

ARTS

IN SCHOOLS REPORT

2015-2016



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Letter from the Chancellor

The arts are an integral part of our school system and serve as a key lever in meeting our goals for equity and access, which are rooted in achievement for our 1.1 million students. The power of dance, music, theater, and visual and media arts impacts schools by serving as a catalyst building a positive culture by engaging students, parents, and the larger community. It is through high-quality arts instruction that students experience the immediate and authentic hands-on learning that illuminates elements of the artistic process: rehearsal, reflection, and revision. Such learning experiences are critical to the intellectual, physical, and emotional development of our students as they strive to become more engaged citizens.

Mayor Bill de Blasio and I are privileged to serve as proponents of the arts. We share the belief that the arts are not a frill or an ancillary part of our students' learning. To the contrary, arts instruction is an essential part of our students' holistic education, which ultimately supports them in gaining a voice and empowering them to think critically.

In addition, the arts are critical to enriching the teaching and learning experience as well as fostering meaningful collaboration in our schools. It is by no surprise that the tenets of high-quality arts education closely align with the six transformative elements illustrated in the *Framework for Great Schools*:

- Rigorous instruction that is standards-based and individualized to meet the needs of all learners;
- Supportive environment where students feel safe to take intellectual risks and educators are encouraged to implement innovative pedagogical strategies to teach effectively;
- Collaborative teachers who are committed to partnering with colleagues to grow professionally;
- Effective school leadership that nurtures the growth of teachers and staff;
- Strong family-community ties that enrich and provide relevance to student learning; and
- Trust that everyone is working together to equip students to become college and career ready.

The *Annual Arts in Schools Report* covering 2015-2016 offers a comprehensive snapshot of our progress in delivering high-quality arts education to our students while mapping out next steps for the subsequent school year. The report also highlights an integral facet to our work, which is the cultivating of essential partnerships with community and cultural partners. With the support of Mayor de Blasio, we continue to invest \$23 million into arts education. The Mayor's backing allows for the continued expansion and sustainability of arts education in our schools. Here are some of those key initiatives:

- The Middle and High School Arts Matter Programs, which aim to offset personnel costs for over 86 participating arts teachers in 113 partnering schools serving 22,000 students across all four arts disciplines;



- The hiring of an additional two borough arts directors, totaling seven, to collaborate with field support centers and community superintendents, and who are tasked with targeted supports to low-arts schools;
- The ArtSPACE Grant, which funds the upgrade and enhancements of arts facilities in school across the city;
- Grants that support partnerships between arts education organizations to serve English language learners and students with disabilities;
- The Arts Continuum Grant program, which fosters arts partnerships between middle schools and their feeder elementary schools; and
- The Middle School Arts Boot Camp providing an intensive and focused audition and portfolio development experience for rising eighth graders.

In closing, we look forward to see the outcomes of our work and collaboration come to fruition. It is with great confidence that we—cultural partners, school leaders, teachers, and parents—all meet the challenge of providing our students a high-quality arts education.

Sincerely,
Carmen Fariña



Chancellor



Introduction

The arts are essential to engaging students, parents, and communities, and in bringing joy into our schools. Expanding access to an arts education inspires students, builds confidence, and deepens their critical thinking skills. By integrating a challenging arts curriculum and arts making into schools, we can provide hands-on learning experiences that help students thrive. Rigorous arts education is also firmly aligned with the Common Core, teaching our students how to revise, edit, rehearse, and achieve mastery—lessons that are critical in the classroom and in life.

The New York City Department of Education, under Mayor Bill de Blasio and Chancellor Carmen Fariña, is firmly committed to ensuring that all students have an opportunity to develop their talents and skills in an art form that they can be passionate about—whether in visual arts, dance, music, theater, or the moving image. This commitment comes with real resources dedicated to increasing access to quality arts instruction in our schools. This year alone, the Mayor dedicated an additional \$23 million to address specific and identified needs for our schools. These included providing new certified arts teachers in underserved middle and high schools, upgrading arts facilities and arts equipment in schools, and creating new partnerships with cultural organizations, especially to serve a diverse group of students, including English language learners and students with disabilities. We also have made an investment in our communities. Teen Thursdays enable hundreds of middle school students to experience the arts in local cultural institutions throughout the city.

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

This report details the strategic allocation of valuable resources to improve arts education in our schools. All these programs will have a lasting impact on countless students, their teachers, and their school communities, and play a crucial role in supporting the NYCDOE's *Framework for Great Schools*, a collaborative approach to partnering with schools.

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

With the tenth *Annual Arts in Schools Report*, for 2015–2016, we are showing improvement in equity and access to arts education, as well as the work that continues to be done.

This report is informed by the *Annual Arts Education Survey*, which collects information about factors that contribute to quality and equity in arts education in all our schools:

- Student participation
- Sequential instruction
- Teachers assigned and certified to teach the arts
- Arts and cultural partnerships and services
- Space allocation for arts education





New and Expanded Program Supports for Arts Education 2015-16

Mayor's Allocation

“Rigorous arts instruction is an essential part of a student's education; it builds confidence, fosters creativity and strengthens critical thinking skills. As a former teacher and principal, I know firsthand how dance, music, theater and the visual arts motivate students and help them grow into successful adults. It is especially critical that we are bringing the arts into more pre-k and middle school students — ages when students are developing their academic and creative passions. I am delighted by the incredible progress our city has made in expanding access to the arts and I look forward to continuing this important work.”

— Carmen Fariña, Chancellor

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

Direct School Support

Middle and High School Arts Matter

Middle and High School Arts Matter is an innovative staffing program that allows pairs of middle schools or high schools to share arts teachers with partial funding from the NYCDOE, along with substantial supports for the school and new teachers. This initiative creates programs in arts-needy schools, substantially increasing access to the arts for underserved students. Additional site-based support and professional learning is provided to all Arts Matter teachers to assure that they are retained in the system.

F-Status Pilot (New)

To better serve middle and high schools with small student enrollment, the Office of Arts and Special Projects launched the F-Status Arts Teacher Pilot in November 2015. Schools applied to receive personnel support for hiring an F-Status (part-time) licensed arts teacher for the spring semester of 2016. Experienced visual art and music teachers taught one day a week in 13 schools across Brooklyn, the Bronx, Manhattan, and Queens in middle and transfer high schools bringing arts instruction to schools that previously were underserved.

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Facilities Improvement and Resources (ArtSPACE)

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

Audition Support for Screened Secondary Arts Programs

The Audition Support for Screened High School Arts Programs offers funding to offset the significant personnel costs associated with auditions in high schools that have screened arts programs. Covering the costs of the audition process allows these schools to invest in additional instructional supports to bolster their existing arts programs.

Borough Arts Festivals

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

Arts Teacher Supports

Arts Teacher Studio Funding

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

Arts Studio and Classroom Libraries

As a targeted initiative to support teachers of students with disabilities, Arts Studio and Classroom Libraries were developed by the NYCDOE Directors of the Arts and the District 75 Arts Director. Arts teachers and other discipline teachers in District 75 schools now have access to quality arts texts and resources that support student learning in the arts and make connections between the arts and other content areas for special needs students.

Direct Student Programs

Teen Thursday

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

Middle School Arts Audition Boot Camp

The Middle School Arts Audition Boot Camp is a free, two-week summer program for students from Title 1 schools entering grade 8 who might not have access to the audition preparation needed for the rigorous high school audition/admissions process. With follow-up sessions in the fall, the boot camp provides audition and portfolio training in dance, instrumental or vocal music, theater, or visual arts for students interested in auditioning for screened high school arts programs.

Broadway Junior Program Expansion

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

Chancellor's Arts Commencement Event

Each year, the Chancellor acknowledges and celebrates exceptional New York City public high school students for their achievements in dance, music, theater, and visual arts by hosting a reception in their honor. This past school year, the event was held at the Brooklyn Museum, where over 1,200 students representing 35 NYC public high schools earned this special diploma. Each recipient had completed a minimum of nine semesters of arts study along with a rigorous assessment in his/her art form. These exceptional students represent the future of the arts in New York City as artists and as patrons.

Salute to Music/All-City Music Program Expansion

Salute to Music (STM) and All-City Music are Saturday morning music programs for middle or high school students. They provide an opportunity for students to receive instrumental and choral instruction, and to participate in orchestral, jazz, and concert band groups with their peers from around the city. Each borough site of the STM Program presents a finale concert in the spring, either at Carnegie Hall, New York University, or a local school site.

Summer Arts Institute

The Summer Arts Institute (SAI) is a tuition-free, month-long summer arts intensive for New York City public school students entering grades 8 through 12. Employing a faculty of NYCDOE master arts teachers and professional teaching artists, SAI enables students to increase their artistic skills and literacy, make connections to community cultural resources, and foster future careers and lifelong learning in the arts. In summer 2015, students selected through a rigorous audition participated in one of the SAI's studios, which spanned multiple arts disciplines, including music, dance, theater, film, and visual arts. Participating students created portfolios and developed performance pieces to support their applications for advanced study at the high school, college, or conservatory level.

SING! (New)

SING! is a variety show for high school students, in which students perform skits around a selected theme and compete for the best act. SING! can be a memorable and pivotal experience for high school students, allowing them to collaborate with peers, engage with the larger school community, and build school spirit and identity. SING! is also a key lever for community and parent engagement, since many NYCDOE parents experienced SING! during their own school careers.

Partner Programs

Arts Continuum

Arts Continuum is a partnership initiative designed to bridge arts learning between elementary and middle schools by partnering teachers and school leaders across feeder schools with established arts partners. The program increases arts offerings in middle schools while developing innovative residency and curriculum plans by building the capacity of the teaching staff and increasing family involvement.

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Arts for ELLs and SWDs

Arts for ELLs and SWDs gives schools the opportunity to participate in learning that provides tailored arts education to English language learners (ELLs) and students with disabilities (SWDs) through partnerships with arts organizations. The partnership goals include increasing student achievement in and through the arts and addressing the particular needs of student participants.

Arts and Cultural Services Fair

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

Arts Leadership Events

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

Curriculum Resources

Blueprints @ 10

The *Blueprints for Teaching and Learning in the Arts* is a set of five comprehensive guides for arts education developed in 2004–05. In 2015, four of the guides (dance, music, theater, and visual arts) were revised with rigorous, standards-based arts frameworks, setting benchmarks for pre-K through grade 12 students. Additionally, the revised *Blueprints* offer guidance documents in the arts and the Common Core, and the arts for pre-K teachers, as well as supports for English language learners and students with disabilities.

Arts Website Support

A redesign of the Office of Arts and Special Projects website on the NYCDOE site provides robust online resources and materials for school leaders, teachers, and parents.

Curriculum Mapping

In order to support thoughtful instruction, curriculum mapping is a procedure for planning instruction that thoughtfully lays out units and topics that address the content, skills, and assessments of a standards-based yearlong curriculum. A team of NYCDOE teachers engaged in a several-month process of creating curriculum maps in dance, music, theater, and visual arts that will be shared online as a model resource for all teachers of the arts in New York City.

Professional Learning

Pre-K and the Arts Training

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

Arts Education Liaison Series

The Arts Education Liaison Series offered eight workshops taking place around New York City, from October 19, 2015 to May 24, 2016. Each workshop addressed a different theme relevant to the work of arts liaisons, from fundraising and planning to arts resource development and *Annual Arts Education Survey* assistance.

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Arts and the Common Core

The Arts and the Common Core is a series of team-based professional learning workshops for elementary music and visual arts teachers and their classroom colleagues. Teams of teachers collaborate on developing arts and social studies activities aligned with rich arts learning and the new *Social Studies Frameworks*.

Arts Mondays (New)

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

Parent Programs

Arts + Family Engagement

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

Arts Field Support

Arts Field Support/Borough Arts Directors

Arts Field Support includes the appointment of seven Borough Arts Directors and staff to provide essential school leader support, school visits, professional development workshops, and the monitoring of school arts programs. The Borough Arts Directors are responsible for collaborating with Community Superintendents and networks and clusters (now Borough Field Support Centers) to build relationships and develop the effective borough supports and environments that will nurture student arts achievement. The Borough Arts Directors support schools, school leaders, and arts teachers in promoting quality arts education for all students.

Teacher Certification in the Arts

Lincoln Center Scholars

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





OASP Support for Arts Education 2015-16

The 2006-16 *Annual Arts Education Surveys* and other New York City Department of Education databases for 2006-16 have yielded valuable information to school leaders, teachers, parents, and community-based organizations to expand students' access to and quality learning experiences in the arts. Under the leadership of Mayor Bill de Blasio and Chancellor Carmen Fariña, the NYCDOE maintains a strong commitment to arts education for all students. The success of our endeavor to build the quality of arts instruction and equity of access across all schools, as articulated in the *Blueprints for Teaching and Learning in the Arts*, depends on our continued collaboration with the arts and cultural community, the higher-education community, funders, and other City and State agencies. Working with the New York State Education Department (NYSED) and the range of partners in this endeavor, along with school leaders and parents, the NYCDOE is fully committed to supporting quality arts education and will continue to:

- Ensure student achievement in the arts;
- Support school leaders to plan and provide comprehensive, sequential *Blueprints*-based instruction for all students;
- Build capacity of teachers to deliver quality teaching and learning in the arts; and
- Support all schools to meet NYSED requirements.

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

Rigorous Instruction

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

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- Utilizing resources from the United States Department of Education's Arts Achieve: Impacting Student Success in the Arts grant, the *Annual Arts Education Survey*, and Comprehensive Arts Examinations to shape ongoing professional development and work with school teams, Field Support Centers, and Superintendents to improve arts teaching and learning

Collaborative Teachers

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

Effective School Leadership

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

Supportive Environment

- Supporting schools' capacity to sustain quality arts education for all students
- Identifying model school sites and working with the Showcase School Initiative to highlight effective strategies for providing rich arts experiences at all grade levels
- Sharing effective models and practices online, in the *Arts Education Manual for School Leaders*, and through facilitated intervisitations at the borough level
- Providing schools identified by the *Annual Arts Education Survey* as in need of improving their arts education with individualized support and resources as well as interactions with the Central Arts Directors, Program Managers, and the Borough Arts Directors
- Strengthening the development of strong arts partnerships by improving the contracting, procurement, and payment of arts and cultural organizations collaborating with the schools

OASP Programs and Supports 2015-16

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

- Provide sequential arts learning based upon the NYCDOE's *Blueprints for Teaching and Learning in the Arts*;
- Communicate the unique role of the arts in student learning and achievement as aligned with citywide instructional expectations and college and career readiness;
- Support effective arts instruction and assessment in each of the five arts disciplines in aligning leadership development to support improved instructional practice in the arts and equity, access, and quality arts learning for students; and
- Meet Arts Count accountability for NYSED requirements in the arts.

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

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

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

The **Arts Education Liaisons Workshop** series was designed and implemented to assist the 1,500-plus arts education liaisons to develop their role in schools by supporting quality arts education and utilizing information from their *Annual Arts in Schools Survey* effectively.

In alignment with the 2015-16 *Annual Arts Education Survey*, technical assistance workshops, along with an **Arts Count training webinar**, were provided and implemented by the liaisons.

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

Supporting Quality and Innovation

Research and resources from the **Arts Achieve** initiative funded by the **United States Department of Education (USDOE)** continue to guide the OASP in creating professional development to support rigorous, sequential instruction for students and improved teaching in the arts.

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

Artful Learning Communities II: Assessing Learning, Transforming Practice, Promoting Achievement, a second USDOE grant to the OASP in collaboration with ArtsConnection, supported the development and dissemination of effective practices of formative assessment to improve teacher practice and student achievement in the arts. It culminated in the teacher development of formative assessment tools disseminated on a website (<http://artsassessmentforlearning.org>).

Teacher Effectiveness and Professional Learning in the Arts

For the second year, and in conjunction with partners with pre-K instructional expertise, the OASP and the Division of Early Childhood offered professional learning for pre-K teachers in dance, music, theater, and visual arts. Working with the **92nd Street Y's Dance Education Laboratory (DEL)**, the **Third Street Music School**, the **New Victory Theater**, and **Studio in a School**, the NYCDOE implemented workshop supports aligned with the Prekindergarten Foundation for the Common Core and the *Blueprints for Teaching and Learning in the Arts*. The series explored the essential and fluid role of the arts in pre-K settings for our youngest learners.

The OASP continues to provide a series of professional learning experiences to strengthen teacher practice. Working with the Central and Borough Arts Directors, the Director of Teacher Development in the Arts supports and implements an 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 a platform called **StarTCHR**. Through the support of the **Thompson Family Foundation**, the StarTCHR portal has increased online learning and support communities for over 1,600 teachers.

Arnhold New Dance Teacher Support Program includes new dance teacher support, which provides first- and second-year teacher mentoring and resources to support the dance program in each funded school. In 2015-16, 41 dance teachers benefited from this support. The program provides resources for guest artists, for students to attend professional dance performances, and to ensure that dance teachers are provided with a robust series of professional development workshops and courses.

A toolkit of supplies for dance teachers, fees for teachers adding the dance license to their certification, and free dance professional courses at the **92nd Street Y's Dance Education Laboratory** are also provided. Teachers in the program also attend intervisitations observing veteran dance teachers in the classroom.

In fall of 2015, the Arnhold grant enabled the distribution of the **PS DANCE!** documentary to NYCDOE dance educators and principals to be used for dance teacher training and dance education advocacy. Additional funds from this program were used to develop dance curricula aligned with the language arts framework which were shared with the dance educators at the citywide PDs. The Arnhold New Dance Program also supported the **Dance Educators Collective Concert**, an opportunity for dance teachers to collaborate with colleagues and to present their work as dancers and choreographers.

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As part of the grant, Metis Associates evaluated the Arnhold New Dance Teacher Support Program. Data from this evaluation will help further refine supports for new dance teachers throughout the city which are made possible by **Jody Arnhold** and the **Arnhold Foundation**.

Media teachers and cultural partners were engaged in a three-day professional development series focused on critique and criticism as well learning new media skills and techniques. The workshops were designed by the NYCDOE along with the Mayor's Office of Media and Entertainment, Magic Box Productions, and a range of media and film partners.

The **Arthur Miller Theater Education Program** provided significant support for 15 first- and second-year middle and high school theater teachers (the Miller Fellows). Fellows received on-site mentoring from retired NYCDOE theater educators and from seasoned teaching artists as well as toolkits with resources for theater instruction. Fellows gathered throughout the year for professional development ranging from technical theater and production workshops to intervisitations observing veteran NYCDOE theater teachers in practice. Additionally, in-school residencies from leading theater companies provided content specific curriculum and instruction for students while giving embedded professional development to the Fellows.

Outside the classroom, funding allowed for over 1,000 middle and high school students to experience Broadway and off-Broadway productions. The Miller Program is made possible by generous funding from the **Arthur Miller Foundation**.

The **Digital Theater Project** trained teachers in the intersection of theater and new media, and in accessing student voice for researching, creating, and producing innovative theatrical works. The program uses video games as the catalyst for exploring the impact of making intentional choices. Teachers and students blended traditional theater techniques with media and then shared their process in a virtual rehearsal room, collaborating with students across New York City as well as in England and Africa.

The **Special Education Inclusion Classroom Intensive in Theater** provided 20 theater teachers, working at District 75 as well as general school sites, an intensive, experiential look at how to work with diverse learners in inclusion and self-contained classrooms. This short course explored practical means to design curriculum and lessons for a wide range of learners by exploring Universal Design for Learning to deepen understanding of learner needs and abilities, and then devising activity adaptations.

The **American Voices Project** provided 10 middle and high schools with instructional units of study and resources that stimulate student learning about the social and cultural history of 20th century America through the lens of theater. By pairing social studies teachers with a theater (or English) teacher to team-teach the curriculum, American Voices enhances teacher instruction and student learning. Students experience the historical context of these plays while simultaneously learning about the cultural impact of these works on American history.

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

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Curriculum Development

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

The Borough Arts Directors designed an **Arts and the Common Core** pilot series of borough-based arts workshops for elementary music and visual arts teachers and their classroom colleagues. Teams of teachers collaborated on developing arts and social studies activities aligned with arts learning and the new *Social Studies Framework*.

Catalogs for **PS Art 2016** and the **Ezra Jack Keats Bookmaking Competition** were created as teaching tools for elementary and secondary teachers. Both catalogs contained student comments relating to the art making process. The PS Art 2016 catalog additionally contained educators' comments that reflected the strands and benchmarks of the *Blueprint for Teaching and Learning in the Visual Arts*.

Parent and Family Support

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

The OASP has created supports for parents as follows:

- Facilitating presentation and question-and-answer sessions on navigating the applications process for screened arts high schools in each arts discipline at the **Citywide High School Fair**
- Providing borough-based evening workshops in the spring of 2015 for rising eighth graders on the high school audition process and preparation
- Serving as a resource for information related to citywide and borough-wide dance, music, theater, and visual arts programs

Student Achievement in the Arts

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

The Borough Arts Directors coordinated **Borough Art Festivals**, a series of year-end events celebrating the talents and creativity of students and their teachers through arts exhibitions and public performances. Over 6,000 teachers, school administrators, parents, community members, and students attended the five borough fairs, viewing student exhibitions and performances from approximately 386 schools.

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The UCB/DOE Teen Improv Festival continued the dynamic partnership with the Upright Citizens Brigade (UCB). This program supported improvisational comedy troupes at 15 NYCDOE high schools. UCB artists provided professional development, on-site student workshops, and resources to support the school based improv companies. The student companies performed in a finale festival at the UCB Theatre.

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 2015-16, the program provided theater education at 58 schools across the five boroughs, reaching a total of 232 teachers and over 2,500 middle school students. Nearly 700 of these students performed musical excerpts on Broadway at the Imperial Theatre for their peers and the theater community.

PS Art 2016 provided teachers and students the opportunity to participate in a citywide juried competition, resulting in an exhibition at the Metropolitan Museum of Art. Nearly 89 works of art, representing 90 student artists, grades pre-K through 12, from all five boroughs, including District 75 schools, were on display. Additionally, a professional development day devoted to looking at student work was held in October 2015 at the museum and student artwork was exhibited at the Met from June 2016 through the end of October. The NYCDOE partnered with **Studio in a School** in this initiative.

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

For the fourth year and working with the Director of Theater, the **Broadway League's Diversity Committee** partnered to engage 23 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, technical supervision, this hands-on experience enables the teen participants to explore occupations in the theater industry as viable career paths that they may pursue in college or beyond.

Comprehensive examinations in dance, music, theater, and visual arts were designed and implemented for high school seniors who have taken a major arts sequence. The 1,248 students who passed the exam received either the Regent's Endorsed Diploma with Advanced Designation in the Arts Endorsed Diploma or a Certificate of Arts Achievement. Students who received the Arts Endorsed Diploma, as well as their families, were invited to attend an event in their honor on August 6, 2016 at the Brooklyn Museum.

ARTS IN SCHOOLS

Summer Arts Institute provided a free, four-week, intensive summer program for over 380 middle and high school students in dance, drama, film, instrumental band, string orchestra, vocal music, and visual arts. The program, held at Frank Sinatra School of the Arts in Astoria, Queens, nurtured and challenged students as they moved into their next phase of growth as young artists. The program, now in its 13th year, is an official summer school program carrying one elective arts credit. The 2016 Summer Arts Institute was made possible through generous support from **Exploring the Arts, Con Edison, HBO, the Harkness Foundation for Dance, Find Your Light Foundation** and **The ASCAP Foundation Irving Caesar Fund**.

All-City High School and Borough-Wide Salute to Music Programs afforded yearlong extracurricular music instruction and performance opportunities for approximately 800 students across the five boroughs. Under the leadership of NYCDOE music specialists, auditioned students participated in a variety of vocal and instrumental ensembles. Seven culminating concert performances were held for parents and the general public.

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

The **Honors High School Music Festival** attracted over 500 student-participants representing schools in all boroughs. Parents, teachers, New York State music officials, and local community members attended the performance by the High School Festival Jazz Ensemble, Chorus, Concert Band, and Orchestra. Each ensemble was led by celebrated guest conductors.

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

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

Through partnership with the **School Art League**, the **School of Visual Arts, Pratt Institute**, and the **Art Directors Club**, the OASP disseminated information about programs, student scholarships, and awards. At a May 2016 ceremony held at the Metropolitan Museum of Art, over 275 medals were presented to seniors and to promising freshmen and sophomores. The School Art League and the School of Visual Arts (SVA) awarded a full freshman-year scholarship and a partial scholarship for the next three years to a student who will be attending SVA. In addition, a \$10,000 scholarship was given by the School Art League and Pratt Institute. Additional awards were presented in memory of School Art League board members along with one award from the Art Directors Club.

Through art portfolio and art history competitions, 10 graduating seniors received portfolio scholarship awards from the **Dedalus Foundation** and the **Mark Rothko Fund**. Additionally, five graduating seniors received art history scholarship awards from the Dedalus Foundation.

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The **Art History Research Project**, funded by the **Dedalus Foundation**, fostered research at the high school level. The OASP's Director of Visual Arts and the Foundation partnered with the Metropolitan Museum of Art to host cross-school meetings for teachers and their student researchers. Representing six high schools, the meetings allowed for the sharing of research in progress, and engaging with museum curators. In May 2016 the Dedalus scholars, as well as their teachers and families, were honored at the foundation's Industry City Gallery. A book of the art history papers was presented to each researcher and teacher. Additionally, exemplary art work by high school seniors awarded the Dedalus fine arts scholarships was exhibited in the Dedalus galleries.

The Diversity Lens Project supported 12 middle and high school visual arts teachers in working with a professional photographer and in examining diversity through photographs. The teachers also critiqued student work and selected the work of 60 student photographers for an exhibition in the Tweed Court House opening on June 1, 2016. Each student photograph in the exhibition was paired with writing on the year's theme of "The Other." Participating visual arts teachers each displayed one of his/her photographs as well.

