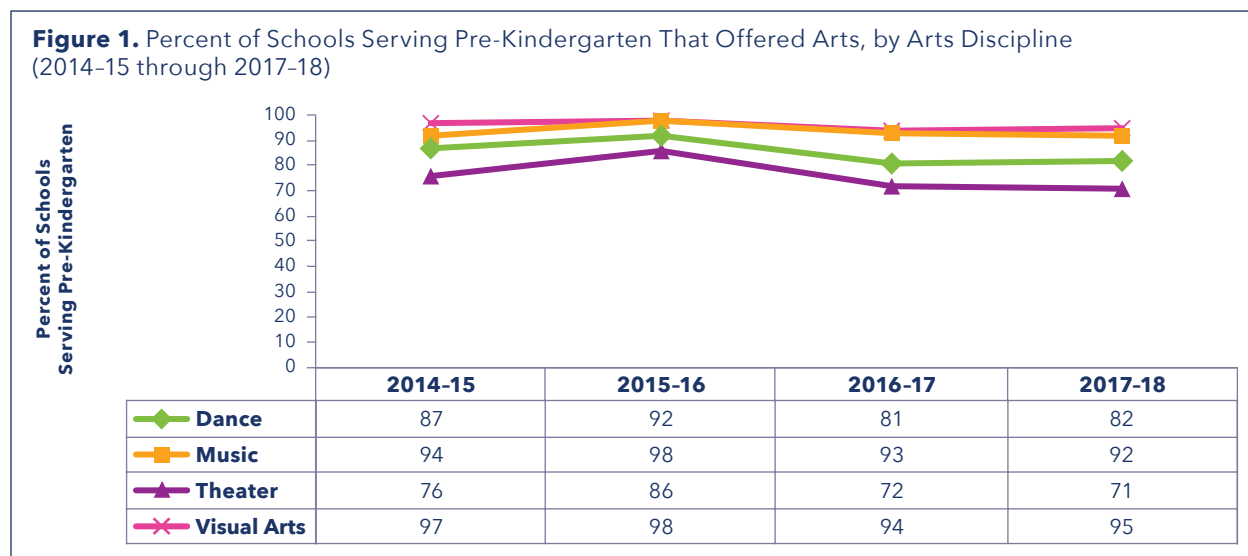
Schools serving elementary school grades include all schools serving pre-kindergarten through fifth grade (i.e., elementary, K-8, and K-12 schools); District 75 schools are not included. Arts instruction in schools serving elementary school grades can be provided by classroom teachers, school-based arts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

Since the 2014-15 school year, elementary school data on arts instruction provided to students in kindergarten through fifth grade by classroom teachers or school-based arts teachers have been obtained through the NYCDOE Scheduling, Transcripts, and Academic Reporting System (STARS) database. The STARS database captures the amount of instruction provided in each arts discipline (i.e., dance, music, theater, visual arts) by classroom teachers and school-based arts teachers. The STARS database also captures whether art instruction was, in part, provided by cultural arts organizations, and aggregates the arts instruction provided by school-based arts teachers and cultural arts organizations. In the 2017-18 school year, data from the *Annual Arts Education Survey* were used to disaggregate arts instruction provided by cultural arts organizations from arts instruction provided by school-based arts teachers, as reported in the STARS database. In addition, arts instructional hours that were provided by cultural arts organizations, but not reported in the STARS database, were gathered through the *Annual Arts Education Survey*. The survey was also used to collect data regarding arts instruction provided to pre-kindergarten students.

ARTS IN SCHOOLS

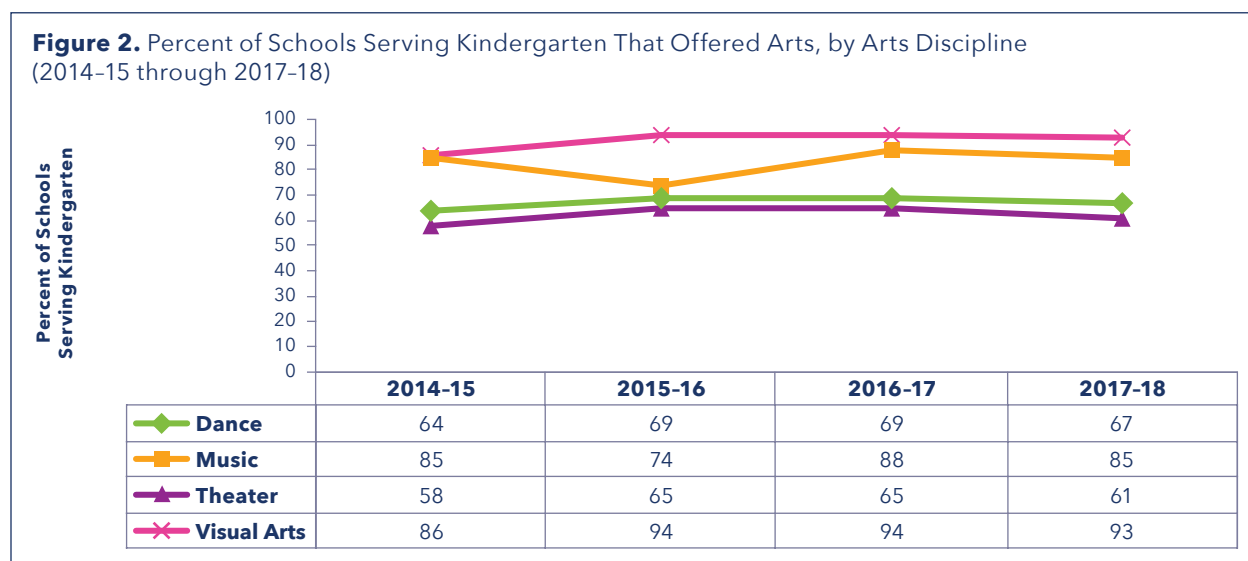
Arts Instruction Provided by Any Instructional Provider to Pre-Kindergarten

Of responding schools that served pre-kindergarten students in 2017-18, nearly all schools reported providing visual arts and music instruction to pre-kindergarten students (95 percent in visual arts and 92 percent in music); 82 percent reported providing dance instruction; and 71 reported providing theater instruction (see Figure 1).



Arts Instruction Provided to Kindergarten Students

Of the 763 responding schools that served kindergarten students in the 2017-18 school year, 93 percent reported providing visual arts instruction to kindergarten students; 85 percent provided music instruction; 67 percent provided dance instruction; and 61 percent provided theater instruction (see Figure 2).



Arts Instruction Provided to Grades 1-5

Of the 772 responding schools serving grades 1-5 (including elementary schools and multi-grade schools) in the 2017-18 school year, 99 percent reported providing instruction in at least one arts discipline (i.e., dance, music, theater, or visual arts) to any grade 1-5; 95 percent provided instruction in two or more arts disciplines; 84 percent provided at least three arts disciplines; and 62 percent offered all four arts disciplines (see Table 1). Forty-four percent of responding schools reported providing instruction in all four arts disciplines to **all grades** 1-5 during the 2017-18 school year (see Table 2).

Table 1. Percent of Schools Serving Grades 1-5 That Offered One or More Arts Disciplines (2014-15 through 2017-18)

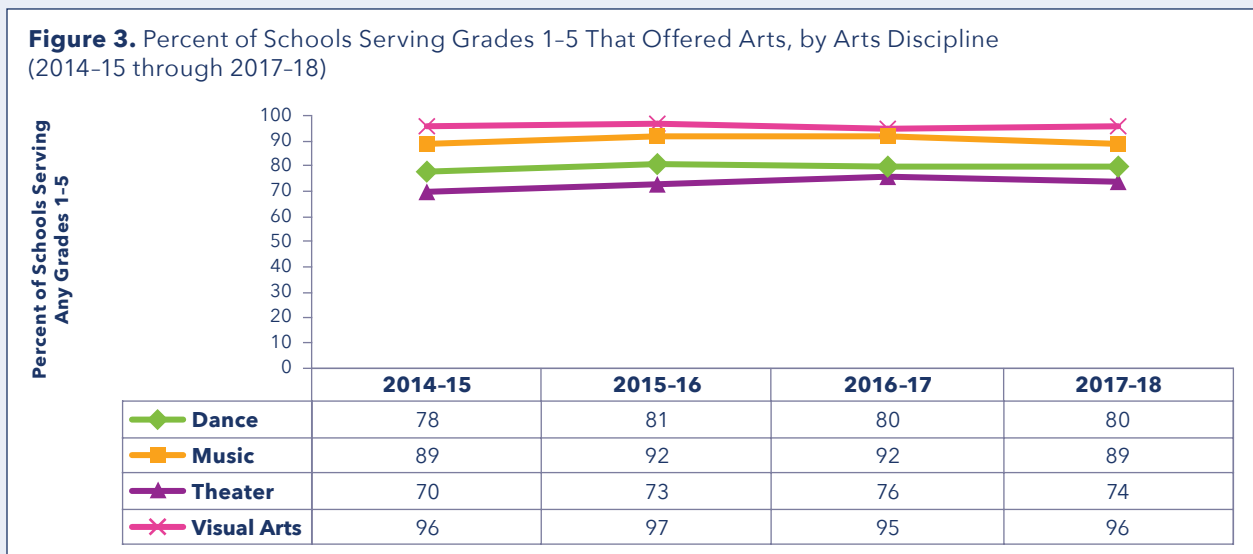
Number of Arts Disciplines	2014-15	2015-16	2016-17	2017-18
One or More Arts Disciplines	99%	100%	100%	99%
Two or More Arts Disciplines	94%	97%	96%	95%
Three or More Arts Disciplines	80%	84%	84%	84%
Four Arts Disciplines	58%	63%	64%	62%

Table 2. Percent of Schools Serving Grades 1-5 That Provided All Four Arts Disciplines to All Grades 1-5 (2014-15 through 2017-18)

	2014-15	2015-16	2016-17	2017-18
Four Arts Disciplines	38%	44%	45%	44%

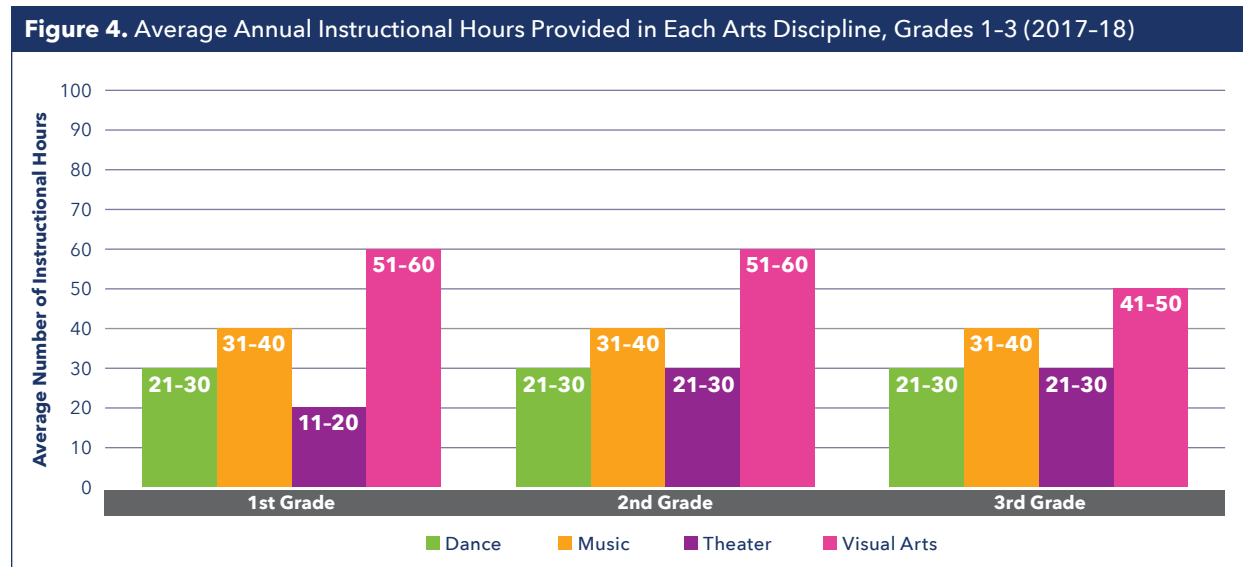
In the 2017-18 school year, 96 percent of responding schools reported providing visual arts; 89 percent reported providing music; 80 percent reported providing dance; and 74 percent reported providing theater to at least one grade 1-5 (see Figure 3).

Figure 3. Percent of Schools Serving Grades 1-5 That Offered Arts, by Arts Discipline (2014-15 through 2017-18)

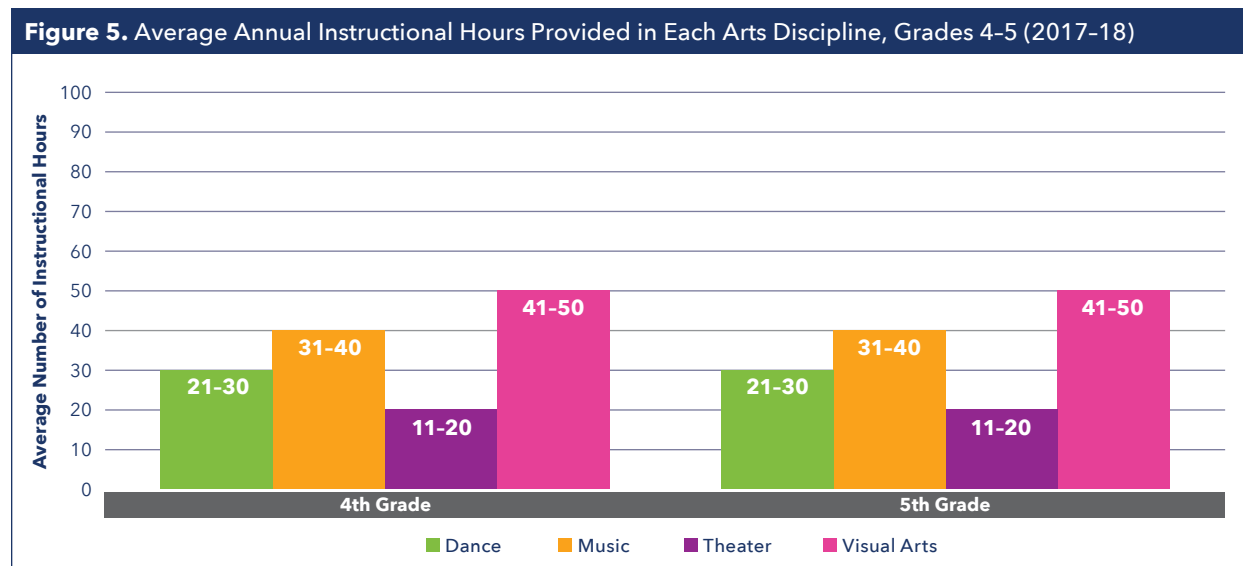


ARTS IN SCHOOLS

Responding schools serving grades 1-3¹ reported that, during the 2017-18 school year, students received an average of 31-40 hours of music instruction; 21-30 hours of dance instruction; 11-20 hours of theater instruction; and 41-60 hours of visual arts instruction (see Figure 4). These ranges were consistent with what was reported in the 2016-17 school year, with the exception of slight decreases in the average number of hours of visual arts instruction for grade 3, theater instruction for grade 1, and music instruction for grades 1-3.



Responding schools serving grades 4-5² reported providing an average of 21-30 hours of dance instruction; 31-40 hours of music instruction; 11-20 hours of theater instruction; and 41-50 hours of visual arts instruction (see Figure 5). These ranges were all consistent with the ranges from 2016-17, with the exception of theater (a decrease from 21-30 hours in 2016-17).



1 First grade N=759; second grade N=757; third grade N=745

2 Fourth grade N=745; fifth grade N=726

Middle School Grades

Schools serving middle school grades (N=441) include all schools serving grades 6 through 8 (i.e., middle, secondary, K-8, and K-12 schools); District 75 schools are not included.

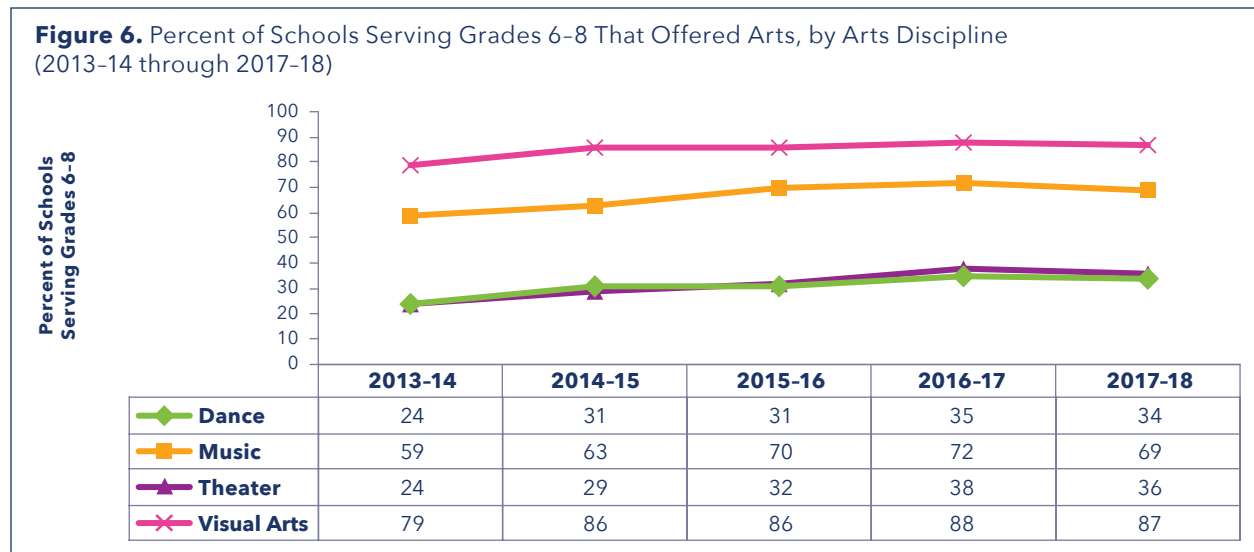
Arts Instruction Provided to Grades 6-8

In the 2017-18 school year, 98 percent of responding schools serving middle school grades offered at least one of the four arts disciplines to students in any grade 6-8; 77 percent provided at least two arts disciplines; 38 percent provided at least three arts disciplines; and 13 percent provided all four arts disciplines (see Table 3).

Table 3. Percent of Schools Serving Grades 6-8 That Offered Arts to Any Grade 6-8 (2013-14 through 2017-18)

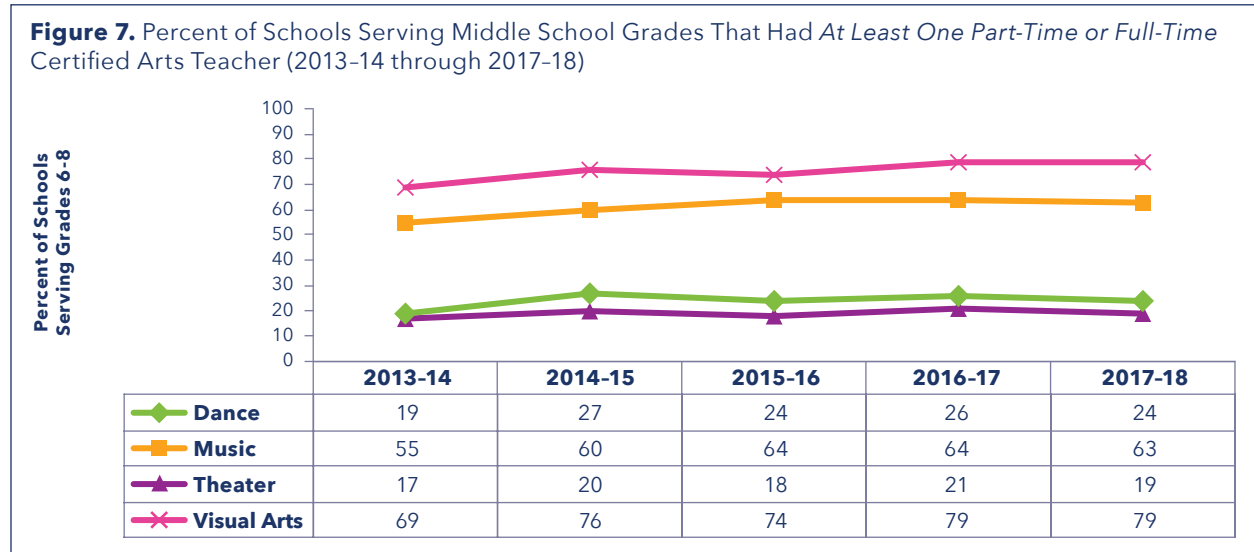
Number of Arts Disciplines	2013-14	2014-15	2015-16	2016-17	2017-18
At Least One Arts Discipline	92%	96%	97%	99%	98%
At Least Two Arts Disciplines	62%	71%	77%	80%	77%
At Least Three Arts Disciplines	24%	30%	35%	41%	38%
Four Arts Disciplines	7%	9%	11%	13%	13%

Of the responding schools serving grades 6-8 during the 2017-2018 school year, 87 percent reported providing visual arts instruction; 69 percent reported providing music; 36 percent reported providing theater; and 34 percent reported providing dance instruction (see Figure 6).



ARTS IN SCHOOLS

Of responding schools serving middle school grades in 2017-18, 79 percent reported having at least one part-time or full-time certified visual arts teacher; 63 percent reported having at least one certified music teacher; 24 percent reported having at least one certified dance teacher; and 19 percent reported having at least one certified theater teacher (see Figure 7).



The New York State Education Department (NYSED) arts requirements and guidelines recommend that schools serving grades 7 and 8 provide students with at least two different arts disciplines (i.e., dance, music, theater, or visual arts) that are taught by certified arts teachers over the course of seventh and eighth grades. In 2017-18, 36 percent of eighth-grade students met this requirement by the end of their eighth-grade year (see Table 4). As shown in Table 5, 89 percent of students had completed two or more arts courses (half-units) in any arts discipline by the end of their eighth-grade year.

Table 4. Percent of 8th Grade Students Who Met the NYSED Arts Requirement (2013-14 through 2017-18)

8th Grade NYSED Requirement	2013-14	2014-15	2015-16	2016-17	2017-18
Completed Two Arts Courses in Two Different Arts Disciplines by a Certified Arts Teacher	19%	28%	34%	33%	36%

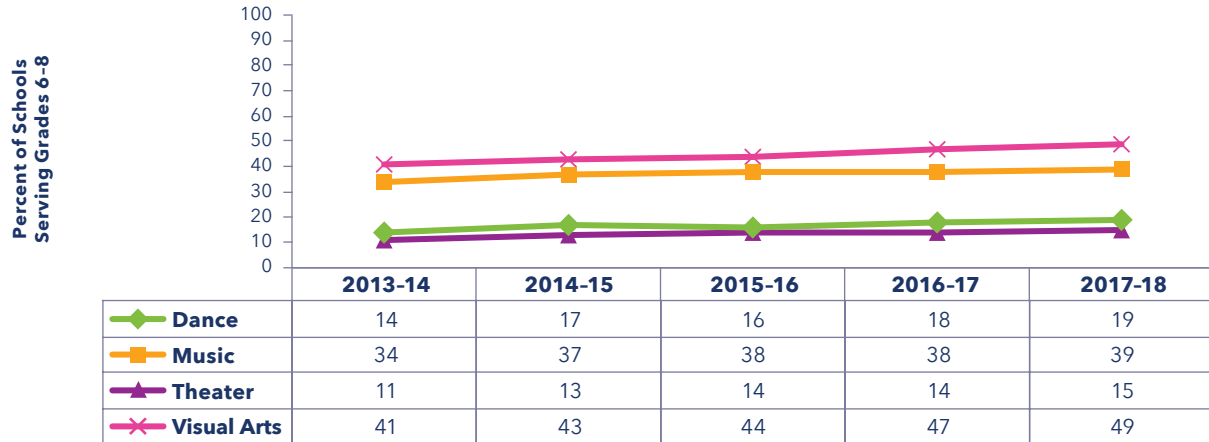
Table 5. Percent of 8th Grade Students Who Completed Two or More Arts Courses by the End of 8th Grade (2013-14 through 2017-18)

Number of Arts Courses	2013-14	2014-15	2015-16	2016-17	2017-18
Two or More Half-Units of Arts Instruction in Any Arts Discipline	82%	87%	88%	87%	89%

REPORT 2017-2018

In the 2017-18 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 15 percent in theater to 49 percent in visual arts (see Figure 8).

Figure 8. Percent of Schools Serving Grades 6-8 That Offered a Three-Year Arts Sequence (2013-14 through 2017-18)



High School Grades

Schools serving high school grades (N=442) include all schools serving grades 9 through 12 (i.e., high, secondary, and K-12 schools); District 75 schools are not included.

Arts Instruction Provided to Grades 9-12

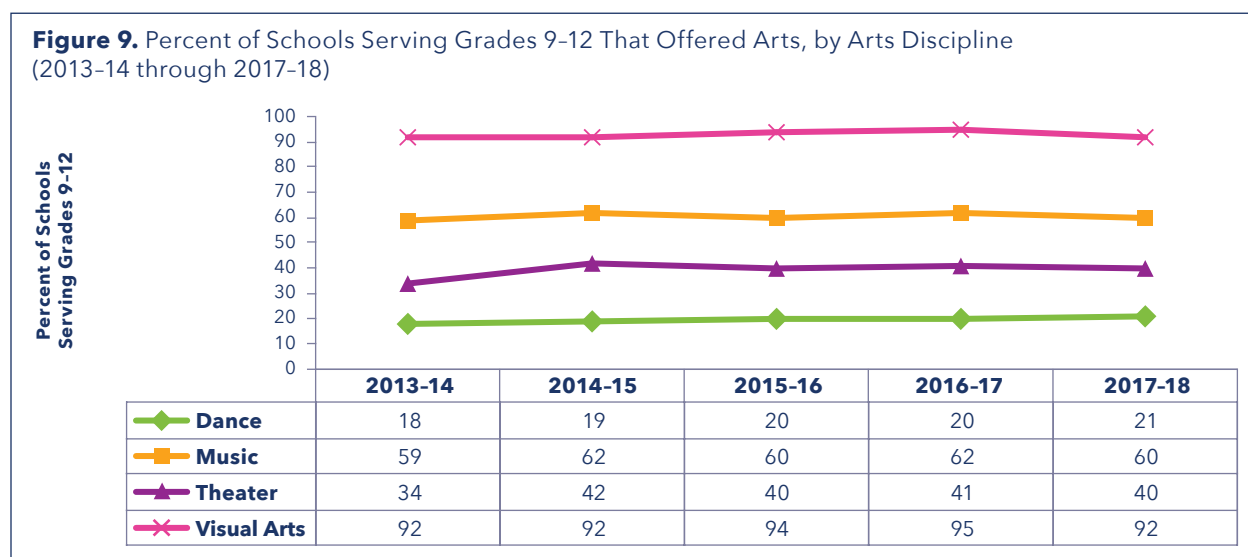
Nearly all responding schools serving high school grades (99 percent) provided at least one arts discipline, and 10 percent provided all four arts disciplines to any grade 9-12 during the 2017-18 school year (see Table 6).

Table 6. Percent of Schools Serving Grades 9-12 That Offered Arts (2013-14 through 2017-18)

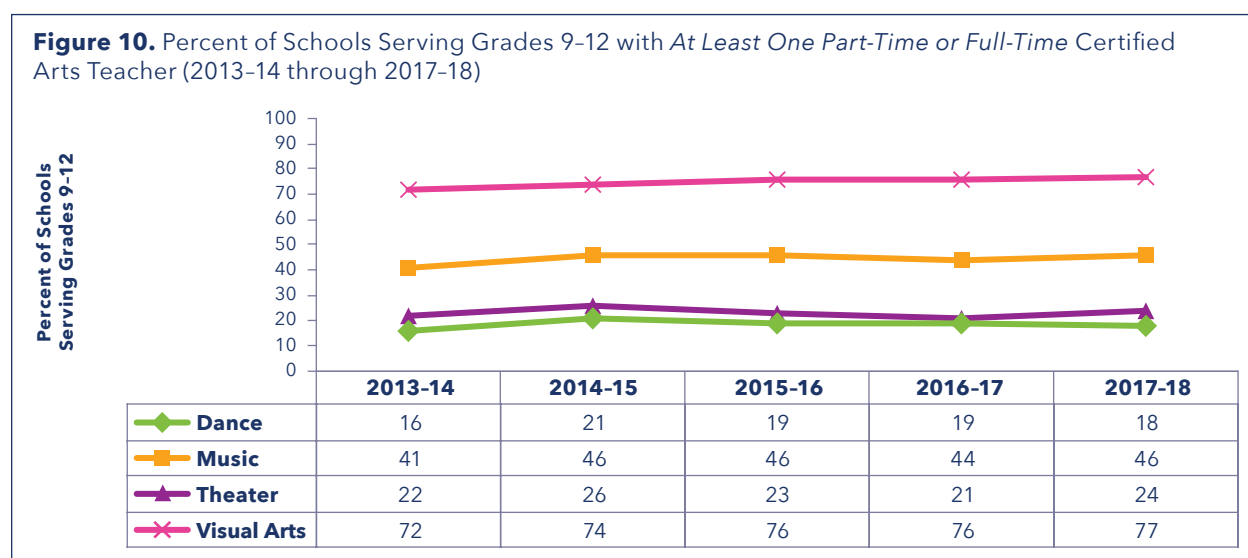
Number of Arts Disciplines	2013-14	2014-15	2015-16	2016-17	2017-18
At Least One Arts Discipline	98%	98%	99%	100%	99%
At Least Two Arts Disciplines	69%	71%	71%	71%	70%
At Least Three Arts Disciplines	27%	36%	34%	34%	34%
Four Arts Disciplines	8%	11%	11%	12%	10%

ARTS IN SCHOOLS

In the 2017-18 school year, 92 percent of responding schools serving high school grades provided visual arts instruction; 60 percent provided music; 40 percent provided theater; and 21 percent provided dance instruction to any grade 9-12 (see Figure 9).