Arts and Cultural Community

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

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

- Evaluating and scoring **Pre-Qualifying Solicitation Proposals** from the arts and cultural community for direct student services, parent services, and professional development in the arts
- Presenting the **29th Annual Arts and Cultural Services Fair**, held at the **Morgan Library**, where arts organizations and cultural institutions interfaced with school leaders, arts education liaisons, and teachers, giving them information regarding programs and resources for their students and schools
- Conducting **Blueprint Orientation Workshops for Arts and Cultural Partners**, which enable new arts vendors to better understand the *Blueprints* and identify how this alignment is addressed in their work with students, teachers, and parents
- 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
- Participating in the selection process for **Academy of Carnegie Juilliard Weill (ACJW) Fellows**, and collaborating with ACJW administrators in the creation of pedagogical materials for academy Fellows
- Participating in **New York State School Music** consortiums for the enhancement of school music programs statewide and citywide

ARTS IN SCHOOLS

- Supporting the **Metropolitan Opera HD Broadcasts** in five NYCDOE school sites, by providing teacher professional development and student-learning opportunities, to introduce high-quality opera performances to underserved communities.
- Working with the **Metropolitan Museum of Art** to create a short course entitled, *Extended Viewing in an Art Museum: Implications for Teacher Planning and Practice*, from which a teacher-created resource was developed and disseminated to over 400 teachers citywide.
- Joining with the **Whitney Museum of American Art** and **The High Line** to create a three-part short course for visual arts teachers PreK-12 called *Observing Interior and Exterior Art Environments through Drawing*.
- Collaborating with the NYCDOE Department of Social Studies and four New York City art museums, the OASP offered *Ticket for Two*, which comprised two distinct two-day series for visual arts and social studies teachers. The first series, *Encountering Cultural Exchange*, was held at the **Metropolitan Museum of Art**, centering on its *Kongo* exhibition, and at the **Rubin Museum of Art**, where the focus was the museum's permanent collection. The second series, *American Identity?*, drew on the collections of the **Brooklyn Museum of Art** and the **Smithsonian National Museum of the American Indian**. Each two-part series was attended by visual arts and social studies teachers from 45 different schools and included gallery tours, art making workshops, and social studies workshops, followed by on-site curriculum planning sessions.
- Collaborating with **Studio in a School** to offer a full-day professional learning event at the **Metropolitan Museum of Art**, in October 2016, centered on looking at student artwork, in support of PS Art 2016
- Working with the **Cooper Hewitt, Smithsonian Design Museum**, and collaborating with the Office of Student Enrollment, to offer high school graphic design students the opportunity to work with a noted graphic designer on their entries to the High School Directory cover competition
- Supporting **New York City Art Teachers Association (NYCATA/UFT)** on the content and development of their annual fall conference for New York City art teachers

District 75/Special Education

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

The EASE project has trained 300 teachers (both arts specialists and classroom teachers) in 10 treatment school organizations and an additional 450 teachers across the district. The evaluation study indicates improved ELA NYSAA (New York State Alternate Assessment) scores for students who participated in the program for two years as compared with equivalent control students who did not. The USDOE awarded additional funds to the project for 2015-16 for additional study of the data.

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





Executive Summary

The New York City Department of Education (NYCDOE) is committed to providing all public school students with universal access to a high-quality arts education. Since the launch of the ArtsCount initiative in 2007, the NYCDOE Office of Arts and Special Projects (OASP) has increased the accountability for and transparency of arts education in all NYCDOE public schools. Each spring, the OASP administers the *Annual Arts Education Survey* to all public schools to collect information on schools' arts programming. In recent years, the NYCDOE has increased its capacity to collect arts programming data through internal databases. In the 2015-16 school year, 92 percent (N=1,505) of all schools responded to the survey.¹ 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 115) and provide a snapshot of arts education in schools during the 2015-16 school year. Where applicable, data are provided from previous school years in order to examine progress over time. The data are presented separately by school level. Students in District 75 schools—schools that exclusively serve students with special needs—are 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 (e.g., dance, music, theater, or 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 2015-16 school year, data from the *Annual Arts Education Survey* were used to disaggregate arts instruction provided by a 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 organization, 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. Given the changes in data collection in the current year, data on arts instructional time for students in kindergarten through fifth grade are presented for the 2015-16 school year only.

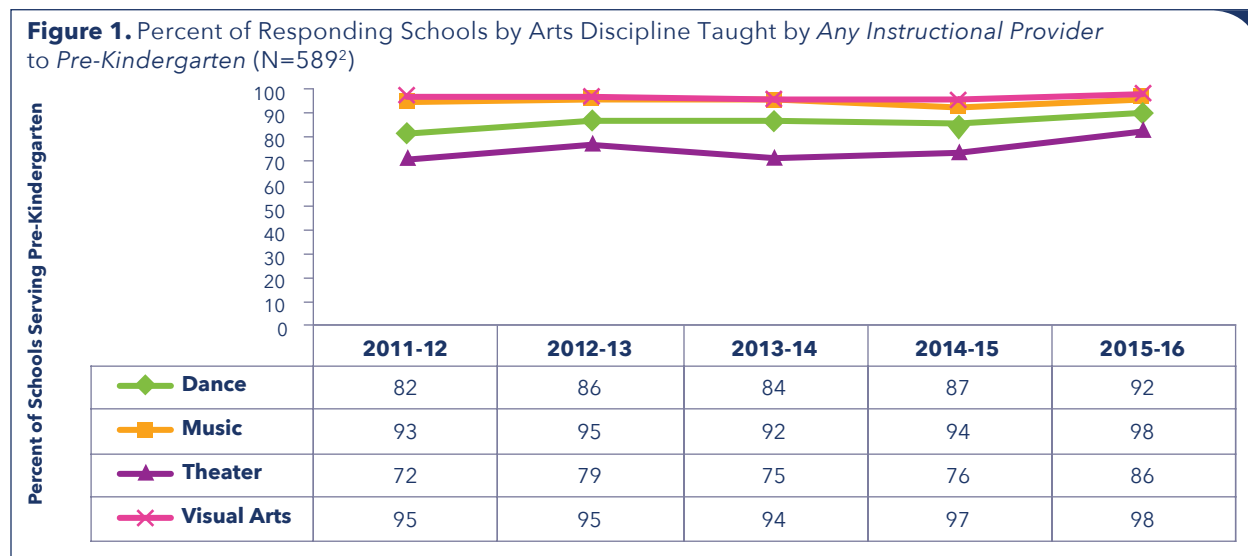


¹ New schools are not asked to complete the *Annual Arts Education Survey*. When the number of new schools is subtracted from the total school population, survey completion rate increases to 93 percent.

ARTS IN SCHOOLS

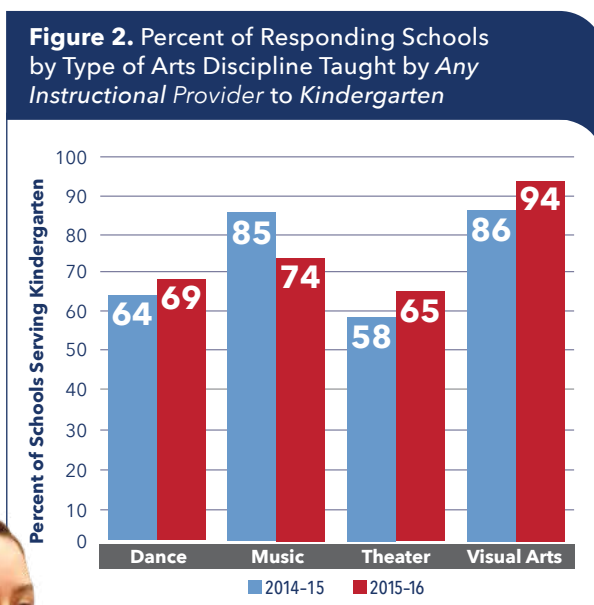
Arts Instruction Provided by Any Instructional Provider to Pre-Kindergarten.

Of responding schools that serve pre-kindergarten students in 2015-16, nearly all schools reported providing visual arts and music instruction to pre-kindergarten students by any instructional provider (98 percent in each discipline); 92 percent reported providing dance instruction; and 86 reported providing theater instruction (see Figure 1).



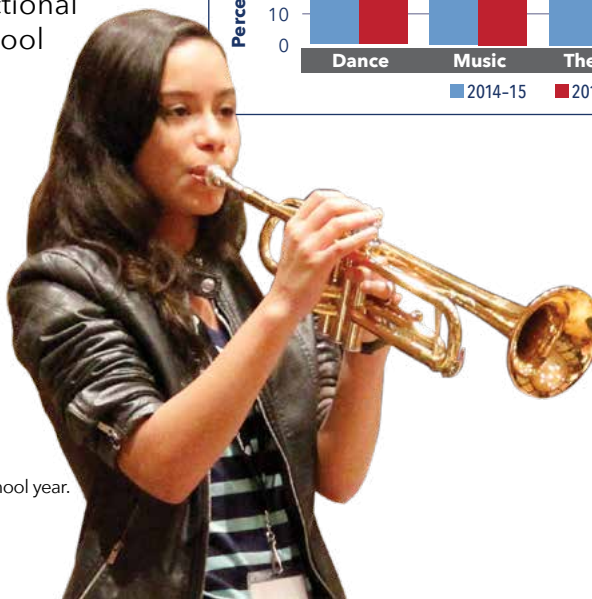
Arts Instruction Provided by Any Instructional Provider to Kindergarten.

In the 2015-16 school year, 94 percent of responding schools reported providing visual arts instruction to kindergarten students; 74 percent provided music instruction; 69 percent provided dance instruction; and 65 percent provided theater instruction (see Figure 2).



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

Of the responding schools, 63 percent reported providing *all four* arts disciplines (dance, music, theater, and visual arts) to *any grade 1-5* and by any instructional provider during the 2015-16 school year (see Table 1).



² All Ns in this report reflect populations of the 2015-16 school year.

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Table 1. Percent of Responding Schools by Number of Arts Disciplines Taught by Any Instructional Provider to Any Grade 1-5 in the 2015-16 School Year (N=768)

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

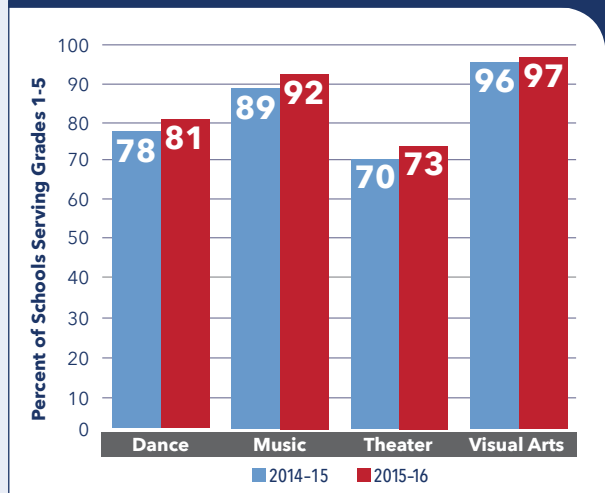
Nearly one-half (44%) of responding schools reported providing instruction in *all four* arts disciplines to *all grades 1-5* by any instructional provider during the 2015-16 school year (see Table 2).

Table 2. Percent of Responding Schools Providing All Four Arts Disciplines Taught by Any Instructional Provider to All Grades 1-5 in the 2015-16 School Year (N=768)

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

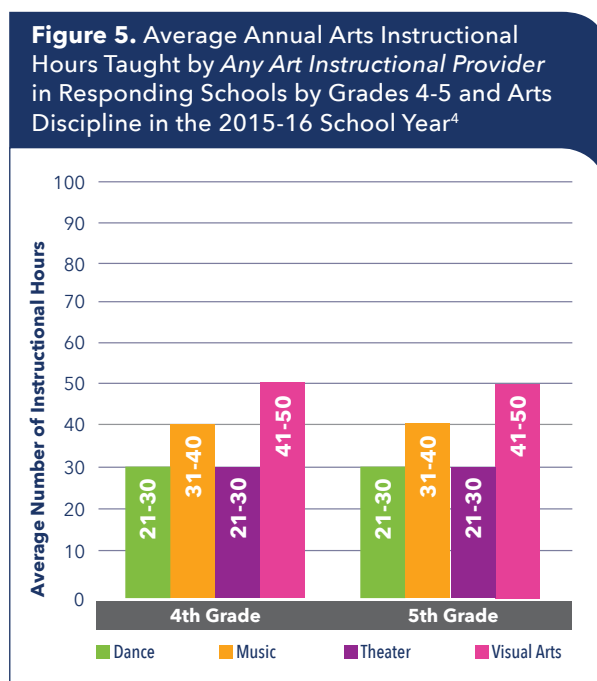
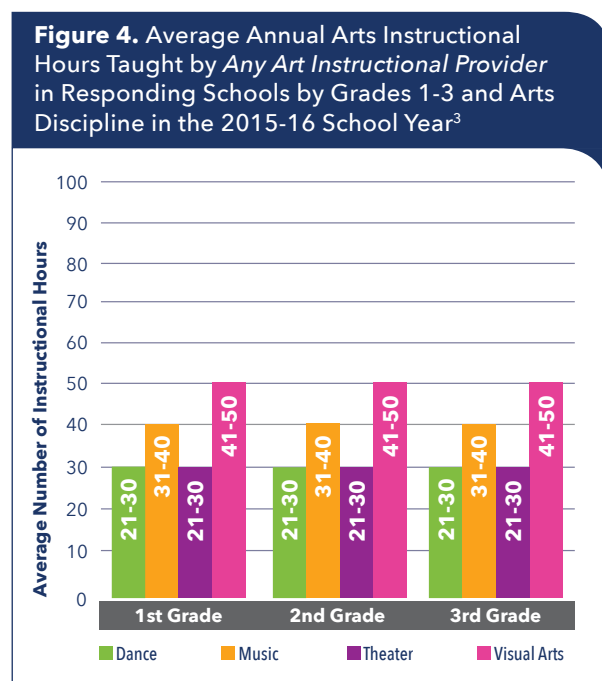
In the 2015-16 school year, 97 percent of responding schools serving elementary school grades reported providing visual arts; 92 percent reported providing music; 81 percent reported providing dance; and 73 percent reported providing theater by any instructional provider to any grade 1-5 (see Figure 3).

Figure 3. Percent of Responding Schools by Type of Arts Discipline Taught by Any Instructional Provider to Any Grade 1-5 (N=768)



ARTS IN SCHOOLS

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



Middle School Grades

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

Arts Instruction Provided to Grades 6-8.

In the 2015-16 school year, 97 percent of responding schools serving middle school grades provided at least one arts discipline to any grade 6-8; 77 percent provided *at least two* arts disciplines; 35 percent provided *at least three* arts disciplines; and 11 percent provided all four arts disciplines (see **Table 3**).

Table 3. Percent of Responding Schools by Number of Arts Disciplines Provided to Any Grade 6-8 (N=472)

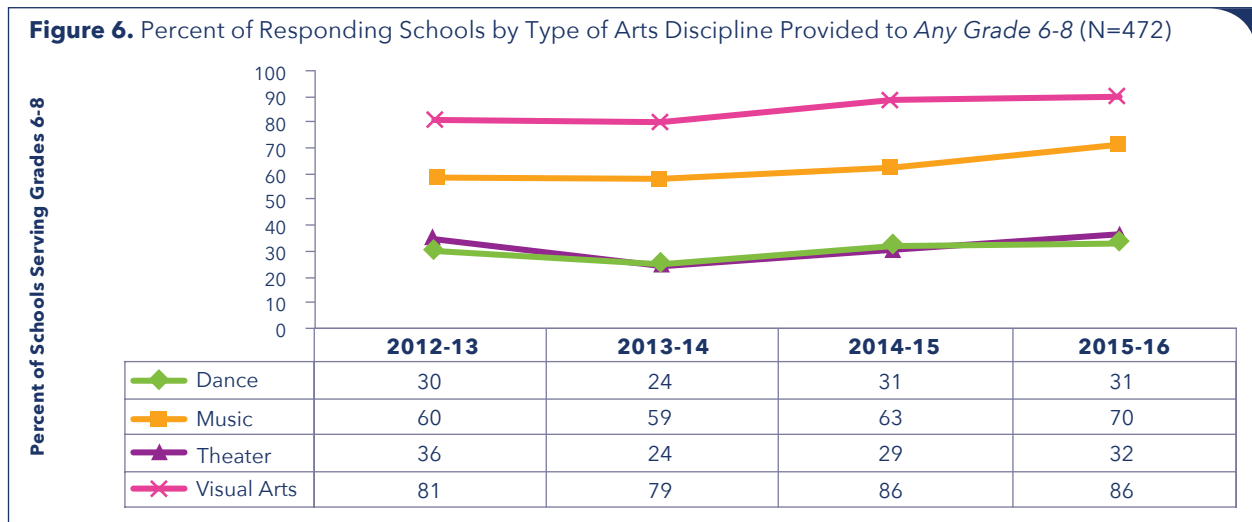
Number of Arts Disciplines	2013-14	2014-15	2015-16
At Least One Arts Discipline	92%	96%	97%
At Least Two Arts Disciplines	62%	71%	77%
At Least Three Arts Disciplines	24%	30%	35%
Four Arts Disciplines	7%	9%	11%

³ First grade N=768; second grade N=768; third grade N=727

⁴ Fourth grade N=720; fifth grade N=719

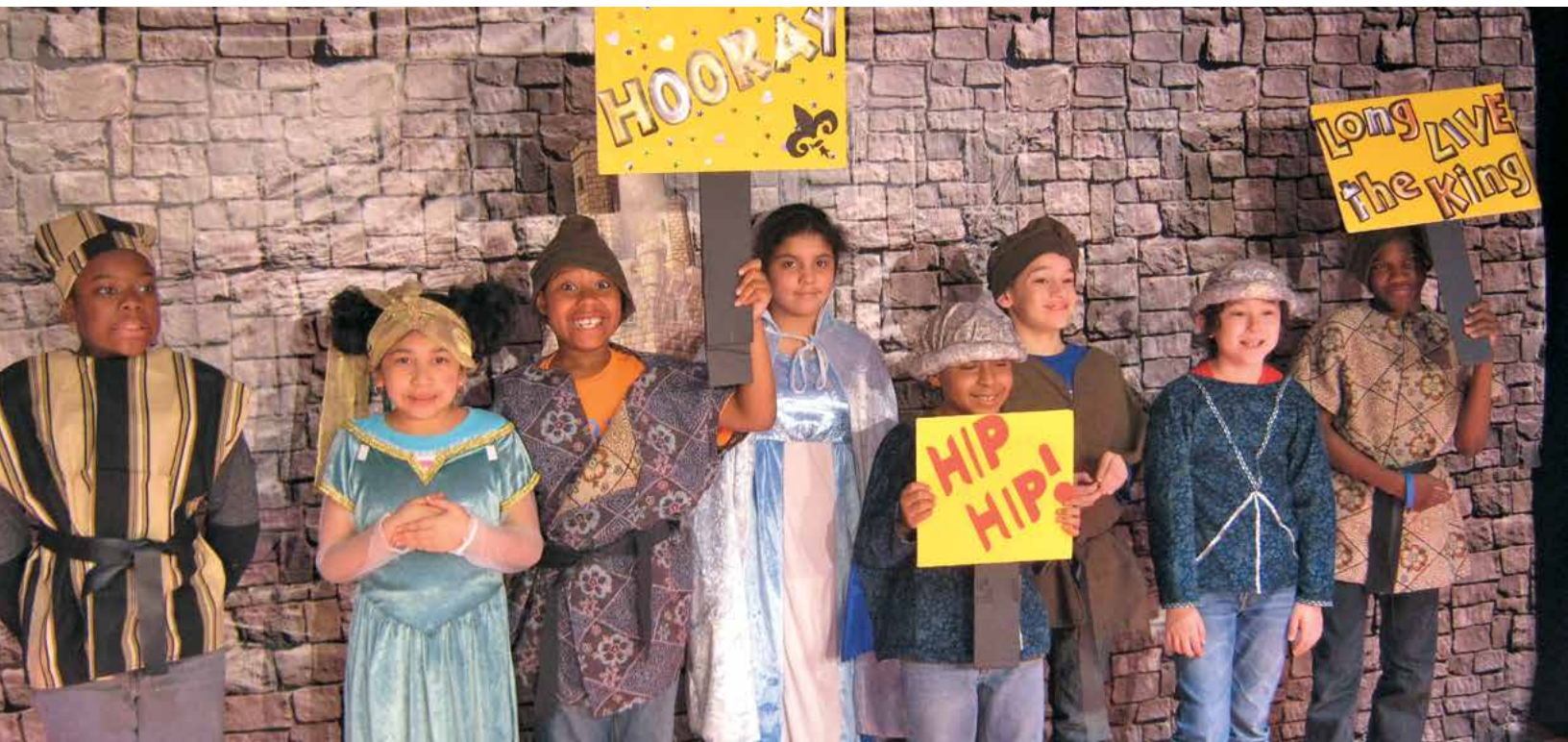
REPORT 2015-2016

Of responding schools serving middle school grades in 2015-16, 86 percent reported provided visual arts instruction; 70 percent reported providing music; 32 percent reported providing dance; and 31 percent reported providing theater instruction to *any grade 6-8* (see Figure 6).



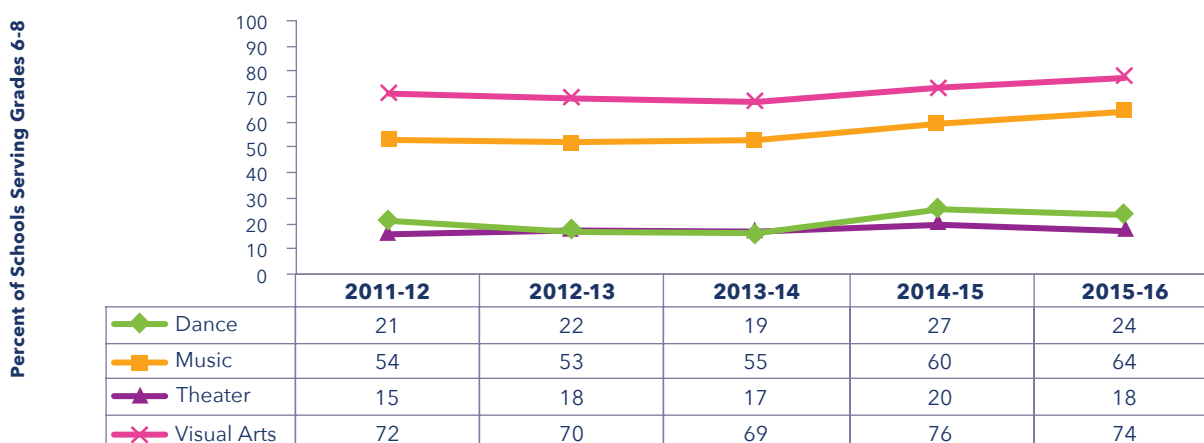
Certified Arts Teachers.

Of responding schools serving middle school grades in 2015-16, 74 percent reported having *at least one* part-time and/or full-time certified visual arts teacher; 64 percent reported having *at least one* certified music teacher; 24 percent reported having *at least one* certified dance teacher; and 18 percent reported having *at least one* certified theater teacher (see Figure 7).⁵



⁵ In 2011-12, schools were asked to report the number of full-time certified arts teachers on the *Annual Arts Education Survey*. In 2012-13, these data were collected from the NYS BEDS system, and in 2013-14 through 2015-16, the data were provided through NYCDOE Human Resources database. These changes should be considered when comparisons among school years are made.

Figure 7. Percent of Responding Schools Serving Middle School Grades Reporting At Least One Part-Time or Full-Time Certified Arts Teacher by Arts Discipline (N=472)



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

The NYSED arts requirements and guidelines recommend that schools serving grades 7 and 8 provide students with at least two different arts disciplines (i.e., dance, music, theater, or visual arts) that are taught by certified arts teachers over the course of seventh and eighth grade. In the 2015-16 school year, 34 percent of eighth-grade students met this requirement (see Table 4).

Table 4. Percent of 8th Grade Students in Responding Schools Who Met the NYSED Requirement (N=455)

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

In the 2015-16 school year, 88 percent of eighth-grade students had completed two or more half-units of arts instruction in any arts discipline over the course of seventh and eighth grades (see Table 5).

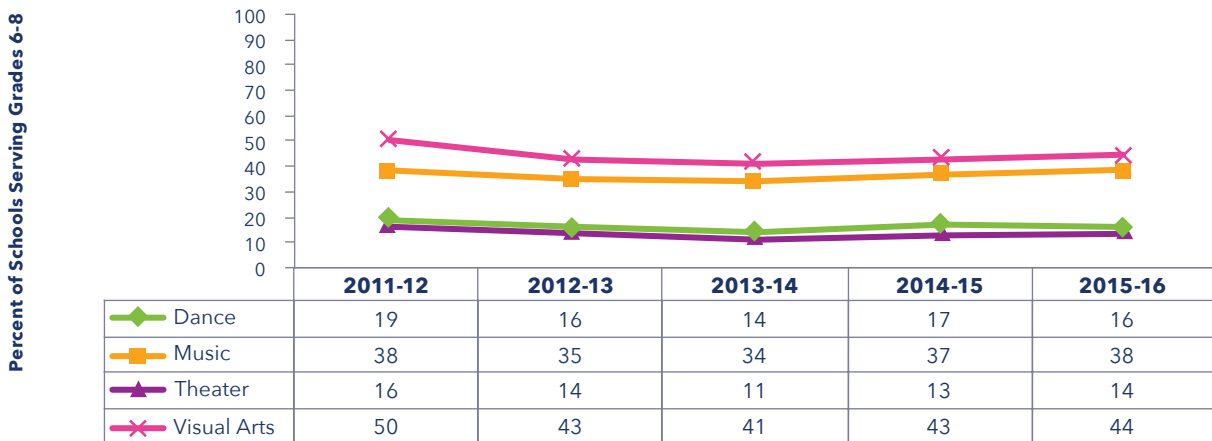
Table 5. Percent of 8th Grade Students in Responding Schools Who Completed Two or More Half-Units of Arts Instruction Over the Course of 7th and 8th Grades (N=455)

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

Arts Sequences

In the 2015-16 school year, the percent of responding schools serving middle school grades that reported offering a three-year sequence to students in grades 6-8 ranged from 14 percent in theater to 44 percent in visual arts (see Figure 8).

Figure 8. Percent of Responding Schools Serving Middle School Grades with a Three-Year Arts Sequence by Arts Discipline (N=472)



High School Grades

Schools serving high school grades include all schools serving grades 9 through 12 (i.e., high, secondary, and K-12 schools); District 75 schools are not included.⁶

Arts Instruction Provided to Grades 9-12

Nearly all (99 percent) responding schools serving high school grades provided *at least one* arts discipline and 11 percent provided *all four* arts disciplines to *any grade 9-12* during the 2015-16 school year (see Table 6).

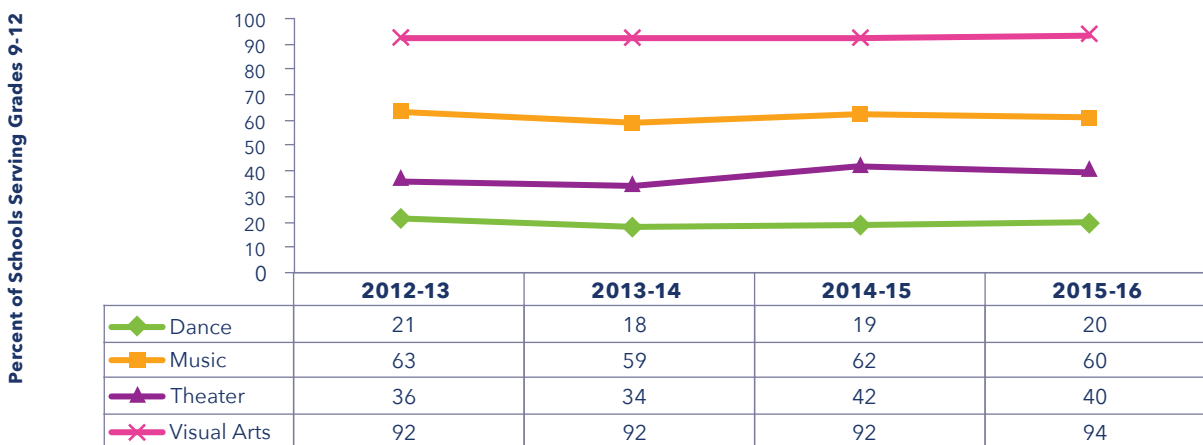
Table 6. Percent of Responding Schools Providing Art to Any Grade 9-12 by Number of Arts Disciplines (N=435)

Number of Arts Disciplines	2011-12	2012-13	2013-14	2014-15	2015-16
At Least One Arts Discipline	97%	98%	98%	98%	99%
At Least Two Arts Disciplines	72%	73%	69%	71%	71%
At Least Three Arts Disciplines	42%	30%	27%	36%	34%
Four Arts Disciplines	15%	10%	8%	11%	11%

In the 2015-16 school year, 94 percent of responding schools with high school grades provided visual arts instruction; 60 percent provided music; 40 percent provided theater; and 20 percent provided dance to *any grade 9-12* (see Figure 9).

⁶ Prior to the 2012-13 school year, schools were asked about sixth- through twelfth-grade student participation in the arts and progress toward meeting NYSED arts instructional requirements and guidelines on the *Annual Arts Education Survey*. From 2012-13 through 2015-16, data on student participation in arts courses have been provided through the NYCDOE STARS database.

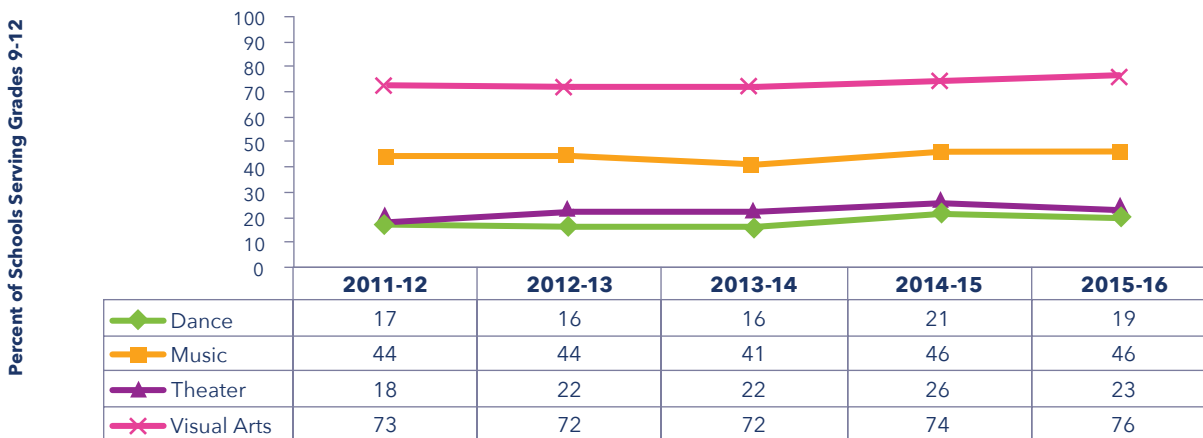
Figure 9. Percent of Responding Schools by Type of Arts Discipline Provided to Any Grade 9-12 (N=435)



Certified Arts Teachers

Of responding schools serving high school grades in 2015-16, 76 percent reported having *at least one* part-time and/or full-time certified visual arts teacher; 46 percent reported having *at least one* certified music teacher; 23 percent reported having *at least one* certified theater teacher; and 19 percent reported having at least one certified dance teacher (see Figure 10).⁷

Figure 10. Percent of Responding Schools Serving High School Grades with At Least One Part-Time or Full-Time Certified Arts Teacher by Arts Discipline (N=435)



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

The NYSED arts requirements and guidelines recommend that schools serving high school grades provide students with a minimum of two credits in the arts prior to graduation. In the 2015-16 school year, all (100 percent) of high school graduates from responding schools graduated with two or more credits in the arts (see Table 7).⁸

⁷ See Footnote 5.

⁸ In 2011-12 through 2013-14, arts courses taken in a high school that was different than the one the student graduated from was 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.

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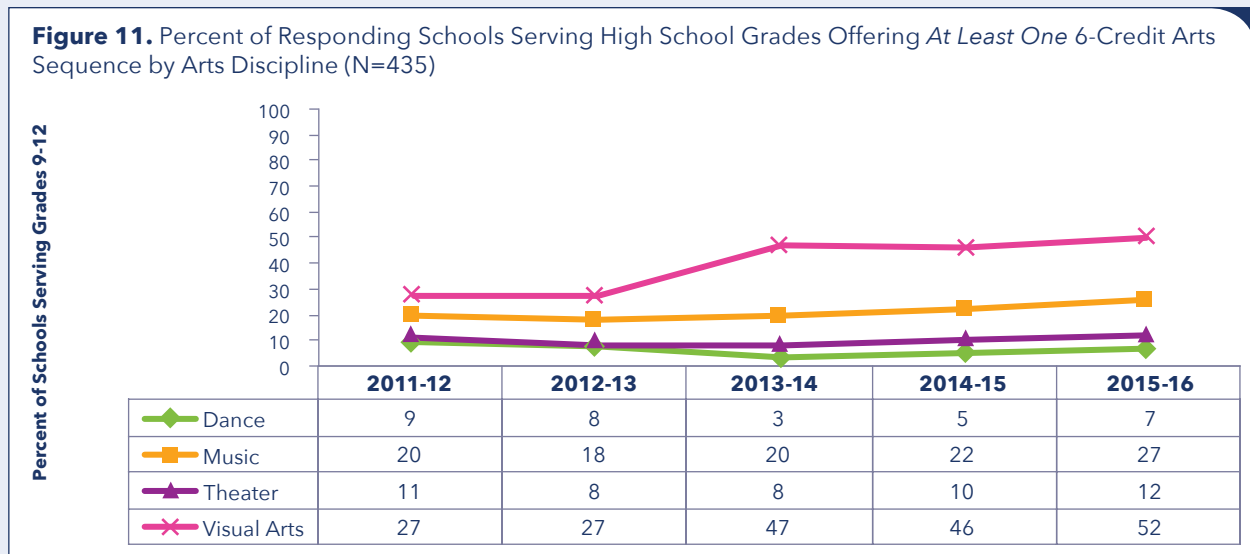
Table 7. Percent of High School Graduates from Responding Schools Who Met the NYSED Requirement (N=406)

	2011-12	2012-13	2013-14	2014-15	2015-16
Graduated with Two or More Credits in the Arts	98%	95%	98%	100%	100%

Arts Sequences

The proportions of responding schools serving high school grades that reported offering at least one arts sequence of six or more credits ranged from 7 percent in dance to 52 percent in visual arts in the 2015-16 school year (see Figure 11).⁹

Figure 11. Percent of Responding Schools Serving High School Grades Offering At Least One 6-Credit Arts Sequence by Arts Discipline (N=435)



District 75

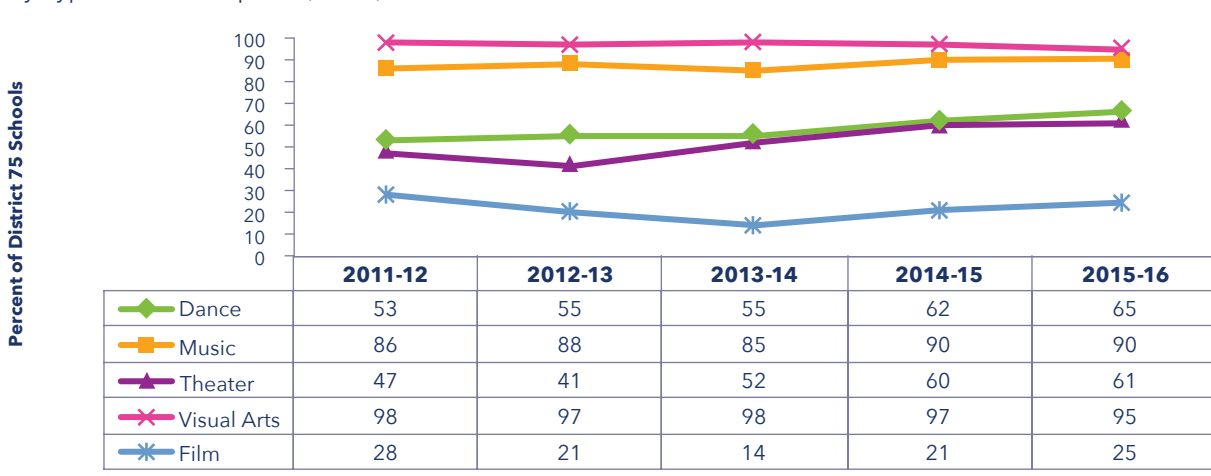
District 75 provides citywide educational, vocational, and behavior-support programs for students with disabilities. As previously noted, District 75 schools are allowed more flexibility with the delivery of arts instruction.

Arts Instruction Provided to Grades Pre-Kindergarten-12

Of the responding District 75 schools, greater percentages reported that they offer visual arts (97 percent) and/or music (90 percent) than dance (62 percent), theater (60 percent), and/or film (21 percent) to *any grade pre-kindergarten-12* (see Figure 12).

⁹ In 2012-13, schools serving high school grades were asked to report on the *Annual Arts Education Survey* about the arts sequences they provide. After 2013-14, data on arts sequences were provided through the NYCDOE STARS database. This change should be considered when comparisons among school years are made.

Figure 12. Percent of Responding District 75 Schools Providing Arts to Any Grade Pre-Kindergarten-12, by Type of Arts Discipline (N=57)



Cultural Arts Organizations

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

Across all responding schools, 87 percent reported partnering with *at least one* cultural arts organization over the course of the 2015-16 school year, which is comparable to percentages reporting similarly in previous years (see **Table 8**).

Table 8. Percent of Responding Schools Partnered with At Least One Cultural Arts Organization (N=1,505)

	2011-12	2012-13	2013-14	2014-15	2015-16
At Least One Arts Provider	86%	82%	84%	87%	87%

In the 2015-16 school year, at least 399 cultural arts organizations were partnered with schools to provide arts education instruction. From the 2011-12 through 2015-16 school years, the number of cultural arts organizations varied from a high of at least 492 in 2012-13 to a low of at least 359 in 2015-16 (see **Table 9**).

Table 9. Number of Cultural Arts Organizations Partnered with Responding Schools (N=1,505)

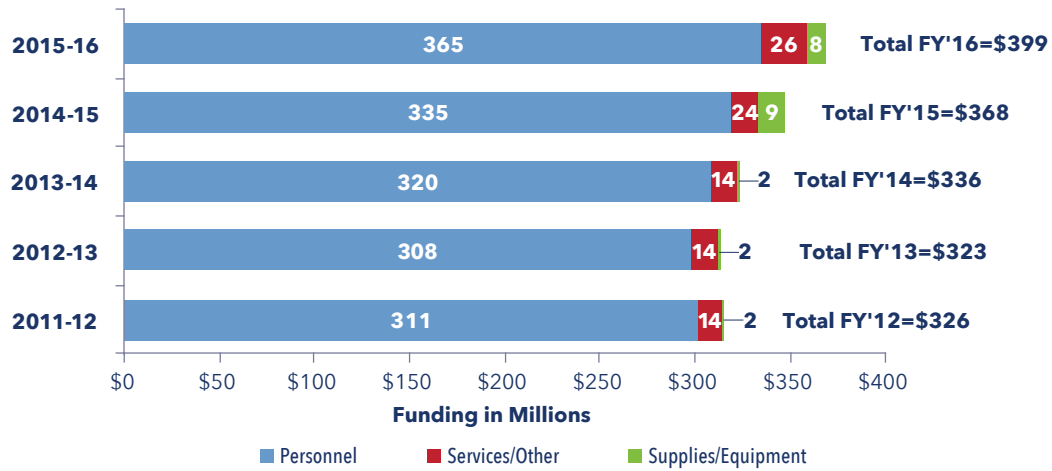
	2011-12	2012-13	2013-14	2014-15	2015-16
At Least One Arts Provider	497+	492+	398+	359+	399+

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Funds Budgeted for the Arts

In the 2015-16 fiscal year, the overall budget for the arts was \$398,754,506. This includes \$364,515,576 budgeted for personnel; \$25,964,520 for arts services/other (e.g., cultural arts organizations); and \$8,274,411 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 2015-16 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 2015-16 school year, nearly 92 percent (N=1,505) 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 109.

The Arts Education in New York City Public Schools section of the report is organized by grade and school level (i.e., elementary, middle, and high schools), and includes information on: the number and type of arts disciplines provided; the number of students participating in arts instruction; screened arts programs in middle and high school; and arts sequences offered to students in grades 6-12. The data presented reflect schools' progress toward meeting the NYSED arts requirements and guidelines. See Appendix, page 115 for a description of these requirements and guidelines. NYSED arts requirements and guidelines emphasize arts instruction in dance, music, theater, and visual arts. In addition, to these four arts disciplines, arts instruction in the moving image/film is offered in many schools through the city. The majority of data shown is disaggregated by dance, music, theater, visual arts, and where available, data are also provided on film instruction.

Students in District 75 schools—schools that exclusively serve students with disabilities—are allowed more flexibility with the delivery of arts instruction. 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.



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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 2015-16 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 2015 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 2015-16 School Year by Arts Discipline

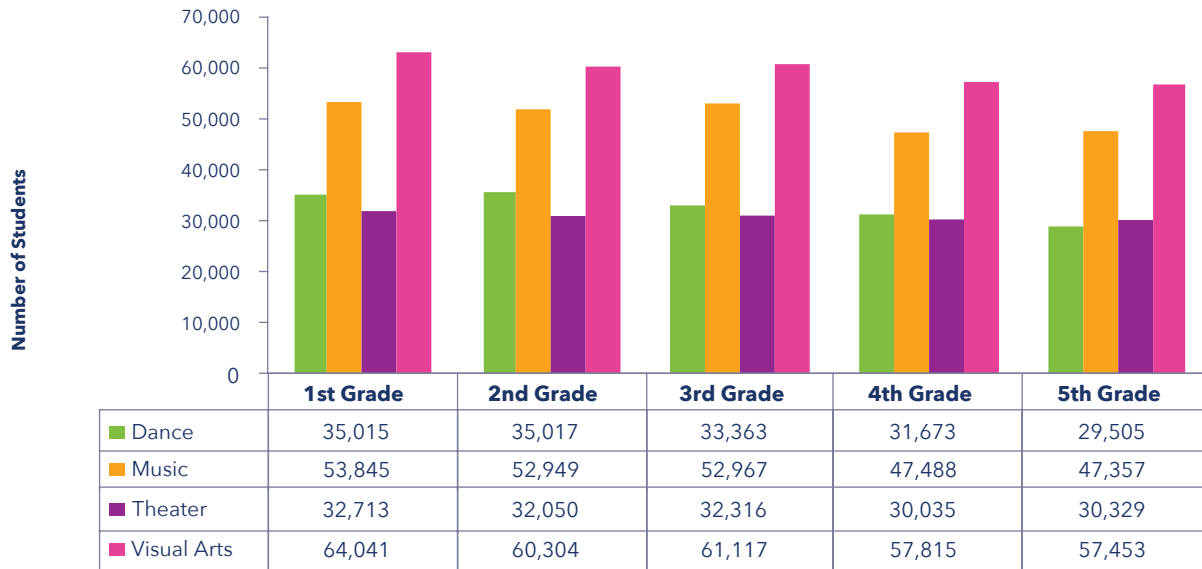


Figure 15. Number of Students in Grades 6-8 Participating in Arts Instruction in the 2015-16 School Year by Arts Discipline

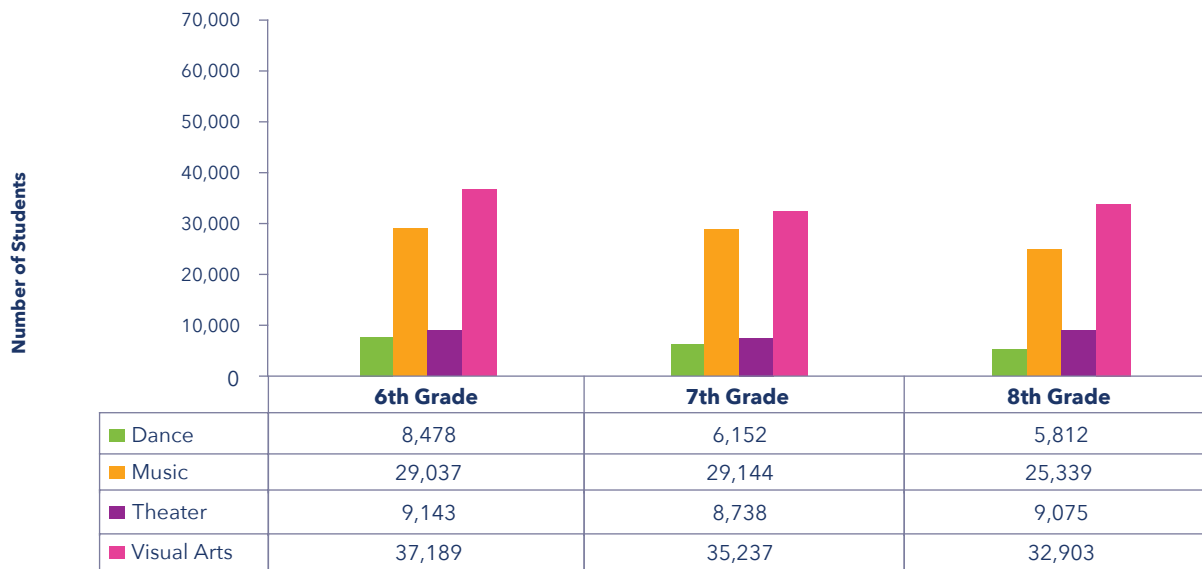
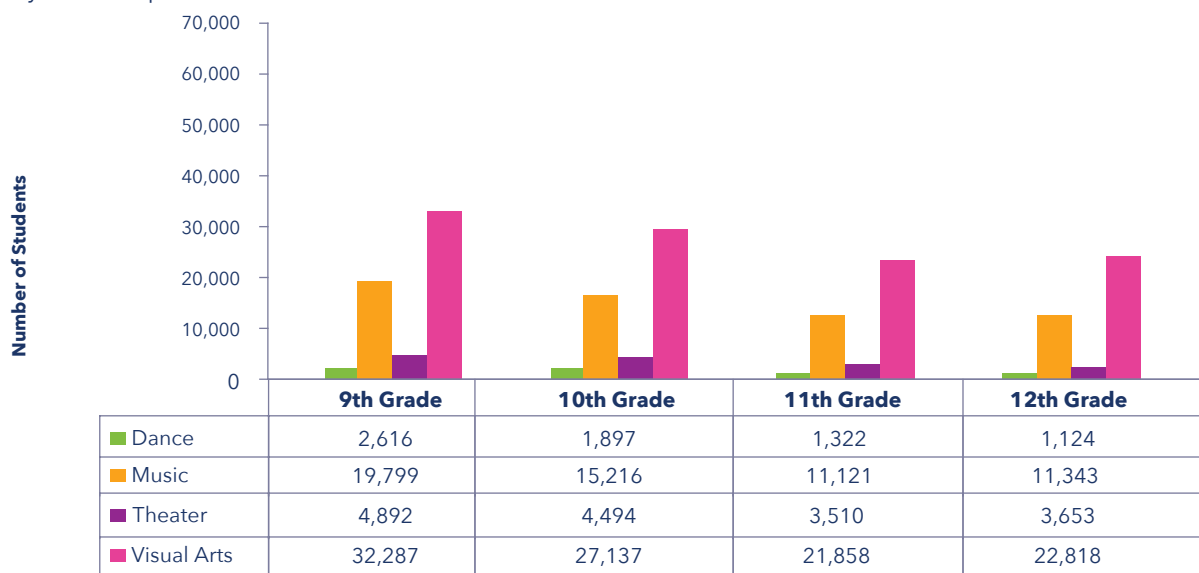




Figure 16. Number of Students in Grades 9-12 Participating in Arts Instruction in the 2015-16 School Year by Arts Discipline



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 elementary [preK-2], K-8, or K-12 schools) on the 2015-16 *Annual Arts Education Survey* and through the NYCDOE STARS database. District 75 schools are not included. In 2015-16, 41 percent (N=611) of all schools that responded to the survey were classified as elementary schools and 10 percent (N=141) were classified as multi-grade schools serving 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.

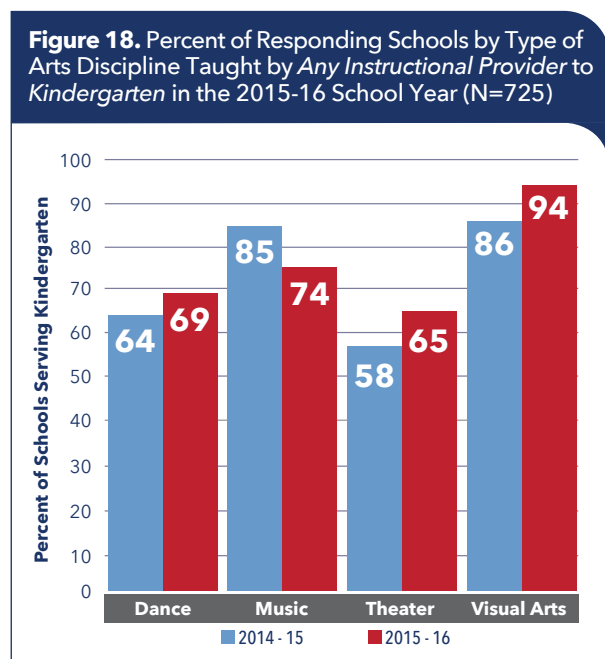
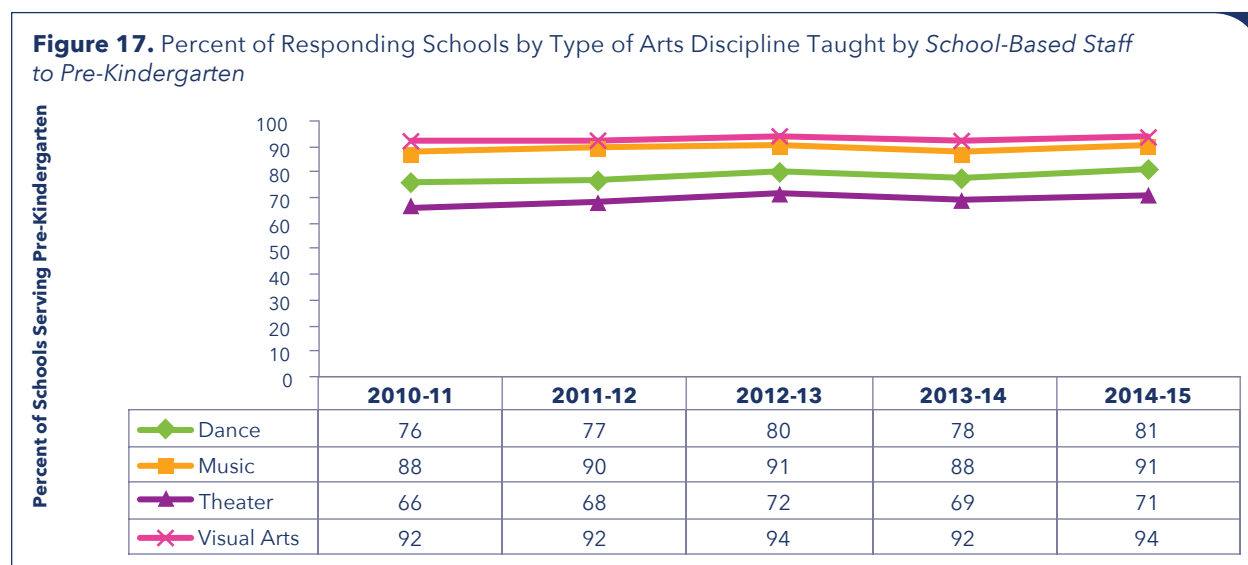
Prior to the 2015-16 school year, all elementary school arts programming data were collected through the *Annual Arts Education Survey*. Since the 2014-15 school year, elementary schools recorded arts instruction provided to students in kindergarten through fifth grade through the NYCDOE STARS database. 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. 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 2015-16 school year, data from the Annual Arts Education Survey was used to disaggregate arts instruction provided by a cultural arts organizations

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from arts instruction provided by school-based arts teachers as reported in the STARS database. In addition, arts instructional hours provided by a cultural arts organization not reported in the STARS database were gathered through the *Annual Arts Education Survey*. Given this change, arts instruction data for kindergarten through fifth grade prior to the 2014-15 school year are not shown. In addition, this change should be considered when comparisons across the 2014-15 and 2015-16 school years are made. However, as in previous years, the *Annual Arts Education Survey* continued to collect data on arts instruction provided to pre-kindergarten students.