Of responding schools serving high school grades in 2017-18, 77 percent reported having at least one part-time or full-time certified visual arts teacher; 46 percent reported having at least one certified music teacher; 24 percent reported having at least one certified theater teacher; and 18 percent reported having at least one certified dance teacher (see Figure 10).



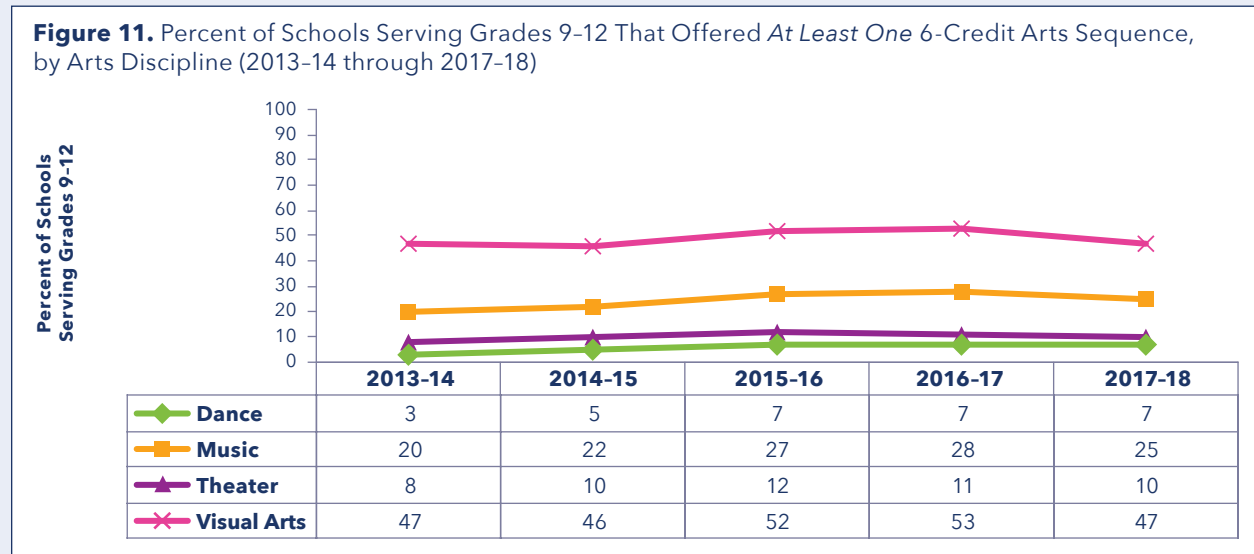
REPORT 2017-2018

The NYSED arts requirements and guidelines recommend that schools serving high school grades provide students with a minimum of two credits in the arts prior to graduation. In the 2017-18 school year, all (100 percent) high school students graduated with two or more credits in the arts (see Table 7).³

Table 7. Percent of High School Graduates Who Met the NYSED Arts Requirement (2013-14 through 2017-18)

	2013-14	2014-15	2015-16	2016-17	2017-18
Graduated with Two or More Credits in the Arts	98%	100%	100%	100%	100%

The proportions of schools with high school grades that reported offering at least one arts sequence of six or more credits ranged from 7 percent in dance to 47 percent in visual arts during 2017-18 (see Figure 11).



Arts Instruction Provided in District 75 (Grades K-12)

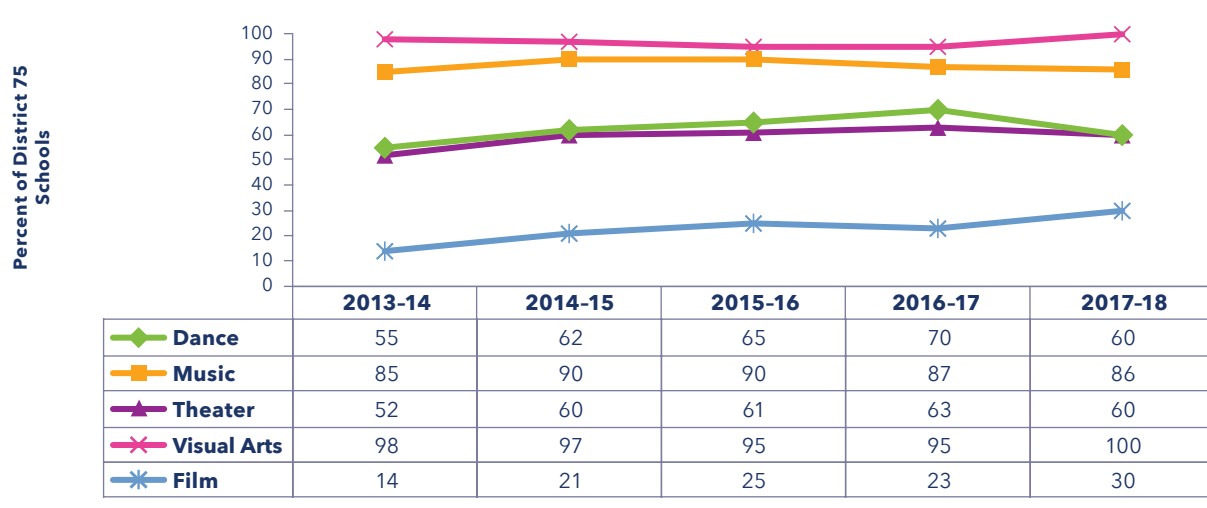
District 75 provides citywide educational, vocational, and behavior-support programs for students with disabilities. As previously noted, District 75 schools are allowed more flexibility with the delivery of arts instruction to their students.

Of the responding District 75 schools (N=50), greater percentages reported that they offer visual arts (100 percent) and/or music (86 percent) than dance (60 percent), theater (60 percent), and/or film (30 percent) to any grade kindergarten-12 (see Figure 12).

³ Through the 2013-14 school year, arts courses taken in a high school that was different than the one the student graduated from were not counted toward meeting the NYSED arts requirement. However, since 2014-15, arts courses taken at any high school were counted toward meeting the requirement. This change should be considered when comparisons among school years are made.

ARTS IN SCHOOLS

Figure 12. Percent of District 75 Schools That Offered Arts to Any Grade K-12, by Arts Discipline (2013-14 through 2017-18)



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. All responding schools (100 percent) reported partnering with at least one cultural arts organization over the course of the 2017-18 school year (see Table 8).

Table 8. Percent of Schools Partnered with At Least One Cultural Arts Organization (2013-14 through 2017-18)

	2013-14	2014-15	2015-16	2016-17	2017-18
At Least One Arts Provider	84%	87%	87%	82%	100%

In the 2017-18 school year, at least 431 cultural arts organizations were partnered with schools to provide arts education instruction. From the 2013-14 through 2017-18 school years, the number of cultural arts organizations varied from a high of at least 441 in 2016-17 to a low of at least 359 in 2014-15 (see Table 9).

Table 9. Number of Cultural Arts Organizations That Partnered with Schools (2013-14 through 2017-18)

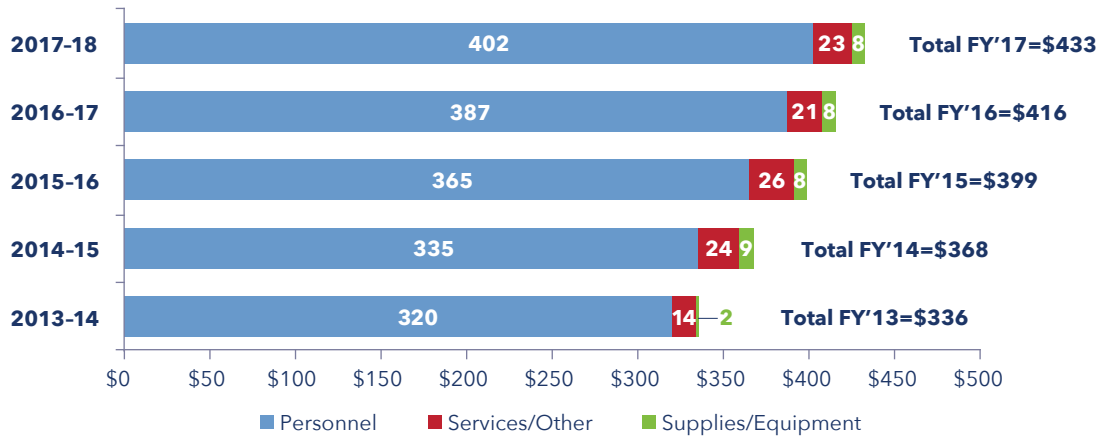
	2013-14	2014-15	2015-16	2016-17	2017-18
At Least One Arts Provider	398+	359+	399+	441+	431+

REPORT 2017-2018

Funds Budgeted for the Arts

In the 2017-18 fiscal year, the overall budget for the arts was \$433,132,659. This includes \$402,241,092 budgeted for personnel; \$22,889,875 for arts services/other (e.g., cultural arts organizations); and \$8,001,691 for arts supplies/equipment (e.g., instructional materials, equipment repair) (see Figure 13).

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





Arts Education in New York City Public Schools

Information was gathered about student access and participation in arts education and supports for quality arts education during the 2017-18 school year. When available, data are provided for previous school years and are based on the portion of schools that responded to the *Annual Arts Education Survey* during that school year. In the 2017-18 school year, 92 percent (N=1,491) of all NYCDOE schools responded to the survey. In addition, data are collected from other data sources that include NYCDOE databases and the NYC *Principal Satisfaction Survey*. For a further description of the methods used to calculate the data presented, see the Methodology section on page 103.

The Arts Education in New York City Public Schools section of the report is organized by grade and school level (i.e., elementary, middle, high, and multi-grade schools⁴), and includes information on: the number and type of arts disciplines provided; the number of students participating in arts instruction; screened arts programs in middle and high school; and arts sequences offered to students in grades 6–12. The data presented reflect schools' progress toward meeting the NYSED arts requirements and guidelines (see Appendix 109 for descriptions), which 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, visual arts, and where available, data are also provided on moving image/film instruction.

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

4 Data disaggregated by school level include data from multi-grade schools (i.e., early childhood [preK-2], K-8, or K-12 schools) where noted in the title.



ARTS IN SCHOOLS

Number of Students Participating in Arts Education

Figures 14 through 16 present the numbers of students in grades 1–12 receiving arts instruction during the 2017–18 school year. These data include all schools except District 75 schools. For grades 1–5, schools were asked to report on arts instruction to classes as a whole; therefore, the data presented reflect the October 2017 audited class registers. The STARS database was used to determine the specific number of students participating in arts instruction in schools serving grades 6–12.

Figure 14. Number of Students in Grades 1–5 Participating in Arts Instruction in the 2017–18 School Year, by Arts Discipline

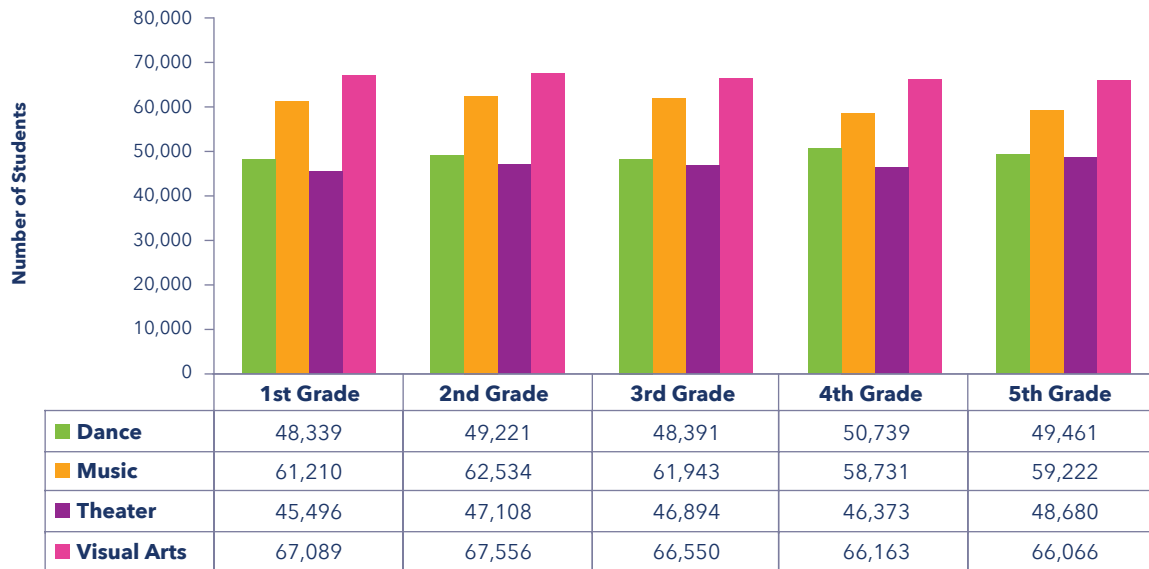


Figure 15. Number of Students in Grades 6–8 Participating in Arts Instruction in the 2017–18 School Year, by Arts Discipline

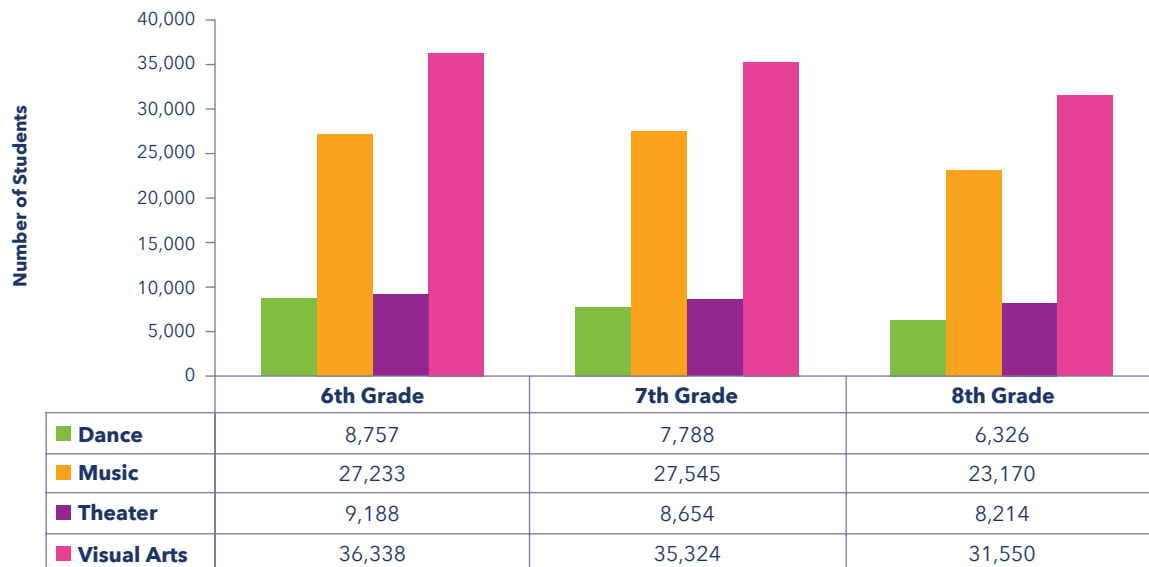
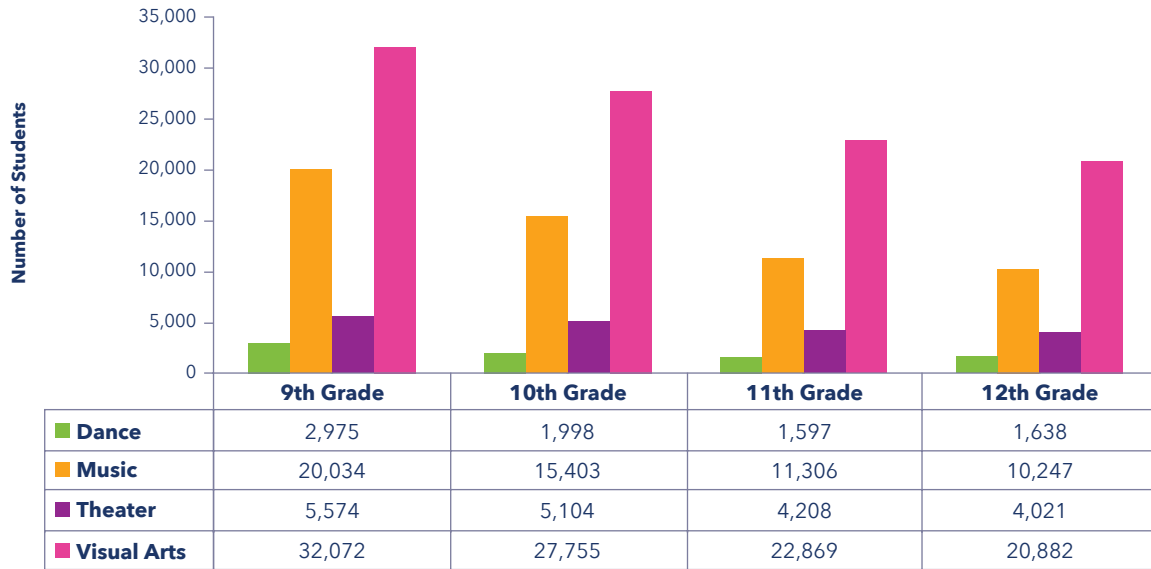


Figure 16. Number of Students in Grades 9-12 Participating in Arts Instruction in the 2017-18 School Year, by Arts Discipline



Elementary School Grades

This section presents data on arts instruction provided to students in elementary school grades (pre-kindergarten through fifth grade), as reported by elementary and multi-grade schools (i.e., early childhood [preK-2], K-8, or K-12 schools) on the 2017-18 *Annual Arts Education Survey* and through the NYCDOE STARS database. District 75 schools are not included. In 2017-18, 41 percent (N=613) of all schools that responded to the survey were classified as elementary schools, and 11 percent (N=159) were classified as multi-grade schools serving at least one elementary school grade (i.e., grades 1-5).

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

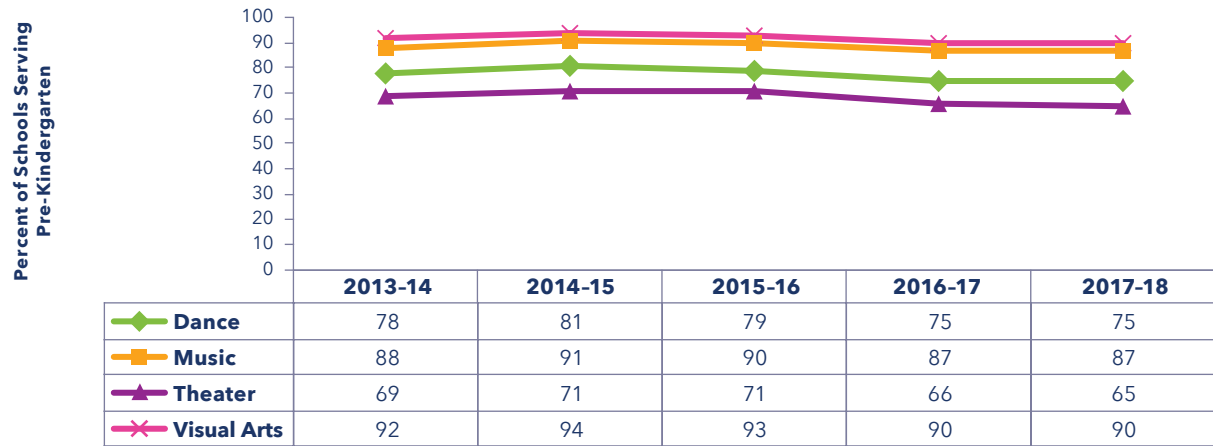
Prior to the 2014-15 school year, all elementary school arts programming data were collected through the *Annual Arts Education Survey*. Since the 2014-15 school year, elementary schools recorded arts instruction provided to students in kindergarten through fifth grade through the NYCDOE STARS database.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

ARTS IN SCHOOLS

Arts Instruction Provided to Pre-Kindergarten and Kindergarten Students

Figure 17 displays the percent of responding schools that served pre-kindergarten (N=603) and reported providing dance, music, theater, and/or visual arts (through school-based staff only) from 2013-14 through 2017-18. Data on the percent of responding schools providing arts instruction to kindergarten students (N=763) through any instructional provider (i.e., classroom teachers, school-based arts teachers, and/or cultural arts organizations) is shown in Figure 2 of the Executive Summary.

Figure 17. Percent of Schools Serving Pre-Kindergarten That Offered Arts Taught by School-Based Staff, by Arts Discipline (2014-15 through 2017-18) (N=603)



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

Tables 10 and 11 and Figures 18 through 20 present data on arts instruction in dance, music, theater, and visual arts taught by any instructional provider (including school-based arts teachers, classroom teachers, and/or cultural arts organizations).

Table 10 shows the number of arts disciplines provided to any grade 1-5 in the 2017-18 school year in elementary schools (N=613) and in multi-grade schools serving grades 1-5 (N=159). Table 11 presents the percent of responding elementary and multi-grade schools that offered all four arts disciplines to all grades 1-5 from 2014-15 through 2017-18. The types of arts disciplines offered to any grade 1-5 from 2014-15 through 2017-18 are displayed in Figure 18 for elementary schools only. Information on the average number of instructional hours provided in the arts in the 2017-18 school year is presented in Figures 19 (grades 1-3) and 20 (grades 4 and 5) for elementary schools only. According to the NYSED arts requirements and guidelines, students in grades 1-3 should receive approximately 46 hours of arts instruction in each arts discipline (dance, music, theater, and visual arts) across the school year, and students in grades 4 and 5 should receive approximately 23 hours of arts instruction in each discipline across the school year.

Table 10. Percent of Elementary Schools and Multi-Grade Schools by Arts Disciplines Taught, by Any Instructional Provider to Any Grade 1-5 in the 2017-18 School Year (N=613, N=159)

Number of Arts Disciplines	
Elementary Schools	
At Least One Arts Discipline	99%
At Least Two Arts Disciplines	94%
At Least Three Arts Disciplines	84%
Four Arts Disciplines	64%
Multi-Grade Schools	
At Least One Arts Discipline	99%
At Least Two Arts Disciplines	97%
At Least Three Arts Disciplines	82%
Four Arts Disciplines	54%

ARTS IN SCHOOLS

Table 11. Percent of All Schools Serving Grades 1-5 That Offered All Four Arts Disciplines Taught by Any Instructional Provider (2014-15 through 2017-18) (N=613, N=159)

	2014-15	2015-16	2016-17	2017-18
Elementary Schools				
All Four Arts Disciplines to All Grades 1-5	40%	48%	48%	47%
Multi-Grade Schools				
All Four Arts Disciplines to All Grades 1-5	31%	27%	35%	33%

Figure 18. Percent of Elementary Schools by Type of Arts Disciplines Taught by Any Instructional Provider to Any Grade 1-5 (2014-15 through 2017-18) (N=613)

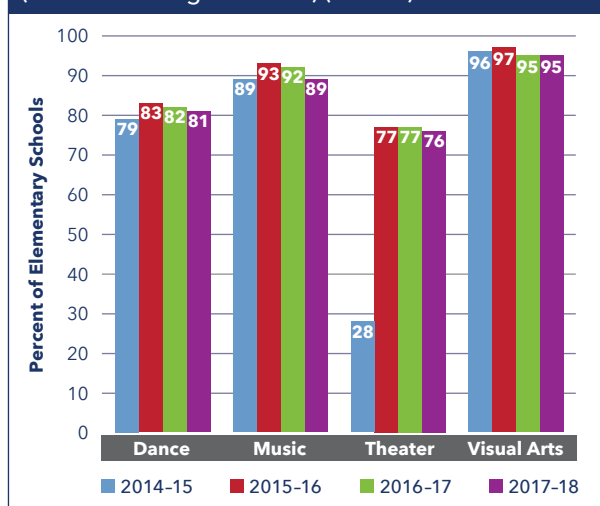


Figure 19. Average Annual Instructional Hours Taught in Elementary Schools by Any Instructional Provider in the 2017-18 School Year, by Arts Discipline (Grades 1-3) (N=613)

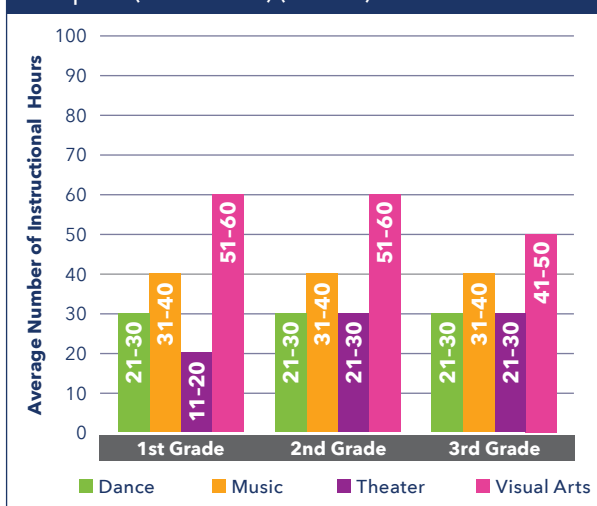
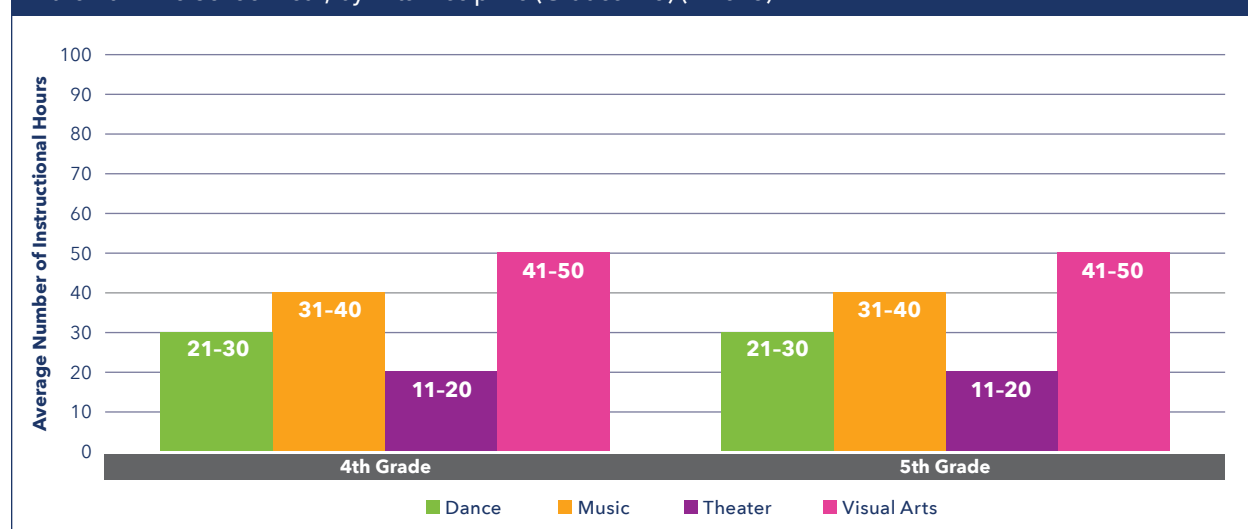


Figure 20. Average Annual Instructional Hours Taught in Elementary Schools by Any Instructional Provider in the 2017-18 School Year, by Arts Discipline (Grades 4-5) (N=613)



REPORT 2017-2018

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

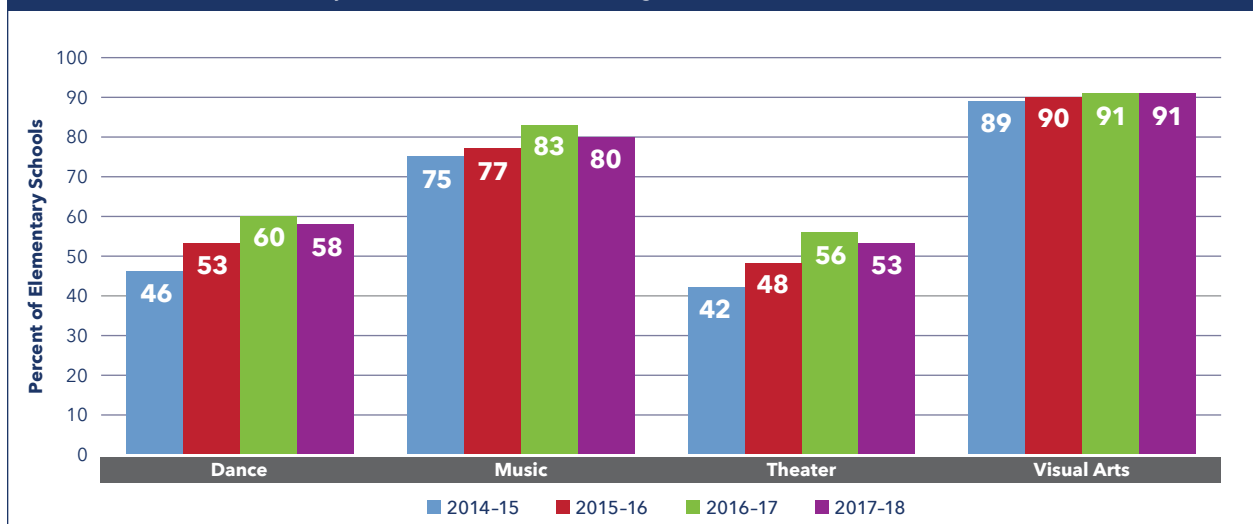
Table 12 and Figure 21 present data on arts instruction in dance, music, theater, and/or visual arts provided to grades 1-5 by school-based arts teachers or classroom teachers.