Arts Instruction Provided to Pre-Kindergarten and Kindergarten Students

The data and figures in this subsection reflect arts instruction provided to students in pre-kindergarten and kindergarten. **Figure 17** displays the percent of responding schools that served pre-kindergarten and reported providing dance, music, theater, and/or visual arts through school-based staff from 2011-12 through 2015-16. **Figure 18** displays the percent of responding schools that serve kindergarten by arts disciplines through any instructional provider (i.e., classroom teacher, school-based arts teachers, and/or cultural arts organizations) in the 2014-15 and 2015-16 school years.



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

Table 10 and 11 and Figures 19 through 24 present data on arts instruction in dance, music, theater, and visual arts provided by any instructional provider, including school-based arts teachers, classroom teachers, and/or cultural arts organizations in the 2014-15 and 2015-16 school years. These data are presented separately for elementary schools and multi-grade schools serving grades 1-5. **Table 10** shows the number of arts disciplines provided to any grade 1-5. The percent of responding schools by type of arts disciplines provided to any grade 1-5 is displayed in **Figure 19** for elementary schools and **Figure 20** for multi-grade schools serving grades 1-5. **Table 11** presents the percent of responding schools that offer all four arts disciplines provided by a school-based arts teacher and/or classroom teacher to all grades 1-5 served.

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

Table 10. Percent of Responding Schools by Number of Arts Disciplines Taught by Any Instructional Provider to Any Grade 1-5 in the 2015-16 School Year (N=611, N=157)

Number of Arts Disciplines	2014-15	2015-16
Elementary Schools		
At Least One Arts Discipline	100%	100%
At Least Two Arts Disciplines	95%	97%
At Least Three Arts Disciplines	81%	86%
Four Arts Disciplines	61%	67%
Multi-Grade Schools Serving Grades 1-5		
At Least One Arts Discipline	100%	100%
At Least Two Arts Disciplines	94%	97%
At Least Three Arts Disciplines	77%	77%
Four Arts Disciplines	48%	50%



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Figure 19. Percent of Responding Elementary Schools by Type of Arts Discipline Taught by Any Instructional Provider to Any Grade 1-5 (N=611)

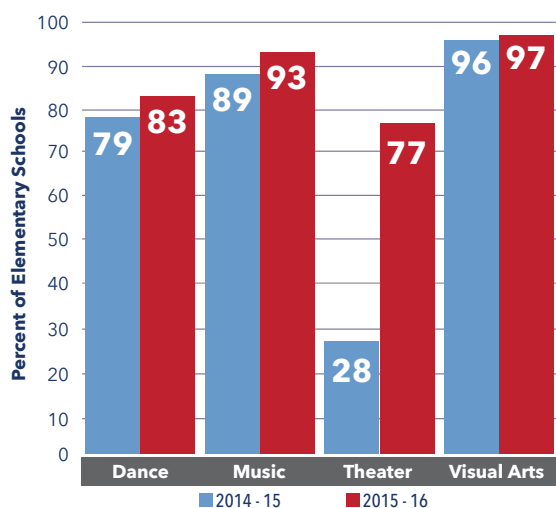


Figure 20. Percent of Responding Multi-Grade Schools by Type of Arts Discipline Taught by Any Instructional Provider to Any Grade 1-5 (N=157)

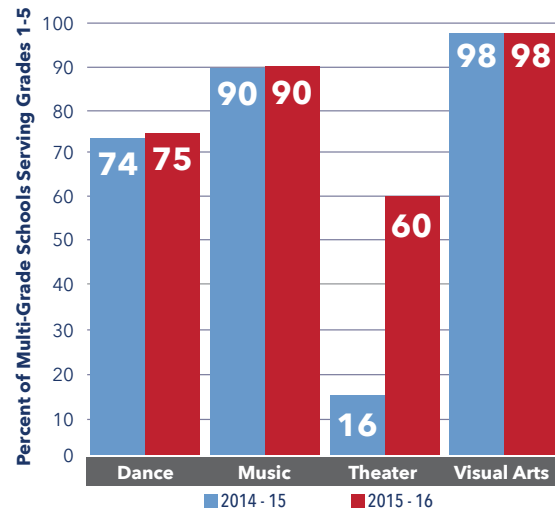


Table 11. Percent of Responding Schools Providing All Four Arts Disciplines Taught by Any Instructional Provider to All Grades 1-5 in the 2015-16 School Year (N=611, N=157)

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

Figure 21. Average Annual Arts Instructional Hours Taught by Any Instructional Provider in Responding Schools by Grades 1-3 and Arts Discipline in the 2015-16 School Year¹⁰

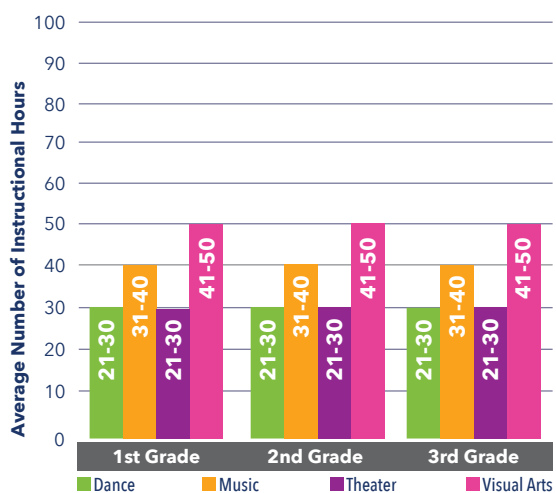
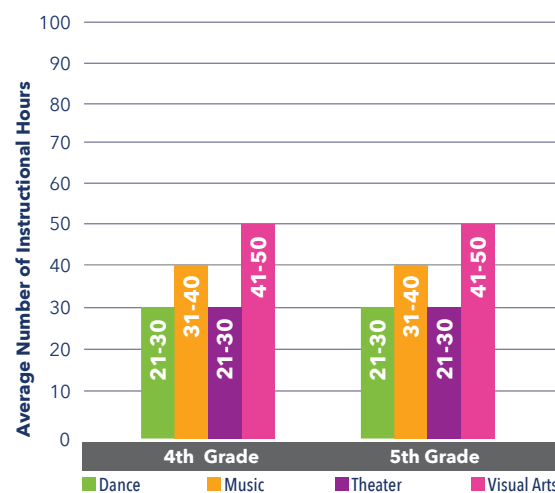


Figure 22. Average Annual Arts Instructional Hours Taught by Any Art Instructional Provider in Responding Schools by Grades 4-5 and Arts Discipline in the 2015-16 School Year¹¹



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Figure 23. Average Annual Arts Instructional Hours Taught by Any Art Instructional Provider in Responding Multi-Grade Schools by Grades 1-3 and Arts Discipline in the 2015-16 School Year¹²

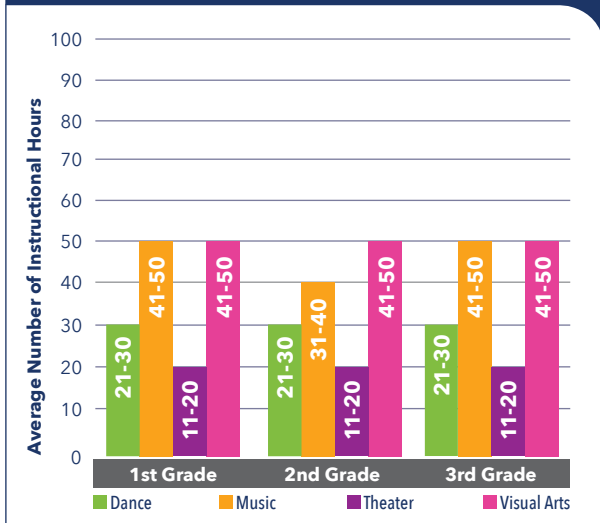
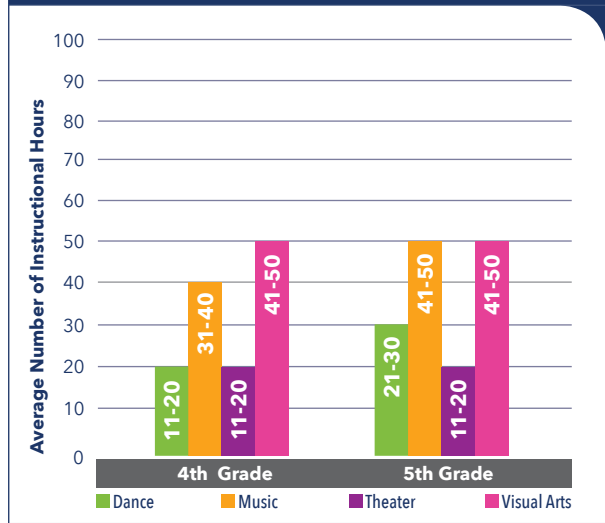


Figure 24. Average Annual Arts Instructional Hours Taught by Any Art Instructional Provider in Responding Multi-Grade Schools by Grades 4-5 and Arts Discipline in the 2015-16 School Year¹³



10 First grade N= 611; second grade N = 611; third grade N = 589

11 Fourth grade N=584; fifth grade N=578

12 First grade N=157; second grade N=157; third grade N=138

13 Fourth grade N=136; fifth grade N=141

ARTS IN SCHOOLS

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

Table 12 and Figures 25 and 26 present data on arts instruction in dance, music, theater, and/or visual arts provided by school-based arts teachers and/or classroom teachers in responding elementary and multi-grade schools serving grades 1-5 in the 2014-15 and 2015-16 school years. Table 12 shows the number of arts disciplines provided to any grade 1-5. The percent of responding schools by type of arts disciplines provided to any grade 1-5 is displayed in Figure 25 for elementary schools and Figure 26 for multi-grade schools serving grades 1-5.

Table 12. Percent of Responding Schools by Number of Arts Disciplines Provided by School-Based Arts Teachers or Classroom Teachers to Any Grade 1-5 in the 2015-16 School Year (N=611, N=157)

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

Figure 25. Percent of Responding Elementary Schools by Type of Arts Disciplines Provided by School-Based Arts Teachers or Classroom Teachers to Any Grade 1-5 (N=611)

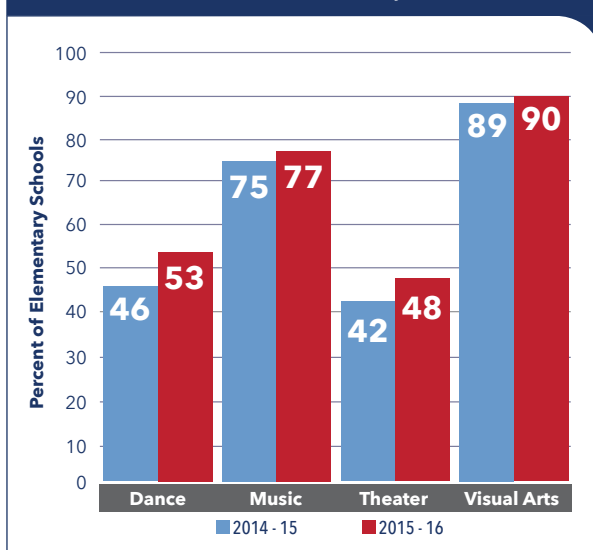
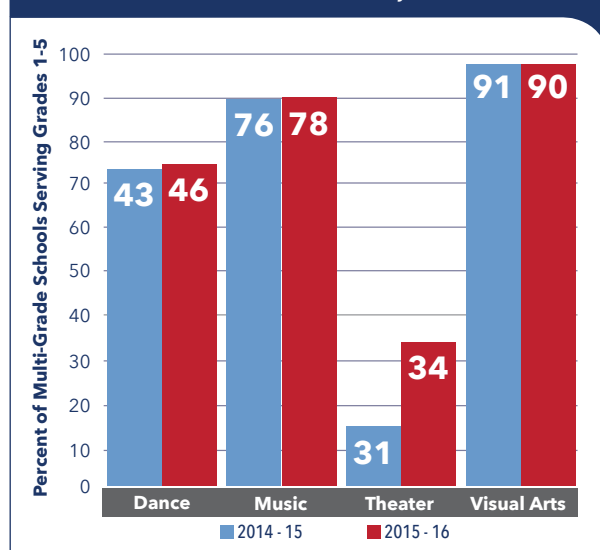


Figure 26. Percent of Responding Multi-Grade Schools by Type of Arts Disciplines Provided by School-Based Arts Teachers or Classroom Teachers to Any Grade 1-5 (N=157)



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

Table 13 and Figures 27 and 28 present data on arts instruction in dance, music, theater, and/or visual arts provided by cultural arts organizations in responding elementary and multi-grade schools serving grades 1-5 in the 2014-15 and 2015-16 school years. Table 13 shows the number of arts disciplines provided to any grade 1-5. The percent of responding schools by type of arts disciplines provided to any grade 1-5 is displayed in Figure 27 for elementary schools and Figure 28 for multi-grade schools serving grades 1-5.

Table 13. Percent of Responding Schools by Number of Arts Disciplines Provided by Cultural Arts Organizations to Any Grade 1-5 in the 2015-16 School Year (N=611, N=157)

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

Figure 27. Percent of Responding Elementary Schools by Type of Arts Disciplines Provided by Cultural Arts Organizations to Any Grade 1-5 (N=611)

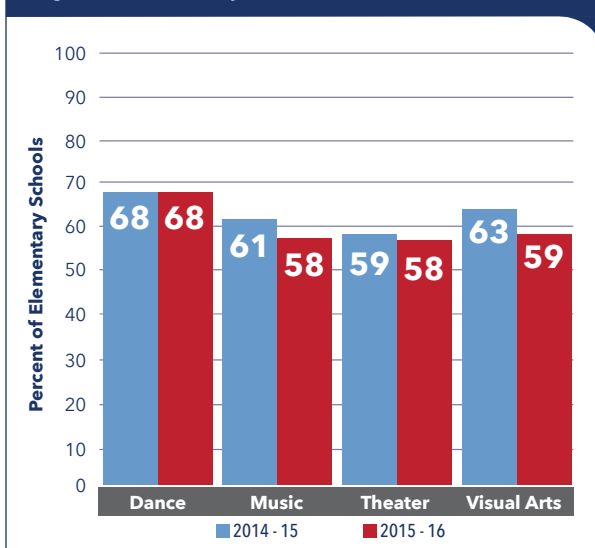
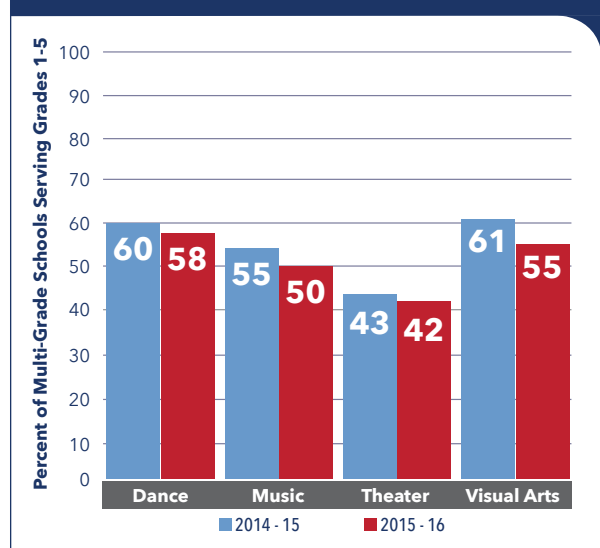


Figure 28. Percent of Responding Multi-Grade Schools by Type of Arts Disciplines Provided by Cultural Arts Organizations to Any Grade 1-5 (N=157)



Principal:
Magdaly Saint-Juste

Grades Served:
PK-1

Arts Liaison:
Kristen Ivy Green

Enrollment:
249


P.S. 051Q (27Q051)

P.S. 51Q is an early childhood school serving students in grades pre-K to 1. According to Principal Magdaly Saint-Juste, the school is “committed to exposing our students to the arts by integrating them into our curriculum, scheduling trips to museums and to performances, and inviting parents to arts exhibits and performances.” Arts integration is of key importance to the arts program at P.S. 51, where the visual arts and the music and dance teachers work collaboratively with classroom teachers in order to enhance instruction in the classroom. As part of this work, teachers collaboratively look for ways to infuse the arts into the content areas. For example, during modeled writing lessons, students first plan their writing by drawing. Using this same medium, they are then encouraged to add details to their plan, and then write about their plan. Finally, they illustrate their published works, role-play, and sing about the concepts from their writing.

Principal Saint-Juste commented that one of the reasons that visual arts, music, dance and theater are included in all curricular planning is to “ensure a cohesive vision of the arts for the school. Expectations for the arts differ from one grade to another, and all classroom teachers are accountable for the arts.... Arts knowledge and experiences are built upon, from one grade to the next.” Principal Saint-Juste provides supports to ensure that this collaboration and integration with the classroom teachers take place, saying, “I value collaboration and make sure that all teachers have time to meet.” She went on to say that she provides other supports as well: “I observe all teachers who teach the arts, give meaningful feedback to advance student learning, and follow up on that feedback. I provide coverage to [arts] teachers so they may take advantage of professional learning opportunities off-site.”

In order to support the work of teachers, the school has several partnerships with arts and cultural organizations that include theater residencies that are supported, in part, through grant funds from local Council Member Karen Koslowitz. In addition, organizations such as the Children’s Library Discovery Center, Puppetworks, Queensborough Community College, and the CUNY Creative Arts





Team provide theater services to students in the school. School staff also make many efforts to involve parents and community members in arts programming, and are committed to sharing the work of students via two art exhibits and one music and dance performance each year. Arts displays and performances are inclusive of all students in a classroom, something that Principal Saint-Juste noted is important so “students learn in an environment where they feel safe to explore the arts.”

The school does face challenges in implementing their arts program. As Principal Saint-Juste sees it, “Budgetary constraints often impede my vision of a well-rounded arts program. For instance, I wish we had more opportunities to offer dance and music residencies.” She further stated, “We try to fill the funding gap by signing up for as many free arts opportunities as possible, and by ensuring that we address the arts in a systematic manner at our school.” When asked what advice she would give another principal hoping to implement a strong arts program, she suggested, “It is important that principals first clearly articulate a personal belief in the arts, as well as in the benefits of integrating the arts in everyday instruction. Next, principals need to be honest about the challenges they face with resources, human and otherwise. Finally, principals need to work with the staff and devise a plan to effortlessly integrate the arts. Once those steps are taken, principals need to support not only the arts teachers, but also the classroom teachers who will be responsible for some of the arts instruction.”

P.S. 316 (Elijah Stroud)

(17K316)

Principal:
Olga Maluf

Grades Served:
PK-5

Arts Liaison:
Terri Feinstein

Enrollment:
430

The arts program at P.S. 316 includes visual arts, music (vocal and instrumental), theater, dance, and poetry. According to Principal Olga Maluf, “The schoolwide goal is to develop a rich and varied program that engages all students in every [arts] medium.” In order to operationalize this goal, students across grade levels see dedicated school-based cluster teachers for music, theater, and visual arts each week. In addition, the school has access to part-time teaching artists from organizations such as Community Word Project, CUNY CAT Student Shakespeare Festival, Orchestrating Dreams, Visual Thinking Strategies (VTS), and Alvin Ailey. Finally, the school offers additional opportunities for students to participate in music, such as a capella singing during the after-lunch recess period, steel drums or African drumming after school or during lunch, and after-school ukulele, guitar, violin, and cello lessons.

Staff at P.S. 316 work to “integrate the arts in a transdisciplinary way.” For example, drama classes focus on topics centered on social studies issues. In art class, students create period art pieces. Students also learn how to read music, which helps with mathematics. Principal Maluf commented, “Students in every grade learn, every year, to play keyboard and to read music.”

Principal Maluf noted that the arts program at P.S. 316 contributes to all seven elements of the *Framework for Great Schools*. For example she commented, “We integrate literacy and math into the arts, which supports student achievement overall ... with infusion of core subjects into the arts and of the arts into the core subjects, rigor is upheld and continually sought.” She went on to say that the arts program at P.S. 316 “is strongly student-centered, which creates a supportive environment... [Also,] our school has a very strong culture of collaboration among teachers, which contributes to the success of many of our programs, including the arts. The combination of dedicated staff, supported and encouraged by administration, leads to a strong arts program.”

With numerous ways for students to engage in the arts, the school provides multiple opportunities to share with the community by holding assemblies and after-school performances, and by inviting parents to collaborate with the music teachers in after-school music lessons. As part of this work, the school produces several full-stage productions each year, and all students perform at least once a year on stage. In addition to acting, singing, and dancing on stage, students also perform all related functions, such as lighting, sound, costumes, makeup, program design, marketing, and ushering. Principal Maluf explained that “school leadership facilitates all of these collaborations by providing support staff to ensure the kids safely depart after hours. This helps build trust and keeps our families coming back. Families enjoy our annual grade-level shows and see the rigor that goes into the activities that lead to a culminating performance. Our students not only learn how to be on stage, they provide genuine high-quality entertainment and demonstrate what it takes to become an ensemble. All of these elements combine and contribute to a foundation of trust.”



When asked to reflect on the impact of the arts on the culture at P.S. 316, Principal Maluf stated, “Without the arts, our school would function, but it would not feel as lively. The arts broaden and deepen the experiences that our students have. Families love seeing their kids on stage, which fosters positive bonds within families and among the many school community members. The school becomes alive when we perform. Our children come alive when they can express themselves in an artistic form.” She hopes to expand the arts program in the future, noting that she would like to “add a technical program for visual arts that could include videography, photography, media arts, and/or graphic design to further student development toward being 21st-century-ready.”



P.S. 226X (10X226)

Principal:

Gloria Darden

Grades Served:

PK-5

Arts Liaison:

Douglas Manzella

Enrollment:

512

The goal of the arts program at P.S. 226 is to enrich students' learning experiences and help them become well-rounded students. According to Mr. Manzella, assistant principal and arts liaison, staff at P.S. 226 try to offer as many opportunities in the arts as possible to help support student development and learning. In his words, "Really investing in students, enriching their overall educational experience [via the arts], and not focusing energy only on reading and math test preparation, has supported student achievement." He went on to say that students "need an outlet to experience different kinds of things," and that having opportunities to engage in activities that involve movement, music, and visual arts has helped support improved achievement in the school.

In support of school goals, the staff works to provide a variety of arts experiences. Mr. Manzella explained, "We know how important the arts are in children's lives and anything we can do to give them more of that we do." In spite of not having a full-time arts teacher on staff (a full-time visual arts teacher was added in the 2016-17 school year), the arts program at P.S. 226 is supported through partnerships with arts and cultural organizations. For instance, a partnership with Dancing Classrooms allows the school to offer dance programming to students throughout the grade levels that dovetails with academic instruction, such as Chinese dance in third grade, African dance in fourth grade, and ballroom dancing in fifth grade. The Chinese dance unit, for example, is offered as part of the social studies curriculum focused on communities around the world. According to Mr. Manzella, "Students all study a different country and have the opportunity to study China. Students go through a variety of different cultural experiences—they go to Chinatown, they learn Chinese words throughout the year, [and] we work with the Bureau of Lectures to bring in Chinese acrobats. And we have the Chinese dance program with Dancing Classrooms." Mr. Manzella commented that in addition to the academic benefits of programming like this, there are other benefits, such as "exposure to cultural experiences that help students to see that this isn't the only community in the world." Other partnerships with cultural organizations, such as LeAp (Learning through an Expanded Arts Program), Studio in a School, Young Audiences, and Renaissance Education, provide additional arts experiences for students and their families during the school day and after school hours.

It is important to note, however, that P.S. 226 has had challenges in supporting the arts in the school. As mentioned earlier, the school did not have any full-time arts teachers on staff, and Mr. Manzella pointed out that the school has struggled to find arts teachers to fill open positions due to a variety of reasons, including a lack of dedicated arts space and the fact that they are a struggling school. In order to address this challenge, Mr. Manzella said that he attends every arts career fair and that the school is "being more vigilant about the avenues we go through to recruit really good teachers." He went on to say that they are also reaching out to local colleges to post job openings "so we get students who are ready to graduate from campus before they go to job fairs, so we can get first dibs



on interviewing the people we think would fit best in our school.” He noted that in addition to the newly hired visual arts teacher, the school is hoping to hire a full-time music teacher, and that it has a new multipurpose space that functions as a gym and has a stage for performances.

When asked what advice he would give to other schools looking to expand their arts programming, Mr. Manzella answered that “a lot is budgeting. You have to see what [funding] you are able to utilize for the arts in terms of staffing or arts programs. There is pressure to have students do well on the state exams, and there is a fear of investing money and time in the arts that could be used to further literacy and math achievement. A lot of schools have struggling students, and it is about embracing that the arts do support academics and that having students who are enriched in arts experiences also supports academics. It is about letting go of the fear.”

Middle School Grades

The data in this section reflect arts education programming for middle and multi-grade schools serving grades 6-8 as obtained from STARS as well as reported on the 2015-16 *Annual Arts Education Survey*; District 75 schools are not included. In 2015-16, of all schools that responded to the survey, 16 percent (N=248) were classified as middle schools, and 16 percent (N=224) 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 2011-12 through 2015-16 school years. Screening in the arts may occur through auditions, portfolio presentations, and/or interviews to determine which arts discipline or level of instruction will be made available to students.

Table 14. Percent of Responding Schools That Screen Students in *Grades 6-8* in the Arts Before Admission (N=248, N=244)

	2011-12	2012-13	2013-14	2014-15	2015-16
Middle Schools					
	12%	10%	10%	10%	9%
Multi-Grade Schools Serving Grades 6-8					
	6%	5%	5%	4%	5%

Arts Instruction Provided to Grades 6-8

Table 15 and Figures 29 and 30 present data from the 2012-13 through 2015-16 school years on the percent of responding middle schools and multi-grade schools by number and type of arts disciplines (dance, music, theater, and/or visual arts) provided to any grade 6-8.¹⁴

Table 15. Percent of Responding Schools by Number of Arts Disciplines Provided to *Any Grade 6-8* (N=248, N=224)

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

¹⁴ See Footnote 6.

Figure 29. Percent of Responding Middle Schools Providing Arts to Any Grade 6-8 by Type of Arts Discipline Provided (N=248)

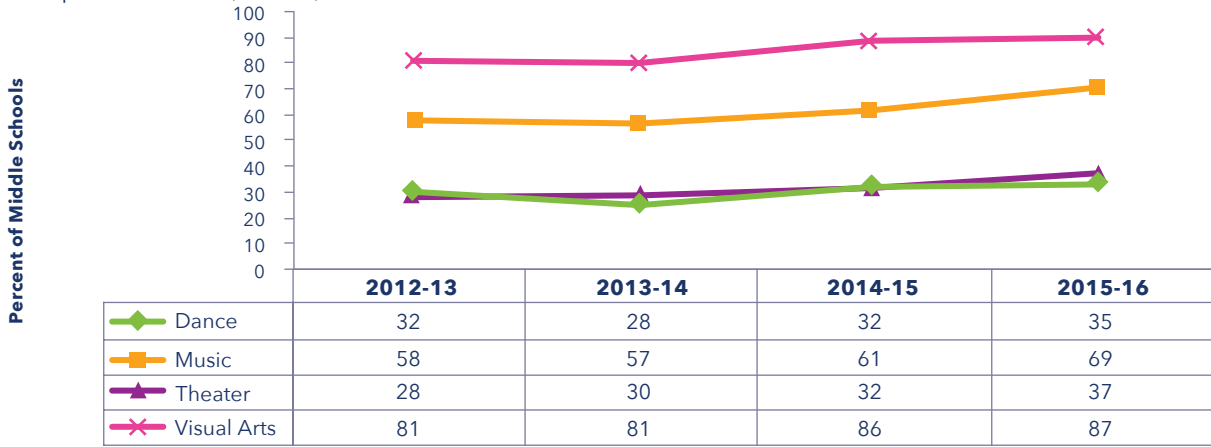
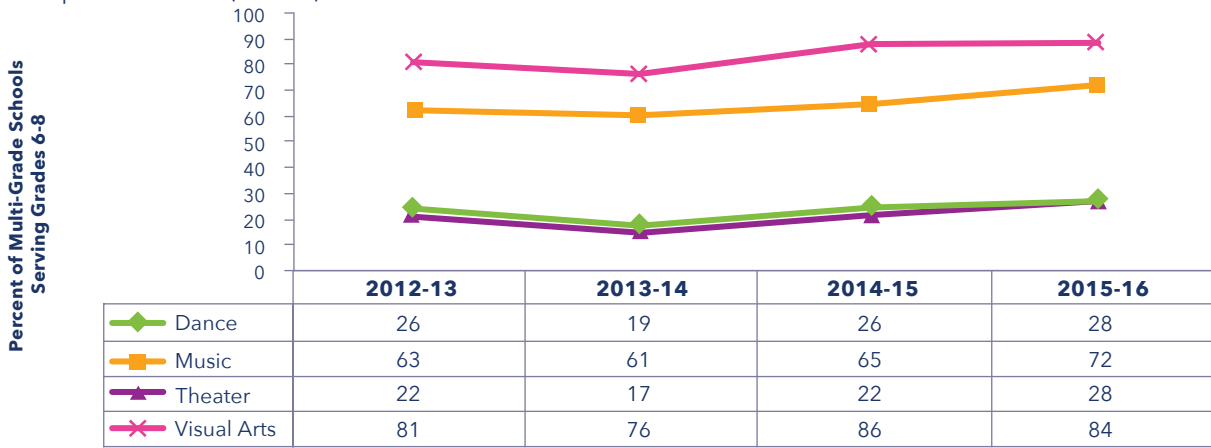


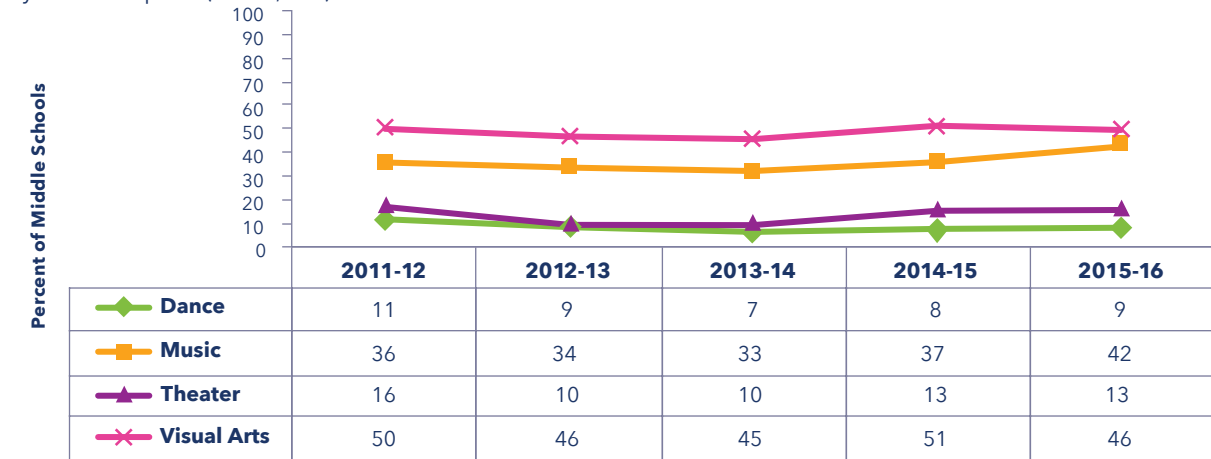
Figure 30. Percent of Responding Multi-Grade Schools Providing Arts to Any Grade 6-8 by Type of Arts Discipline Provided (N=224)



Student Participation in Grades 7 and 8

Figures 31 through 34 display the percent of seventh- and eighth-grade students in responding middle and multi-grade schools who participated in arts instruction from the 2011-12 through 2015-16 school years.¹⁵ Data are displayed by arts discipline.

Figure 31. Percent of 7th Grade Students Participating in Arts Instruction in Responding Middle Schools by Arts Discipline (N=44,945)



15 See Footnote 6.

ARTS IN SCHOOLS

Figure 32. Percent of 7th Grade Students Participating in Arts Instruction in Responding Multi-Grade Schools by Arts Discipline (N=17,288)

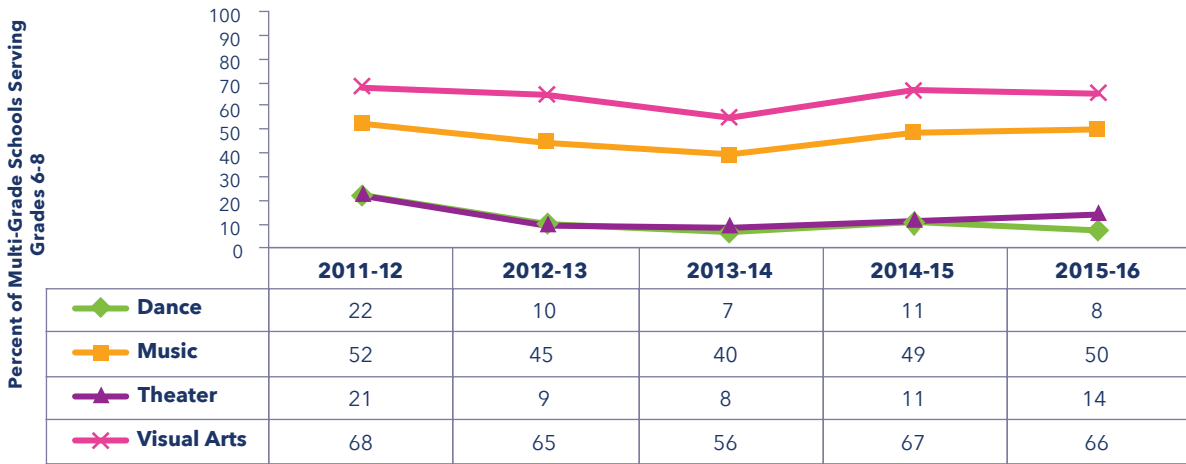


Figure 33. Percent of 8th Grade Students Participating in Arts Instruction in Responding Middle Schools by Arts Discipline (N=45,815)

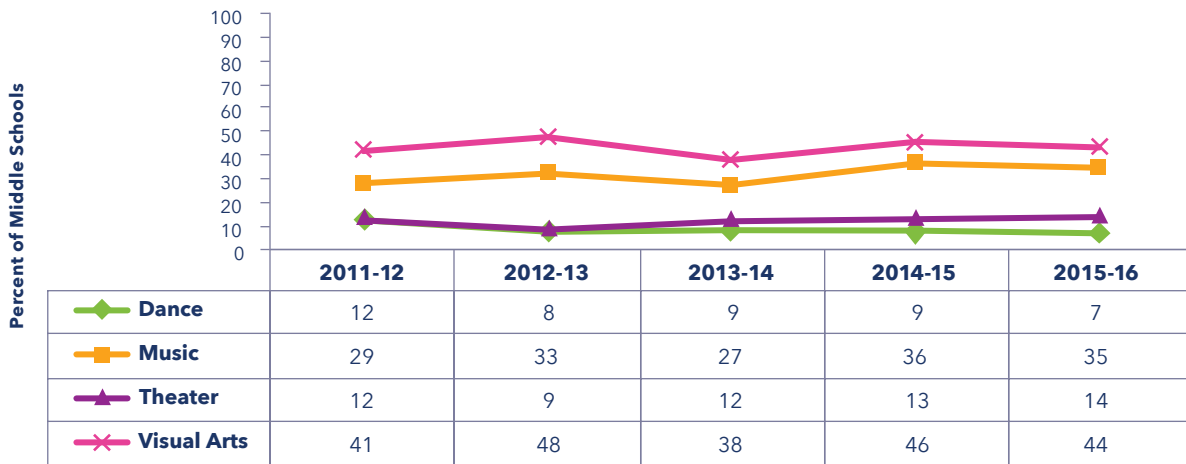
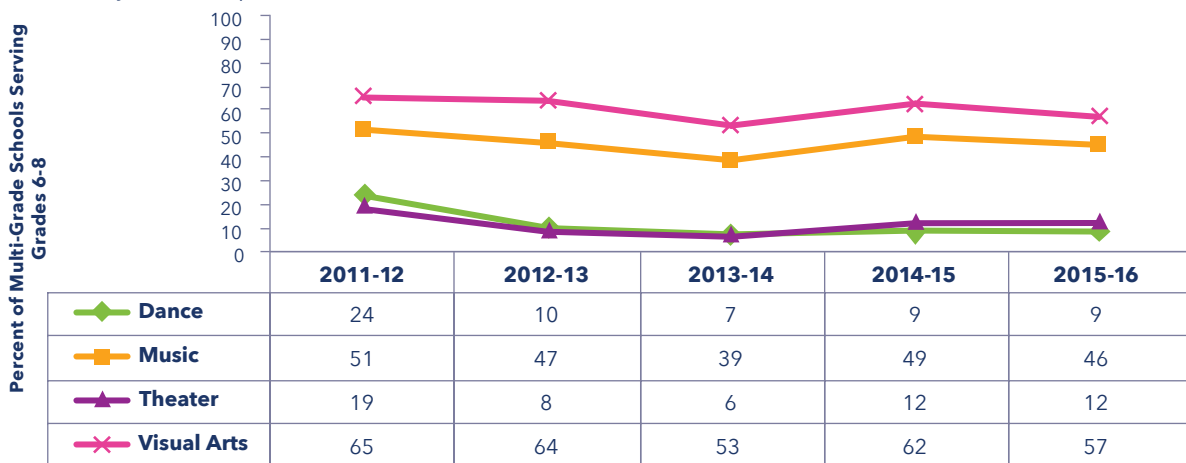


Figure 34. Percent of 8th Grade Students Participating in Arts Instruction in Responding Multi-Grade Schools by Arts Discipline (N=17,116)



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Arts Sequences

Figures 35 and 36 show data on the percent of responding middle and multi-grade schools offering a three-year arts sequence to students in grades 6-8. The data are shown by arts discipline. Figures 37 and 38 present these data across disciplines by borough in the 2011-12 to 2015-16 school years for responding middle and multi-grade schools.

Figure 35. Percent of Responding Middle Schools Offering a Three-Year Sequence in the Arts to Students in Grades 6-8 by Arts Discipline (N=248)

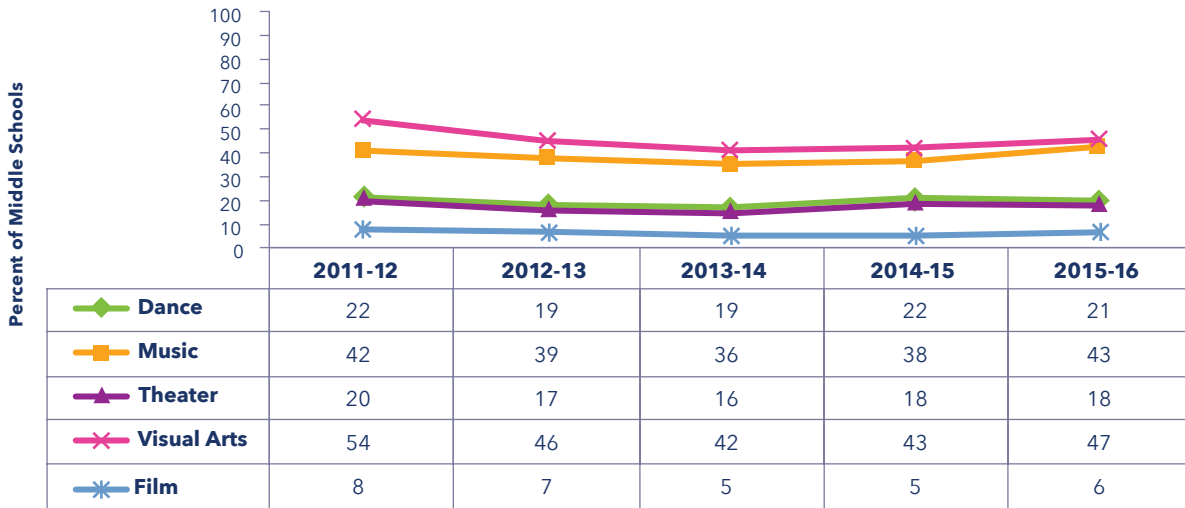
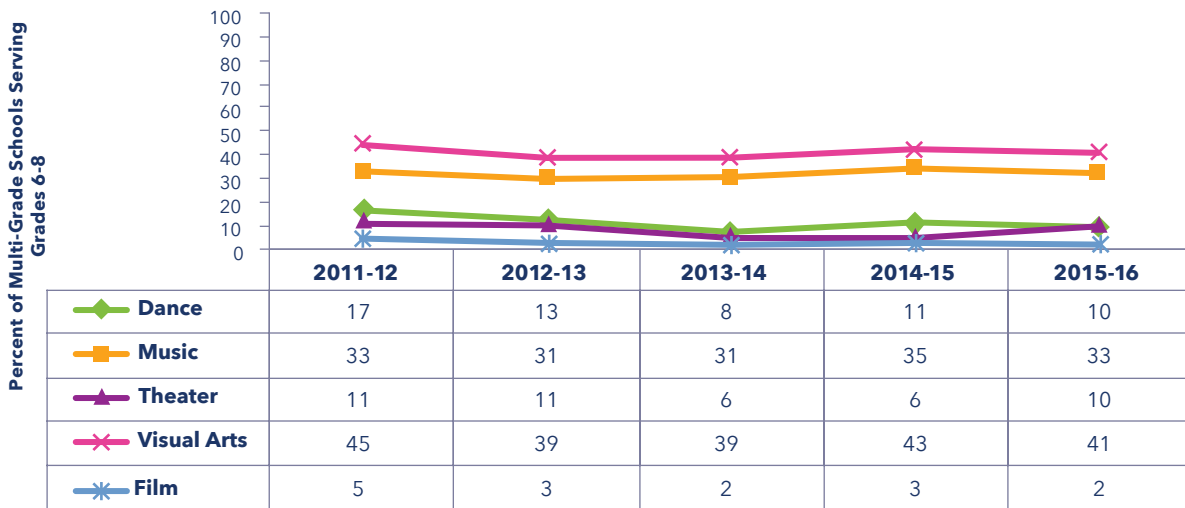


Figure 36. Percent of Responding Multi-Grade Schools Offering a Three-Year Sequence in the Arts to Students in Grades 6-8 by Arts Discipline (N=224)



ARTS IN SCHOOLS

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

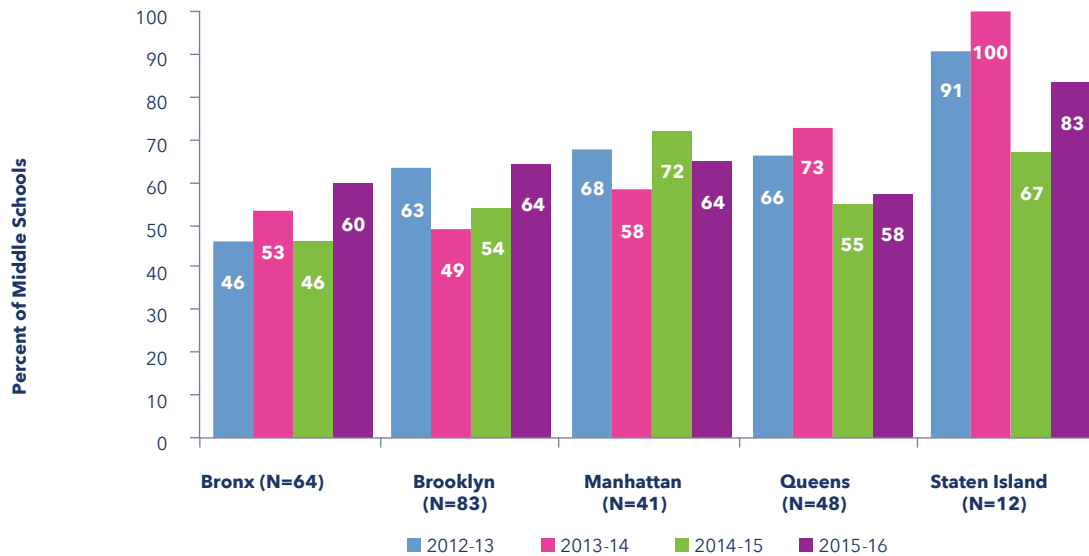
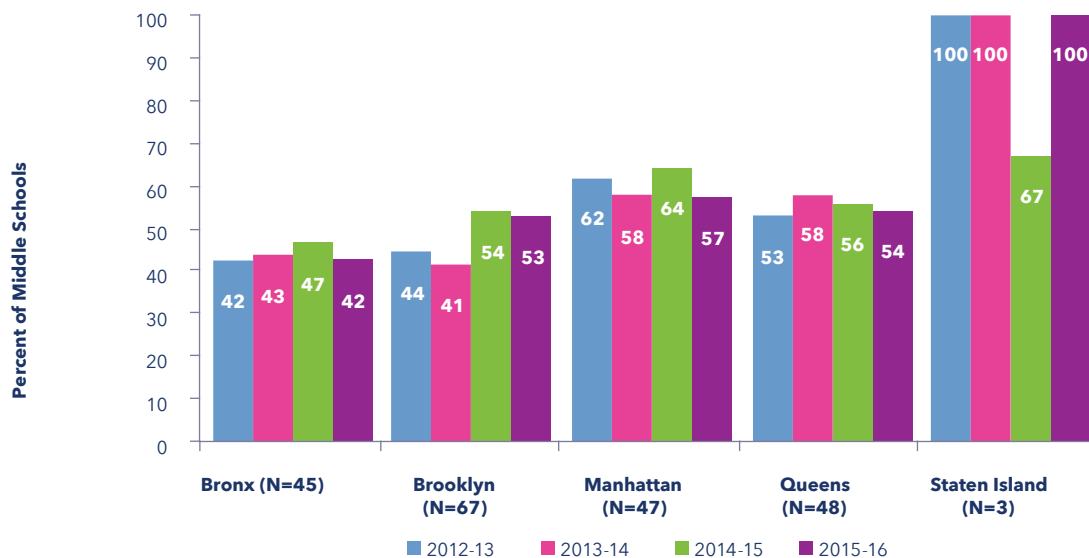


Figure 38. Percent of Responding Multi-Grade Schools That Offer At Least One Arts Sequence to Students in Grades 6-8 by Borough



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

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

Table 16. Percent of 8th Grade Students in Responding Schools Who Met the NYSED Requirement (N=241; N=214)

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

Table 17. Percent of 8th Grade Students in Responding Schools Who Completed Two or More Half-Units of Arts Instruction over the Course of 7th and 8th Grades (N=241; N=214)

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

Principal:
Jeffrey Slivko

Grades Served:
K-5

Arts Liaison:
Myles Nash

Enrollment:
986

Irwin Altman Middle School 172 (26Q172)

Irwin Altman Middle School offers arts instruction in dance, music (choral and instrumental), and visual arts to students in grades 6-8. In the 2015-16 school year, the school had five full-time certified arts teachers, two in music and two in visual arts, as well as one in theater. Notably, the school also includes its full-time technology teacher in the arts department in an effort to expand its STEM (science, technology, engineering, and mathematics) focus. As Mr. Nash, the school's assistant principal and arts liaison, noted, "Typically we have five classically trained arts teachers at Irwin Altman Middle School. Our technology teacher is also considered part of the arts because we are trying to bridge technology with the arts disciplines we have in the building." He commented that the technology course work at the school includes both computer literacy and coding (as part of the Computer Science for All initiative) that utilize the arts in a variety of ways, such as "visually depicting transformations in mathematics class."

The integration of the arts and technology is just one area where school staff work to fully integrate the arts into content area instruction. For example, in preparation for the annual science fair, students are asked not only to share their scientific findings, but to "develop visuals that speak to the audience in a purposeful way." Citing another example, Mr. Nash related that in English language arts, students were asked to use some of the skills they learned in art class related to perspective and imagery to produce posters that advertise a movie based on a book they read in class. These efforts, and others like them, outline some of the many ways the school tries to fully support the integration of the arts into all areas of learning. According to Mr. Nash, in order to achieve this goal, the "school provides a learning experience with multiple entry points. We have students who are at risk, and the arts education we provide gives them opportunities to express themselves in different ways. Using the arts as a bridge between the different disciplines allows us to be not just interdisciplinary but transdisciplinary." As part of this work, the school uses the *Blueprints for the Arts* as "our anchor text to deliver a more inclusive and, hopefully, enriching curriculum."

In addition to the dedicated arts and content area staff at the school, Mr. Nash pointed out that the school maintains partnerships with other organizations such as Learning through an Expanded Arts Program (LeAp) and Jazz at Lincoln Center that help "enrich and broaden the learning experience for students." Mr. Nash explained that "even though we use the arts as a central element between different disciplines, a lot of our focus is on dance, music, and visual arts performances." For instance, LeAp provides an artist-in-residence to help students develop a mural for the school that depicts their diverse culture and learning experiences. In addition, Jazz at Lincoln Center offers series of musical performances "that are interactive and brings in artists to perform jazz from different genres that connect to other curricular areas, such as social studies."