Table 12 shows the number of arts disciplines taught by school-based arts teachers or classroom teachers to any grade 1-5 in the 2014-15 through 2017-18 school years (elementary schools vs. multi-grade schools).

Table 12. Percent of All Schools Serving Grades 1-5, by Arts Disciplines Taught by School-Based Arts Teachers or Classroom Teachers (2014-15 through 2017-18) (N=613, N=159)

Number of Arts Disciplines	2014-15	2015-16	2016-17	2017-18
Elementary Schools				
At Least One Arts Discipline	97%	98%	98%	97%
At Least Two Arts Disciplines	78%	79%	85%	84%
At Least Three Arts Disciplines	47%	53%	62%	59%
Four Arts Disciplines	30%	38%	45%	41%
Multi-Grade Schools Serving Grades 1-5				
At Least One Arts Discipline	98%	97%	99%	99%
At Least Two Arts Disciplines	80%	82%	91%	87%
At Least Three Arts Disciplines	40%	44%	57%	53%
Four Arts Disciplines	24%	26%	36%	33%

Figure 21. Percent of Elementary Schools by Type of Arts Disciplines Provided by School-Based Art Teachers or Classroom Teachers to Any Grade 1-5 (2014-15 through 2017-18) (N=613)



P.S. 1 The Bergen

(15K001)

Principal:
Arlene Ramos

Grades Served:
PreK–5

Arts Liaison:
Rosemarie Miranda

Enrollment:
1,165

The arts program at P.S. 1 in Brooklyn is designed around the belief that arts education is integral to the development of the whole child, helping students to be well-rounded, strong members of the community, and preparing them for college and career. In addition, the school’s programs are grounded in the belief that the arts are particularly helpful in supporting learning for diverse populations, including English language learners (ELLs) and students with special needs. In support of this belief, the school has prioritized the hiring of arts teachers, and has two teachers in each of the four arts disciplines. Over the course of the school year, all students engage in coursework in each arts discipline at least once a week, as well as classroom-based arts-integrated activities. Nearly half of the students at P.S. 1 are ELLs and, according to Principal Ramos, even those students at the school who do not have this official designation come from homes in which English is a second language. Noting the importance of the arts for her students, she says, “We see how all children come alive and engage in school when they have access to the arts.” She further notes that “some of our students don’t have access to the arts, and having them here at school is a way to give them access and increase their interest in school.”

Principal Ramos explains that the arts at P.S. 1 support and align with the *Framework for Great Schools* in key ways. For example, the school’s eight arts teachers regularly collaborate with each other during their weekly common prep time as well as during their Monday professional learning period. Each teacher also creates a plan to integrate the arts into academics and collaborates with classroom teachers to cohesively support the integration. Moreover, rigorous instruction is supported by providing students opportunity to express their own voices. In Ms. Ramos’s words, “We ensure that students have autonomy to create their own work. . . . For example, we don’t only teach dance forms, but students also have the opportunity to design their own types of dance. . . . We teach them about scripts, and then they make their own script.”

Importantly, the arts also allow for strong family-community ties. At P.S. 1, parents are not only invited to observe their children engaging in the arts, but also to have an opportunity to engage in the art form themselves. For example, during a parent engagement period, parents may get to meet the dance teacher, hear about his or her work with the children, observe the students perform a dance number, and then try the dance moves themselves.

Principal Ramos points out that the arts at P.S. 1 are essential to supporting a positive school culture, noting that if you were to walk into the building, you would immediately see colorful artwork and performances. As she sees it, this helps the school culture by “beautifying the building and making it a warm place where everyone wants to come and support each other.” She goes on to say, “When you walk into P.S. 1, it is evident that arts have a prime place in developing social emotional learning and diversity.”



Principal Ramos comments that the commitment and drive of staff are critical in accounting for the success of arts programming in the school, stating, “All our teachers are committed to the arts, and this belief is spread across all stakeholders in our school. . . . Parents, students, teachers, secretaries, the administration . . . we all work together.” She elaborates that each member of the arts team is “totally invested in their genre” and that “classroom teachers don’t see arts teachers as separate and apart. . . . They go to the arts teachers to get support for arts integration.” She stresses that partnerships are an essential piece of any successful program. She believes in building relationships with partners over time, and shares that when they see the school’s commitment, partners will often work with the administration to provide supports that fit within the school budget. In fact, the school has several arts partners, including the Brooklyn Museum, the Dramatists Guild Foundation, the Learning through an Expanded Arts Program (LEAP), Making Books Sing Inc., and Snug Harbor Cultural Center & Botanical Garden.

Of course, the arts program at P.S. 1 is not without its challenges. For example, Principal Ramos concedes that scheduling is always a struggle. As a large school, P.S. 1 must be very creative in order to ensure that every student is able to participate in all four disciplines. Ms. Ramos is always striving to better promote the work of her students, and would love to see them perform or display their art at venues such as Industry City or at events in the community.

When asked what she advice she would give to other schools hoping to expand their arts programs, Principal Ramos suggests that schools should build their programs slowly, recommending they “have a five- or ten-year plan and build over time.” She adds that it is essential to get buy-in from key stakeholders and show the importance of the arts and how they can be used to support achievement for all students.



P.S. 748 Brooklyn School for Global Scholars

(20K748)

Principal:

Ursula Annio

Grades Served:

K-5

Arts Liaison:

Ursula Annio

Enrollment:

546

The goal of **The Brooklyn School for Global Scholars** (P.S. 748) is to incorporate visual and performing arts into the curriculum through an integrated approach to teaching and learning. According to the principal, Ursula Annio, “We believe that students don’t learn in isolation, and our project-based learning approach allows us to integrate the arts into all our units.” In fact, school staff write all their own project-based curriculum in an effort to customize the learning experience to the needs of students and the talents of teachers. Overall, school staff believe that this integrated approach contributes to their success and ultimately to the school being designated as a National Blue Ribbon School during the 2017–18 school year.

In Ms. Annio’s words, “A huge part of our success lies in our philosophy of interdisciplinary project-based learning. This has allowed us to gain extra minutes during the day by incorporating the arts into our thematic units.” Indeed, the school provides arts programming in all four disciplines for all students in grades K–5 by employing a creative approach to scheduling arts instruction. All students receive weekly instruction in visual arts and theater/communication arts with the school’s arts teachers. However, the school also offers a Schoolwide Enrichment Model, where students participate in their choice of arts classes/academies in areas such as theater, visual arts, dance, and music. Students are given the opportunity to change their selection several times each year to allow for engagement in various arts disciplines.

Notably, students are also exposed to a wide array of arts experiences through interdisciplinary project-based learning units that take place in classrooms. Arts teachers plan alongside classroom teachers to ensure the integration of arts instruction into curriculum maps and to create standards-based lessons. Arts teachers also serve as resources for classroom teachers when they create and implement their units. This collaborative approach is supported by school administrators in a variety of ways. For example, the administration makes it a priority to offer common planning and preparation periods with arts teachers and classroom teachers. In addition, the school has an open-door policy where teachers visit classrooms across grade levels and subject areas. Finally, the school has a data/instructional team meeting each month to look at the school curriculum to ensure it is standards-based. The data/instructional team includes representation across grade levels and disciplines to ensure continuity of instruction and support the school’s interdisciplinary project-based approach.

These methods also help to address the school’s goal of offering equity and access to the arts for all students. As Ms. Annio notes, “All students can access the programs we have here at P.S. 748—what is good for one is good for all.” She also points out that the school offers monthly field trips to cultural institutions, and that all students are included in these field trips as they are in all arts programming. She believes that the trips “enrich and extend what is happening in the classroom” and are essential to the learning experiences of students who may not always have these opportunities afforded to them outside of school. In fact, with support from the school’s Parent Teacher Association, the school has a new partnership with Cool Culture, which offers access to kindergarten students and their families to 90 different historical societies, museums, zoos, and botanical gardens. The partnership also offers access to all teachers in the school so they have an opportunity to visit cultural organizations and plan field trips to these locations.

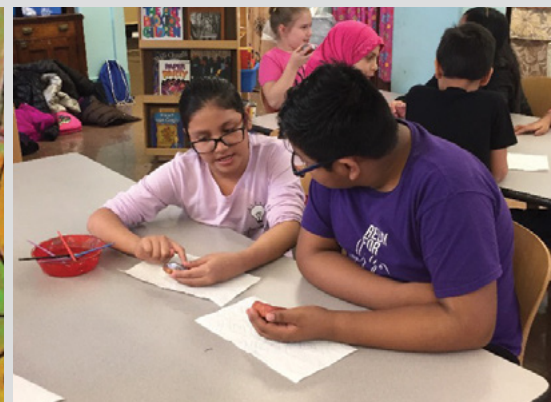
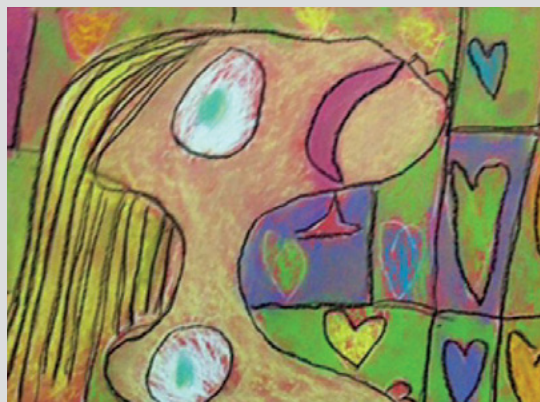


Moreover, the school partners with a community-based organization, the Federation of Italian Americans, to offer a free after-school program to more than 160 students that is designed to “offer a seamless day and continue what we are doing during the school day, including the arts.”

P.S. 748 also works to include families and the community by inviting them to attend culminating project exhibitions and performances. For example, when fifth-grade students wrote personal narratives in English language arts, the classroom teacher worked with the visual arts teacher to have students choose a “small moment” in their narrative to express on canvas. These student works of art were then displayed in a culminating art show for families and the community. As another example, upper-grade students participated in a food truck unit where they incorporated all arts areas, including mathematics in calculating the amount of food needed, architecture in building their food truck, and visual arts in designing their truck. At the end of this unit, the students participated in a culminating street fair, sharing their food trucks with their families and the larger community. Finally, second-grade students participated in a “New York Then and Now” unit that culminated in a theater performance showcasing the past, present, and future of New York City through the students’ eyes.

Of course, the arts program at P.S. 748 is not without challenges. For instance, it can be challenging to fit all the arts within the academic school day. As Ms. Annio explains, “We are an academic institution, and the way we try to make everything fit and incorporate arts instruction is through project-based learning or after-school programming, giving us added minutes to our day.” Ms. Annio’s future wishes for the school include having a full-time music teacher to provide additional opportunities to engage students in the arts.

When asked what advice she would give to other schools that hope to expand their arts programming, Ms. Annio responds, “You really need to think outside the box and be creative. Not everything will fit neatly into the box, not everything will be clean cut. It is important to be creative about programming.” Furthermore, she comments that one of the reasons she believes P.S. 748 has been successful is the incorporation of project-based learning as an essential piece of the school, saying, “In the past, we had project-based learning as a side dish or as a dessert, but now, in our school, it is the main course.”



ARTS IN SCHOOLS

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

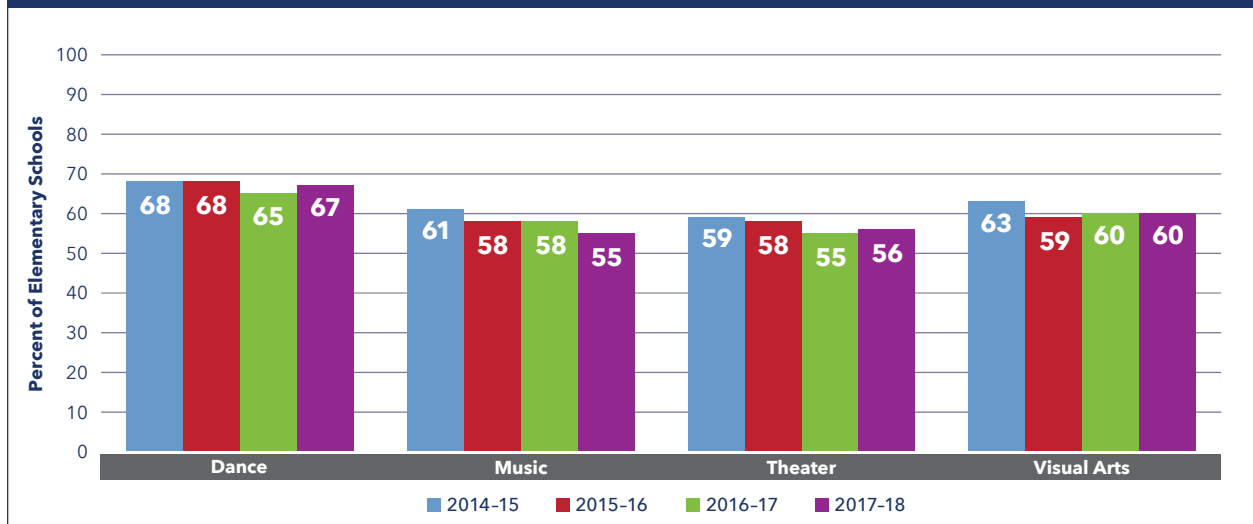
Table 13 and Figure 22 present data on arts instruction in dance, music, theater, and/or visual arts provided by cultural arts organizations.

Table 13 shows the number of arts disciplines provided by cultural arts organizations to any grade 1-5 in the 2014-15 through 2017-18 school years (elementary schools vs. multi-grade schools). The types of arts disciplines provided by cultural arts organizations to any grade 1-5 from 2014-15 through 2017-18 are displayed in Figure 22 for elementary schools only.

Table 13. Percent of All Schools Serving Grades 1-5, by Number of Arts Disciplines Provided by Cultural Arts Organizations to Any Grade 1-5 (2014-15 through 2017-18) (N=613 N=159)

Number of Arts Disciplines	2014-15	2015-16	2016-17	2017-18
Elementary Schools				
At Least One Arts Discipline	89%	89%	93%	89%
At Least Two Arts Disciplines	71%	69%	74%	70%
At Least Three Arts Disciplines	54%	51%	53%	51%
Four Arts Disciplines	35%	33%	27%	27%
Multi-Grade Schools				
At Least One Arts Discipline	85%	81%	82%	83%
At Least Two Arts Disciplines	66%	56%	60%	56%
At Least Three Arts Disciplines	43%	43%	43%	33%
Four Arts Disciplines	25%	26%	26%	20%

Figure 22. Percent of Elementary Schools by Type of Arts Disciplines Provided by Cultural Arts Organizations to Any Grade 1-5 (2014-15 through 2017-18) (N=613)



Middle School Grades

The data in this section reflect arts education programming for schools serving grades 6-8 as obtained from STARS as well as reported on the 2017-18 *Annual Arts Education Survey*. District 75 schools are not included. In 2017-18, of all schools that responded to the survey, 15 percent (N=225) were classified as middle schools, and 14 percent (N=216) were classified as multi-grade schools serving grades 6-8.

Screened Arts Programs

Table 14 shows the percentage of responding middle and multi-grade schools serving grades 6-8 that screened students in the arts before admission to the school during the 2013-14 through 2017-18 school years. Screening in the arts may occur through auditions, portfolio presentations, and/or interviews to determine which arts discipline or level of instruction will be made available to students.

Table 14. Percent of All Schools Serving Students in Grades 6-8 That Screen in the Arts Before Admission (2013-14 through 2017-18) (N=225, N=216)

School Type	2013-14	2014-15	2015-16	2016-17	2017-18
Middle Schools	10%	10%	9%	6%	9%
Multi-Grade Schools	5%	4%	5%	5%	5%



ARTS IN SCHOOLS

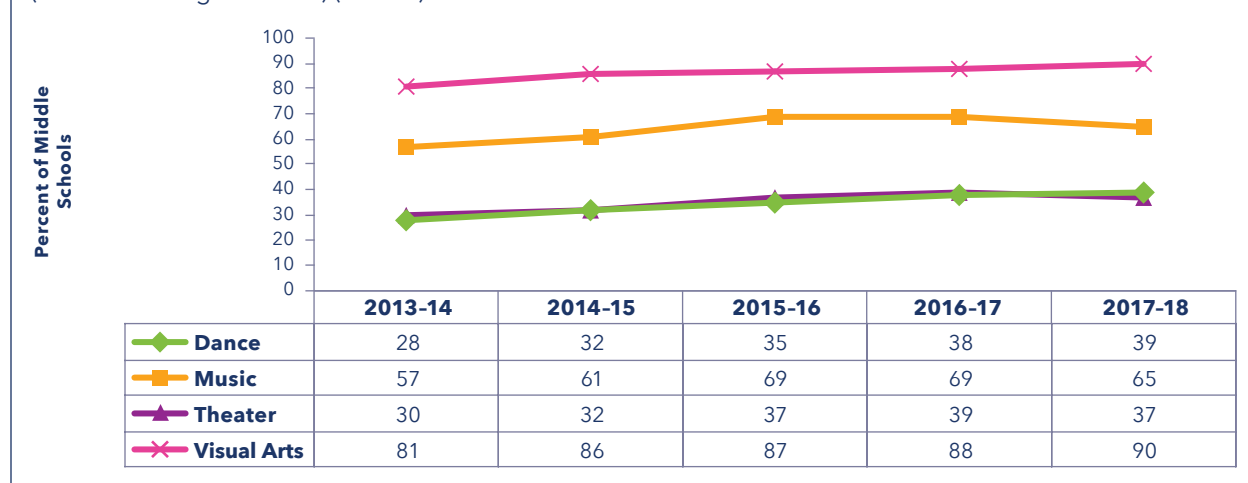
Arts Instruction Provided to Grades 6-8

Table 15 shows the number of arts disciplines provided to any grade 6-8 from the 2013-14 through 2017-18 school years (middle schools vs. multi-grade schools). The types of arts disciplines provided by cultural arts organizations to any grade 6-8 from 2013-14 through 2017-18 are displayed in Figure 23 for middle schools only.

Table 15. Percent of All Schools by Number of Arts Disciplines Provided to Any Grade 6-8 (2013-14 through 2017-18) (N=225, N=216)

Number of Arts Disciplines	2013-14	2014-15	2015-16	2016-17	2017-18
Middle Schools					
At Least One Arts Discipline	92%	96%	98%	99%	98%
At Least Two Arts Disciplines	64%	70%	75%	78%	76%
At Least Three Arts Disciplines	29%	35%	39%	44%	43%
Four Arts Disciplines	10%	11%	15%	14%	14%
Multi-Grade Schools					
At Least One Arts Discipline	92%	97%	95%	99%	98%
At Least Two Arts Disciplines	59%	74%	78%	82%	79%
At Least Three Arts Disciplines	19%	24%	31%	38%	32%
Four Arts Disciplines	4%	5%	7%	12%	12%

Figure 23. Percent of Middle Schools, by Type of Arts Disciplines Provided to Any Grade 6-8 (2013-14 through 2017-18) (N=225)



REPORT 2017-2018

Student Participation in Grades 7 and 8

Figures 24 and 25 display the percent of seventh-grade students (N=44,905) and eighth-grade students (N=44,629) in middle schools who participated in arts instruction from the 2013-14 through 2017-18 school years. Data are displayed by arts discipline.

Figure 24. Percent of 7th Grade Students Participating in Arts Instruction in Middle Schools, by Arts Discipline (N=44,905)

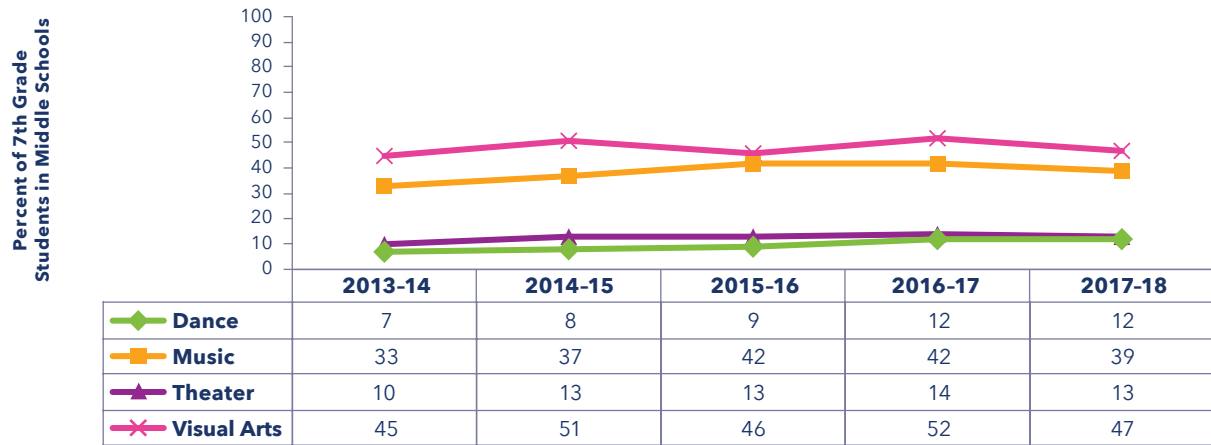
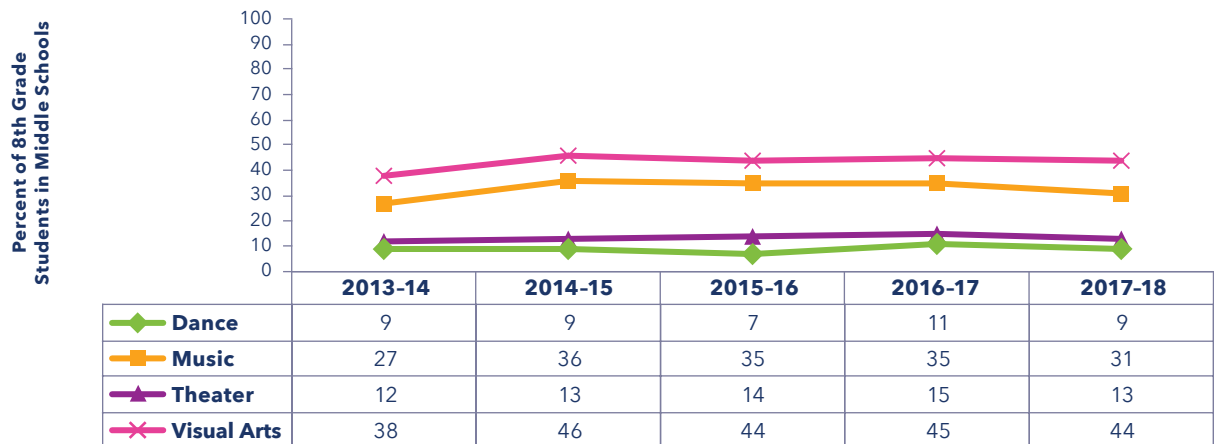


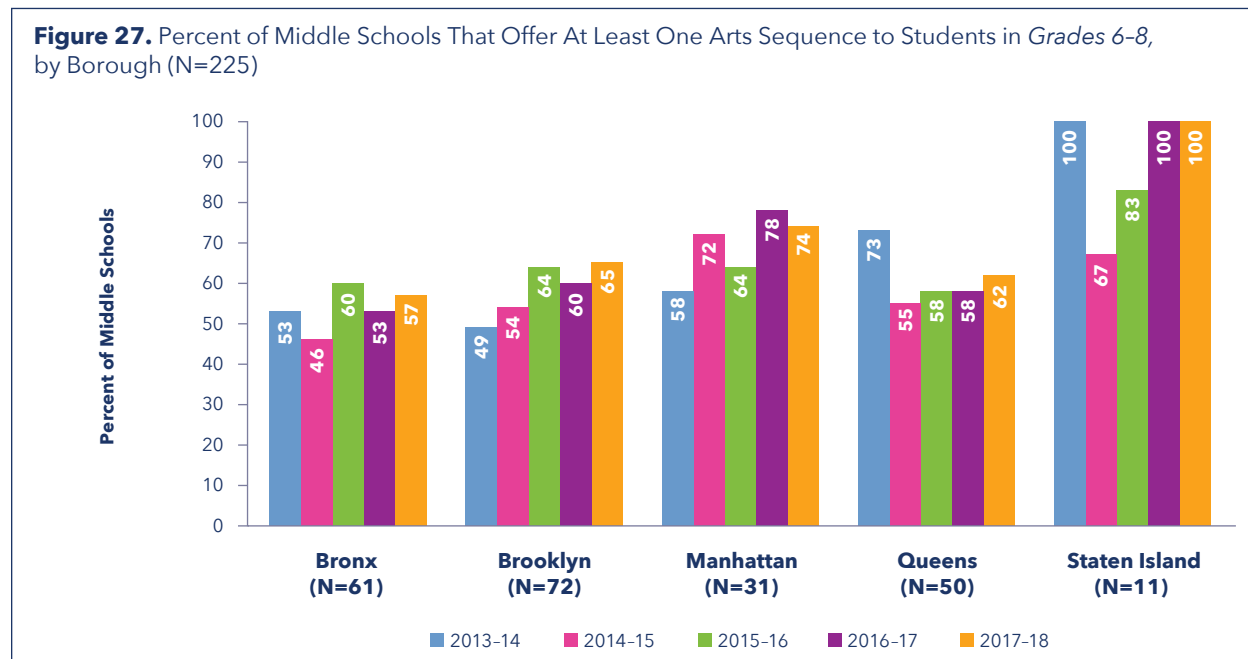
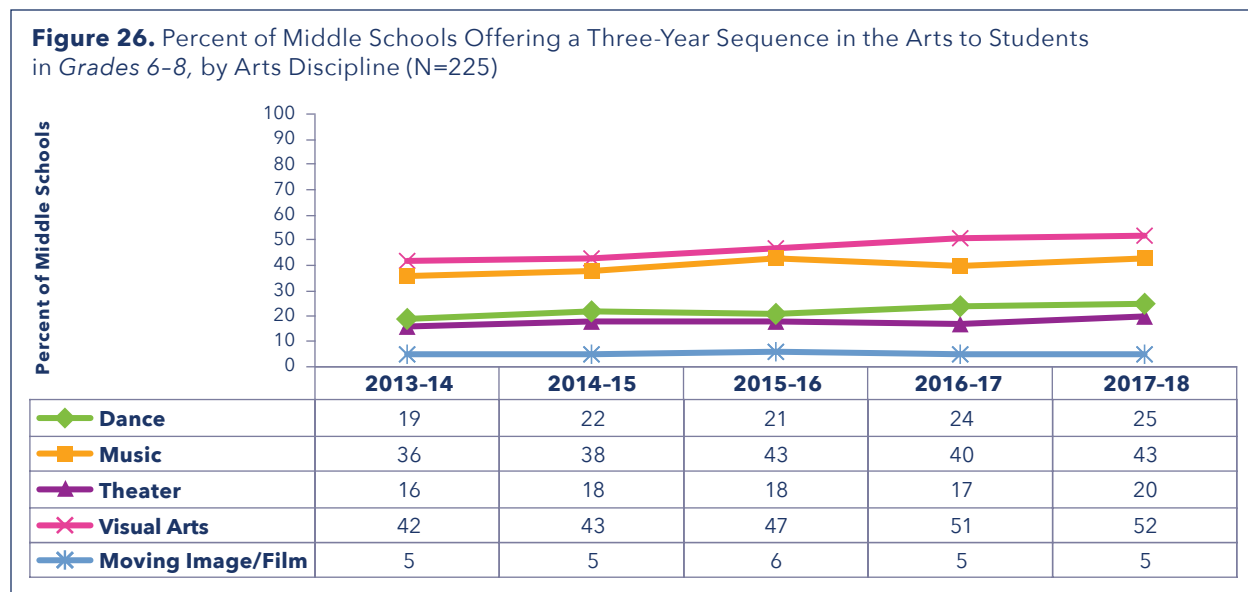
Figure 25. Percent of 8th Grade Students Participating in Arts Instruction in Middle Schools, by Arts Discipline (N=44,629)



ARTS IN SCHOOLS

Arts Sequences

Figure 26 shows data on the percent of responding middle schools offering a three-year arts sequence to students in grades 6–8 for the 2013–14 to 2017–18 school years. The data are shown by arts discipline. Figure 27 presents these data across disciplines by borough for the 2013–14 to 2017–18 school years.