Mr. Nash noted some areas that were challenging in implementing a quality arts program in the school, including those related community involvement. As he put it, “We believe that part of being a community school is that we are the educational core of the community. We have a lot of desire to bring the community in for our celebrations. It has been a challenge to reach the community outside of the parents of students in the arts programs. We would like to showcase and share more of the development and progress of our students, but we have had difficulty finding the appropriate way to advertise to [and bring in] the local community.” When asked what advice he would give to other schools trying to develop an arts program, Mr. Nash responded that it is important for administrators to “know and value the amount of appreciation, content, and social-emotional learning growth students can get from the arts,” suggesting that it is important to “treat all departments with equity and make sure you aren’t giving short shrift to any one department over another if you want to truly be transdisciplinary.”



Principal:
Roshone Ault-Lee

Grades Served:
6-8

Arts Liaison:
Sharnice Jenkins-Gallant


Enrollment:
336

I.S. 296X (South Bronx Academy for Applied Media) (07X296)

The goal of South Bronx Academy for Applied Media’s arts program is to provide our students, whom we refer to as our scholars, with the opportunity to develop an appreciation for the arts while making connections to the content they are learning in school and in their own lives. In addition to having a certified full-time visual arts teacher and a part-time theater teacher, South Bronx Academy for Applied Media partners with a wide array of cultural arts organizations, such as the Multicultural Music Group, the Leadership Program, Lincoln Center Education, Magic Box Productions, Joe’s Music Center and Performing Arts, and the Young Artist Development Program. In order to support opportunities for students to explore different art forms, the school supplements funding with a set of grants specifically selected to help ensure students have the opportunities they need to effectively integrate arts into their learning. As Principal Ault-Lee described it, “We had challenges [in funding the arts] over the years, but we took full advantage of grant opportunities.”

For example, in the 2015-16 school year, the school completed its third year of an Extended Learning Time grant that allowed for the expansion of its arts programming via the creation of a theater program. As part of this work, the part-time theater teacher was at the school two days a week during the school day and during the extended day. In addition, the school is in the fourth year of its Arts in the Middle Program with Lincoln Center Education. Through this partnership, the school has access to a teaching artist who works with content area teachers to implement lessons that are designed to dovetail with a set of performances students are able to attend at Lincoln Center. In addition, the program offers events during which families have the opportunity to see a performance similar to what the students see, and it hosts a Lincoln Center performance in the school for families. The school also received an Arts Continuum grant that helped it collaborate with a local elementary school to create a marching band in which middle school students form the drum line and elementary school students provide the winds section.





These activities, and others like them, are seen as very important to the programming and learning environment at the school. Principal Ault-Lee explained, “We need to look at the connections of learning across disciplines, including arts. When you do anything with arts, you get students to learn the content better. By making the alignment between science and art, math and art, ELA and art, we are able to help students make connections to their learning. For instance, students can be asked to look at something in a play, extend it, and then set it to music. That is what arts integration in content does: it helps children to connect with art and their own artistic ability to internalize content and be able to speak intelligently about content.” According to Principal Ault-Lee, having such an extensive arts program has helped impact the culture of the school. As an example, she pointed out that the director of the Young Artist Development Program produced a school song that “brings everyone together. There is a huge unification factor through the song and the arts in our school.” Finally, she commented that the arts have helped to impact parent engagement, noting that parents want “to go on the [Lincoln Center] trip, and they want to expose their children [to the arts]. And when we have our shows, parents want to see their children perform.”

When asked what advice she had for other schools looking to implement quality arts programming, Principal Ault-Lee responded, “The leader has to have a passion and clear vision of how arts instruction should look in the school.” To support implementation of the vision, she suggested that the principal develop a small team of key stakeholders to drive the process, including conducting a needs assessment with students and parents to see what is needed and desired, as well as generate ideas on how new arts programming can be launched. She further suggested that the team should be responsible for seeking out additional funding beyond what is provided in the general budget to fund arts opportunities for students.

ARTS IN SCHOOLS

High School Grades

In 2015-16, 23 percent (N=352) of all schools that responded to the *Annual Arts Education Survey* were classified as high schools and 6 percent (N=83) 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 2015-16 *Annual Arts Education Survey*; District 75 schools are not included.

Screened Arts Programs

Screening is the process by which schools determine which of their available arts disciplines or levels of instruction will be made available to individual students. Methods of screening include auditions, portfolio presentations, and/or interviews. **Table 18** shows the percent of responding high and multi-grade schools that screened students before admission during the 2011-12 through 2015-16 school years.¹⁶

Table 18. Percent of Responding Schools That Screened *Grade 9-12* Students in the Arts Before Admission (N=352; N=83)

	2011-12	2012-13	2013-14	2014-15	2015-16
High Schools					
	6%	7%	6%	6%	6%
Multi-Grade Schools Serving Grades 9-12					
	9%	8%	7%	8%	7%



¹⁶ In 2011-12, schools were asked if students screened before admission on the *Annual Arts Education Survey*. In 2012-13 through 2014-16, the number of high schools that screen students in the arts before admission was provided by the NYCDOE Enrollment Office. This change should be considered when comparisons among school years are made.

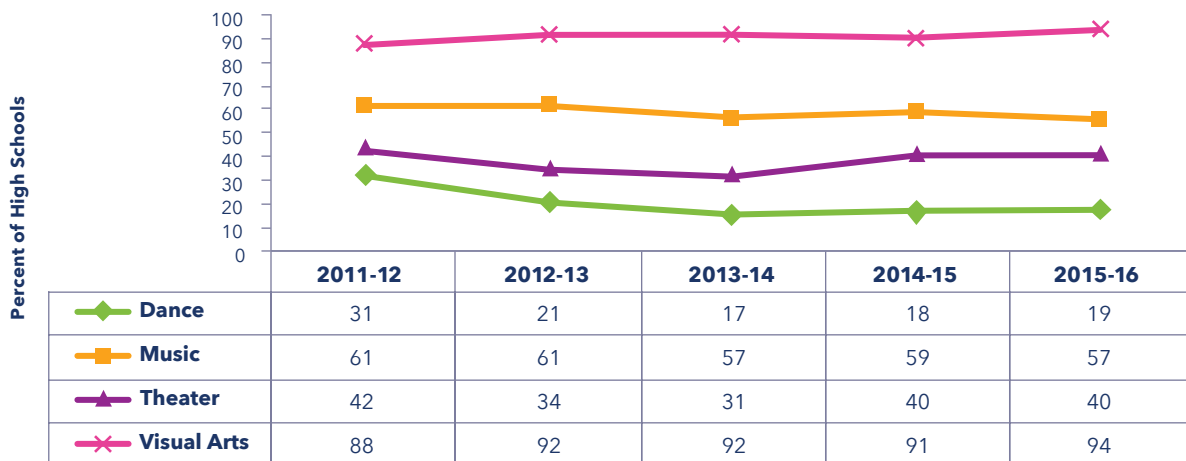
Arts Instruction Provided to Grades 9-12

Table 19 and Figures 39 and 40 present data on the percent of responding high schools and multi-grade schools that provided art to students in any grade 9-12. Data are shown by number and type of arts disciplines (dance, music, theater, and/or visual arts) for each of the school years, 2011-12 through 2015-16.¹⁷

Table 19. Percent of Responding Schools by Number of Arts Disciplines Provided to Any Grade 9-12 (N=352; N=83)

Number of Arts Disciplines	2011-12	2012-13	2013-14	2014-15	2015-16
High Schools					
At Least One Arts Discipline	97%	98%	98%	97%	99%
At Least Two Arts Disciplines	70%	70%	67%	67%	68%
At Least Three Arts Disciplines	41%	28%	25%	33%	32%
Four Arts Disciplines	15%	11%	8%	11%	11%
Multi-Grade Schools Serving Grades 9-12					
At Least One Arts Discipline	98%	99%	97%	100%	98%
At Least Two Arts Disciplines	79%	85%	81%	89%	82%
At Least Three Arts Disciplines	49%	40%	38%	51%	41%
Four Arts Disciplines	12%	9%	9%	12%	10%

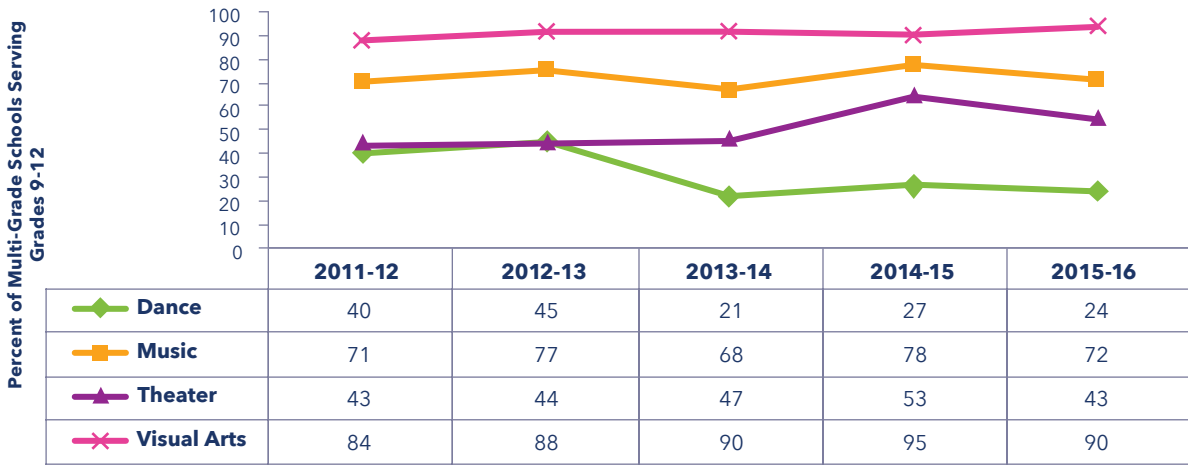
Figure 39. Percent of Responding High Schools by Type of Arts Discipline Provided to Any Grade 9-12 (N=352)



17 See Footnote 6.

ARTS IN SCHOOLS

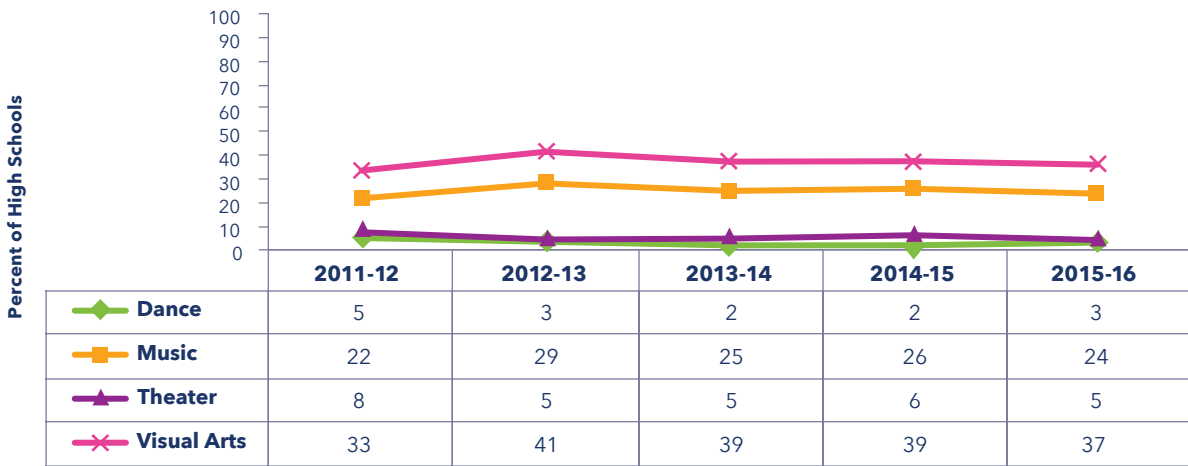
Figure 40. Percent of Responding Multi-Grade Schools by Type of Arts Discipline Provided to Any Grade 9-12 (N=83)



Student Participation in Grades 9-12

Figures 41 through 48 display the percent of ninth- through twelfth-grade students in responding high and multi-grade schools who participated in arts instruction. Data are shown from the 2011-12 through 2015-16 school years.¹⁸

Figure 41. Percent of 9th Grade Students Participating in Arts Instruction in Responding High Schools by Arts Discipline (N=67,844)



18 See Footnote 6.

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Figure 42. Percent of 9th Grade Students Participating in Arts Instruction in Responding Multi-Grade Schools by Arts Discipline (N=8,333)

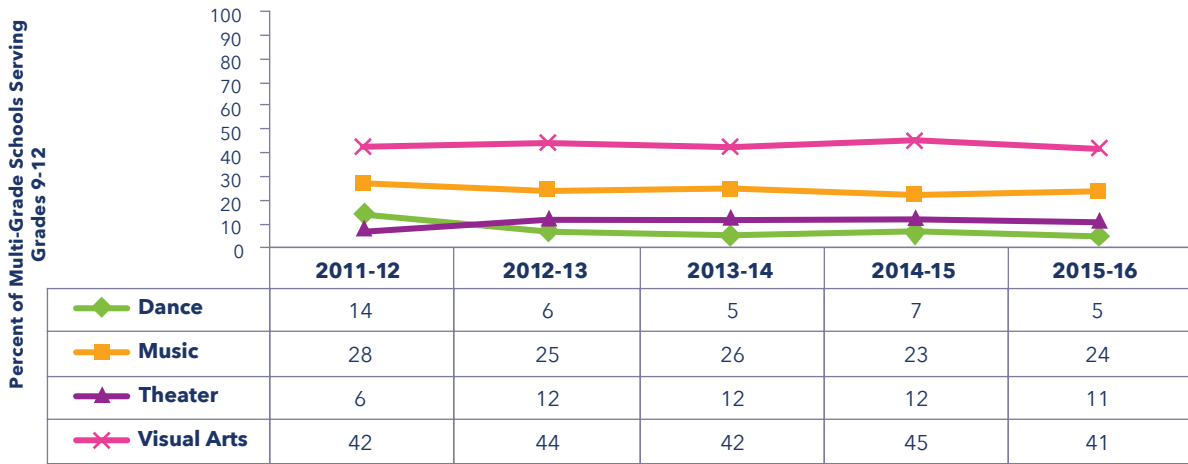


Figure 43. Percent of 10th Grade Students Participating in Arts Instruction in Responding High Schools by Arts Discipline (N=66,394)

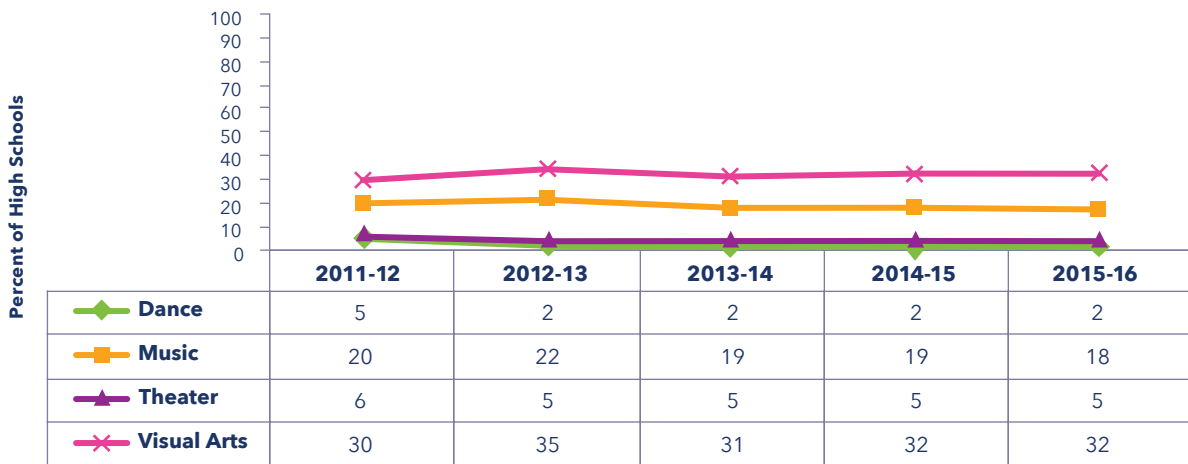
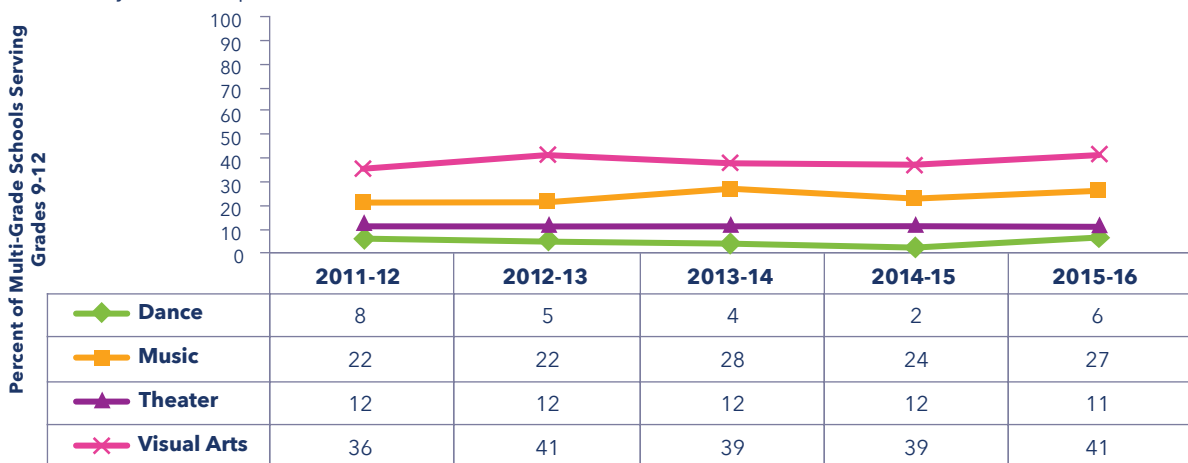


Figure 44. Percent of 10th Grade Students Participating in Arts Instruction in Responding Multi-Grade Schools by Arts Discipline (N=7,857)



ARTS IN SCHOOLS

Figure 45. Percent of 11th Grade Students Participating in Arts Instruction in Responding High Schools by Arts Discipline (N=53,873)

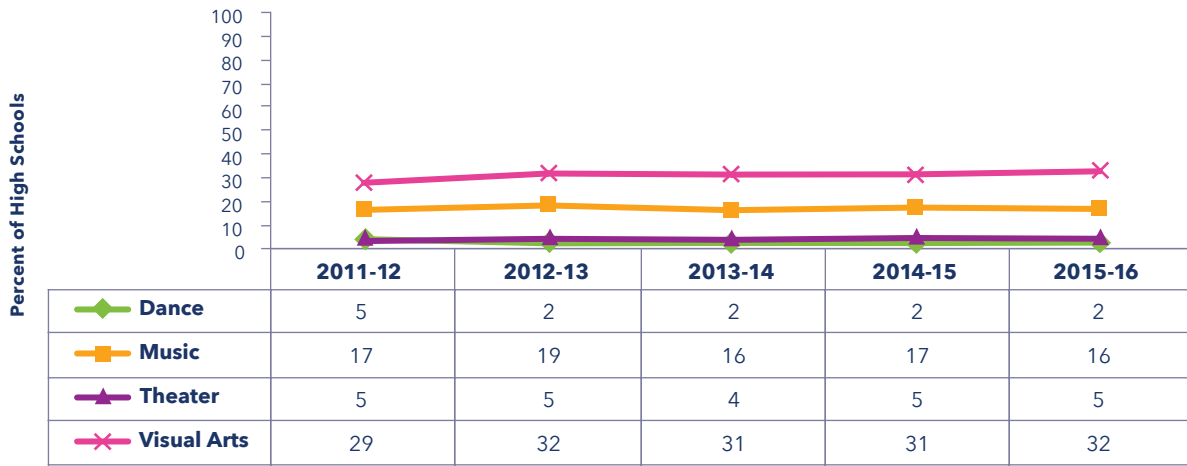


Figure 46. Percent of 11th Grade Students Participating in Arts Instruction in Responding Multi-Grade Schools by Arts Discipline (N=6,808)

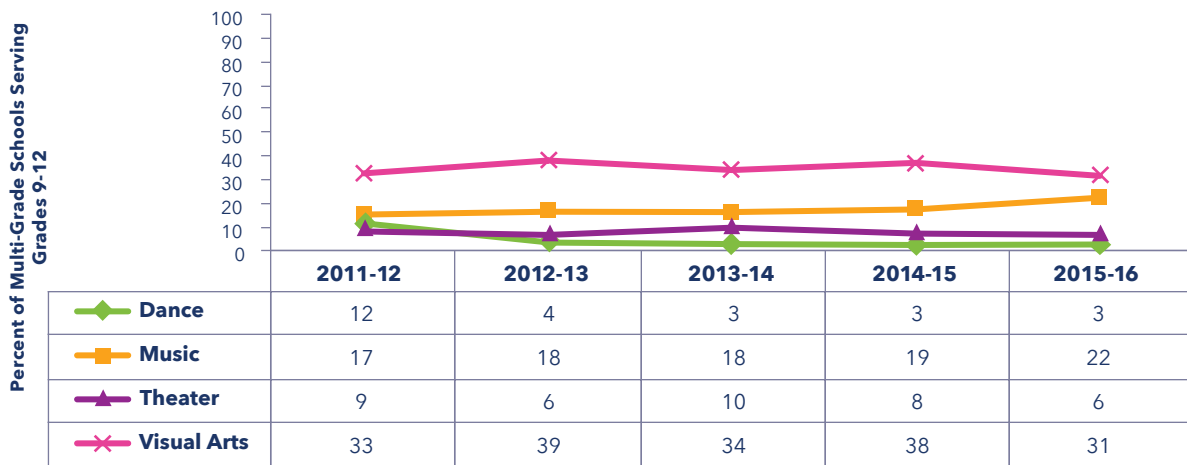


Figure 47. Percent of 12th Grade Students Participating in Arts Instruction in Responding High Schools by Arts Discipline (N=51,696)

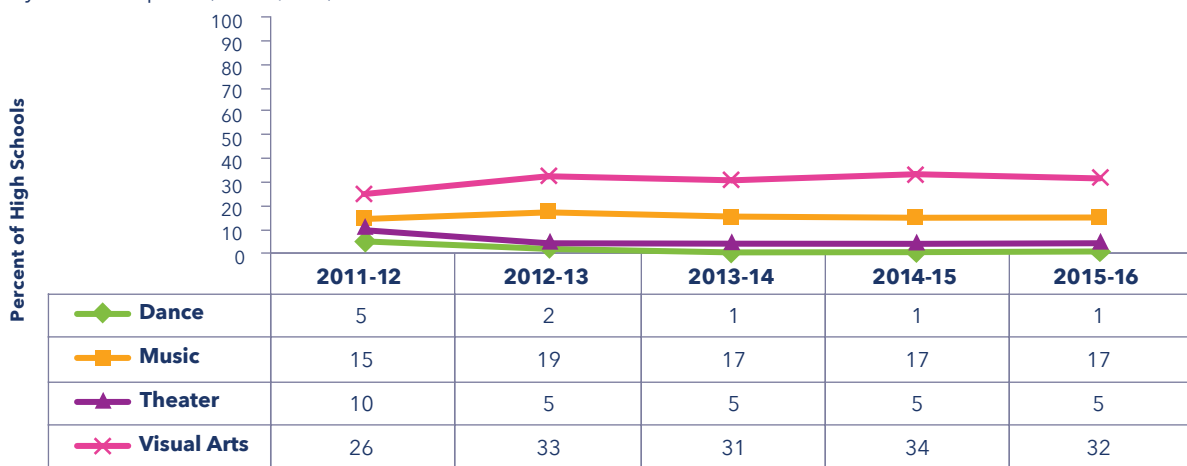
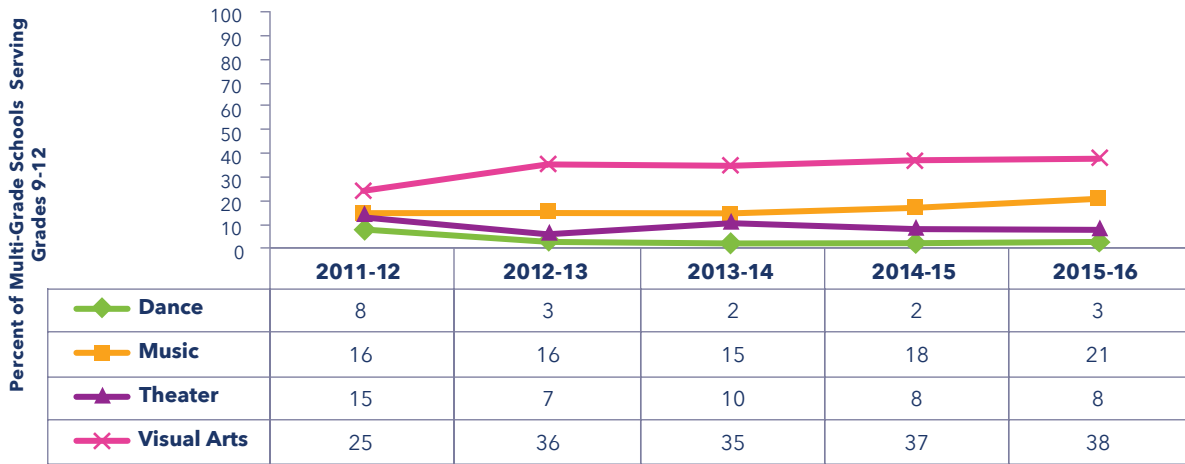


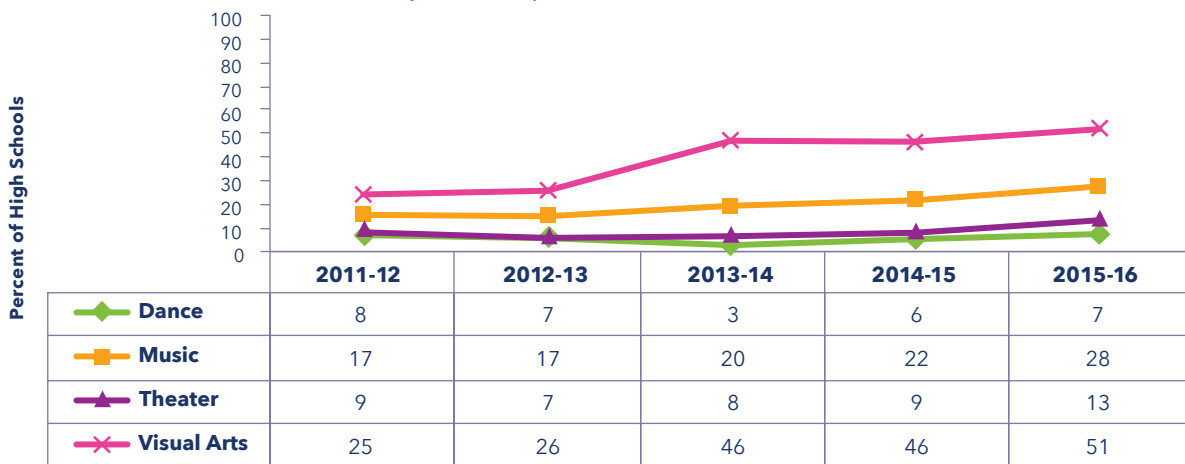
Figure 48. Percent of 12th Grade Students Participating in Arts Instruction by Arts Discipline in Responding Multi-Grade Schools (N=6,393)



Arts Sequences

Figures 49 and 50 show data on the percent of responding high schools and multi-grade schools offering at least one arts sequence of six or more credits from the 2011-12 through 2015-16 school years.¹⁹ 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 2015-16 school year. **Table 21** shows these same data for multi-grade schools serving grades 9-12.