REPORT 2017-2018

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

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

Table 16. Percent of 8th Grade Students Who Met the NYSED Requirement by School Type (2013-14 through 2017-18) (N=225, N=216)

School Type	2013-14	2014-15	2015-16	2016-17	2017-18
Middle Schools	17%	24%	30%	31%	31%
Multi-Grade Schools	27%	41%	45%	44%	50%

Table 17. Percent of 8th Grade Students Who Completed Two or More Half-Units of Arts Instruction over the Course of 7th and 8th Grades by School Type (2013-14 through 2017-18) (N=225, N=216)

School Type	2013-14	2014-15	2015-16	2016-17	2017-18
Middle Schools	83%	86%	88%	88%	88%
Multi-Grade Schools	84%	89%	89%	90%	90%



Jean Nuzzi Intermediate School

(29Q109)

Principal:
Karleen Adam Comrie

Grades Served:
6–8

Arts Liaison:
Kerry Williams

Enrollment:
1,108

Jean Nuzzi Intermediate School, located in District 29 in Queens, offers its middle school students courses in visual arts, music, and dance. According to Arts Education Liaison Kerry Williams, school staff believe that the arts assist in improving children’s attitudes toward school, help teach them to communicate effectively with adults and peers, raise overall student achievement, and improve the school environment. In support of this belief, sixth-grade students are introduced to dance and/or visual arts, while seventh-grade students are enrolled in visual arts and/or music. In Ms. Williams’s words, “We truly believe in exposing students to all aspects of the arts and try to give each student two years of the arts, including no fewer than two periods a week for each art content area.”

The school has four full-time arts teachers, including two visual arts teachers, one dance teacher, and one music teacher. Arts teachers follow the *Blueprints for Teaching and Learning in the Arts* for their instructional planning. For example, visual arts teachers work with students to both improve their technique and increase their background knowledge of famous artists by allowing students to produce their own works of art using the same techniques developed by these famous artists. In music, the teacher works with students on the basic elements used in music vocally and instrumentally, and teaches keyboard and guitar in addition to general music classes. The dance teacher exposes students to different styles of dance (e.g., modern, ballet, jazz, hip-hop), and small groups of students choreograph a dance, which is then performed and reviewed by their classmates based upon a dance rubric.

Student artwork is displayed for parents and visitors throughout the year, and the school hosts an Arts Fair each spring. Moreover, the school augments the work of teachers through partnerships with cultural and arts organizations. The school has a partnership with Queens Theatre in the Park (Centre Stage Program) that is sponsored by Councilman Barry Grodenchik. As Ms. Williams sees it, the program, which takes place after school twice a week between February and June, “allows our children to learn all aspects of theater and production, and results in a performance in both at the school and at Queens Theatre in The Park.” The school also has an after-school chorus and a Beacon after-school program that offers arts programming and field trips.

Ms. Williams points out that the school’s arts programming supports and aligns with several areas of the *Framework for Great Schools*. For example, the school provides a supportive environment by listening to students and faculty. When students and staff indicated that they needed more arts, school administrators worked to hire more arts teachers. “This,” Ms. Williams explains, “has made a difference with our students’ character development and eagerness to come to school. We support all of our students and teachers to continue to learn and grow in all content areas, especially the arts.” The art programs at the school support strong family-community ties by encouraging families to attend functions where student work is showcased and, as noted by Ms. Williams, “The mutual respect of staff, students, and parents encourages our students to be creative, respectful, and to prepare for the future.”



When asked what accounts for the success of the arts program at the school, Ms. Williams responds, “The arts program in our school has been successful because we have a supportive community.” She also notes that the school leverages available funding to support programming. However, she adds, “We are slowly bringing back arts into our school. We do our best to include every class and all students when planning the school arts schedule, but having approximately 1,200 students with only four arts teachers, not all students are scheduled to have ongoing sequential arts during their middle school years.” The school addresses this issue by asking content-area teachers to integrate music, drawing, and movement into their lessons and ensures equity by including all English language learners and special needs students in arts-related courses and learning opportunities.

Ms. Williams concedes that it also has been challenging to identify funds to purchase instruments, costumes, and art materials to sustain and increase their arts education programs. She comments, “If we could obtain these resources it would have a great impact on our students who enjoy these classes and who would like pursue careers in the arts. [In addition,] if we could get funding, we would include chorus and theater as part of our school day programming, and not just as an after-school program.” Ms. Williams concludes, “If we had the ability to have to have two teachers for each arts discipline, our students would be exposed to so much more. A host of artistic programs would also encourage students to have more of a reason to attend school. Our goal would be to offer a full range of arts learning and give students choices of what art study they would like to explore.”



J.H.S. 131 Albert Einstein

(08X131)

Principal:

Monique Mason

Grades Served:

6–8

Arts Liaison:

Elizabeth Moro-Sullivan

Enrollment:

463

J.H.S. 131 offers an array of arts courses to students in grades 6–8 and has established a three-year sequenced program in dance, instrumental music, and visual arts. As part of this work, all students select a major in the sixth grade and then continue with their chosen arts area through the eighth grade. According to Principal Monique Mason, “We believe that every child learns through various modalities, and arts are an integral component for our students to find out what they are successful in and help them grow.” This focus on the arts as an essential element of the school experience has resulted in an intensive and inclusive program that is designed to develop student academic and art skills while fostering a lifelong appreciation for the arts.

Arts Liaison Elizabeth Moro-Sullivan explains that the school focuses on offering arts to all students, including English language learners and students with disabilities, and ensures equity by making the arts accessible to students who otherwise may not have access to such opportunities. As Principal Mason notes, “We want to make the arts available for all children so they can use their talent and express themselves in the school and the community.” Scheduling for arts classes is a priority, and each student has an art class three times a week. School leadership also takes it a step further by “doing everything we can to expose students to the arts, and we take them into Manhattan to see professionals working to learn about all the different jobs they can do in the arts fields.” In order to offer these opportunities, the school partners with several organizations, such as The Joyce Theater and the New-York Historical Society, as a means to allow students to experience the arts beyond school walls. In addition, the school environment is designed to celebrate students through displays of visual arts in classrooms and hallways, as well as through performances from the dance and instrumental programs.

The three full-time certified teachers in dance, music, and visual arts work collaboratively with subject-area teachers to meet the needs of students at J.H.S. 131. As part of this work, teachers from all disciplines come together to plan how to best offer students what they need academically as well as socially and emotionally. As Ms. Mason sees it, they are able to do this by “figuring out what each kid likes and how they want to express themselves [through the arts], as well as looking at data for each child.” In fact, Ms. Mason credits the school’s growth in English language arts and mathematics scores to the dedication of school staff in meeting the needs of all students, commenting that it is important to “support the students and find out who they are” while customizing learning experiences to meet their needs. She adds that the arts “give students access to learning through different modalities and this motivates students to come to school, express themselves, focus, learn, and meet high expectations.” Indeed, the school integrates the arts into teaching and learning experiences for



students both during the school day and after school through the support of a community grant that supports areas such as social emotional learning, mental health, and the arts. The school has been further supported by other grants, such as Arts Matter and Broadway Junior, and also partners with other schools to share resources.

Ms. Moro-Sullivan also points out that the school “uses the arts as another building block to make sure students understand content by following the *Blueprints for Teaching and Learning in the Arts*, planning strong curricula, and sharing with stakeholders through performances and other arts events.” For example, the school invites parents to come in to experience the visual art through school-sponsored “Paint Nights,” during which parents are able to create works of art while they talk with one another and share. Ms. Moro-Sullivan notes that “these days there isn’t just a sense of community, but this approach builds our community and that is our focus. It gets kids and families involved and builds trust.”

When asked what advice she would give other principals hoping to create and sustain strong arts programs, Ms. Mason responds, “It is important to have a vision around what you want for the children in your building, and to work with your community to help you meet that vision.” In order to implement this vision, staff at J.H.S. 131 “listen to our school community” to discover what students want and then leverage the talent within the school to help meet student needs. In addition, the school applies for a variety of grants, noting that the NYCDOE posts grants and contests for schools. Furthermore, the school staff take advantage of opportunities to learn and grow as artists and teachers by going to arts liaison meetings, getting to know others doing similar work, and creating partnerships in the community.



ARTS IN SCHOOLS

High School Grades

In 2017-18, 24 percent (N=364) of all schools that responded to the *Annual Arts Education Survey* were classified as high schools and 5 percent (N=78) of all schools that responded were classified as multi-grade schools serving grades 9-12. The tables in this section reflect data obtained from the NYCDOE STARS database, as well as from the 2017-18 *Annual Arts Education Survey*; District 75 schools are not included.

Screened Arts Programs

Screening is the process by which schools determine which of their available arts disciplines or levels of instruction will be made available to individual students. Methods of screening include auditions, portfolio presentations, and/or interviews. Table 18 shows the percent of responding high schools and multi-grade schools that screened students before admission during the 2013-14 through 2017-18 school years.

Table 18. Percent of All Schools Serving Students in Grades 9-12 That Screen in the Arts Before Admission (2013-14 through 2017-18) (N=364, N=78)

School Type	2013-14	2014-15	2015-16	2016-17	2017-18
High Schools	6%	6%	6%	5%	6%
Multi-Grade Schools	8%	7%	8%	7%	8%



REPORT 2017-2018

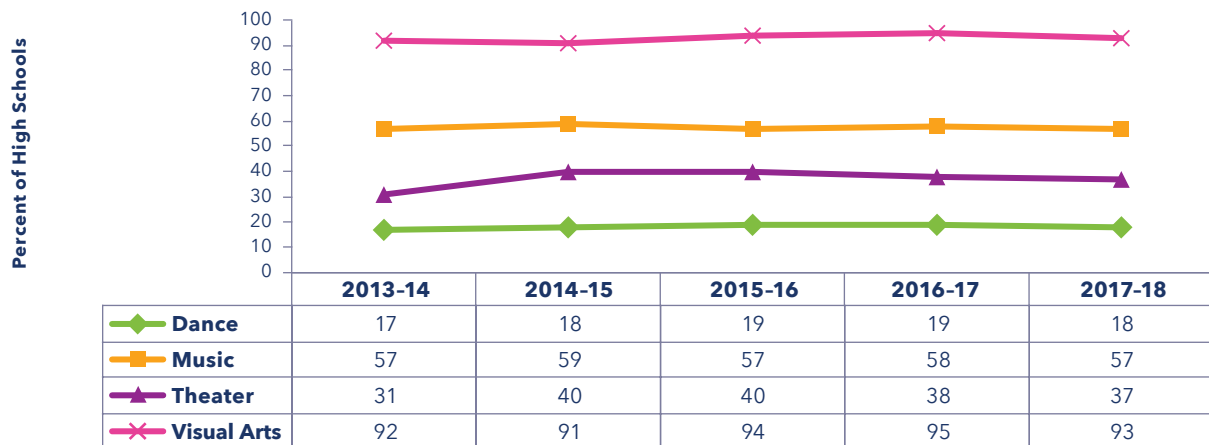
Arts Instruction Provided to Grades 9-12

Table 19 shows the number of arts disciplines provided to any grade 9-12 from the 2013-14 through 2017-18 school years (high schools vs. multi-grade schools). The types of arts disciplines provided to any grade 9-12 from 2013-14 through 2017-18 are displayed in Figure 28 for high schools only.

Table 19. Percent of All Schools Serving Grades 9-12, by Number of Arts Disciplines Provided to Any Grade 9-12 (2013-14 through 2017-18) (N=364, N=78)

Number of Arts Disciplines	2013-14	2014-15	2015-16	2016-17	2017-18
High Schools					
At Least One Arts Discipline	98%	97%	99%	100%	100%
At Least Two Arts Disciplines	67%	67%	68%	68%	67%
At Least Three Arts Disciplines	25%	33%	32%	31%	31%
Four Arts Disciplines	8%	11%	11%	11%	9%
Multi-Grade Schools					
At Least One Arts Discipline	97%	100%	98%	97%	97%
At Least Two Arts Disciplines	81%	89%	82%	87%	83%
At Least Three Arts Disciplines	38%	51%	41%	46%	50%
Four Arts Disciplines	9%	12%	10%	20%	15%

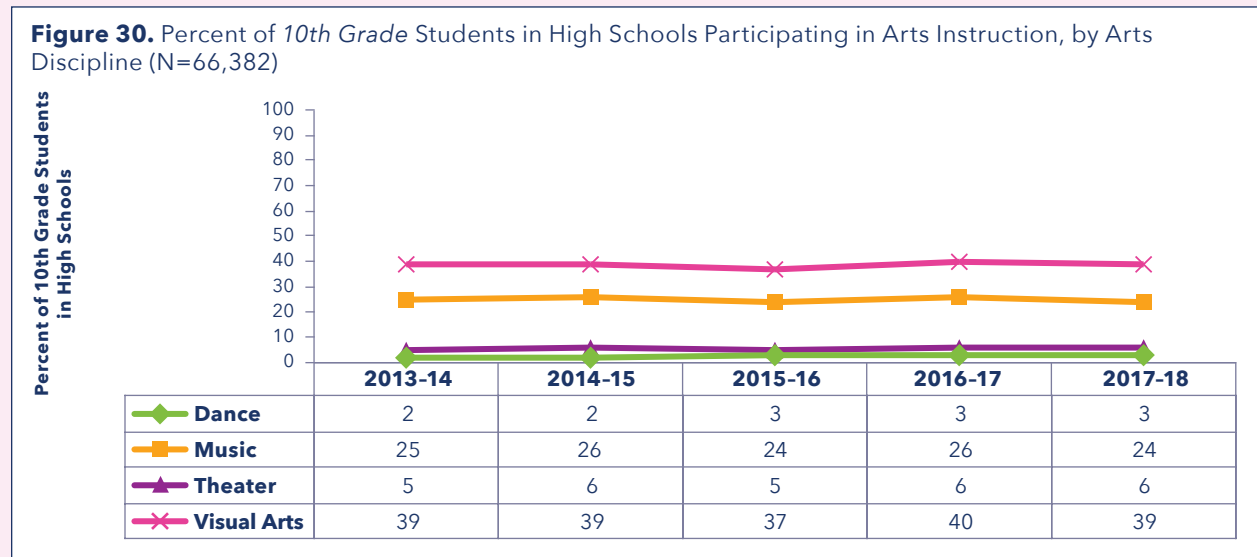
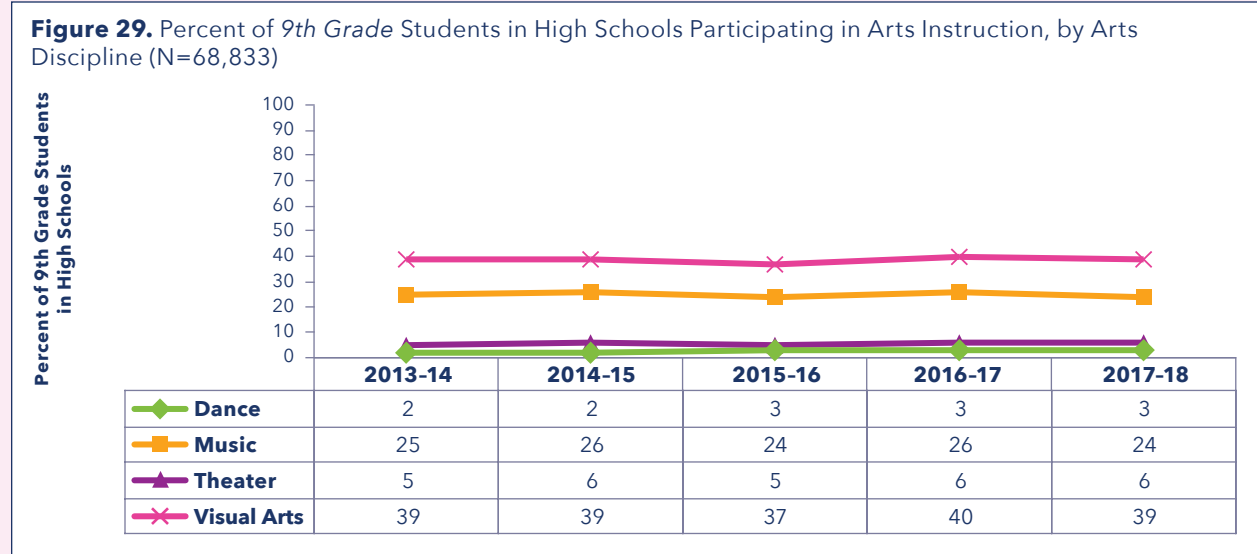
Figure 28. Percent of High Schools by Type of Arts Discipline Provided to Any Grade 9-12 (2013-14 through 2017-18) (N=364)



ARTS IN SCHOOLS

Student Participation in Grades 9-12

Figures 29 through 32 display the percent of ninth- through twelfth-grade students in high schools who participated in arts instruction. Data are shown from the 2013-14 through 2017-18 school years.



REPORT 2017-2018

Figure 31. Percent of 11th Grade Students in High Schools Participating in Arts Instruction, by Arts Discipline (N=57,022)

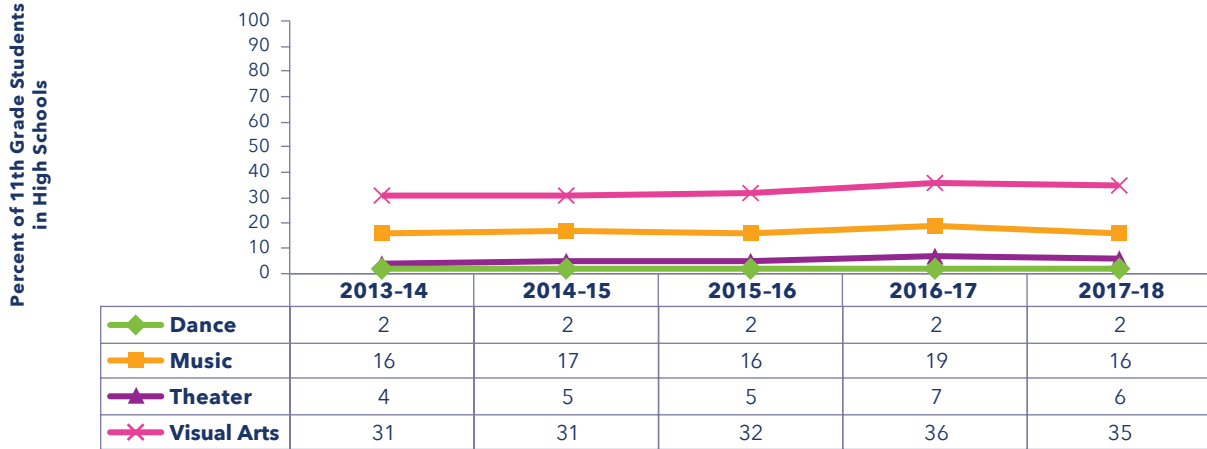
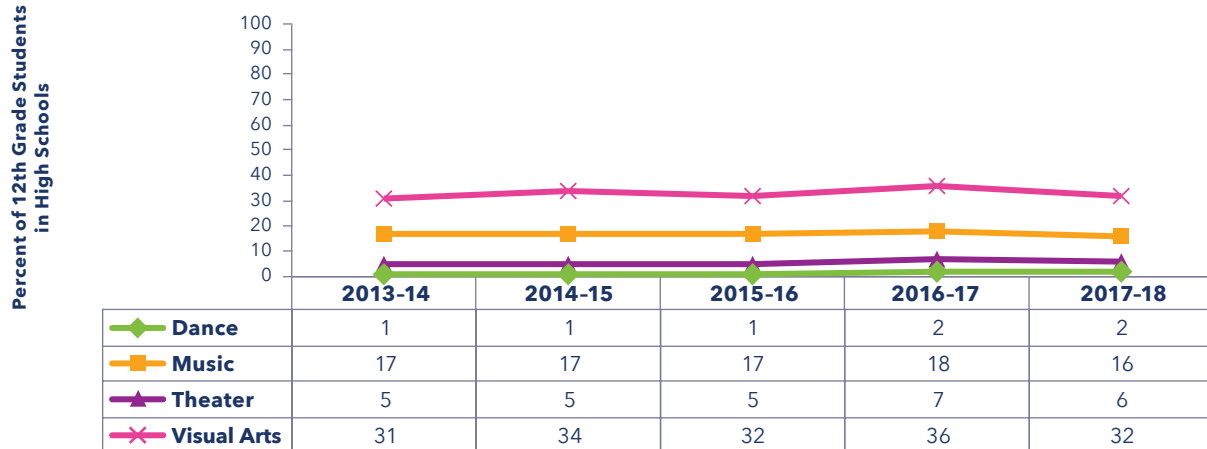


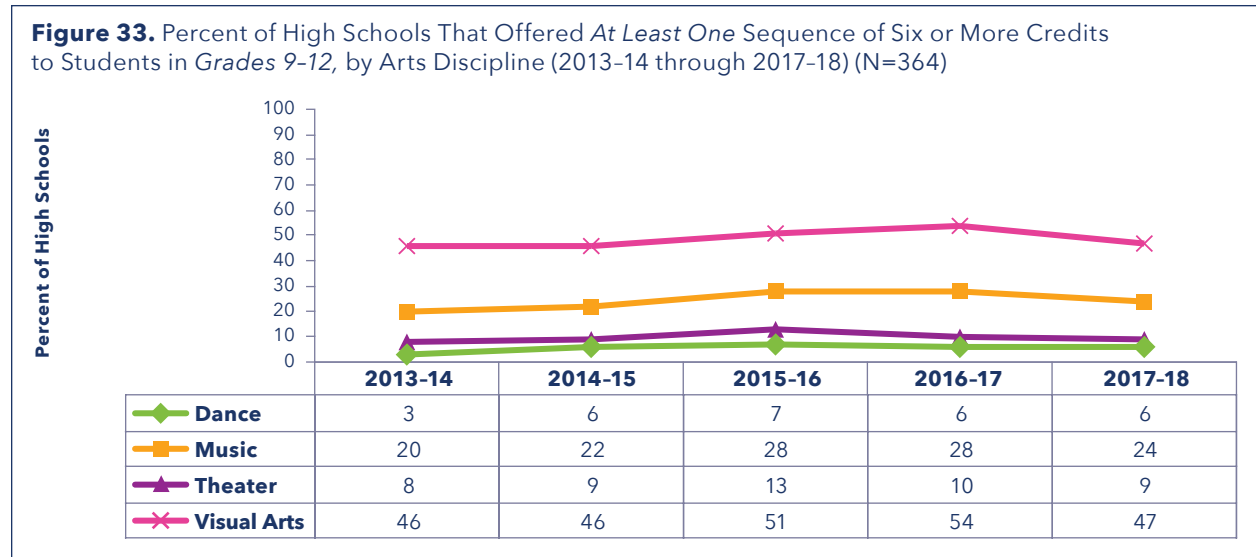
Figure 32. Percent of 12th Grade Students in High Schools Participating in Arts Instruction, by Arts Discipline (N=54,867)



ARTS IN SCHOOLS

Arts Sequences

Figure 33 shows data on the percent of responding high schools offering at least one arts sequence of six or more credits from the 2013-14 through 2017-18 school years. Data are shown by arts discipline. Table 20 shows the percent of responding high schools offering at least one six-credit and/or nine-credit arts sequence. Data are shown by arts discipline and borough for the 2017-18 school year.



REPORT 2017-2018

Table 20. Percent of High Schools That Offered At Least One Arts Sequence to Students in Grades 9-12 in the 2017-18 School Year, by Borough

Borough	Credits	Dance	Music	Theater	Visual Arts
Bronx (N=91)	6-8	7%	14%	4%	37%
	9 or more	2%	8%	3%	9%
Brooklyn (N=102)	6-8	6%	20%	6%	48%
	9 or more	3%	12%	6%	10%
Manhattan (N=93)	6-8	2%	16%	8%	37%
	9 or more	3%	6%	5%	12%
Queens (N=64)	6-8	5%	42%	13%	53%
	9 or more	3%	22%	6%	31%
Staten Island (N=10)	6-8	20%	70%	20%	70%
	9 or more	0%	60%	10%	40%

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

The NYSED requires that students graduate high school with, at a minimum, two credits in the arts over the course of ninth through twelfth grades. Table 21 displays the percent of students from responding high schools and multi-grade schools who graduated meeting this requirement from the 2013-14 through 2017-18 school years.⁵ The percentages were calculated using data from the NYCDOE STARS database.

Table 21. Percent of High School Graduates from Schools Who Met the NYSED Requirement, by School Type (2013-14 through 2017-18) (N=364, N=78)

School Type	2013-14	2014-15	2015-16	2016-17	2017-18
High Schools	97%	100%	100%	100%	100%
Multi-Grade Schools	99%	100%	99%	100%	100%

⁵ See Footnote 3.

Repertory Company High School for Theatre Arts

(02M531)

Principal:
Michael Fram

Grades Served:
9–12

Arts Liaison:
Keeshon Morrow

Enrollment:
239

Repertory Company High School for Theatre Arts, located in the heart of Times Square in Manhattan, offers coursework in theater, dance, and instrumental and vocal music to students in grades 9–12. It is housed within The Town Hall, a working performance space. According to Assistant Principal and Arts Education Liaison Keeshon Morrow, Repertory Company High School focuses on “giving access to rigorous performance arts experiences to all students,” noting, “We offer equity and access to students who might not have had such experiences.”

The school doesn’t offer specific majors for students, but rather offers students opportunities to participate in all aspects of theater arts. Mr. Morrow explains, “We focus on all the areas [of theater], including musical theater, technical theater, vocal performance, dance theater, and playwriting. We believe that by combining these areas, we can help to create well-rounded students and artists.” Moreover, courses at this school allow students to approach the multiple components of theater arts through varied venues. For example, in order to address music through the lens of theater, ninth-graders take musicianship and keyboarding; tenth-graders take classical chorus; eleventh-graders focus on musical theater; and twelfth graders take musical theater chorus. The school also offers audition-based advanced classes in all art forms, such as technical theater, chorus, dance, acting, and musical theater. Mr. Morrow notes that Repertory’s students “appreciate the value of diversifying themselves as artists.”

Mr. Morrow points out that the school’s arts programming supports and aligns with many areas of the *Framework for Great Schools*. For example, the school offers rigorous programming in both academics and the arts, with a goal of having all students graduate with at least one Advanced Placement course. In his words, “We can’t turn students outside of our walls without being able to question and take an active part in their learning without us. . . . We work to build their skills and their love of lifelong learning in academics and the arts.” In addition, the school focuses on a supportive environment in several ways, including having teachers emphasize Culturally Responsive Teaching, involving students in guiding their own learning, developing their metacognitive skills, and meeting individual student needs. As he puts it, “We are small, so we are really able to get to know our students intimately, and it is a strength. It is hard to fly under the radar at Repertory. Every teacher recognizes every student and understands their social, emotional, and academic needs.”

Partnerships are also a key aspect of the arts programming at the school. Mr. Morrow elaborates that the small size of the school means that they have limitations in what they are able to provide on their own. Partnerships, like one with Roundabout Theatre Company, help to bolster the arts programming in the school and expand the school reach into the local community. He also notes that being housed in a working theater and being located within the Broadway community “helps us to have access to theater resources we may not otherwise have, and we capitalize on those opportunities.” He states, “We fill in any gaps with our arts partners, as well as give students experiences working with professionals in the theater world.” For example, the Learning through an Expanded Arts (LEAP) program offers a competition and arts residency each year in the school. In addition, the school has modeled part of

their ninth-grade theater curriculum around the Roundabout's Postcard Production Workshop, where students take scenes from plays and fully produce them within two hours. The students then get to see the actual plays in a Broadway theater and have opportunities to reflect on the differences between their direction and production and the Broadway version. Another partnership, with the Theater Development Fund through their Open Doors program, helps to "build the next generation of theater supporters" and offers students a voucher for the TKTS to come back after they graduate to participate in theater beyond the time they are in the school program. Other partnerships offer specific services to students, such as Flamenco Vivo Carlota Santana, which provides dance programming to students. As Mr. Morrow sees it, "It is a free program, and it allows all freshman in our school to learn flamenco. ... We do a huge performance with costumes, live musicians, and theater artists."

Mr. Morrow concedes that running a strong arts program is not without its challenges. Specifically, while it is often helpful to be a small school, it can sometimes be a challenge in terms of space. The school has only 11 classrooms and 18 staff members. Not all teachers have their own classrooms, and it can be difficult to program all the activities into the space they have. In addition, the generally small number of staff members results in staff "wearing several hats" in order to serve students' needs. For example, the principal and assistant principal each teach theater arts classes in addition to serving as administrators. While this is a challenge, Mr. Morrow notes that it is also a strength, commenting, "It adds to our authenticity when we ask our students to be open and wear multiple hats and do things they aren't comfortable with the first time."

When asked what he think accounts for their success, Mr. Morrow responds, "We put students first. All decisions we make are student minded. We know our students, and we believe they thrive in theater arts programs, so we prioritize that. We make sacrifices without giving up opportunities for students to have rich experiences in the arts." He suggests that other schools looking to build their arts programs "listen to students [as] the best ideas come from them," adding, "We always try to be in tune with them. ... At Repertory, we are all invested in the lives of our students and their success."



William Cullen Bryant High School

(30Q445)

Principal:
Namita Dwarka

Grades Served:
9–12

Arts Liaison:
Alissa Crea

Enrollment:
2,334

William Cullen Bryant High School offers students in grades 9–12 a rigorous, comprehensive arts learning experience in dance, music, theater, and visual arts. Students also have opportunities to earn Regents Endorsed Diplomas in music and theater. According to Arts Education Liaison Alissa Crea, “We believe that all students should have access to the arts and the opportunity to explore myriad forms of art so that they can find the best fit for their interests. . . . We understand that access to high-end arts instruction, combined with involvement with outside cultural arts organizations, will provide our students with the skills needed to navigate the world successfully both professionally and socially.”

Bryant High School offers four-year sequences in each of the four arts disciplines, and has a total of eleven full-time arts teachers. The dance program aims to prepare students for college and dance careers, as well as to “develop their appreciation for the art of dance, increase their confidence and technique, and develop their sense of self through the variety of experiences shared in class.” The school’s music program is designed to allow students to earn a Regents Endorsed Diploma so that students may “emerge with comprehensive music literacy and creative processes, enabling them to be well-rounded musicians.” In theater, students focus on culturally and stylistically diverse texts and expand their theater knowledge through classroom-based and outside performances. Additionally, Bryant theater students have the opportunity to audition for the school’s theater company class and to support main-stage and black-box performances through the production design courses. Visual arts students explore studio art and graphic design, enabling them to experience the fundamentals of visual arts while actively engaging in hands-on studio and graphic design projects examining culturally and historical diverse contexts. In order to support these programs, the school has partnerships with a range of arts and cultural organizations, including the Alvin Ailey Dance Company; City Center; American Composer’s Orchestra, Inc.; Oratorio Society of New York; Park Avenue Armory; Little Kids Rock; TDF Wendy Wasserstein Theater Project Scholarship Program; TDF Playwriting Residency Program; POPS Program; Socrates Sculpture Park; and the Friends of Astoria Park.

According to Ms. Crea, the school’s arts programming supports and aligns with many areas of the *Framework for Great Schools*. For example, she notes that “while curriculum may vary across different arts content areas, rigorous instruction is universal . . . through research-based teaching models, Depth of Knowledge (DOK) learning objectives, and constant independent/peer/teacher critique, students are pushed to constantly think bigger, more critically, and engage in college-readiness scenarios.” In addition, the school ensures adequate time is offered to the arts and academics through scheduling, as well as through a focus on interdisciplinary project work. To support this interdisciplinary learning, the school is organized into a set of small learning





communities to accommodate students' interests and desired course of study. This structure allows for collaboration among teachers of different content areas to plan for interdisciplinary projects, as well as opportunities for teachers to get to know students and meet their individual needs in a variety of contexts.

Like all programs, the arts program at Bryant has faced challenges over the years. For example, as Ms. Crea explains, it has been an ongoing challenge to keep facilities up to date. Additionally, as student numbers vary year-to-year in each content area, it can be difficult to offer all the classes within the course sequence. Ms. Crea comments that “we would like to continue to strive for solely sequenced courses, but student need and budget can limit arts course programming at times.” In an attempt to address this issue, the school has worked to maintain large ninth-grade arts classes to maximize opportunities for students to engage in varied arts experiences.

Ms. Crea also points out that student achievement overall, and specifically in the arts, “stems from our school atmosphere and the culture that we are continuing to develop.” She goes on to say, “Our students trust in us and therefore are often willing to go the extra mile to achieve their goals,” adding that this environment of trust is due, in part, to the value that each stakeholder group places in one another. For example, she cites that teaching staff and administrative staff visibly support each other and that “students internalize this trust and they feel our bond and dedication in the way we teach and the countless after-school hours we devote. Ultimately, students know that we are working with their best interests in mind and that we genuinely care about their well-being.”



Curtis High School

(31R450)

Principal:
Gregory Jaenicke

Grades Served:
9-12

Arts Liaison:
Jennifer Korten

Enrollment:
2,503

Curtis High School, located on the north shore of Staten Island, near the iconic Staten Island Ferry terminal, is a comprehensive high school serving more than 2,500 students from diverse backgrounds. The overall goal of the arts program at Curtis High School is to provide students with a four-year sequence that gives them a multifaceted view of their chosen art form. According to Arts Education Liaison Jennifer Korten, “Investment in the arts is a long tradition at Curtis High School. ... The school provides arts instruction in each of the four major art forms, and offers sequences in chorus, jazz band, concert band, symphonic band, orchestra, dance, theater, fine arts, graphic design, and photography.” All students at Curtis High School have the opportunity to pursue a sequence in the arts, and beginner classes are open to students who are still exploring or who are fulfilling their arts requirement for graduation.

To implement its arts programming, Curtis High School has four visual arts teachers, two theater teachers, three music teachers, and one dance teacher. Ms. Korten notes that the school invests in the arts in part to help address key areas of the *Framework for Great Schools*, commenting that the arts help ensure strong student achievement, a supportive learning environment, rigorous instruction, collaboration, and strong family ties. Notably, with the support of administrators, the school fosters a collaborative and supportive environment for teachers to grow and learn. In Ms. Korten’s words, “Teachers at Curtis embrace professional development ... because they know it will support their students in the arts. Whether they are engaging in a writing initiative or a Danielson professional development activity, our teachers believe they are lifelong learners. This is the mind of an arts professional, and our administration has been wise enough to listen to these teachers and let them lead the school in the arts.” Furthermore, Ms. Korten notes that a supportive environment for students is also facilitated by the arts learning: “Our arts teachers work with students and ask them to be vulnerable. Creating this space of vulnerability builds bonds between students as well as between teachers and students. ... It is this bond that travels with students into their other classes. The growth and confidence that is built in the arts room sustains them throughout their day and life.”

Curtis High School staff works to ensure that all students have access to rich and engaging arts experiences. For example, English language learners (ELLs) and special needs students are programmed into all arts classes, and as Ms. Korten explains, “The universal language of the arts gives students an equal platform.” In support of this work, arts teachers often facilitate discussions between ELLs and English speakers, and several arts teachers use Google Classroom, which gives students the opportunity to translate lessons online. The school also has several partnerships designed to offer all students access to the arts. For instance, the school has a New York State Council of the Arts grant that supports its 10-year partnership with the Roundabout Theatre Company. This partnership provides residencies in dance, theater, and graphic design. Roundabout teaching artists work closely with arts teachers to shape the curriculum according to students’ needs, as well as to



showcase student work in Roundabout’s Student Theatre Arts Festival and on Roundabout’s stages and marquees. In addition, the school has partnerships with Battery Dance Company, the College of Staten Island, Richmond County Orchestra, Sundog Theatre Company, and ENACT to enhance its arts programming.

Of course, the arts program at Curtis High School is not without challenges. Consistent student attendance in beginning arts classes has been one issue. Teachers have responded by creating engaging projects that have various entry points and multiple opportunities for success. The school would like to strengthen its arts program in the future by building out more opportunities for students to participate in after-school arts programs.

When asked what she believes accounts for the success of Curtis High School’s arts program, Ms. Korten points to the investments the school has made: “Curtis High School has invested in building facilities and generously funding arts programs, including hiring arts professionals. . . . Licensed arts teachers who are artists, musicians, dancers, and actors give our students access to professionals who are passionate about their art form.” And when asked what advice she would give other schools looking to build their arts program, Ms. Korten emphasizes that they should hire strong arts professionals and empower them to be leaders in the school.



District 75 Schools

District 75 provides citywide educational, vocational, and behavioral support programs for students with disabilities. This section presents data on arts education in District 75 schools as reported on the 2017-18 *Annual Arts Education Survey*. Of all schools that responded to the survey, 3 percent (N=50) were District 75 schools serving any grade, pre-kindergarten to 12.

Arts Instruction Provided to Grades Pre-Kindergarten to 12

Data on the percent of District 75 schools that provided the arts to students in any grade pre-kindergarten through twelve are shown in Figure 12 of the Executive Summary. Data are shown by the type of arts discipline provided from the 2013-14 through 2017-18 school years.

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

An IEP is a written document that is developed for each eligible pre-school and school-age student with a special need, in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA). The 2017-18 *Annual Arts Education Survey* gave District 75 schools the opportunity to report on how teachers used the arts to advance students' IEP goals. Figures 34 through 39 display how District 75 schools reported aligning arts instruction with IEP goals.

Figure 34. Percent of District 75 Schools that Report Teachers Used the Arts to Advance Students' *Academic IEP Goals* in the 2017-18 School Year, by Arts Discipline (N=50)

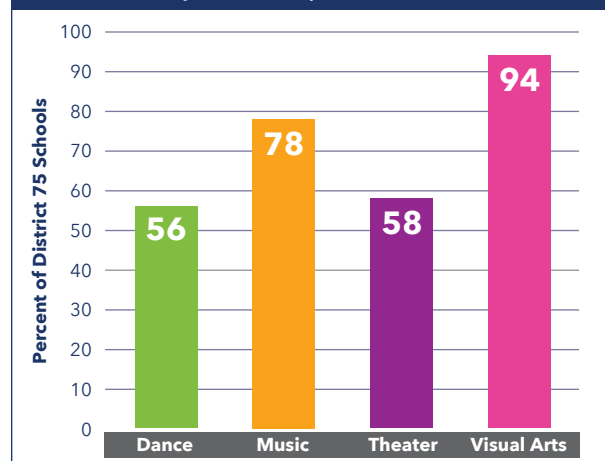


Figure 35. Percent of District 75 Schools that Report Teachers Used the Arts to Advance Students' *Differentiating Student Learning IEP Goals* in the 2017-18 School Year, by Arts Discipline (N=50)

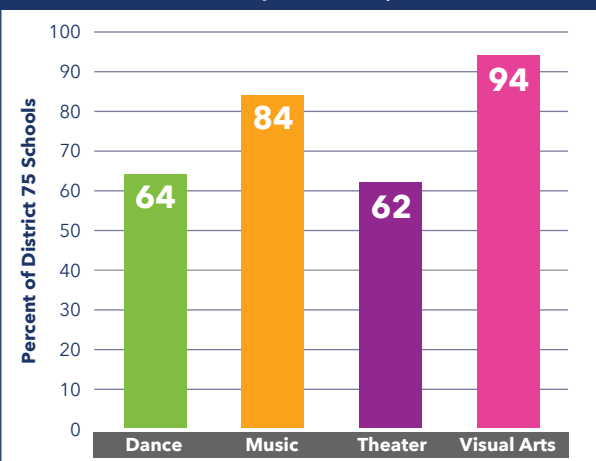


Figure 36. Percent of District 75 Schools that Report Teachers Used the Arts to Advance Students' *Social Skills IEP Goals* in the 2017-18 School Year, by Arts Discipline (N=50)

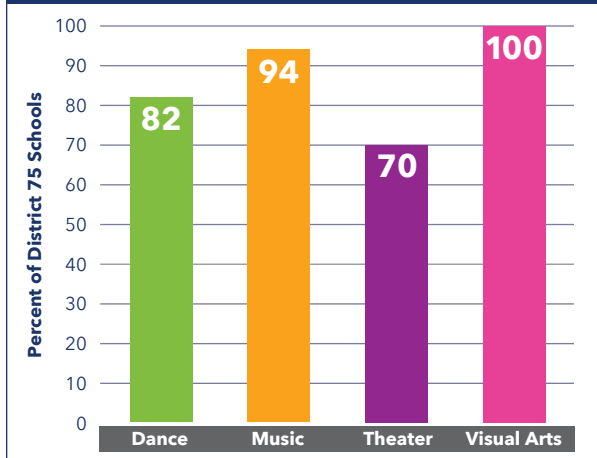


Figure 37. Percent of District 75 Schools that Report Teachers Used the Arts to Advance Students' *Management Skills IEP Goals* in the 2017-18 School Year, by Arts Discipline (N=50)

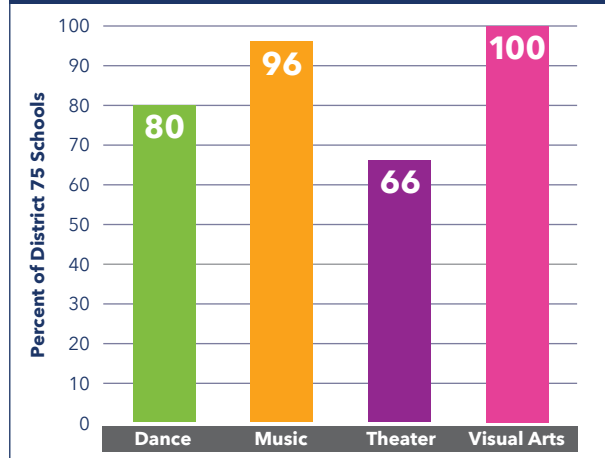


Figure 38. Percent of District 75 Schools that Report Teachers Used the Arts to Advance Students' *Physical Development IEP Goals* in the 2017-18 School Year, by Arts Discipline (N=50)

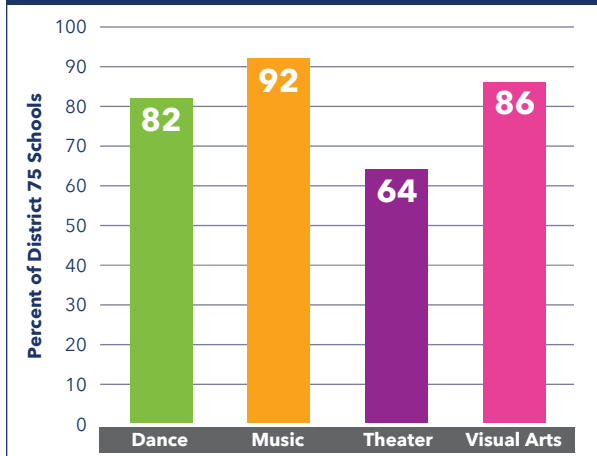
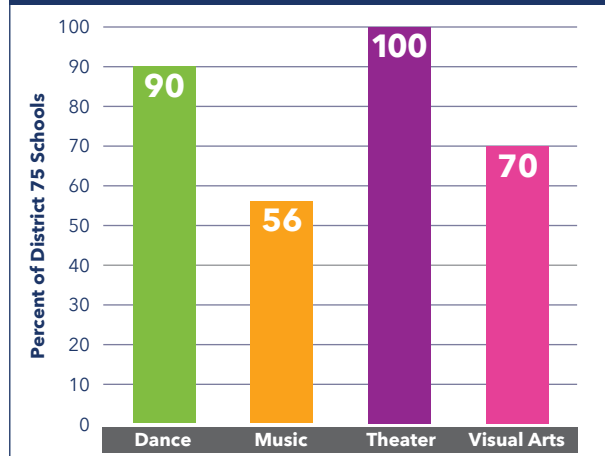


Figure 39. Percent of District 75 Schools that Report Teachers Used the Arts to Advance Students' *Fine Motor Skills IEP Goals* in the 2017-18 School Year, by Arts Discipline (N=50)



P53
(75K053)

Principal:
Heather Leykam

Grades Served:
K-12

Arts Liaison:
Jami Whitney

Enrollment:
450

P53 is a District 75 school with seven Brooklyn sites, serving students in grades K–12 with special needs. More than half of the school’s students have been diagnosed with autism spectrum disorder (ASD). The school has one visual arts teacher, four music teachers, and an instructional coach with a theater background. These teachers serve six of the sites. P53 supports the arts by ensuring that each of the six sites offers a minimum of two art forms per year. For example, the two elementary sites have music and visual arts; the two middle school sites offer theater, visual arts, and music; and two of the high school sites are programmed for music and theater.

According to Principal Heather Leykam, “The overall goal of the arts program is to have it begin in our kindergarten program and follow through to grade 12 ... as we believe that the arts help accommodate different learning styles and the ability to improve and maintain the cognitive, physical, and social skills of our special needs students.” In addition to music and art classes, the school supports their arts programming through partnerships with cultural organizations, such as Marquis Studios and Inside Broadway, which serves three sites and is funded through CASA awards; a Disney and Shubert grant/partnership, which serves four sites; and New York Cares, which serves one elementary site, as well as dance residencies in partnership with Brooklyn Academy of Music. These types of activities help support arts programming in the school, and Ms. Leykam reports being “confident that our arts education is giving our students every opportunity for growth, transition, and independence.”

The arts are also integrated within the school’s adaptive curriculum and units of study, which are aligned to Common Core Standards. For example, a middle school site performed Disney’s *The Lion King* and integrated core content into their work developing the play. Ms. Leykam says students studied and practiced for months leading up to opening night, noting, “Their ELA lessons used the play’s script as their reading component. ... In social studies, the focus was on the culture of Africa. Science lessons incorporated the ecosystems of the region, and math lessons involved the tracking of temperature and rainfall data.” In addition, she explains that the school’s arts programming serves to nurture effective IEP goal work to increase student learning and therapy outcomes, saying, “Theater and music encourage and enhance oral expression, thereby promoting communication goals. Theater and visual arts aid in mobility, dexterity, gross motor skills, walking, and running, which impact physical therapy outcomes. Visual arts improve outcomes for occupational therapies by improving fine motor skills. Each of the arts influences improved social skills, since each encourages sharing, team work, and interpersonal communication.”

The P53 arts programming supports and aligns with the *Framework for Great Schools*. In Ms. Leykam words, “The consensus of the P53 community of administrators, teaching staff, and parents is that aggressive arts programming affords our students an engaging and effective adaptive approach to teaching and learning.” She adds that the school’s enthusiastic staff, coupled with community collaboration, foster a strong, supportive, and trusting school community. Consequently, Ms. Leykam states, “P53 has broadened its holistic approach to rigorously educating the special child



by providing its students with the creative activities necessary to express themselves and bridge their challenges. Teaching across curricular areas through the arts has afforded our educators the opportunity to address the unique learning styles of children with autism who have cognitive delays, severe emotional challenges, and profound sensory impairments.”

When asked what she believes accounts for their success in maintaining the arts in the school, Ms. Leykam credits the school’s teachers and students, saying, “Our knowledgeable, skilled, enthusiastic, caring, and dedicated teaching staff work tirelessly providing our special students with rigorous and appropriate academics that best serve their cognitive, physical, and social needs and allow them to shine.” She further explains, “Our flexible learning environment and strong intentional focus on boosting social and personal skills empowers our special students with self-esteem, self-confidence, and the ability to process information. Seeing how engaged and happy the students are while they are learning maintains the level of performance for both teachers and students at a high note.”

Ms. Leykam acknowledges that it can be challenging to sustain quality arts programming, particularly with regard to funding. To address this issue, the school has turned to grant writing, and its arts partnerships are a result of grant awards or funding from New York City Council members. She says this is essential because “with the help of our arts partners, we are training our classroom teachers to wear a dancer, singer, director, artist, and/or musician hat that best fits their individual and unique teaching skills, interests, and talents.”

As Ms. Leykam sees it, “There is palpable energy and joy at our program sites; teachers and administrators collaborate and share their expertise with one another; our students are eager to participate in their arts activities and learn; nonverbal students are finding their voices; students are enjoying improved interpersonal relationships; and parents volunteer when needed and attend school functions to see their daughters and sons express themselves like never before.”



P79 Dr. Horan School

(75M079)

Principal:
Greer Phillips

Grades Served:
6–12

Arts Liaison:
Minna Cohen

Enrollment:
272

P79 is a District 75 school located in Manhattan, serving students with special needs in grades 6–12. The school integrates arts programming into cluster classes and students are offered instruction in visual and performing arts. As part of this instruction, students participate in field trips and cultural celebrations that showcase artistic expression, are given opportunities to use art to express academic understanding, and have the chance to use art as their preferred mode of communication. According to Principal Greer Phillips, “The arts have given our students another entry point to access academic instruction.”

In addition, the school has several arts partnerships designed to help integrate the arts into teaching and learning. For example, it partners with Studio Museum of Harlem to provide a visual arts program, and with ArtsConnection, which supports the school both with their documentary program (entitled “It’s Our Story to Tell”) and with Broadway Jr. (which has resulted in a production of *Guys and Dolls*). Creative Music Programs brings hands-on music instruction into classrooms, and Girl Be Heard supports programs on performance and female empowerment. In Ms. Phillips’s words, “These programs help us achieve academic, transition, and social emotional goals while we provide arts-infused content instruction. They provide students with technical skills, professional tools, and global awareness to succeed in an artistic path ... and have created safe spaces for students with a variety of backgrounds and needs.”

Equity and access are hallmarks of the school’s arts programming. In fact, the school serves a large proportion of English language learners, and all of its students have special needs. As Ms. Phillips explains, “We partner with organizations which offer programs that are tailored to both populations. We create open lines of communications so that host teachers can support outside partners in creating materials that provide access to all students. We ensure that all materials validate students’ preferred mode of communication, and all texts are adapted to ensure all students are given access to engagement.”

P79’s arts programming supports and aligns with the *Framework for Great Schools*. Ms. Phillips believes that rigorous instruction is supported through the arts, pointing out that “P79’s programs challenge students’ ability to think across content areas, stretch their creativity, and help them become innovative thinkers.” She adds, “In addition, we have noticed that students stay on task and are engaged in instruction for a longer duration of time when they are involved in arts programming.” Collaboration among teachers is a key component of the arts programming at P79. The school has developed teams of teachers who, as Ms. Phillips explains, “are constantly working together to achieve a common goal.” She further explains, “Due to the diversity of programs we have and the diversity of roles available within these programs (e.g., choreography, design, musical direction), teachers with diverse skill sets and backgrounds have opportunities to work together.”

Strong family-community ties and trust are two additional examples of P79’s work aligning with the *Framework for Great Schools*. Ms. Phillips states, “Arts programming has brought student talent to

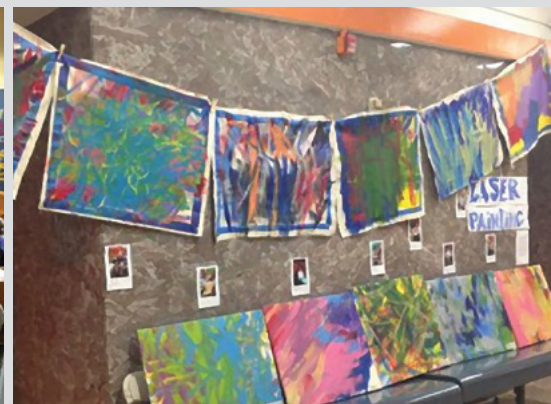


the forefront, has given families a reason to celebrate their children and an opportunity to come to school for reasons other than IEP meetings, parent/teacher conferences, and behavioral meetings.” Furthermore, arts programming has helped to build trust among stakeholders. As Ms. Phillips sees it, “Students have put trust in their teachers to build safe and supportive spaces where they can create, learn, and be themselves. Administration has put trust in teachers to oversee arts programs so that our students’ creativity can be brought to life. Finally, parents and families have put trust in the school to recognize and celebrate their children’s talents.”

Staff credit the support they have received from multiple stakeholders for their success in maintaining the arts in the school. This creates buy-in among students, staff, and faculty that allows these programs to be sustainable and to even grow. All of these things become possible when there is open communication among administration, teaching staff, families, and outside organizations partnering with our community.

The school hopes to further strengthen their arts programming in the future by finding ways to have arts programs work together even when being supported by outside organizations. For instance, Ms. Phillips notes that she would like it if “visual arts programs could support design and create scenery for the school musical.” She goes on to express that it can be challenging to fund such programs and that the school has worked to overcome this issue by applying for grants and using resources like Donors Choose and Materials for the Arts.

When asked what advice she would give to other schools on building and sustaining quality arts programming, Ms. Phillips has multiple suggestions, such as: find programs that are culturally responsive and address student interests; have proactive conversations with partners about expectations; validate and celebrate the experiences of students by incorporating them into arts programming; leverage the unique strengths of staff members; and build time for push-in programs as well as for electives. In her words, “All of these things have kept students engaged and have built teacher morale and motivation.”





Quality of Arts Education

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

Student Participation in the Arts

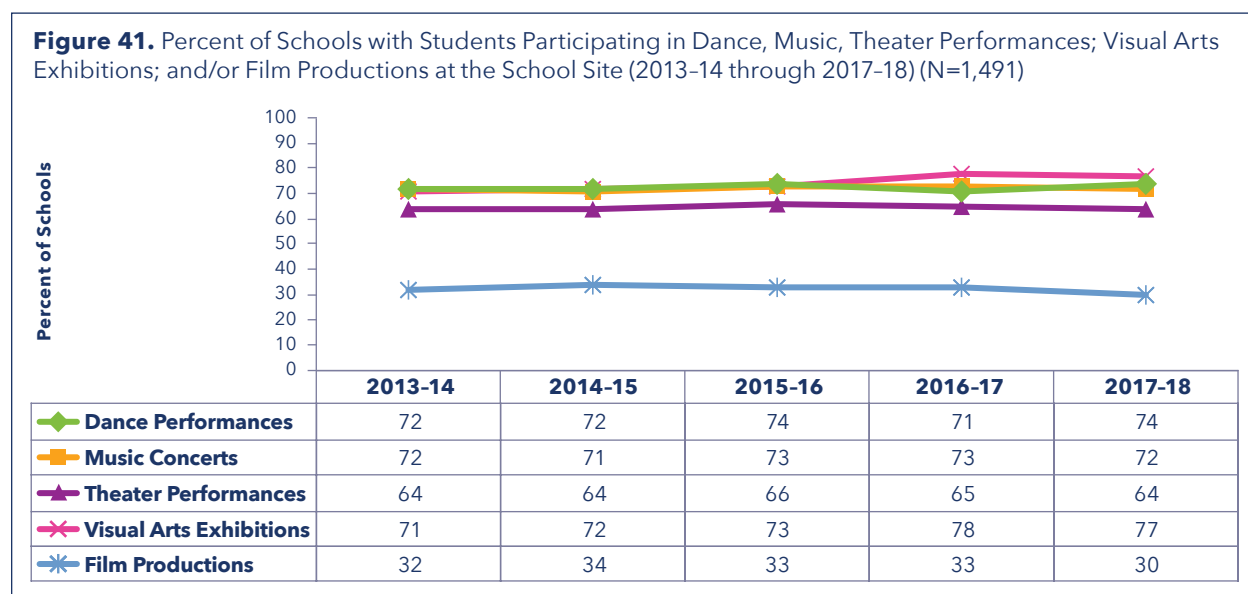
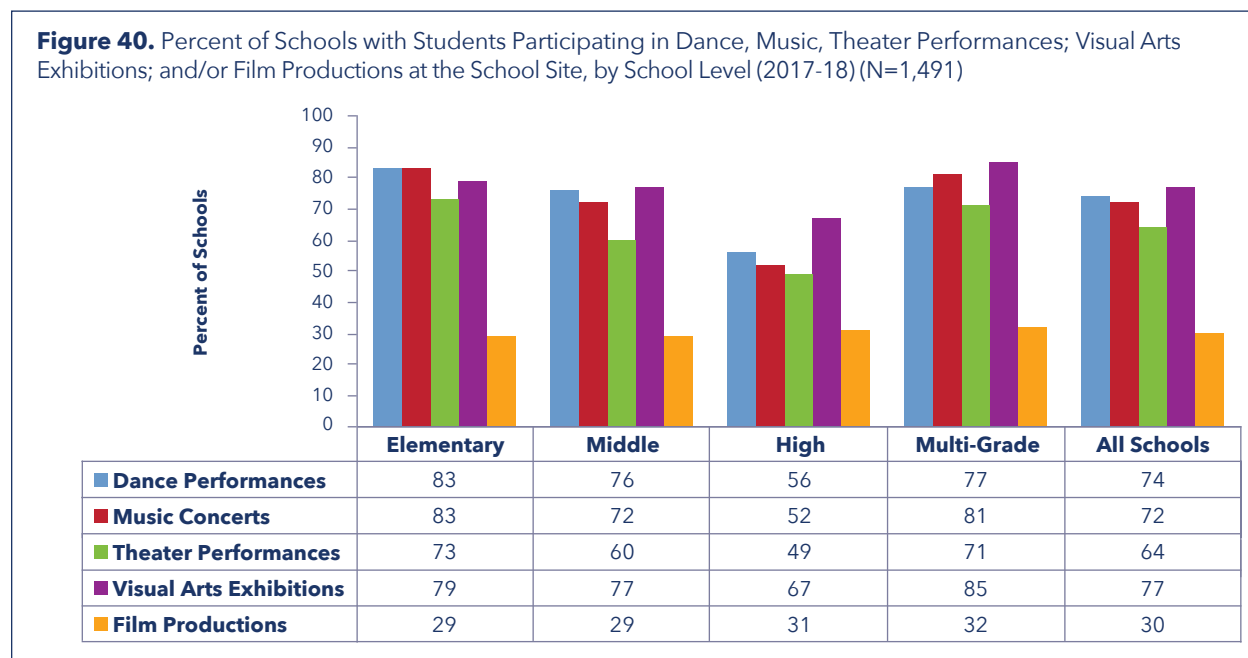
In addition to in-class arts instruction, many schools provide opportunities for students to participate in arts performances at the school site and pull-out and/or multi-grade activities during the school day. The data in this section provide information on the percent of responding schools that reported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



ARTS IN SCHOOLS

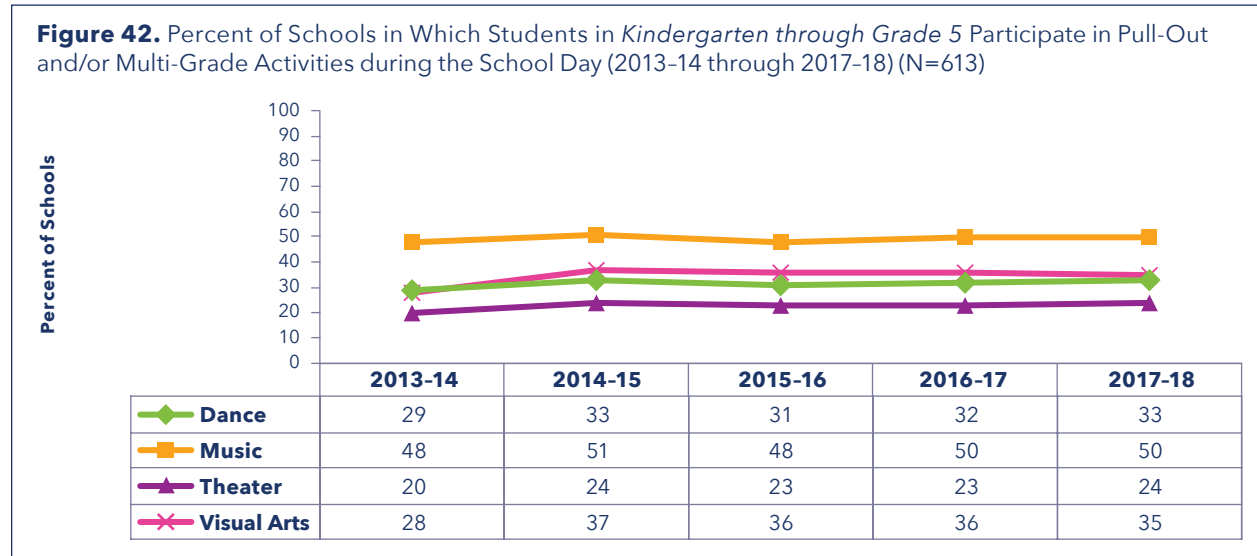
Participation in Performances, Exhibitions, or Productions at the School Site

Figure 40 displays the percent of responding schools (N=1,491) that reported having students participating in arts performances, exhibitions, and/or productions at the school site in the 2017-18 school year by school level. Figure 41 displays these data for responding schools from the 2013-14 through 2017-18 school years.