Figure 49. Percent of Responding High Schools That Offer At Least One Sequence of Six or More Credits to Students in Grades 9-12 by Arts Discipline (N=352)



19 See Footnote 9.

ARTS IN SCHOOLS

Figure 50. Percent of Responding Multi-Grade Schools That Offered At Least One Sequence of Six or More Credits to Students in Grades 9-12 by Arts Discipline (N=83)

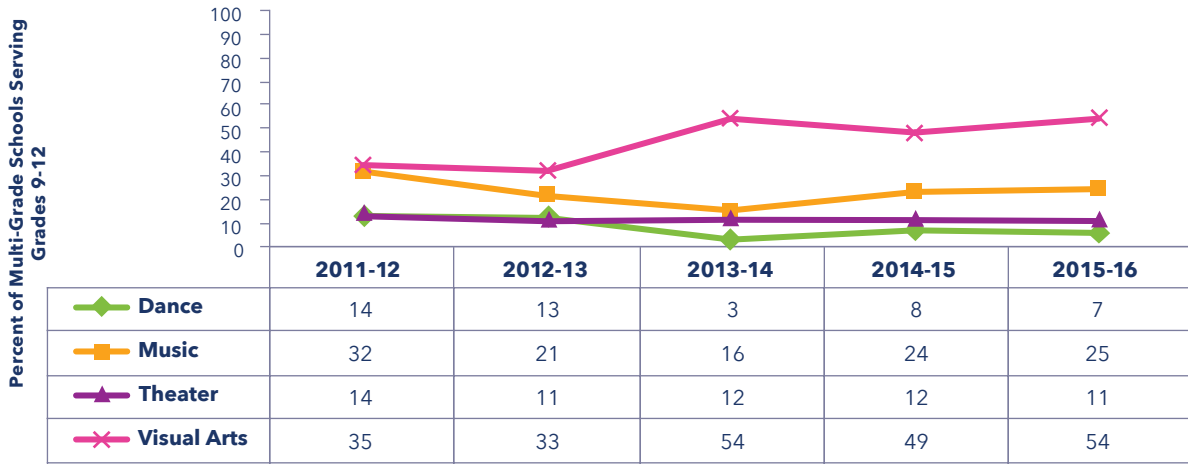


Table 20. Percent of Responding High Schools That Offered At Least One Arts Sequence to Students in Grades 9-12 in the 2015-16 School Year by Borough

Borough	Credits	Dance	Music	Theater	Visual Arts
Bronx (N=95)	6-8	5%	16%	10%	43%
	9 or more	5%	11%	2%	14%
Brooklyn (N=98)	6-8	4%	27%	6%	55%
	9 or more	2%	11%	4%	18%
Manhattan (N=86)	6-8	5%	16%	8%	42%
	9 or more	5%	11%	6%	13%
Queens (N=63)	6-8	6%	44%	3%	60%
	9 or more	5%	33%	5%	30%
Staten Island (N=10)	6-8	20%	70%	20%	60%
	9 or more	10%	60%	10%	40%



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Table 21. Percent of Responding Multi-Grade Schools That Offered At Least One Arts Sequence to Students in Grades 9-12 in the 2015-16 School Year by Borough

Borough	Credits	Dance	Music	Theater	Visual Arts
Bronx (N=20)	6-8	5%	10%	10%	50%
	9 or more	5%	5%	5%	20%
Brooklyn (N=22)	6-8	9%	9%	9%	41%
	9 or more	5%	10%	9%	14%
Manhattan (N=23)	6-8	13%	35%	9%	57%
	9 or more	4%	26%	13%	30%
Queens (N=17)	6-8	0%	24%	6%	53%
	9 or more	0%	18%	6%	29%
Staten Island (N=1)	6-8	0%	100%	0%	100%
	9 or more	0%	100%	0%	100%

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

The NYSED requires that students graduate high school with, at a minimum, two credits in the arts over the course of ninth through twelfth grades. Table 22 displays the percent of high school students from responding high schools and multi-grade schools who graduated meeting this requirement from the 2011-12 through 2015-16 school years.²⁰ The percentages were calculated using data from the NYCDOE STARS database.

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

	2011-12	2012-13	2013-14	2014-15	2015-16
High Schools					
High School Graduates Who Met the NYSED Requirement	98%	95%	97%	100%	100%
Multi-Grade Schools Serving Grades 9-12					
High School Graduates Who Met the NYSED Requirement	100%	98%	99%	100%	99%

²⁰ See Footnote 8.

Susan E. Wagner High School (31R460)

Principal:
Gary M. Giordano

Grades Served:
9-12

Arts Liaison:
Paul Corn

Enrollment:
3,203

Susan E. Wagner High School offers music, theater, and visual arts sequences and courses to students in grades 9-12. According to Mr. Corn, assistant principal of performing and visual arts, the goal of the program is “to give every interested student an opportunity to express themselves and take arts away from the school for their lifetime.” He explained that school staff believe that participating in the arts can benefit students throughout their lives and that they “feel strongly about and continue to grow our arts program.” He went on to say that “it is proven that arts help stimulate the brain and academic learning. The academics and arts coexist here. They aren’t in conflict.” For example, he noted that arts teachers develop writing across all arts curricula and that arts staff will “frequently piggyback on what the English department is doing (e.g., informative essays) and work together.”

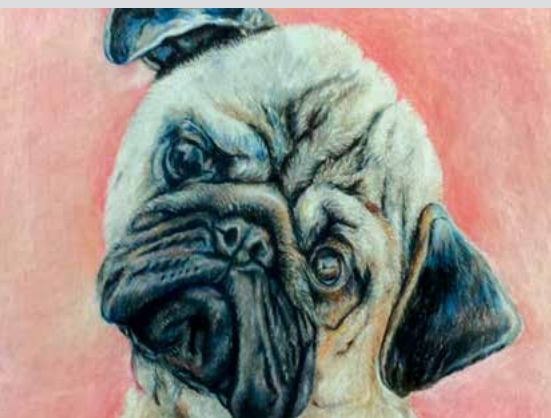
One of the key aspects of arts programming at Susan E. Wagner High School is the school’s consistent and ongoing efforts to offer students the opportunity to perform regularly. Mr. Corn sees this as a benefit, not only to students but also to the community. As he put it, from the Staten Island Zoo to local churches and retirement homes, to parades and food festivals, “we are out playing in the community.... There isn’t a month that we are not out performing.” He commented that students have even had the opportunity to perform at such venues as Carnegie Hall and the Winter Garden Theater on Broadway. In fact, in the 2015-16 school year alone, the school had 20 concerts, two theater performances, and an art exhibit.

When asked what accounts for the success of the arts program at the school, Mr. Corn mentioned the strong commitment of teachers and school administrators to a program of excellence. He noted that it is important to have the right teachers in the classroom, saying, “You need an all-star in the classroom. If you don’t have a great teacher in the classroom, it doesn’t matter how much money you have.” He added that the community is a strong supporter of the arts programs at the school, and that “at this point, the community would not stand for anything less [than excellent and multiple performances]. There is an expectation that Wagner High School is not only a place for serious education in the arts, but also is a place where we are out performing.” He further added that the school regularly receives calls to perform for community organizations, and that while it can be difficult to accommodate all the requests, “the more students perform, the better they get, the more motivated they are, and the better equipped they are [in their art form].” The school also has the strong support of parents through organizations, such as a band parent committee and a theater parent club. Mr. Corn explained that “these organizations are conduits between parents and students. They help after school or go to events.” He further explained that “in addition to emails and other communications, we also hold biweekly parent meetings, where parents come in and we discuss upcoming events.” He went on to say that this dedication from students, teachers, parents, and the community results in excellent arts education and experiences for students.



The school hopes to move forward with arts programming in the future, including using its new performing arts center to help support a dance company after school. Mr. Corn indicated that while the school has strong performing arts programs, including four levels of concert band and three levels of chorus, that it would like to offer small-group instruction in different art forms. This expansion would be consistent with the school's efforts to grow their arts programs over the years. As Mr. Corn sees it, when he first arrived at the school 11 years ago, it had a small arts program, but that the principal wanted to expand. They then “changed and dedicated themselves to performance and have since grown by leaps and bounds.”

When asked about challenges in implementing the program, Mr. Corn responded, “We don't see the challenges. We just move forward. We don't think of issues as challenges to overcome. If we need funding, we figure out a way to get it. If we need support, we go to the principal and community. If a student is having trouble in an academic class and must pass to participate in the arts program, we may have them attend tutoring during class time or get a student to help them after school. We come up with solutions.” He concluded, “We could always use more money, but we get what we need, spend wisely, buy quality, and make use of everything. There are challenges every moment, but we keep moving forward.”



Marta Valle High School

(01M509)

Principal:

Steven Aragona

Grades Served:

9-12

Arts Liaison:

Andrew Rizzo

Enrollment:

260

Marta Valle High School offers music and visual arts to students in grades 9-12. According to the arts liaison, Andre Rizzo, the goal of the program is “to provide students with a well-rounded high school experience that not only gives them a rigorous instructional foundation, but also helps them develop actual career training in the arts.” In order to meet this goal, the school offers a variety of courses, including a keyboard lab for piano instruction, a music history class, and an audio engineering course for music, as well as drawing, sketching, and painting instruction. The assistant principal, Lydia Adegbola, commented that school staff hope to “offer students an increased variety of arts programming. For example, it would be amazing to have students be able to deepen their understanding of the digital side of visual arts and learn how to use technology to edit and design images,” which would support career development.

In addition to the school-day offerings, Marta Valle High School is part of a 21st Century Community Learning Centers after-school program grant, which supports partnerships with various arts organizations (e.g., Enact, Inc., Hudson Shakespeare Company) to expand its portfolio of arts opportunities available for students in visual arts, dance, theater, and music production. The after-school program partnerships help bolster arts offerings in the school through their support of school productions. For instance, as part of the two shows per year that students design and produce, Mr. Rizzo noted that “our after-school dance partnership staff collaborate with the show’s director and students on the show’s staging while supervising students to create, organize, and choreograph their own dances and performances.” The collaboration doesn’t stop with the staging and rehearsals. In fact, Mr. Rizzo stated that the “art department also collaborates with the show’s director and students on set design, and the students in audio engineering run the soundboard and recording sessions as well the sound as for live performances.”

As Mr. Rizzo sees it, the school’s arts programming supports and aligns with many areas of the *Framework for Great Schools*. He pointed out, for example, that student ownership for school productions contributes to a strong commitment to achievement in the arts. Mr. Rizzo emphasized that “our [arts] instruction is rigorous, standards-aligned, and based on professionalism, working together, staging with live instruments, precise training in audio engineering, and theater etiquette.” He went on to say that collaboration among teachers creates a supportive environment and that school leadership is highly supportive of the arts. In Mr. Rizzo’s words, “Family ties are naturally formed through communication with parents and their enthusiasm for their child’s participation. The attendance of the parents at the performances is a wonderful community builder.” He added, “Student involvement in the arts program has a tremendous impact on our school morale, community building, and participation. It allows a more personal connection with families and student behaviors are improved, as well as their attendance rate when they are involved in a performance.”



Accounting for the success of the arts program at the school, Assistant Principal Adebola explained, “Success in maintaining the arts has to do with goal setting and careful long-term planning centered on those goals. Our staff work hard to create an environment that is conducive to supporting the success of the arts program at Marta Valle High School.” She also noted that funding and equipment are essential for organizing, developing, and creating art programming, both during and after school. The school applies for grant funding to supplement program funding and to update the “technical equipment and software essential to enhance and to train students for successful careers in the arts.”

When asked what advice she would give to other administrators looking to expand their arts programming, Ms. Adebola suggested, “Principals should support teachers with performance and technical experience to design new programs and performance opportunities for the students to take ownership of their work. This support can come in the form of internal and external professional development, assistance with planning curriculum and productions, ensuring students are programmed appropriately for arts classes, and allocating funds for equipment that support the quality and expansion of the program.”



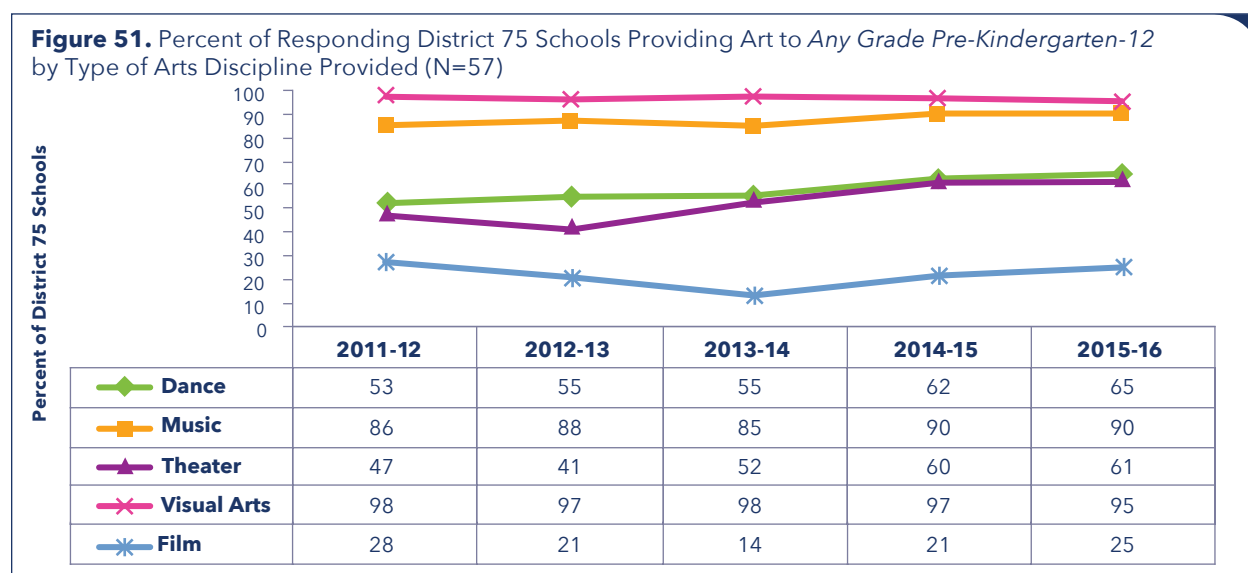
ARTS IN SCHOOLS

District 75 Schools

District 75 provides citywide educational, vocational, and behavior support programs for students with disabilities. This section presents data on arts education in District 75 schools, as reported on the 2015-16 *Annual Arts Education Survey*. Of all schools that responded to the survey, 4 percent (N=58) were District 75 schools serving any grade, pre-kindergarten to 12.

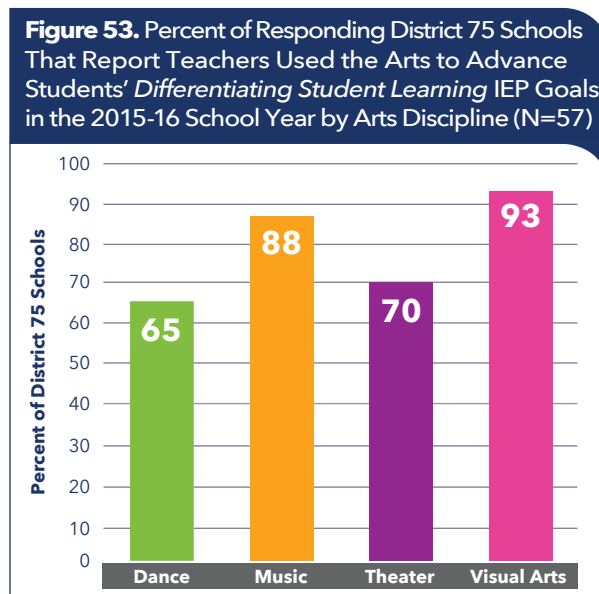
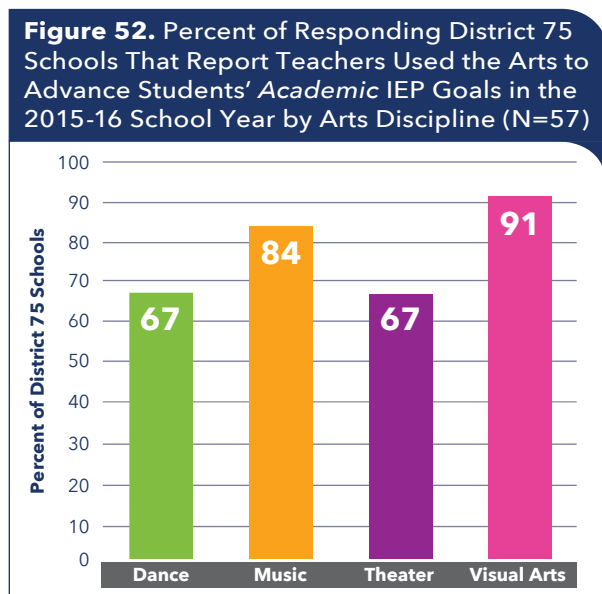
Arts Instruction Provided to Grades Pre-Kindergarten to 12

Figure 51 displays the percent of District 75 schools that provided the arts to students in any grade pre-kindergarten through twelve. Data are shown by the type of arts discipline provided from the 2011-12 through 2015-16 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 2014-15 *Annual Arts Education Survey* gave District 75 schools the opportunity to report on how teachers used the arts to advance students' IEP goals. Figures 52 through 57 display how District 75 schools reported aligning arts instruction with IEP goals.



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Figure 54. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students' *Social Skills* IEP Goals in the 2015-16 School Year by Arts Discipline (N=57)

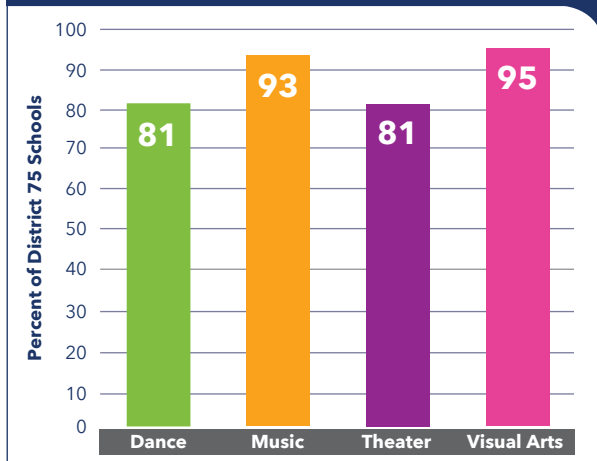


Figure 55. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students' *Management Skills* IEP Goals in the 2015-16 School Year by Arts Discipline (N=57)

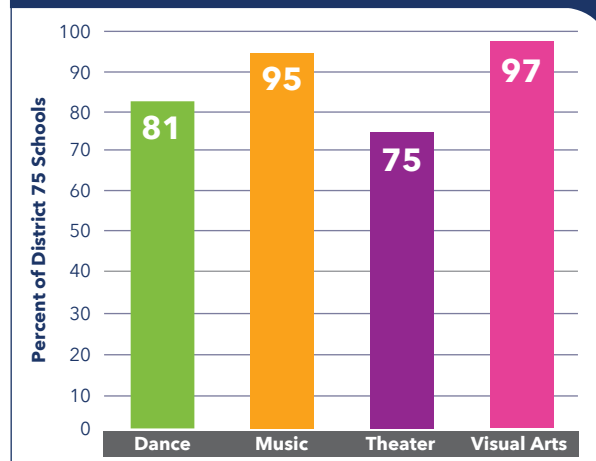


Figure 56. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students' *Physical Development* IEP Goals in the 2015-16 School Year by Arts Discipline (N=57)

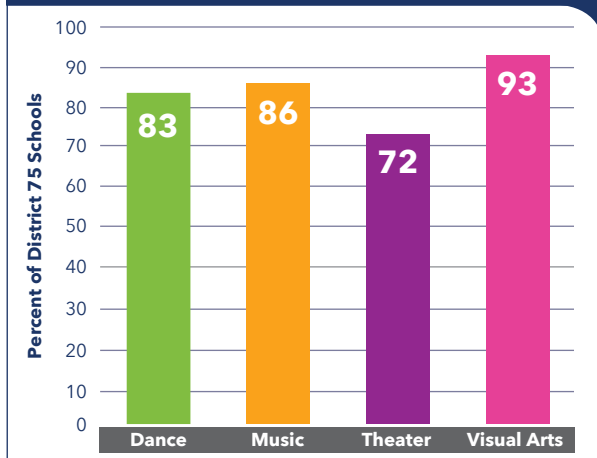
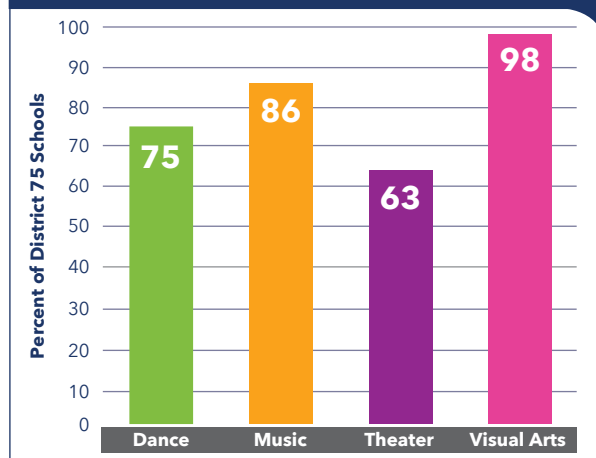


Figure 57. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students' *Fine Motor Skills* IEP Goals in the 2015-16 School Year by Arts Discipline (N=57)



P.S. 176X (75X176)**Principal:**
John Siracuse**Grades Served:**
PK-12**Arts Liaison:**
Kristen Intrieri-Pires**Enrollment:**
900

P.S. 176X is a District 75 school with six Bronx sites serving students, ages 2-21, with autism spectrum disorder (ASD) and other special needs. According to Principal John Siracuse, “The mission of our school is that children are children first, and that they are children with disabilities second. They deserve the same quality and rigor in their instruction, professionalism, and creative and fun educational opportunities as does any child in New York City. We have always had an emphasis on the arts, as we know all the great skills we teach are embedded within the arts, allowing students to celebrate their great work.”

The staff at P.S. 176X have worked many years in their efforts to incorporate the arts throughout the school sites. Principal Siracuse noted that the staff “believe in what we do for kids. Part of that is that people see how good [the arts are] for kids. We take a lot of pride when kids make the gains in the arts.” He pointed out that as a District 75 school, “we have to be more creative with our programming because, typically, students on the spectrum are non-conventional learners and we must be creative in order to reach them. The arts encompass that. The school also uses a lot of data. We are always looking at data... We look at all the various programs—math, reading, writing, and social skills—and then we look at what the data shows us. The arts are the fabric woven through academic skills. As part of this work, the school puts on regular performances that allow all students to participate. For example, the school was one of five schools selected to receive a Disney grant to put on *The Lion King* in 2015-16 and *Aladdin* in 2014-15. Part of the vision of the production was to include all students, including those who performed on stage, those who participated in set design or crew, music, sound, and tech, and even students who designed a program and passed out tickets.”





The school has several music teachers who teach students to play various instruments, and the students also perform in the Latin music bands, the iPad band, and the rock/reggae band. It also has a 95-member chorus and a drum line. These activities, and others like them, are seen as being very beneficial to the students in P.S. 176X community. As Principal Siracuse sees it, participating in the arts “helps to address a huge deficit in language and social communication. By being in a production, students have to follow directions, be punctual, share, and listen. These things help develop all the social skills our students struggle with.” Additionally, in order to determine how to use arts instruction to advance students’ Individualized Education Plan (IEP) goals, teachers “look at the IEP goal itself and then pull in various programming for the arts. We follow the *Blueprint for the Arts*, and use that as a tool to help determine programming.”