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

Figure 42 includes data on the percent of responding schools serving grades kindergarten through 5 (N=772) in which students participate in pull-out and/or multi-grade activities. Data are shown by arts discipline from the 2013-14 through 2017-18 school years.



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 2017-18 *Annual Arts Education Survey*, NYCDOE databases, and the 2017-18 *NYC Principal Satisfaction Survey*.



ARTS IN SCHOOLS

Assessment in the Arts

Table 22 shows the percent of all responding schools that reported using assessments (e.g., culminating projects, teacher observations, and/or conferences with students) to evaluate student progress in the arts in the 2013-14 through 2017-18 school years.

Table 22. Percent of Schools That Used the Following Methods of Evaluating Student Progress in the Arts (2013-14 through 2017-18) (N=1,485)

Assessment	2013-14	2014-15	2015-16	2016-17	2017-18
Culminating projects	81%	82%	81%	84%	85%
Teacher observations with descriptive feedback to students	76%	77%	77%	78%	78%
Conferences with students	64%	67%	65%	68%	70%
Student portfolios	63%	63%	60%	58%	58%
Arts performance assessments	64%	66%	66%	66%	66%
Student self and peer assessment	65%	69%	69%	71%	71%
Scaled rubrics with criteria	62%	62%	63%	65%	66%
Written assessments	56%	54%	55%	45%	44%
Student arts journals	34%	33%	33%	36%	33%



Arts-Based Professional Development

Tables 23–26 present data on teacher participation in arts professional development as well as the providers for the professional development, as reported on the 2017–18 *Annual Arts Education Survey*. This section also provides data on the arts-based professional development that would be useful to certified arts teachers, according to the data gathered through the 2017–18 *NYC Principal Satisfaction Survey*.

Tables 23 and 24 display the percent of schools that reported having school-based arts teachers and/or non-arts teachers who participated in arts-based professional development. Data are shown by school level, from the 2013–14 through the 2017–18 school years. Table 25 presents the average annual hours of arts-based professional development attended by school-based arts teachers and/or non-arts teachers by school level. Table 26 presents these same data by discipline in the 2017–18 school year.

Table 23. Percent of Schools Reporting That School-Based Arts Teachers Attended Arts-Based Professional Development, by School Level (2013–14 through 2017–18) (N=1,485)

School Level	2013-14	2014-15	2015-16	2016-17	2017-18
Elementary	83%	84%	86%	84%	88%
Middle	78%	85%	85%	89%	88%
High	79%	81%	85%	85%	86%
Multi-Grade	83%	88%	90%	92%	92%
All Schools	82%	84%	86%	86%	88%

Table 24. Percent of Schools Reporting That Non-Arts Teachers Attended Arts-Based Professional Development, by School Level (2013–14 through 2017–18) (N=1,485)

School Level	2013-14	2014-15	2015-16	2016-17	2017-18
Elementary	50%	54%	51%	48%	45%
Middle	33%	42%	39%	36%	32%
High	37%	37%	39%	38%	33%
Multi-Grade	37%	44%	40%	45%	42%
All Schools	42%	47%	45%	44%	40%

ARTS IN SCHOOLS

Table 25. Average Annual Hours of Arts-Based Professional Development Across All Arts Disciplines, by School Level and Teacher Type for the 2017-18 School Year (N=1,485)

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

Table 26. Average Annual Hours of Arts-Based Professional Development Across All Schools, by Arts Discipline and Teacher Type for the 2017-18 School Year (N=1,485)

Arts Discipline	School-Based Arts Teacher	Non-Arts Teacher
	Mean Hours	Mean Hours
Dance	13-18	1-6
Music	13-18	7-12
Theater	13-18	7-12
Visual Arts	13-18	7-12

School-based arts teachers and non-arts teachers can receive arts-based professional development from a variety of providers, such as staff from the central NYCDOE, universities, or cultural arts organizations. Figure 43 displays the percent of all responding schools that reported having arts teachers or non-arts teachers attend arts-based professional development. Data are presented by provider for the 2017-18 school year. Table 27 shows the percent of schools that reported they had school-based arts teachers who attended arts professional development. These data are shown by provider and school level for the 2016-17 and 2017-18 school years.⁶

⁶ In 2016-17, schools that responded "Other" listed specific central NYCDOE, district, and/or cultural arts organization professional development.

Figure 43. Percent of Schools in Which School-Based Arts Teachers or Non-Arts Teachers Attended Arts-Based Professional Development in the 2017-18 School Year, by Provider (N=1,485)

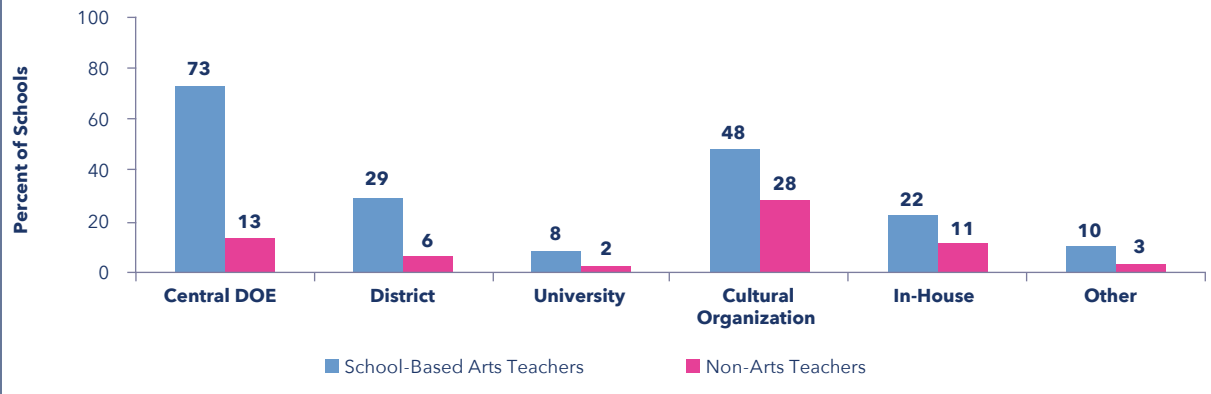


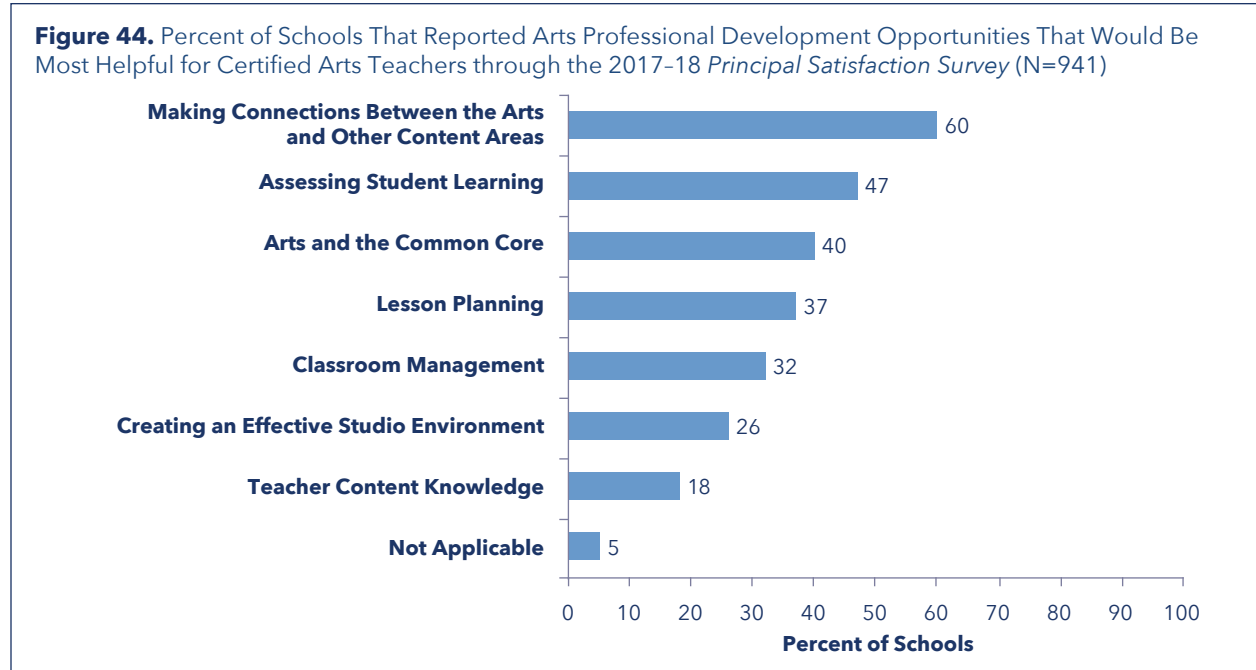
Table 27. Percent of Schools in Which School-Based Arts Teachers Attended Arts Professional Development, by Provider (2016-17 and 2017-18) (N=1,485)

Professional Development Network	Elementary		Middle		High		Multi-Grade		All Schools	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Central DOE ⁷	70%	74%	74%	72%	65%	66%	81%	77%	71%	73%
District	31%	33%	23%	30%	17%	18%	25%	27%	27%	29%
University	6%	5%	9%	8%	12%	12%	7%	9%	8%	8%
Cultural Arts Organizations	44%	47%	54%	50%	52%	47%	51%	52%	49%	48%
In-House	21%	17%	31%	29%	29%	26%	22%	21%	25%	22%
Other	8%	9%	9%	11%	13%	11%	10%	12%	9%	10%

⁷ Since 2015-16 professional development in arts education offered by central NYCDOE was offered through the Office of Arts and Special Projects (OASP), Office of Curriculum, Instruction, and Professional Learning (CIPL), and Division of Teaching and Learning (DT&L).

ARTS IN SCHOOLS

The data in Figure 44 were gathered through the 2017-18 NYC *Principal Satisfaction Survey*. The figure displays data on respondents' perceptions of the professional development opportunities that would be most helpful for certified arts teachers. Data are shown for all responding schools, including District 75 schools.



Certified School-Based Arts Teachers

Tables 28 and 29 show the number of certified arts teachers in NYCDOE schools. The data are shown by discipline and school level from the 2013-14 through 2017-18 school years. These data were gathered from the NYCDOE Division of Human Resources.⁸

Table 28. Number of *Full-Time* Certified School-Based Arts Teachers, by Arts Discipline (2013-14 through 2017-18)

Arts Discipline	2013-14	2014-15	2015-16	2016-17	2017-18
Dance	194	216	227	239	253
Music	894	959	998	1,029	1,048
Theater	144	165	167	178	202
Visual Arts	1,161	1,228	1,289	1,324	1,334
Total	2,393	2,568	2,681	2,770	2,837

⁸ Data on the numbers of certified school-based arts teachers from 2013-14 were recalculated to reflect consistent reporting dates and rules.

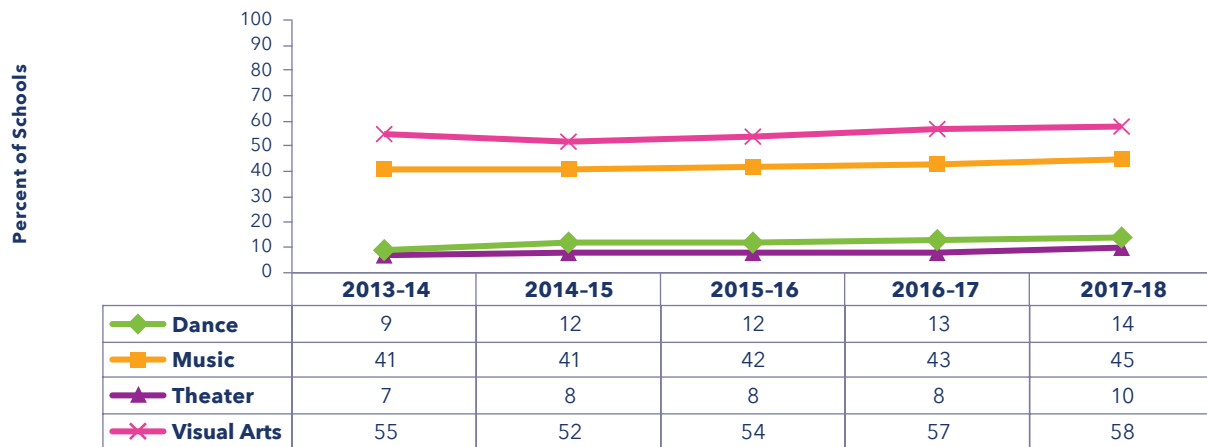
REPORT 2017-2018

Table 29. Number of *Full-Time* Certified School-Based Arts Teachers by School Level (2013-14 through 2017-18)

School Level	2013-14	2014-15	2015-16	2016-17	2017-18
Elementary	571	645	695	696	754
Middle	493	518	525	518	533
High	797	833	838	865	870
Other ⁹	532	572	623	691	680
Total	2,393	2,568	2,681	2,770	2,837

Data on the number of full-time certified school-based arts teachers on staff were provided through the NYCDOE Division of Human Resources for all schools (N=1,591). Data on the number of part-time certified school-based arts teachers on staff were reported by schools through their *Annual Arts Education Survey* (N=1,491). Figures 45 and 46 display the percent of reporting schools with at least one part-time and/or full-time certified school-based arts teacher. Data are shown by arts discipline for the 2013-14 through 2017-18 school years. Figures 47 through 50 display the full-time certified school-based arts teacher data by school level.

Figure 45. Percent of Schools with *At Least One Full-Time* Certified School-Based Arts Teacher, by Arts Discipline (2013-14 through 2017-18) (N=1,591)



⁹ The "Other" category includes K-8 schools, K-12 schools, secondary schools, registered programs, excess/reassignment, and ungraded.

ARTS IN SCHOOLS

Figure 46. Percent of Schools with *At Least One Part-Time Certified School-Based Arts Teacher*, by Arts Discipline (2013-14 through 2017-18) (N=1,491)

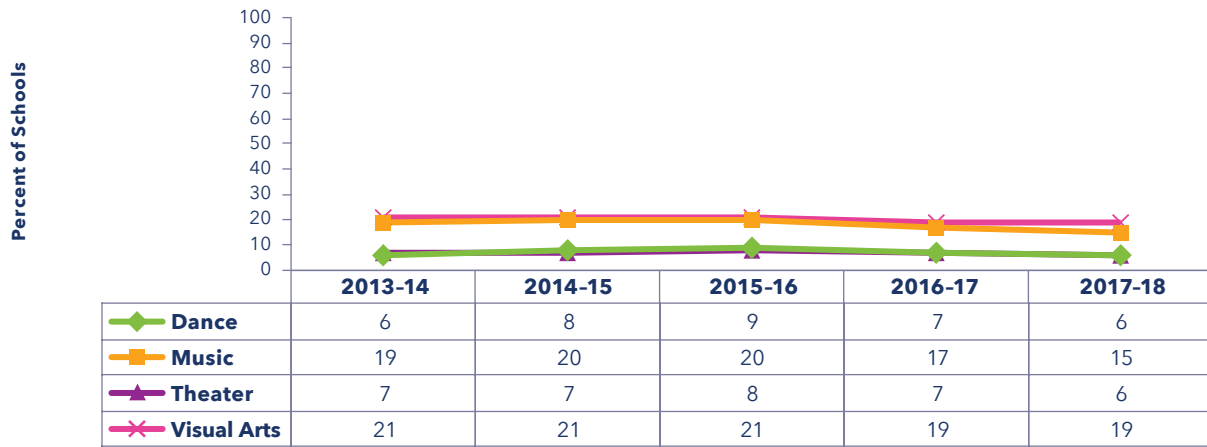
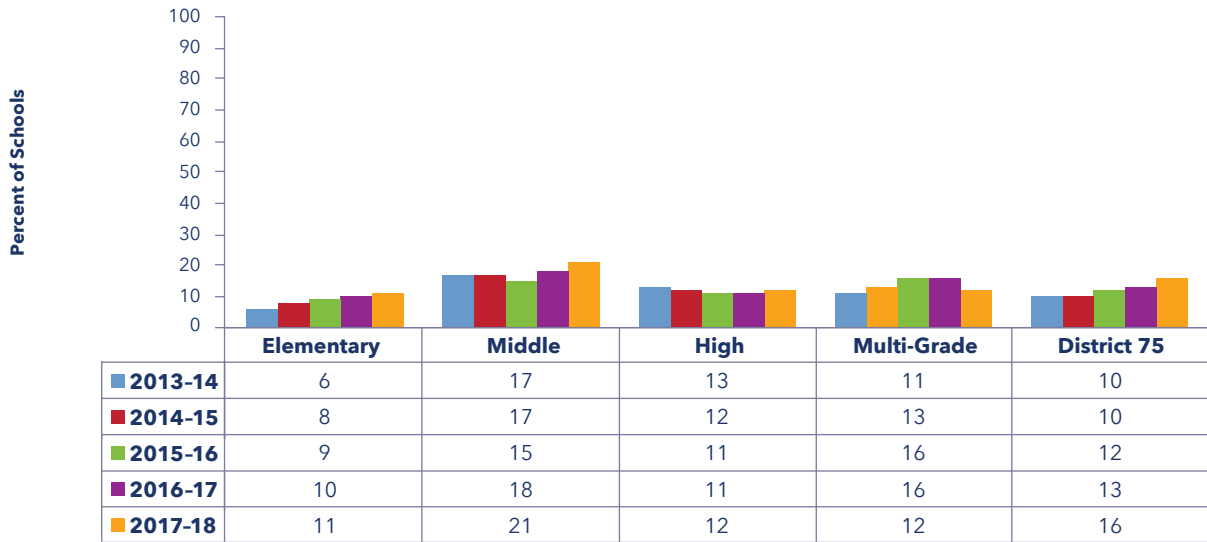


Figure 47. Percent of Schools with *At Least One Full-Time Certified School-Based Dance Teacher* (2013-14 through 2017-18) (N=1,591)



REPORT 2017-2018

Figure 48. Percent of Schools with *At Least One Full-Time Certified School-Based Music Teacher* (2013-14 through 2017-18) (N=1,591)

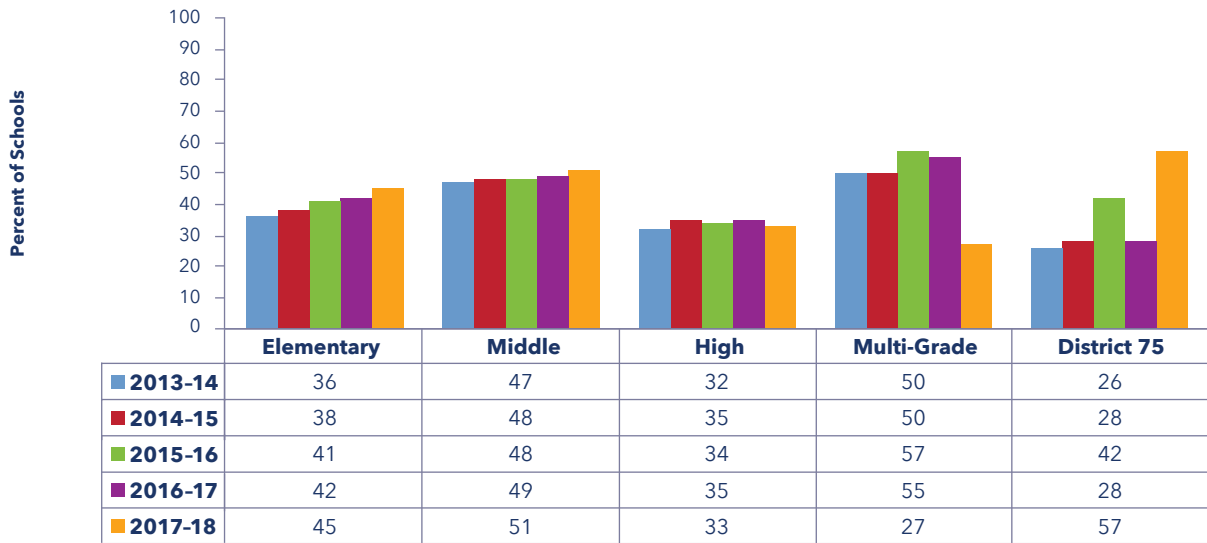


Figure 49. Percent of Schools with *At Least One Full-Time Certified School-Based Theater Teacher* (2013-14 through 2017-18) (N=1,591)

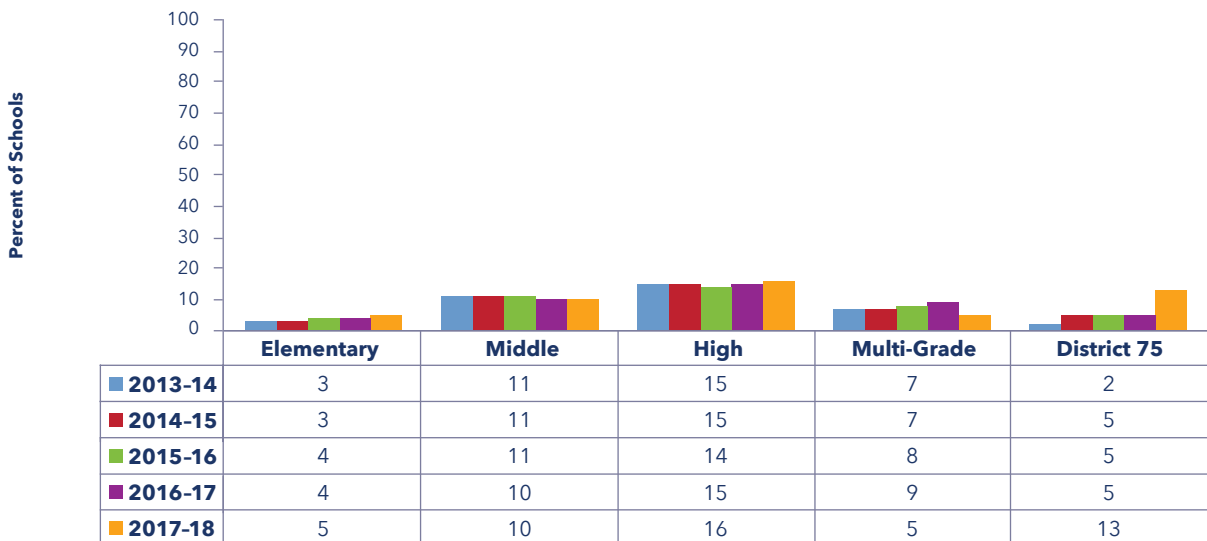
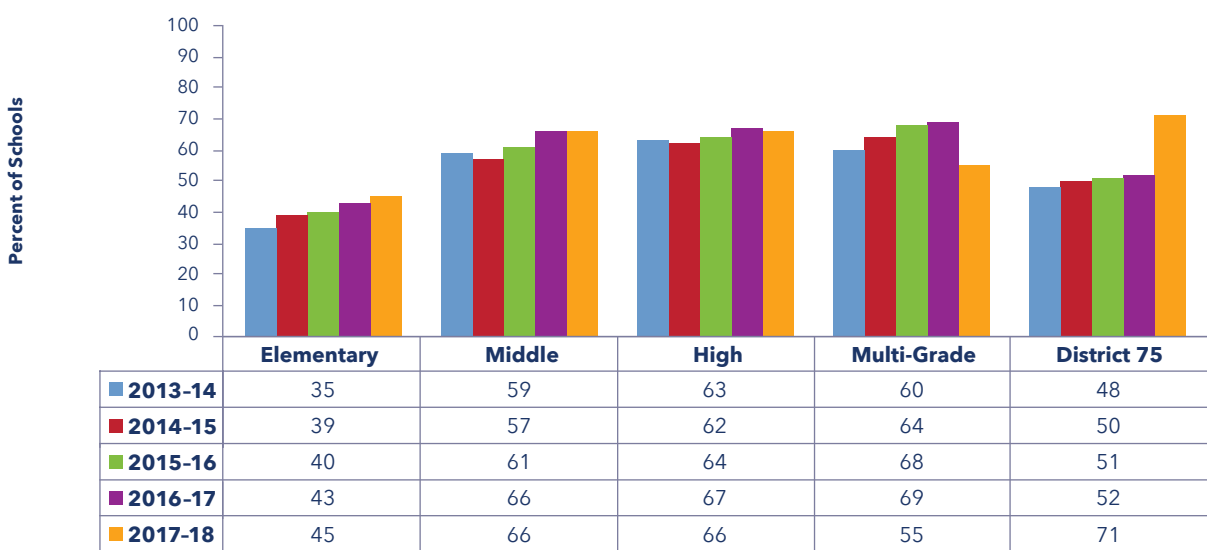


Figure 50. Percent of Schools with At Least One Full-Time Certified School-Based Visual Arts Teacher (2013-14 through 2017-18) (N=1,591)



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 with schools to engage students in exciting and rigorous arts experiences, and to assist schools in reaching all of the goals and benchmarks of the *Blueprints for Teaching and Learning in the Arts*. The dynamic of live performance in theaters, dance performance spaces, and concert halls, as well as firsthand interpretation of objects and collections in museums and galleries, enables an innovative exploration of ideas, understandings, and knowledge. These experiences directly support the goals for students who are college and career ready in speaking, writing, listening, and language.

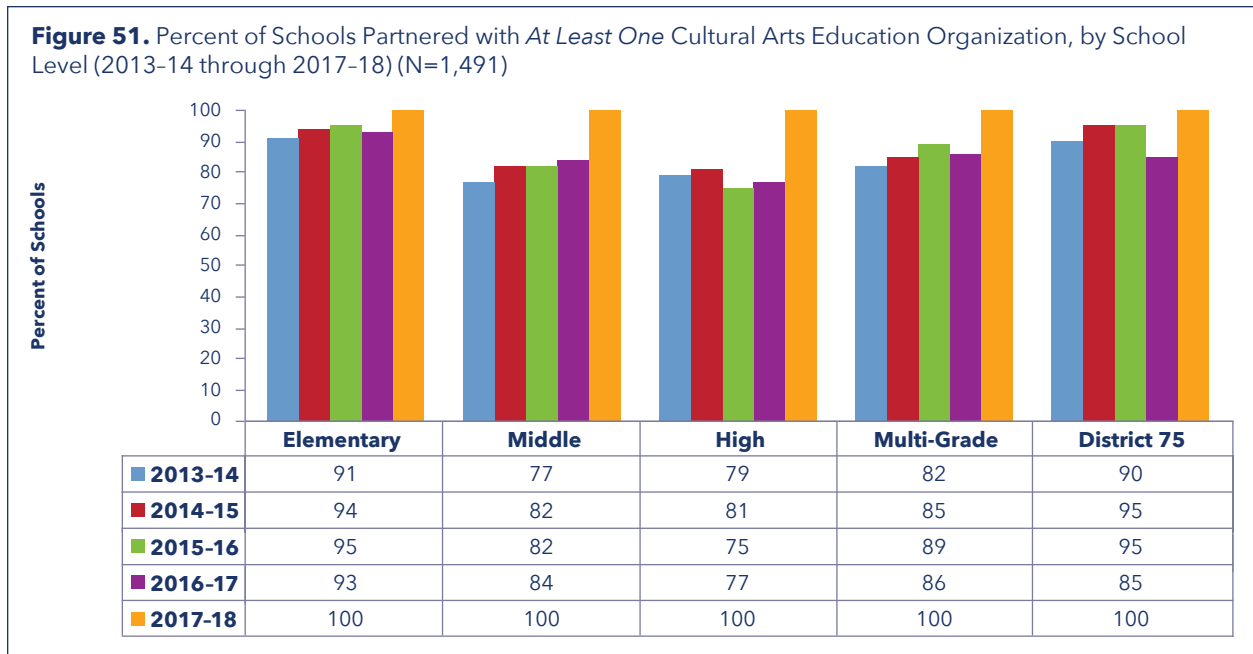
On the 2017-18 *Annual Arts Education Survey*, school administrators were asked to report on all cultural arts organization partnerships. Data on the percent of all responding schools (N=1,491) that reported working with at least one cultural arts organization are shown for school years 2013-14 through 2017-18 in Table 8 of the Executive Summary. Table 30 below presents these data by borough. The number of cultural arts organizations partnered with responding schools from 2013-14 through 2017-18 is displayed in Table 9 of the Executive Summary. Figure 51 below presents data on the percent of responding schools that reported working with at least one cultural arts organization for the 2013-14 through 2017-18 school years. Data for this table are shown by school level.

REPORT 2017-2018

Table 30. Percent of Schools Partnered with *At Least One* Cultural Arts Education Organization, by Borough (2013-14 through 2017-18)

Borough	2013-14	2014-15	2015-16	2016-17	2017-18
Bronx (N=337)	83%	85%	81%	85%	100%
Brooklyn (N=443)	82%	87%	86%	85%	100%
Manhattan (N=286)	89%	89%	93%	90%	100%
Queens (N=350)	85%	89%	87%	84%	100%
Staten Island (N=75)	85%	89%	96%	91%	100%

Figure 51. Percent of Schools Partnered with *At Least One* Cultural Arts Education Organization, by School Level (2013-14 through 2017-18) (N=1,491)



ARTS IN SCHOOLS

Tables 31 and 32 show the type of cultural arts organization services provided and respondents' perceptions of the quality of service of their partner cultural arts organizations. Data for these tables are shown for the 2013-14 through 2017-18 school years.

Table 31. Percent of Schools Reporting the Type of Services Provided, by Cultural Arts Organizations (2013-14 through 2017-18) (N=1,247)

Type of Services	2013-14	2014-15	2015-16	2016-17	2017-18
Arts-Related Field Trips	34%	37%	35%	32%	35%
In-School Student Workshops	13%	15%	14%	15%	14%
Residency (direct instruction to students)	47%	43%	46%	48%	47%
Teacher Professional Development	6%	6%	5%	4%	5%

Table 32. Percent of Schools Reporting the Quality of Services Provided, by Cultural Arts Organization (2013-14 through 2017-18) (N=1,251)

Quality of Services	2013-14	2014-15	2015-16	2016-17	2017-18
1 (Poor)	0.4%	0.7%	0.2%	0.2%	0.1%
2	0.4%	0.6%	0.6%	1%	0.4%
3	4%	3%	3%	3%	2%
4	16%	16%	15%	14%	12%
5 (Excellent)	80%	79%	82%	82%	85%

School administrators also reported whether they would continue to partner with their cultural arts organization(s). If they responded that they would not continue services, they were asked to provide a reason for discontinuing services with the organization. Table 33 shows schools' responses to whether they planned to continue, discontinue, or had not yet determined whether they would continue services with at least one cultural arts organization. Table 34 provides the reasons reported for schools' plans to discontinue services with at least one cultural arts organization.

REPORT 2017-2018

Table 33. Schools' Expectations Regarding Continuation of Services with Cultural Arts Organizations (2013-14 through 2017-18) (N=1,188)

Responses	2013-14	2014-15	2015-16	2016-17	2017-18
School Will Continue Service with At Least One Cultural Arts Organization	88%	86%	88%	87%	88%
School Will Discontinue Service with At Least One Cultural Arts Organization	5%	5%	5%	5%	4%
School is Uncertain about Continuation of Services with At Least One Cultural Arts Organization	22%	25%	23%	26%	24%

Table 34. Reasons for Schools Reporting Discontinuation of Service from Cultural Arts Organizations (2013-14 through 2017-18) (N=48)

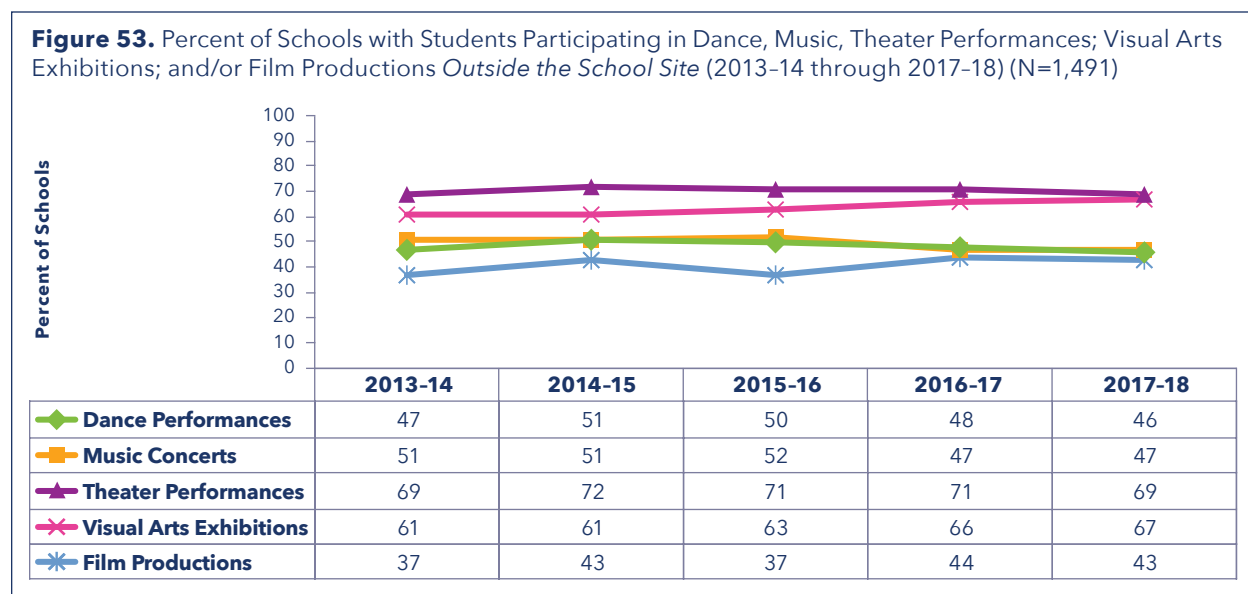
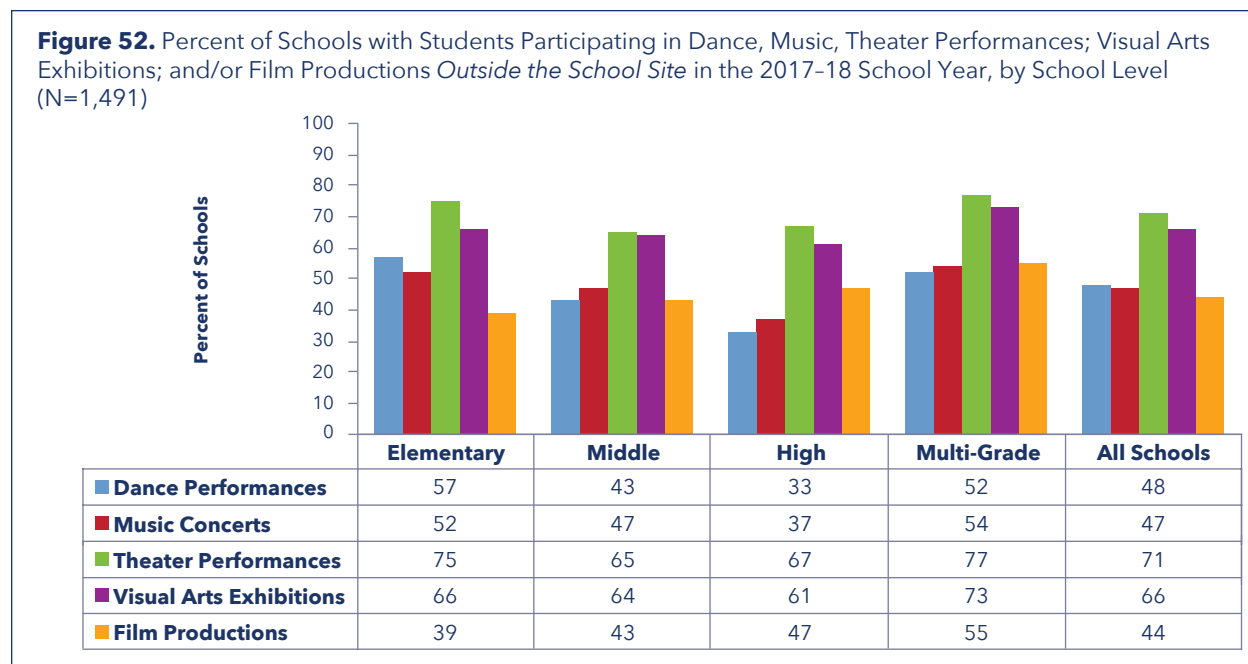
Responses	2013-14	2014-15	2015-16	2016-17	2017-18
High Cost of Services	6%	8%	13%	7%	14%
Limited Capacity of Provider	9%	10%	7%	7%	16%
Reduced School Budget	4%	16%	20%	18%	14%
Unsatisfactory Quality of Services	18%	18%	10%	12%	16%
Other Responses	63%	47%	51%	56%	41%



ARTS IN SCHOOLS

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

Figure 52 displays the percent of responding schools (N=1,491) that reported having students who participated in arts performances, exhibitions, and/or productions outside the school site by school during the 2017-18 school year. Figure 53 displays these data for all schools during the 2013-14 through 2017-18 school years.



REPORT 2017-2018



Arts Budgeting by Schools

Schools' arts budgets include staff salaries, equipment/supplies, and services such as cultural arts organization partnerships. The data in Figures 54 through 56 were gathered through the NYCDOE Division of Budget Operations and Review and the Division of Contracts and Purchasing Management databases. The total NYCDOE budget for arts education from the 2013-14 through 2017-18 fiscal years is shown in Figure 13 of the Executive Summary. Figures 54 through 56 display the arts education budgets for elementary, middle, and high schools in the 2017-18 fiscal year.

Figure 54. Distribution of Funds Budgeted for Arts Education in *Elementary Schools* in the 2017-18 School Year (Total Elementary School Budget = \$166,263,040)

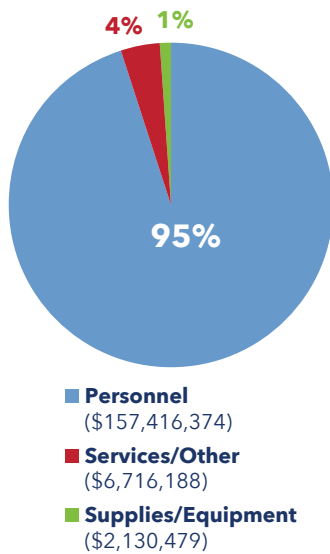


Figure 55. Distribution of Funds Budgeted for Arts Education in *Middle Schools* in the 2017-18 School Year (Total Middle School Budget = \$109,094,030)

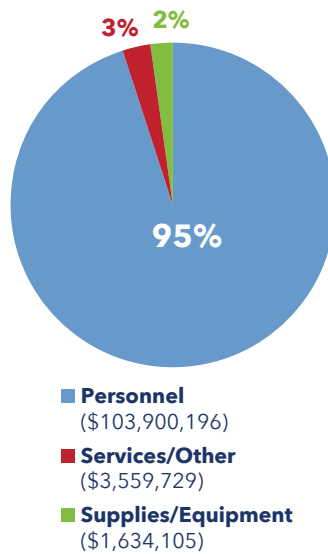
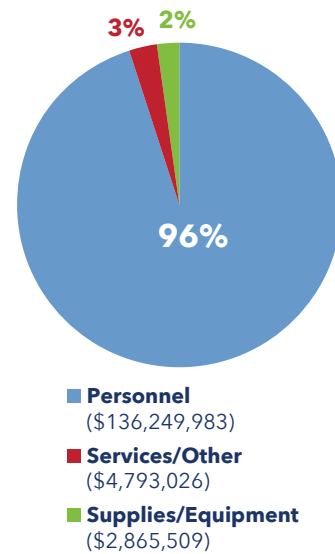


Figure 56. Distribution of Funds Budgeted for Arts Education in *High Schools* in the 2017-18 School Year (Total High School Budget = \$143,908,518¹⁰)



10 Chart does not total 100% due to rounding.

ARTS IN SCHOOLS

External Funding for Arts Education

School administrators were asked to report on the use of external funding for arts education on the 2017-18 *Annual Arts Education Survey* (N=1,485). Table 35 shows the percent of schools that reported using external funding for arts education in the 2016-17 and 2017-18 school years. Data are shown by sources and school level.

Table 35. Percent of Schools Reporting Use of External Funding for Arts Education, by Sources and School Level (2016-17 and 2017-18) (N=1,485)

Funding Sources	Elementary		Middle		High		Multi-Grade		All Schools	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Private Foundation	14%	13%	12%	16%	14%	13%	17%	15%	14%	14%
Local Business or Corporation	5%	6%	5%	4%	7%	5%	8%	7%	6%	6%
PTA/PA	35%	36%	22%	22%	12%	14%	38%	35%	27%	28%
State, County, Local Arts Organization or Agencies	17%	20%	12%	17%	9%	10%	17%	16%	14%	17%
Federal, State, or City Grants	45%	49%	48%	51%	39%	37%	42%	42%	43%	45%
Cultural Arts Organizations	38%	43%	41%	31%	25%	25%	39%	40%	35%	36%



REPORT 2017-2018

Arts Space

Classrooms or other school facilities designed and used solely for arts instruction are essential for teaching each arts discipline. On the 2017-18 *Annual Arts Education Survey*, school administrators reported the number of classrooms or other school facilities designed and used solely for arts instruction (N=1,485). Administrators were also asked to report on the number of classrooms or other school facilities that are multi-purposed for the arts. Table 36 provides data on the percent of responding schools with at least one classroom or other school facility designed and used solely for arts instruction. The data are shown for the 2017-18 school year by classroom type and school level. Table 37 displays the percent of all responding schools with at least one classroom or other school facility that was used for arts and other purposes in the 2017-18 school year. Data are shown by school level.

Table 36. Percent of Schools with At Least One Classroom or Other School Facility Designed and Used Solely for the Arts in the 2017-18 School Year (N=1,485)

Classrooms or Other School Facilities Used for Arts Instruction	Elementary	Middle	High	Multi-Grade	District 75	All Schools
Dance	27%	47%	32%	34%	32%	32%
Music	61%	65%	46%	65%	54%	58%
Theater	29%	41%	28%	35%	36%	32%
Visual Arts	68%	70%	71%	78%	76%	71%
Media	38%	49%	37%	36%	32%	39%

Table 37. Percent of Schools with At Least One Classroom or Other School Facility Multi-Purposed for the Arts in the 2017-18 School Year (N=1,485)

Classrooms or Other School Facilities Used for Arts Instruction	Elementary	Middle	High	Multi-Grade	District 75	All Schools
Dance	56%	28%	30%	38%	48%	42%
Music	58%	40%	34%	52%	52%	48%
Theater	56%	33%	43%	49%	52%	48%
Visual Arts	48%	34%	38%	51%	70%	44%
Media	37%	32%	39%	37%	26%	36%

ARTS IN SCHOOLS

Number of Arts Rooms

The NYCDOE School Construction Authority collects data on the number of arts rooms in school buildings. Table 38 shows the number of school buildings that have arts rooms, the number of arts rooms in these buildings, and the average number of arts rooms per building. Data are shown from 2013-14 through 2017-18.

Table 38. Number of Arts Rooms, as Reported by the NYCDOE School Construction Authority

	2013-14	2014-15	2015-16	2016-17	2017-18
Number of School Buildings with Arts Rooms	1,142	1,157	1,161	1,167	1,170
Number of Arts Rooms	3,669	3,743	3,785	3,771	3,880
Average Number of Arts Rooms per Building	3.2	3.2	3.3	3.2	3.3

Parent Involvement

Table 39 shows the percent of all responding schools that reported parental involvement in arts programs at their schools. These data were gathered through the *Annual Arts Education Survey* and are shown for the 2013-14 through 2017-18 school years.

Table 39. Percent of Schools That Reported Parent Involvement in Arts Programs (2013-14 through 2017-18) (N=1,485)

Parent Involvement	2013-14	2014-15	2015-16	2016-17	2017-18
Attending School Arts Events	92%	92%	92%	92%	92%
Volunteering in Arts Programs or Classrooms	42%	43%	44%	44%	44%
Donating Arts Materials or Supplies	40%	40%	41%	40%	42%



REPORT 2017-2018





OASP Support for Arts Education 2017–18

Chancellor’s Priorities: Deepening and Expanding Our Shared Commitment to Equity and Excellence

The Chancellor has directed the New York City Department of Education to realign and direct resources in conjunction with four priorities: **Accelerate Learning and Instruction**, **Partner with Communities**, **Develop People**, and **Advance Equity Now**. In support of these priorities, the Division of Teaching and Learning and the Office of Arts and Special Projects have aligned our current work to these priorities.

Accelerate Learning and Instruction: Provide inclusive, rigorous instruction to every child in a safe, welcoming, and affirming environment.

Student Programs

All-City High School Music Program and Boroughwide Salute to Music Program (middle school) afforded yearlong Saturday music instruction, as well as performance opportunities for approximately 950 students across the five boroughs. Under the leadership of NYCDOE music teachers, students participated in a variety of vocal and instrumental ensembles: All-City Chorus, All-City Concert Band, All-City Jazz Ensemble, All-City Latin Ensemble, All-City Marching Band, All-City Orchestra, Salute to Music Bands in every borough, Salute to Music Orchestra in Queens and Staten Island, Salute to Music Citywide Chorus, and Salute to Music Citywide Jazz Ensemble. Four culminating concert performances were held for parents and the general public.

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

The **Art History Research Project** fostered research at the high school level. In partnership with the **Museum of Modern Art (MoMA)**, cross-school meetings for teachers and their student researchers were held in the spring. Representing four high schools, the project gave students the opportunity to share research in progress and to engage with museum educators. In June 2018, the scholars, along with their teachers and their families, were honored at an event at the MoMA, where two students received a monetary award for their exemplary work. Each student who participated in the project received a comprehensive book on art history.

The annual **Ezra Jack Keats Bookmaking Competition**, supported by the **Ezra Jack Keats Foundation**, involved students in grades 3 through 12 from all five boroughs in the study of picture books, culminating in the creation of their own picture books. During the month of May 2018, nearly 100 schoolwide-winning picture books were displayed at the **Brooklyn Public Library**, and at an awards event held in May, boroughwide and citywide winning students, honorable mentions, and teachers were recognized. A fall 2017 workshop for visual arts teachers and librarians supported the initiative, using the *Ezra Jack Keats Bookmaking Competition Catalog* and looking at student work and artists’ comments relating to the art-making process.

ARTS IN SCHOOLS

Broadway League’s Diversity Committee partnered with the OASP for the sixth year to engage nearly 100 NYCDOE high school students from varied backgrounds in the **Broadway League/NYCDOE Teen Diversity Internships**. Introducing students to non-performance career opportunities in the theater—such as general management, press, marketing, casting, and technical supervision—served as hands-on experience which enabled participants to explore viable career paths in the theater industry that they may pursue in college or beyond.

Comprehensive examinations in dance, music, theater, and visual arts were designed, implemented, and administered for high school seniors who have completed a major arts sequence. The 1,561 students who passed the exam received either the Regents Endorsed Diploma with Advanced Designation in the Arts or a certificate of arts achievement. Those students and their families were invited to attend an event in their honor in July at the **Brooklyn Museum**.

The **Dedalus Foundation** and the **Mark Rothko Fund** awarded scholarships to 10 graduating high school seniors who participated in art portfolio and art history competitions. Exemplary artwork by these scholarship recipients was exhibited in the **Dedalus Galleries** in May 2018.

The **DiverCity Lens Project** supported two middle and 14 high school visual arts teachers from all boroughs in working with a professional photographer and in examining diversity through photographs. Teachers met to share and critique student work. Several meetings were hosted by the **International Center of Photography**. The teachers selected the work of 62 student photographers for an exhibition at the Tweed Courthouse in May 2018. Each student photograph was accompanied by writing around the year’s theme, “Framing Community.” Participating visual arts teachers displayed one of their own photographs as well. An exhibition catalog was created documenting the student work.

The **Honors High School Music Festival**, produced in conjunction with the **Music Educators Association of New York City**, attracted approximately 400 student participants from all boroughs. Parents, teachers, New York State School Music Association (NYSSMA) officials, and local community members attended the performance by the High School Festival Jazz Ensemble, Chorus, Concert Band, and Orchestra. Each ensemble was led by a recognized conductor at the university level or a celebrated New York City Department of Education music teacher.

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

PS Art 2018 provided teachers and students the opportunity to participate in a citywide juried competition, resulting in an exhibition at the **Metropolitan Museum of Art**. The PS Art exhibition had 121 works of art, representing 123 student artists, grades pre-K through 12, from all five boroughs, including District 75 schools. Student artwork was exhibited at the Met, from June 2018 through the end of October 2018. The NYCDOE continues to partner with **Studio in a School** in the PS Art initiative. In collaboration with the **Times Square Advertising Coalition**, 27 works of art from PS Art 2018 were displayed four minutes of every hour on a jumbotron screen in Times Square, June 21–24.

To encourage greater family viewing of the **PS Art** exhibition and attendance at the **Metropolitan Museum of Art**, teachers whose students’ work displayed in the 2018 exhibition created individualized museum guides to share with families. Each guide included an image of museum artwork related to students’ artwork.

REPORT 2017-2018

The **School Art League** and **The One Club for Creativity** delivered Saturday art-career workshops to more than 40 students per semester. High school students met designers and artists and built portfolios. Families were also invited to a special session on the college application process.

The **School Art League**, the **School of Visual Arts**, **Pratt Institute**, and **The One Club for Creativity** in partnership with the OASP disseminated information about programs, student scholarships, and awards. At a May 2018 event held at the **Metropolitan Museum of Art**, nearly 300 medals were presented to seniors and to promising freshmen and sophomores. The **School Art League**, the **School of Visual Arts**, the **Society of Illustrators**, and **Pratt Institute** awarded to graduating seniors. In addition, five awards were presented to students who will be continuing their studies of art at Cooper Union, Lafayette College, School of Visual Arts, Fashion Institute of Technology, and SUNY New Paltz.

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

The Shubert/MTI Broadway Junior Musical Theater Program enables NYCDOE middle schools in need of arts education supports to create and produce their school's first musical. This partnership program with **The Shubert Foundation** and **Music Theatre International (MTI)** fosters a collaborative environment among the participating students and their teachers, and allows the arts to flourish in these underserved communities. In 2017-2018, the program provided theater education at 29 schools across the city, and an additional 43 graduated schools continued to produce musicals. Overall, this private-public partnership reaches nearly 300 teachers and 1,900 middle school students. Nearly 500 of these students performed musical excerpts for their peers and the theater community on Broadway at the **Broadhurst Theatre** in the spring of 2018.

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

Summer Arts Institute provided an intensive, four-week summer program for over 360 middle and high school students in dance, drama, film, instrumental band, string orchestra, vocal music, and visual arts. The program, held at Frank Sinatra School of the Arts in Astoria, Queens, nurtured and challenged students as they moved into the next phase of growth as young artists. The program, now in its 17th year, is an official summer school program carrying one elective arts credit. The 2018 Summer Arts Institute was made possible through generous support from **Con Edison**, **HBO**, **Harkness Foundation for Dance**, the **Midler Family Foundation**, and **Jerrold Ross**.

ARTS IN SCHOOLS

The **Teen Thursdays** program is a series of project-based learning workshops in cultural institutions for sixth-, seventh-, and eighth-graders. This after-school initiative enables middle school students to take advantage of the rich learning opportunities available through local cultural institutions in site-specific educational activities. It is designed to give middle school students the opportunity to explore local social and historical topics, and to build identity and ownership with arts and cultural institutions. Among the 33 Teen Thursday partners are the **Museum of the City of New York**, the **New York Public Library**, the **Queens County Farm Museum**, the **Snug Harbor Cultural Center & Botanical Garden**, and **The Bronx County Historical Society**.

The **UCB/DOE Teen Improv Festival** continued its partnership with the **Upright Citizens Brigade (UCB)**. In its fifth season, the festival supported improvisational comedy troupes at 17 NYCDOE high schools. UCB artists provided professional development, onsite student workshops and resources to support the school-based improv companies. The student companies then performed in a peer festival at the iconic UCB Theatre.

Partner with Communities: Improve every community's experiences with the NYCDOE. Empower families with a shared mission for student success and equitable outcomes.

Parent and Family Support

Arts + Family Engagement Grants are a partnership initiative that expands arts opportunities for New York City public school students by boosting family participation and community engagement. The program showcases students' arts experiences, illuminates connections between student art and other academic learning, and engages students, along with parents and family members, demonstrating the power and importance of the arts in the school setting. Ninety-seven schools participated, with 46 different arts partners providing family workshops in the arts.

Borough Art Festivals are a series of year-end events celebrating the talents and creativity of students and their teachers through arts exhibitions and public performances. Over 6,000 teachers, school administrators, parents, community members, and students attended the five borough fairs, viewing student exhibitions and performances with over 3,000 artists representing 512 schools. **High School Fair** served as a forum for presentations and question-and-answer sessions on navigating the application and audition processes for screened arts high schools in each arts discipline.

High School Audition and Application Workshops were provided in borough-based evenings in the spring of 2018 for rising eighth-graders and their parents and guardians.

The Third Annual District 75 Festival of the Arts was produced on June 6, 2018 at the Milton G. Bassin Performing Arts Center, at York College. District 75 students displayed a wide range of talent, featuring 31 performances, including vocal and instrumental music, dancing, and excerpts from plays. Over 500 schools participated in the performances, with an audience of over 1,200 students, teachers, and guests. In addition, 49 visual art pieces were shown in a gallery filled with paintings, drawings, collages, assemblages, architectural models, sculptures, and intricate maquettes.

Arts and Cultural Community Support

Office of Arts and Special Project Activities include:

- Evaluating and scoring **Pre-Qualifying Solicitation Proposals** from the arts and cultural community for direct student services, parent services, and professional development in the arts.
- Presenting the **31st 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, offering information regarding programs and resources for their students and schools.
- Preparing Salute to Music program middle school instrumentalists to perform side by side with the **New York Pops** as part of the Pops' annual gala concert at Carnegie Hall.
- Showcasing students in the All-City High School Music Program's Jazz Ensemble, Chorus, and Orchestra rehearsing alongside artists in residence from **Jazz at Lincoln Center**, the **Metropolitan Opera**, and **Midori & Friends**.
- Collaborating with **Weill Music Institute's Ensemble Connect** in the school application process, and with Ensemble Connect administrators in the programming for the Ensemble Connect fellows.
- Supporting the **Metropolitan Opera HD Broadcasts** in five NYCDOE school sites (one per borough), accompanied by teacher professional development and student learning opportunities to introduce high-quality opera performances to communities across the five boroughs.
- Working with the **Whitney Museum of American Art**, the **Museum of Modern Art**, and the **Studio Museum in Harlem**, a fall short course was developed for visual arts teachers, K-12. Entitled "I Always Wanted to Learn More About," the course supported the expansion of teachers' repertoire of artists to include diverse artists who culturally and linguistically represent their students. A comprehensive resource was developed by teachers and disseminated to hundreds of art teachers.
- Collaborating with the **Cooper Hewitt Smithsonian Design Museum**, the **Society of Illustrators**, and the **Solomon R. Guggenheim Museum**, a spring short course ("The Art of the Picture Book in Elementary and Secondary Arts Instruction") was created for visual arts teachers, K-12. Exploring how the art in exemplary picture books can inform and enhance students' work, each workshop incorporated art making, and focused on developing students' imaginative capacities and the power of art to inform and influence opinion.
- Partnering with the **NYCDOE Department of Social Studies**, the annual professional learning series "Ticket for Two" was attended by 35 pairs of visual arts and social studies teachers. This year the series was held at the **Metropolitan Museum of Art** and the **Museum of Modern Art**, where teachers considered the theme of "Power, Art and Social Issues."
- Working with the **Whitney Museum of American Art**, an educator evening solely for New York City public school visual arts educators was offered in November 2018.
- Collaborating with **Studio in a School** to offer a full-day professional learning event at the **Metropolitan Museum of Art** centered on looking at student artwork in support of PS Art 2018. The PS Art 2018 catalog was a key resource for this workshop, as participants analyzed the educator comments in the catalog that reflect the strands and benchmarks of the *Blueprint for Teaching and Learning in Visual Arts*.

ARTS IN SCHOOLS

- Working with the **Cooper Hewitt Smithsonian Design Museum** and collaborating with the NYCDOE's **Office of Student Enrollment** to offer high school graphic-design students the opportunity to work with a noted graphic designer on their entries in the High School Directory cover competition

Develop People: Cultivate a learning culture by valuing and developing individuals and teams.

Teacher and School Leader Supports and Professional Learning in the Arts

The American Voices Project provided an additional seven middle and high schools—over 60 to date—with co-curricular instructional units of study and resources to stimulate student learning about the social and cultural history of 20th-century America through the lens of theater. By pairing social studies teachers with a theater or English teacher to team-teach the curriculum, American Voices enhanced student learning as well as differentiated instruction. The American Voices Units support teachers in exploring the cultural impact of these works, the parallels between theater and history, and how points of view inform how we communicate culturally and artistically.

The Arts Leadership Events for School Leaders are discipline-specific experiences intended to expand a school administrators' understanding and appreciation of dance, music, theater, and visual arts, as well as the important role that cultural resources and organizations play in New York City students' well-rounded education. School leaders are celebrated at these events for their commitment to offering high-quality arts experiences to students in their schools. They are invited to experience all art forms to expand their arts knowledge to better administer arts programming for their students. Host institutions for 2017-18 were the **Paul Taylor Dance Company**, **Jazz at Lincoln Center**, **The Bronx Tale** at the Longacre Theatre, and the **Museum of Modern Art**.

The Arts Education Liaison Professional Learning Series focused on the role of Culturally Responsive Education in the arts by exploring partnerships, identifying resources and seeking opportunities to increase equity, access, and excellence. Using the *Individual Arts in Schools Report*, the arts education liaisons identified gaps and associated resources for improving arts instruction at the school level. The workshop experiences were differentiated for newly assigned liaisons and veteran liaisons.

The Arnhold New Dance Teacher Support Program provided first- and second-year dance teachers with mentoring, intervisitation opportunities, and instructional resources. In 2017-18, there were 42 dance teachers who benefited from this support. The program provided funding to partner with dance cultural organizations and for students to attend professional dance performances. Funding also supported professional learning workshops to ensure that new dance teachers develop high-quality curriculum for their dance programs. The Arnhold grant provided additional funds for instruction resources and consultants at citywide dance professional learning series and short course sessions. Instructional materials for dance teachers, funds for teachers to obtain a dance certification, and additional professional learning courses at **92nd Street Y's Dance Education Laboratory (DEL)** were also provided by the Arnhold New Dance Teacher Support Program.

REPORT 2017-2018

Within the program, a tutoring project provided curriculum supports for up to ten new dance teachers. This initiative helps teachers design rigorous learning experiences, and align these experiences with assessment and with the NYCDOE *Blueprint for Teaching and Learning in Dance*. The curricula were shared with dance educators at the citywide professional learning day.

The Arnhold program also supports the **Dance Educators Collective Concert**, an opportunity for dance teachers to collaborate with colleagues and to present their work.

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

The **Arthur Miller Theater Education Program**, with funding from the **Arthur Miller Foundation**, provided impactful mentorship for 38 K-12 theater teachers (the Miller Fellows) in its third year of support. Fellows received onsite mentoring from retired NYCDOE theater educators and seasoned teaching artists, as well as toolkits with resources for theater instruction. Fellows gathered throughout the year for professional development, including technical theater and production workshops and intervisitations observing veteran NYCDOE theater teachers. Also, in-school residencies from leading theater companies provided specific curriculum and instruction for students while giving embedded professional development. Outside the classroom, nearly 2,000 students experienced Broadway and off-Broadway productions through this initiative.

Additionally, the **Miller Foundation** continued its investment in the **Arthur Miller Scholars**, providing scholarships to current licensed NYCDOE teachers committed to obtaining theater teaching certification in order to teach theater in their public schools. Funded theater education coursework was offered by the City College of New York's Program in Educational Theatre for select teachers.

The Blueprint for Teaching and Learning in the Moving Image Professional Learning Series offered media teachers and cultural partners a series of workshops focusing on "Honoring the Diversity of Student Voice." The three-day professional development series concentrated on how media-making allows students unique opportunities to express and present points of view in powerful and accessible ways. All adult participants were engaged in learning new media skills and techniques. The workshops were designed by the NYCDOE along with the **Mayor's Office of Media and Entertainment**, **Magic Box Productions**, and the sessions hosted by and linked to exhibitions at the **Museum of the Moving Image**, the **Whitney Museum of American Art**, and the **Solomon R. Guggenheim Museum**.

Building Vocal Technique in the Choral Setting trained 26 teachers in methods proven to foster healthy vocal technique in the choral classroom. Working with Dr. Jason Vodicka of Westminster Choir College and Susquehanna University, attendees engaged in various choral warm-ups and vocal exercises, and considered key vocal music topics from a science perspective. They also learned choral conducting gestures to reinforcing voice science principles and healthy vocal development.

Create: PreK and the Arts offered professional learning for pre-K teachers and site leaders in dance, music, theater, and visual arts. For the fourth consecutive year, the OASP and the Division of Early Childhood, in conjunction with partners **92nd Street Y's Dance Education Laboratory (DEL)**, **Third Street Music School**, **New Victory Theater**, and **Studio in a School**, implemented workshop series aligned with the NYS Prekindergarten Foundation for the Common Core and the *Blueprints for Teaching and Learning in the Arts*. This initiative is supported by the **New York Community Trust**, the **Staten Island Foundation**, and the **Arnhold Foundation**.

ARTS IN SCHOOLS

The “Defying Gravity” Musical Theater Course engaged licensed theater teachers in an advanced workshop series to further develop strategies and techniques for teaching, directing, and producing musical theater. Led by professional artist educators from **Broadway Bound Kids**, sessions focused on “next level” approaches to challenging students to serve the story and engage audiences. Teachers also explored the impact and opportunities of culturally responsive education on repertoire selection and an inclusive rehearsal process.

The Digital Theater Project engaged students in generating digital theatre stories (PUSH:PULL) that addressed the impact of immigration on individuals, families, and communities. Theater teachers were trained in a theatrical approach at the intersection of new media, theater, and student voice for researching, creating, and producing theatrical works. Participating schools explored a virtual living newspaper approach addressing the impact of immigration on individuals, families, and communities. Teachers and students then shared their process in a virtual rehearsal room—collaborating across New York City as well as with peer students in England, Ireland, Russia, and Africa.

The Ensemble Connect Program from Carnegie Hall provided access to world-class professional musicians partnering with 20 elementary, middle, and high school instrumental music teachers for teaching and performance residencies. The program focused on developing creative approaches to student-centered musical skill building. Music students, their families, and teachers attended Ensemble Connect performances at Carnegie Hall and the Juilliard School. Professional development and administrative support were also provided jointly to the NYCDOE teachers and the Ensemble Connect musicians.

Music Production & The Music Classroom: Presented in partnership with BerkleeNYC at the historic Power Station studio, training was provided to 32 music teachers in industry-standard recording and producing techniques. This professional development course provided teachers with an overview of the music industry and introduced current approaches to production and recording technology, underscoring the importance and challenges of producing original student compositions.

Music Technology: The Intersection of Self-Expression, Rigor, and Musical Understanding workshop guided 21 music teachers in leveraging music technology tools to advance students’ skill development, performance preparation, and independent musical thinking. Participants explored technology-supported learning to inspire curiosity and motivation for high-level student achievement and lifelong musical participation.

The New York State Arts Education Standards were introduced to teachers of the arts at training sessions through the ongoing Teacher Effectiveness sessions, a June 2018 citywide professional learning, and during a summer 2018 “make-up” session. Clear direction was provided regarding alignment of the NYSED Standards with the *Blueprints for Teaching and Learning in the Arts*—in Dance, Music, Media, Theater, Visual Arts—along with templates for aligned lesson and unit planning.

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

Teacher Effectiveness Professional Learning offers in-person, professional learning series in each borough. In addition, the series promoted a blended learning approach by using a social learning platform. Arts teachers have access to a repository of resources on this platform called StarTCHR. In addition, school administrators also have their own professional learning platform called StarTCHR | Leadership. Through the support of the Thompson Family Foundation, the StarTCHR portal has increased online learning and support communities for over 3,000 teachers and school administrators.

The Shubert Arts Leadership Series supported by the Shubert Foundation provided school leaders with a three-day workshop series along with two standalone sessions. Assistant principals, who are responsible for programming, supporting, and evaluating teachers of the arts, were invited to participate in this workshop series. The assistant principals collaborated to address challenges of instruction practice, observations and feedback, using tools such as the *Blueprints for Teaching and Learning in the Arts*, the *Framework for Great Schools*, the *Specific Considerations in the Arts*, and assessment practices for learning in the arts.

Curriculum Development

The Arts and the Common Core professional learning series was implemented, providing borough-based arts workshops for elementary music and visual arts teachers and their classroom colleagues. Teams of teachers collaborated on developing arts and social studies activities aligned with arts learning and the new *Social Studies Framework*. This series was in collaboration with nine cultural partners: **Brooklyn Academy of Music, Brooklyn Historical Society, Children’s Museum of Manhattan, Museum of Chinese in America, New-York Historical Society, New York Philharmonic, Schomburg Center for Research in Black Culture, Snug Harbor Cultural Center**, and the **Studio Museum in Harlem**.

Supporting Quality and Innovation

Research and resources from the **Arts Achieve** initiative funded by the **United States Department of Education (USDOE)** continue to guide the OASP in creating authentic performance tasks supporting Measures of Student Learning (MoSL) for teachers of the arts.

The **Arts Achieve** partnership included the **Studio in a School Association** (lead partner), **Carnegie Hall (Weill Music Institute)**, **Cooper Hewitt Museum (the Smithsonian’s National Design Museum)**, **92nd Street Y’s Dance Education Laboratory (DEL)**, and **ArtsConnection**.

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

Connected Learning Communities: Supporting Teacher Effectiveness and Student Achievement in the Arts is another USDOE grant in collaboration with ArtsConnection. The grant program is designed to provide arts teachers with blended professional development focused on translating standards into learning targets and using formative assessment to analyze learning, and accordingly, adjust teaching practice to improve learning.

ARTS IN SCHOOLS

Advance Equity Now: Transform outcomes by tackling inequities in all forms throughout the system.

Arts Continuum Partnership Grants is an initiative designed to bridge arts learning between elementary and middle schools by partnering teachers and school leaders across feeder schools with established arts partners. Through this program, middle schools and their feeder elementary schools work together in partnership with New York City arts organizations to articulate, sustain, and advance arts learning for students as they transition from elementary to middle school.

Arts for ELLs and SWD grants give schools the opportunity to participate in partnerships that provide tailored arts education programs to English language learners (ELLs) and students with disabilities (SWD). Partnership goals include increasing student achievement in and through the arts while addressing the particular needs of diverse student learners. Sixty-seven arts and cultural organizations provided **Arts for ELLs and SWD** services to 244 schools in 2017-18.

ArtsSPACE Facilities Improvement and Resources supports schools in need of arts space renovations and equipment and resources needed to support rigorous arts instruction. Through an application and grant-making process, schools were selected for substantial arts space renovations and equipment. ArtsSPACE renovates and creates spaces for students to practice and perform the arts rather than using a gymnasium, hallway, or other space that may not be appropriate. In 2017-2018, 23 schools have had theaters, dance studios, and visual art spaces undergo enhancements through the ArtsSPACE grant. Additionally, a subset of schools received pop-up theaters, ballet barres, and dance flooring.

The **Arts and Students with Disabilities Online Resource Compendium** was rolled out through a series of workshop for teachers and school leaders. The *Compendium* as a resource for general education arts teachers who also teach in inclusive classrooms was developed by a diverse group of educators, administrators, and cultural partners. The *Arts and Students with Disabilities Online Resource Compendium* (<http://schools.nyc.gov/offices/Teachlearn/arts/arts-swd.html>) provides both general and content-specific best practices for educating students with disabilities in the arts classroom. Additional training using this resource will be available throughout the 2018-19 school year.

The Arts Teacher Studio Funding supported 3,430 teachers of the arts at 1,377 schools by providing supplemental funding to schools for each full-time assigned teacher of the arts (elementary level) or full-time certified and assigned teacher of the arts (secondary level) to purchase studio materials, enriching teaching and learning in dance, music, theater, and visual arts. The program is designed to enhance the quality of standards-based, *Blueprint*-aligned instruction in the arts.

District 75 Schools have used **Everyday Arts for Special Education (EASE)** to provide educators with arts-integrated curricula and research-based strategies to support students with diverse learning and behavioral needs.

- EASE has provided support for special education teachers working with students with moderate to severe disabilities in self-contained, ICT, and inclusion classrooms in New York City and Los Angeles through two prestigious research grants through the USDOE—an Investing in Innovation (i3) award between 2010 and 2018. Since its inception in 2010, EASE has trained over 400 educators throughout the two largest special education districts in the United States: New York City's District 75 and the Los Angeles Unified School District.

REPORT 2017-2018

- Through a series of training workshops, in-school co-teaching support, and a blended online learning model, participating teachers strengthen their skills and knowledge in culturally responsive and inclusive instruction for students with special needs and/or IEPs.
- Moving forward with further studies related to arts-integration, the **Center for Educational Innovation (CEI)** has been awarded a USDOE *Assistance in Arts Education Development and Dissemination (AAEDD)* grant to utilize arts-based strategies in visual art and music to teach ELA and math to directly support students and teachers of grades 3, 4, & 5 in District 75. CEI's four-year, grant-funded program entitled "Education Through Art (ETA)" will be implemented in partnership with District 75 and **Symphony Space**.

F-status Arts Teacher Initiative was created to better serve middle and high schools with small student enrollment. The F-status Arts Teacher Pilot was launched in 2015 and continued to serve 20 schools with 15 teachers during the 2017-18 school year. Schools received personnel support for hiring an F-status (part-time) licensed arts teacher. Experienced visual arts, music, and theater teachers taught one day a week in middle and transfer high schools in all five boroughs, bringing arts instruction to schools that previously were underserved, including 30 percent of students with disabilities.

Middle and High School Arts Matter is an innovative staffing program that allows pairs of middle or high schools to share arts teachers with partial funding from central NYCDOE. The program also provides substantial supports and resources for the school and new teachers. This initiative creates programs in schools, substantially increasing access to the arts for students. Additional site-based mentoring and professional learning is provided to all Arts Matter teachers to assure that they are supported as they begin working in previously "low-arts" school settings. Fifty-one schools with 29 teachers participated in the 2017-18 school year.

Middle School Arts Audition Boot Camp is a two-week arts program for public school students from Title 1 schools entering grade 8 in the fall. The boot camp offers students who do not have access to audition and portfolio preparation concrete tools and training in preparation for screened NYCDOE high school arts schools/programs. This is an intensive program for up to 350 NYCDOE public school students in partnership with **Lincoln Center Education, Studio in a School, Carnegie Hall/Weill Institute of Music, the New York Philharmonic, Jazz at Lincoln Center, the Metropolitan Museum of Art, and the Juilliard School**.

SING! is a cross-grade competition for high school students, in which students perform student-written musical skits and compete for the best act. SING! can be a memorable and pivotal experience for high school students, allowing them to collaborate with peers, engage with the larger school community, and build school spirit and identity. SING! is also a key lever for community and parent engagement. As a key initiative, SING! was placed in five large or campus high school sites with roughly 350 students leading to increase school spirit and collaboration.

Turnaround Arts is a school reform effort that transforms priority schools through the strategic use of the arts. The program, led by the **John F. Kennedy Center for the Performing Arts**, together with local partners, is a collaboration with school communities that targets high-quality arts education services and resources to address school challenges such as student motivation, attendance, and parent engagement. **The Fund for Public Schools, NYC Department of Education, and NYC Department of Cultural Affairs** continued collaborative efforts to support the four **Turnaround Arts Schools**: P.S. 165 Ida Posner, P.S./I.S. 284 Gregory Jackson, Ebbets Field Middle School, and East Flatbush Community Research School.



2018 Arts Committee Report to the PEP

Overview

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

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

In support of Chancellor Carranza's goal to "create a school system that reflects the best of this diverse, inspiring, and innovative city—a system in which every child has an equal opportunity to not just thrive, but also to succeed beyond their wildest dreams," we are committed to and supportive of the Department of Education and the Office of Arts and Special Projects in providing **equity, universal access** and **excellence** in sequential arts education for all New York City public school students as an essential part of a complete and well-rounded education and in support of their college and career readiness and civic engagement.

Toward this end, we are asking for the following **actions to be taken** by the end of this school year:

1. Support the Creation and Implementation of the NYC Arts Education Strategic Plan:

Chancellor Carranza has directed the Office of Arts and Special Projects to engage in a strategic planning process which will yield a concrete, three- to five-year plan with actionable steps and benchmarks. The time frame for this work is on an accelerated schedule with various planning elements occurring during November 2018–early January 2019. A draft plan will be submitted no later than the end of February 2019.

It is critical to acknowledge how far NYC has come and which gaps still exist in providing all students with a quality arts education. Building on data and findings from the *Annual Arts and Schools Report* and the Create NYC cultural plan, the Chancellor's strategic plan for arts education for the NYC Department of Education will outline goals, strategies, tactics and an aligned budget. This will be a watershed opportunity in understanding our progress toward reaching equity and excellence for all students in the arts and the essential next steps toward these goals.

The plan must include strategies that address serving students with disabilities and English Language Learners. Specifically, how arts teachers, classroom teachers, and cultural education professionals can collaborate to support the particular needs for these students.

2. Create Arts Certification Pathway for Elementary School Teachers

We ask that the Chancellor adopt practices and policies that actively support prioritization of certified teachers of the arts in elementary schools to assure quality and rigorous arts instruction for our young learners. Data from previous *Arts in Schools Reports* have shown reduced numbers of certified teachers of the arts in elementary school settings in particular districts. Without the anchor of a qualified arts teacher providing arts instruction, elementary students are often provided with piecemeal learning experiences that do not lead to the arts content and skill building that then provide a conduit to more advanced arts learning in middle and high schools. And the gains made through Pre-K are lost if arts education doesn't consistently continue through elementary school.

Last year we recommended that the City create a bold partnership with higher education and private philanthropy that would allow currently assigned/cluster elementary school teachers to achieve their arts certification course work through subsidized tuition. This partnership would work with teachers across the city who teach the arts and are not certified or formally trained in the arts. This is often the case in elementary schools since the State does not require elementary schools to have K-12 arts certified teachers on staff. By creating pathways for these currently non-certified teachers of the arts to become certified teachers in an arts discipline, we can increase their capacity as arts educators and improve the rigor of arts education at the elementary school level.

To this end, the NYC Department of Education's Office of Arts and Special Projects is in the beginning stages of identifying higher education partners, associated teachers and principals in a pilot project in District 31 on Staten Island. One of the first learnings to rise from this pilot are the challenges related to tenure for teachers transitioning to new licenses. We ask that the Chancellor work closely with the Office of Arts and Special Projects and the UFT to address these challenges with a clear policy decision that will allow this work to move forward—leading to increased quality of and access to arts education for elementary youth so that their pathways in the arts are not limited.

3. Invest in Principals

Principals can open or close the door to high quality arts education in their schools. How do we provide principals with all of the tools that they need to move the needle for arts education in their schools?

The Office of Arts and Special Projects has provided this training over many years, but we now want it to be an integrated part of the training that all principals receive both pre- and during service. We propose for consideration a cohesive stream of supports that will develop school leaders who understand the value of quality arts education and how it is a critical issue of equity for our New York City public school students. Principals need to understand how the arts can support their goals for their school and how to implement the arts according to their students' needs and State requirements. The Chancellor can mobilize several critical partners in this work:

- Align internal DOE leadership training to put this goal front and center in supporting school leaders with the knowledge, skill and use of tools to envision, budget, schedule and supervise sequential arts instruction at every level.
- Host a series of discussions with institutions of higher education to ensure that pre-service leadership certification programs address arts education as an essential element of school administration.

Report to the PEP

- Partner with CSA in an ongoing collaboration to provide continuous and timely supports for administrators to meet the challenges of equity and excellence in the arts for their students. To begin that work, we ask that a liaison from the CSA be asked to join the Arts Education Committee so that we can further those bonds and decide how to move forward with a partnership.

Call to Action

Finally, we applaud the Panel for Educational Policy's stated commitment to arts education and we turn to you and ask you to advocate for equity in arts education for every student in every grade in every school in your own communities as well as across the city. Our Pre-K students should be able to explore and succeed in the arts and then be able to continue sequential, challenging arts learning throughout their school careers. It is a disservice to all our children to deny them this opportunity.

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

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



2018 Arts Committee

Arts Education Advisory Committee Members

Candace Anderson, Executive Director, Cool Culture

Jody Gottfried Arnhold, Arnhold Foundation/Founder Dance Education Laboratory (DEL) 92nd Street Y

Sarah Calderon, Committee Co-Chair, Managing Director/Art Place

Sharon Dunn, Vice President for Education Emerita/New-York Historical Society

Anita Gomez Palacio, Retired Executive Director of Operations/Council of School Supervisors and Administrators

Lane Harwell, Program Officer, Creativity and Free Expression/Ford Foundation

John Haworth, Senior Executive Emeritus/Smithsonian and Director (Retired) National Museum of the American Indian

Sobha Kavanakudiyil, Chair, New York City Arts in Education Roundtable/Faculty member in The Graduate Program in Educational Theatre at The City College of New York

Madaha Kinsey-Lamb, Founder and Executive Director, Mind-Builders

Shirley Levy, Chief of Staff, New York Department of Cultural Affairs

Kerry McCarthy, Senior Program Director, Arts and Historic Preservation/New York Community Trust

David Montgomery, Assistant Professor of Educational Theater/New York University

Zazel-Chava O'Garra, Dancer, Actress and Arts Advocate

Kunle Olahedin, Executive Director, Everybody Dance Now!

Shani Perez, Visual Arts Teacher/PS 051 Elias Howe

Eric Pryor, President, Harlem School of the Arts

Alex Ruthman, Director of Music Education and Director of the NYU Music Experience Lab (MusED lab/NYU Steinhardt)

Steve Tennen, Executive Director/ArtsConnection

Laura Jean Watters, Program Director/The Staten Island Foundation

George Young, Retired Principal, Arthur Tappan School

Stephen Yaffe, Chairperson, Arts in Special Education Consortium

Ex Officio:

Tom Finkelppearl, Commissioner/New York Department of Cultural Affairs

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

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



Report to the PEP



The Colorful Teacups
Marta Johnson, Grade 4
Colored pencils

270232 - P.S. 232 Linderoot
Christina Vagie, Teacher
Lisa Josephson, Principal



Desk of a Student
Perry Lefkowitz, Grade 5
Colored pencils, ballpoint pen, sharpie, graphite

300227 - I.S. 207 Loch Amharbh
Mandy Klein, Teacher
Isabel Pineda, Principal





Next Steps

At this juncture, with a successful and productive year behind us, we are reflecting upon the various challenges and opportunities that remain in arts education for the New York City Department of Education. With Chancellor Carranza’s clear and passionate commitment to the arts and his directive to engage in an arts education strategic planning process, we are offered a timely and significant opportunity to think deeply about the role of the arts in city schools for each and every one of our students, regardless of demographics, background, social or economic status, or gender.

As we face this transition year, and as the arts education planning process is being launched, it is essential that we bridge the work that has been created and refined under the umbrella of a \$23-million targeted allocation for arts education. Furthermore, we are able to consider what additional and innovative approaches should be considered, explored, and piloted.

The Office of Arts and Special Projects remains committed to targeted programs and initiatives that address issues of equity, access, and excellence in the arts in alignment with the goals of the Division of Teaching and Learning’s Office of Curriculum, Instruction and Professional Learning.

The Office of Curriculum, Instruction and Professional Learning commits to *Equity and Excellence for All* by:

- Deepening our work around Culturally Responsive Teaching
- Continuing to develop/select high-quality resources
- Providing ongoing, sustainable, and relevant high-quality, professional learning experiences to teachers (in a variety of high-leverage content areas, such as literacy, AIS, math, social studies, science, and the arts)
- Deepening collaborations on curriculum, instructional initiatives, and needs-based cycles of learning focused on continuous improvement with:
 - Division of English Language Learners team
 - Special Education team
 - Office of Field Support
 - Schools

ARTS IN SCHOOLS

Additionally, and importantly, the work of the OASP is guided by and aligns with the Chancellor's priorities for the 2018–19 school year:

EQUITY & EXCELLENCE FOR ALL

Accelerate
Learning and
Instruction

Partner With
Communities

Develop
People

Advance Equity Now

Accelerate Learning and Instruction:

- Support sequential arts instruction and learning experiences at all school levels in all neighborhoods.
- Increase student enrollment and program quality in Salute to Music and All-City Music programs.
- Continue refinement and recruitment for Middle School Arts Boot Camp, with an eye toward program expansion.
- Expand college and career program opportunities within Summer Arts Institute.
- Collaborate with the Mayor's Office of Media and Entertainment to produce a Middle and High School Film Festival & Career Fair.

Partner With Communities:

- Implement a third round of the ArtsSPACE Facilities Improvement grants.
- Expand the Arts for ELLs/SWD Partnership grants.
- Continue direct support to school communities (school leaders, arts education liaisons, teachers, families, and arts partners).

REPORT 2017-2018

Develop People:

- Refine Shubert Arts Leadership Series for the returning and advanced cohort, focusing on Culturally Responsive Teaching.
- Further develop Citywide Arts Monday and Teacher Effective Professional Learning to explore and implement Culturally Responsive Teaching.
- Expand Arts and SWD Compendium with associated professional learning opportunities.
- Continue the implementation of blended professional learning communities under the auspices of the PDAE (federal DOE grant).

Advance Equity Now:

- Create a three- to five-year *Arts Education* strategic plan with a mandate for inclusive, equitable, and holistic arts education for all New York City public school students from 3-K to grade 12.
- Work closely and in partnership with D75, D79, the Division of Early Childhood, and the Division of English Language Learners on program development and resources to support equitable arts education services.
- Launch pilot to support and increase the capacity of elementary cluster arts teachers with an eye toward transitional arts certification.
- With the Division of English Language Learners, explore and investigate a co-teaching model for teachers of the arts, ENL teachers, and classroom teachers to more effectively and equitably provide arts instruction to ENL and immigrant students.





Methodology

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

2017-18 Annual Arts Education Survey

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

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

Response Rate

Table 40 shows the overall response rates for the survey for school years 2013-14 through 2017-18. Out of a total of 1,613 schools, 92 percent¹¹ (N=1,491) completed the *Annual Arts Education Survey* in spring 2018. Table 41 provides the response rate by school level.

Table 40. *Annual Arts Education Survey* Response Rates by School Year (2013-14 through 2017-18)

School Year	Responding Schools	Total Schools	Response Rate
2013-14	1,415	1,635	87%
2014-15	1,564	1,639	95%
2015-16	1,505	1,644	92%
2016-17	1,459	1,619	92%
2017-18	1,491	1,613	92%

11 Accounts for schools not required to complete the survey, such as schools that were started in 2017-18 and District PK Centers.

Table 41. 2016-17 Annual Arts Education Survey Response Rates by School Level¹²

School Level	Responding Schools	Total Schools	Response Rate
Elementary	613	637	96%
Middle	225	259	87%
High	364	391	93%
Multi-Grade	233	248	94%
District 75	50	60	83%
All Schools	1,491	1,613	92%

Calculation of Mean Arts Instructional Hours

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

Calculation of Mean Arts Professional Development Hours

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

¹² Some schools, such as Early Childhood sites, are not disaggregated by level but are included in the total.

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 2017-18 school year.

Student Participation and Graduation Data

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

High School Screened Arts Programs

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

Human Resources Data

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

Budget Data

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

Arts Education Vendor Data

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

Arts Room Data

Data on the number of art rooms, as reported by the School Construction Authority, are 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.

ARTS IN SCHOOLS

NYCDOE *Principal Satisfaction Survey*

The NYC *Principal Satisfaction Survey* was designed as a performance management tool to hold central NYCDOE offices accountable for the quality of support they provide schools and to inform central NYCDOE's efforts to continuously improve their performance. In addition, the survey enables tracking of longitudinal progress, while, at the same time, allowing for adjustments to the survey to support alignment with new structures and priorities. For the 2017-18 school year, 63 percent (1,011) of principals responded to the *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, in the 2017-18 school year.



REPORT 2017-2018





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 4-6

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

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

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

ARTS IN SCHOOLS

Grades 7-8

NYSED Requirements Grades 7-8⁴

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 9-12⁵

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

Availability of Arts Sequences

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



4 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.

5 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.



“A rigorous and enriching arts education provides students with an outlet for their creativity and helps them develop key skills such as critical thinking and collaboration. We’re committed to prioritizing the arts across our 1,800 public schools to help our students achieve success in the classroom and beyond.”

— Bill de Blasio, Mayor



NYC™ Department of Education
Chancellor Richard A. Carranza