When asked what he thinks accounts for their success in maintaining the arts in the school, Principal Siracuse commented that the dedication and creativity of the staff are important factors, adding that “the culture is one of positivity and the staff is eager to collaborate. We have a collaborative school community that is eager to try new programs. The trusting environment is really embedded throughout the school, and that contributes to the success of our programming.” He went on to say, “We start small [with programs] here, and we see how it goes. We work out the kinks and evaluate what is working, hoping to expand to impact more students. Then you see the excitement that the students have and the goodness spreads.”

Principal Siracuse emphasized that the arts are a celebration, and that families love to see their children on stage. “Often times, families come to us having been told what their children will ‘never be able to do’ by teams of doctors and clinicians. P.S. 176X’s mission is to change that around, involving families each step of the way. The arts are a feel-good activity. There is nothing like seeing a production at 176X. Most [attendees] are left with tears in their eyes. We, families included, travel the journey together; we know how far our students have come, and together, the arts celebrate all of that.”



Quality of Arts Education

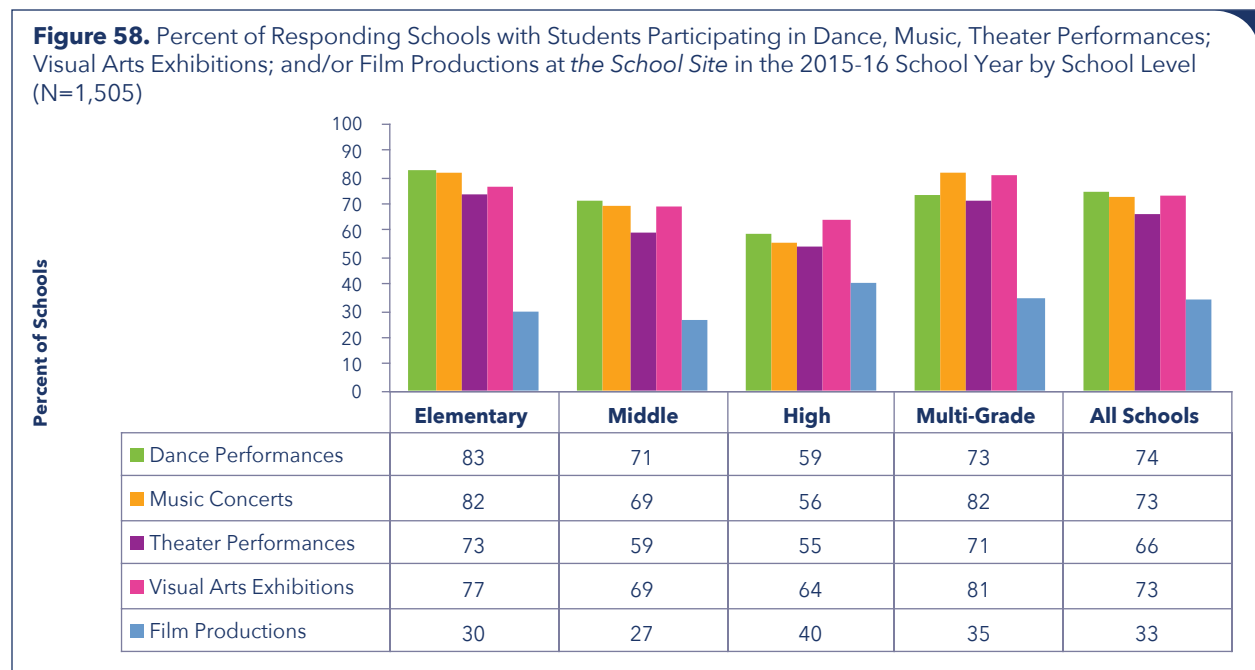
This section presents data disaggregated by school level (i.e., elementary, middle, high, and multi-grade schools) on student participation in arts performances and exhibitions at the school sites; support for quality teaching in the arts, including the number of certified school-based arts teachers,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

Student Participation in the Arts

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

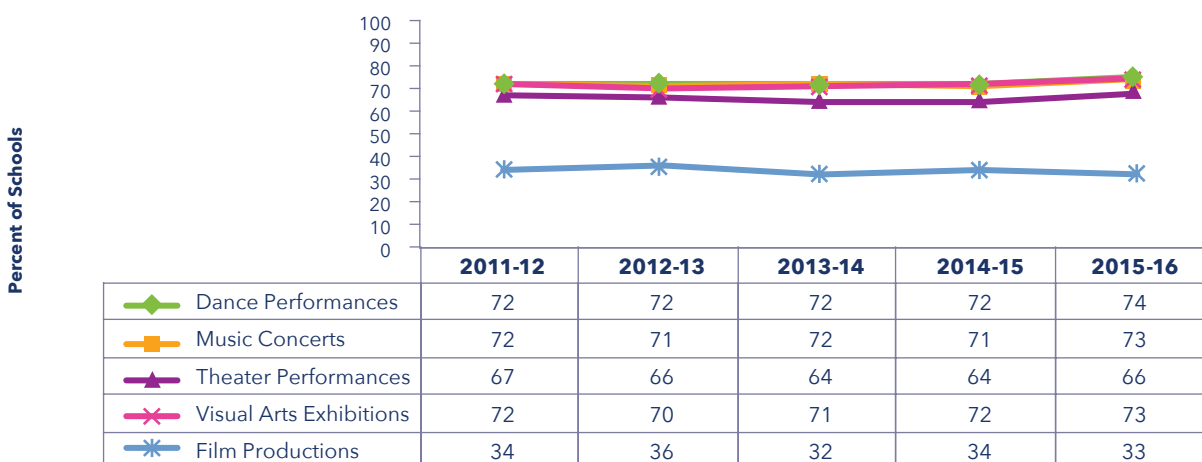
Participation in Performances, Exhibitions, or Productions at the School Site

Figure 58 displays the percent of responding schools that reported having students participating in arts performances, exhibitions, and/or productions at the school site by school level in the 2015-16 school year. Figure 59 displays these data for all schools from the 2011-12 through 2015-16 school years.



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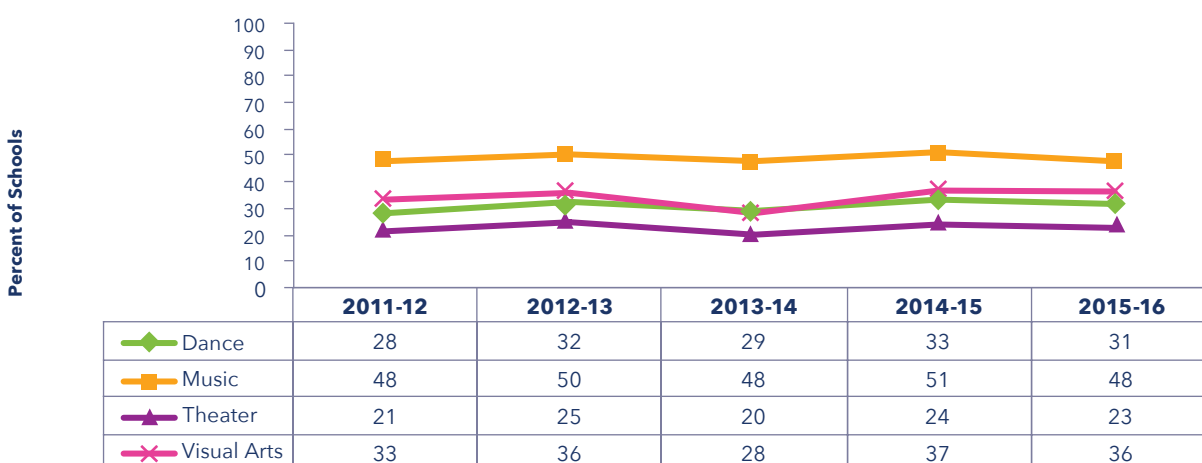
Figure 59. Percent of Responding Schools with Students Participating in Dance, Music, Theater Performances; Visual Arts Exhibitions; and/or Film Productions at the School Site (N=1,505)



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

Figure 60 includes data on the percent of responding schools serving grades kindergarten through 5 in which students participate in pull-out and/or multi-grade activities. Data are shown by arts discipline from the 2011-12 through 2015-16 school years.

Figure 60. Percent of Responding Schools in Which Students in Kindergarten Through 5th Grade Participate in Pull-Out and/or Multi-Grade Activities During the School Day (N=768)



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 2015-16 *Annual Arts Education Survey*, NYCDOE databases, and the 2015-16 *NYC Principal Satisfaction Survey*.

Assessment in the Arts

Table 23 shows the percent of all responding schools that reported using assessments (e.g., culminating projects, teacher observations, and/or conferences with students) to evaluate student progress in the arts in the 2011-12 through 2015-16 school years.

Table 23. Percent of Responding Schools That Used the Following Methods for Evaluating Student Progress in the Arts (N=1,505)

Assessment	2011-12	2012-13	2013-14	2014-15	2015-16
Culminating projects	83%	82%	81%	82%	81%
Teacher observations with descriptive feedback to students	77%	75%	76%	77%	77%
Conferences with students	68%	65%	64%	67%	65%
Student portfolios	63%	61%	63%	63%	60%
Arts performance assessments	69%	67%	64%	66%	66%
Student self and peer assessment	64%	63%	65%	69%	69%
Scaled rubrics with criteria	59%	57%	62%	62%	63%
Written assessments	58%	54%	56%	54%	55%
Student arts journals	37%	35%	34%	33%	33%

Arts-Based Professional Development

Tables 24-27 present data on teacher participation in arts professional development as well as the providers for the professional development, as reported on the 2015-16 *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 2015-16 *NYC Principal Satisfaction Survey*.

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Tables 24 and 25 display the percent of schools that reported having school-based arts teachers and/or non-arts teachers who participated in arts-based professional development. Data are shown by school level, from the 2011-12 through the 2015-16 school years. Table 26 presents the average annual hours of arts-based professional development attended by school-based arts teachers and/or non-arts teachers by school level. Table 27 presents these same data by discipline in the 2015-16 school year.

Table 24. Percent of Schools Reporting That School-Based Arts Teachers Attended Arts-Based Professional Development by School Level (N=1,505)

School Level	2011-12	2012-13	2013-14	2014-15	2015-16
Elementary	82%	81%	83%	84%	86%
Middle	80%	83%	78%	85%	85%
High	75%	81%	79%	81%	85%
Multi-Grade	84%	85%	83%	88%	90%
All Schools	81%	82%	82%	84%	86%

Table 25. Percent of Schools Reporting That Non-Arts Teachers Attended Arts-Based Professional Development by School Level (N=1,505)

School Level	2011-12	2012-13	2013-14	2014-15	2015-16
Elementary	51%	50%	50%	54%	51%
Middle	33%	31%	33%	42%	39%
High	36%	42%	37%	37%	39%
Multi-Grade	45%	43%	37%	44%	40%
All Schools	44%	44%	42%	47%	45%

Table 26. Average Annual Hours of Arts-Based Professional Development in Responding Schools in the 2015-16 School Year by School Level and Teacher Type

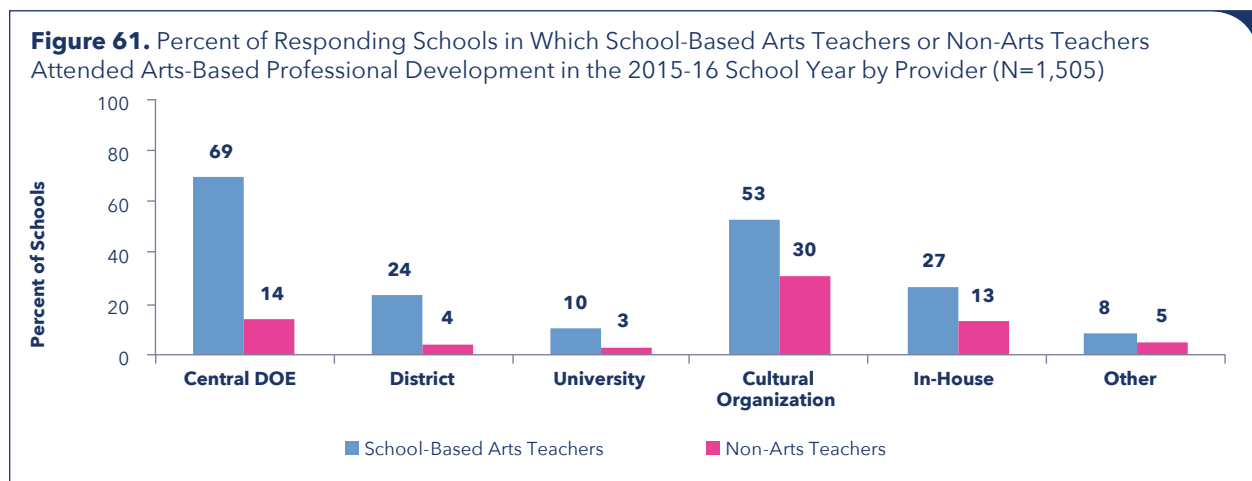
School Level	School-Based Arts Teacher	Non-Arts Teacher
	Mean Hours	Mean Hours
Elementary	31+	13-18
Middle	31+	13-18
High	24-30	13-18
Multi-Grade	31+	13-18
All Schools	31+	13-18



Table 27. Average Annual Hours of Participation in Arts-Based Professional Development for Teachers of Responding Schools in the 2015-16 School Year by Arts Discipline and Teacher Type

Arts Discipline	School-Based Arts Teacher	Non-Arts Teacher
	Mean Hours	Mean Hours
Dance	19-23	7-12
Music	19-23	7-12
Theater	13-18	7-12
Visual Arts	19-23	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 DOE, universities, or cultural arts organizations. **Figure 61** displays the percent of all responding schools that reported having arts teachers or non-arts teachers attend arts-based professional development. Data are presented by provider for the 2015-16 school year. **Table 28** shows the percent of schools that reported they had school-based arts teachers who attended arts professional development. These data are shown by provider and school level for the 2014-15 through the 2015-16 school years.²¹



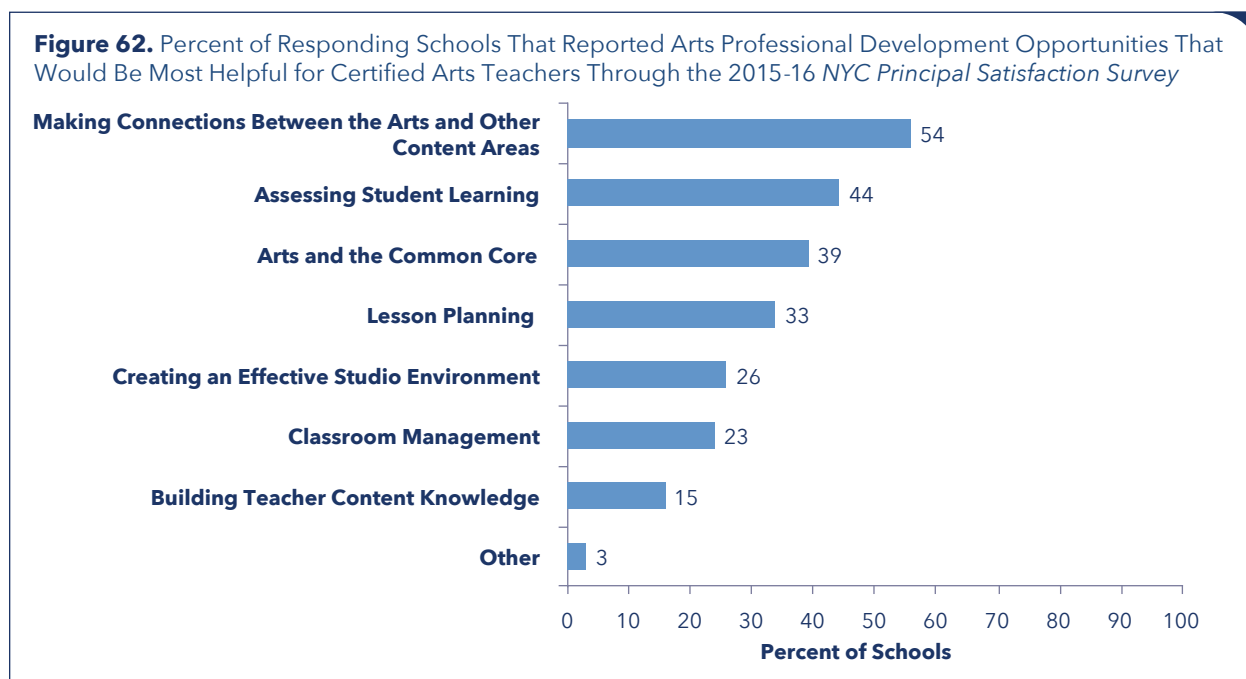
21 In 2015-16, schools that responded "Other" listed specific Central DOE, district, and/or cultural arts organization professional development

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Table 28. Percent of Responding Schools in Which School-Based Arts Teachers Attended Arts Professional Development by Provider (N=1,505)

Professional Development Network	Elementary		Middle		High		Multi-Grade		All Schools	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Central DOE	67%	72%	65%	71%	52%	60%	64%	71%	62%	69%
District ²²	15%	31%	15%	23%	11%	16%	11%	20%	15%	26%
University	9%	7%	9%	9%	15%	16%	13%	13%	11%	10%
Cultural Arts Organizations	54%	51%	52%	54%	51%	51%	55%	57%	53%	53%
In-House	22%	22%	30%	32%	30%	32%	22%	23%	26%	26%
Other	12%	7%	13%	8%	11%	10%	11%	8%	12%	8%

The data in Figure 62 were gathered through the 2015-16 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.



²² In the 2015-16 school year, the NYCDOE developed Field Support Centers, which provide supports and resources to assigned districts. Prior to the 2015-16 school year, schools received direct supports from clusters and networks.

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Certified School-Based Arts Teachers

Tables 29 and 30 show the number of certified arts teachers in NYCDOE schools. The data are shown by discipline and school level from the 2011-12 through 2015-16 school years. These data were gathered from the NYCDOE Division of Human Resources.²³

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

Arts Discipline	2011-12	2012-13	2013-14	2014-15	2015-16
Dance	185	194	194	216	227
Music	889	909	894	959	998
Theater	128	146	144	165	167
Visual Arts	1,189	1,185	1,161	1,228	1,289
Total	2,391	2,434	2,393	2,568	2,681

Table 30. Number of Certified School-Based Arts Teachers by School Level²⁴

School Level	2011-12	2012-13	2013-14	2014-15	2015-16
Elementary	552	552	571	645	695
Middle	523	511	493	518	525
High	819	836	797	833	838
Other ²⁶	497	535	532	572	623
Total	2,391	2,434	2,393	2,568	2,681

The number of full-time certified school-based arts teachers on staff was provided through the NYCDOE Division of Human Resources. The number of part-time certified school-based arts teachers on staff was reported by schools through their *Annual Arts Education Survey*. **Figures 63** and **64** display the percent of reporting schools with at least one part-time and/or full-time certified school-based arts teacher. Data are shown by arts discipline for the 2011-12 through 2015-16 school years.²⁵ **Figures 65** through **68** display the full-time certified school-based arts teacher data by school level.

²³ The number of certified school-based arts teacher data from 2011-12 through 2013-14 were recalculated to reflect consistent reporting dates and rules.

²⁴ The "Other" category includes K-8 schools, K-12 schools, secondary schools, registered programs, excess/reassignment, and ungraded.

²⁵ See Footnote 5.

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Figure 63. Percent of Responding Schools with *At Least One Full-Time Certified School-Based Arts Teacher* by Arts Discipline (N=1,505)

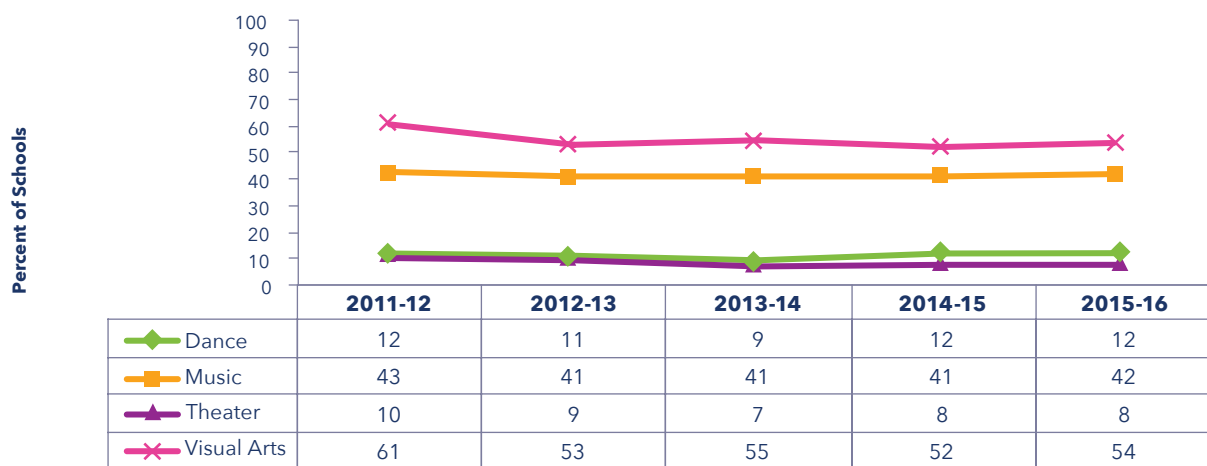


Figure 64. Percent of Responding Schools with *At Least One Part-Time Certified School-Based Arts Teacher* by Arts Discipline (N=1,505)

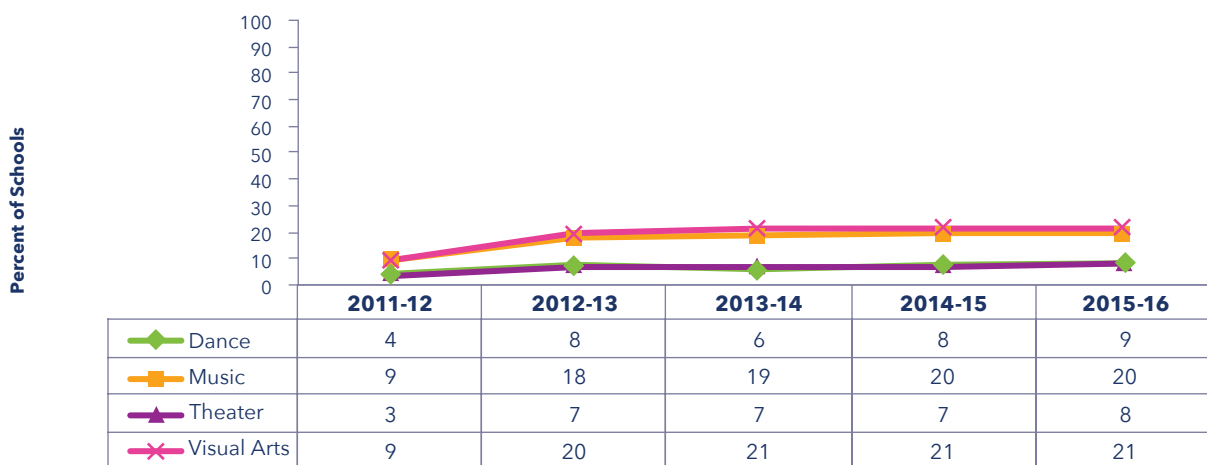
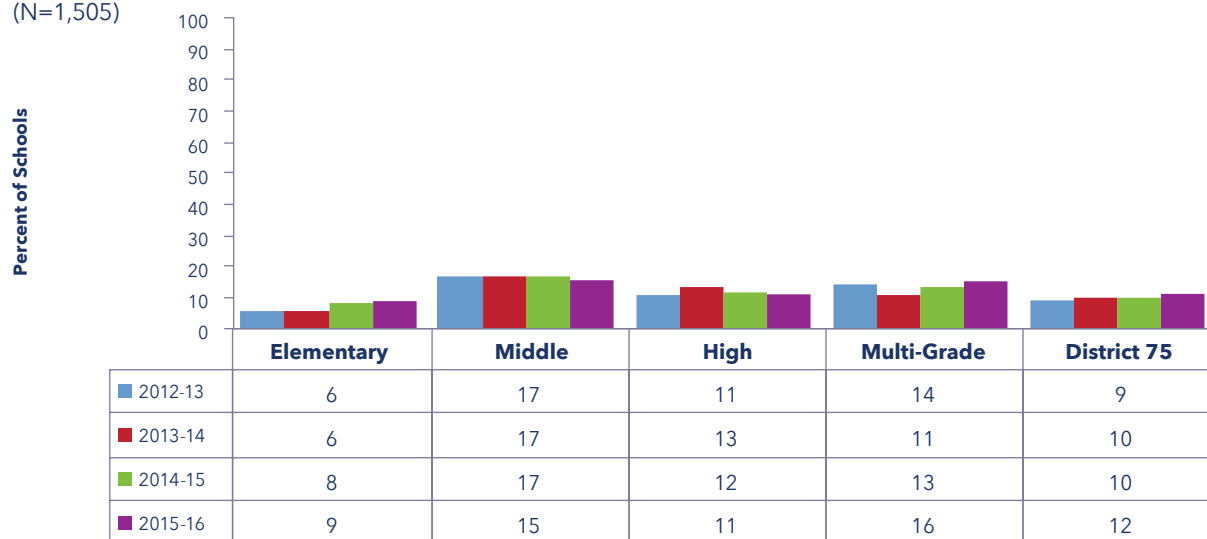


Figure 65. Percent of Responding Schools with *At Least One Full-Time Certified School-Based Dance Teacher* (N=1,505)



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Figure 66. Percent of Responding Schools with *At Least One Full-Time Certified School-Based Music Teacher* (N=1,505)

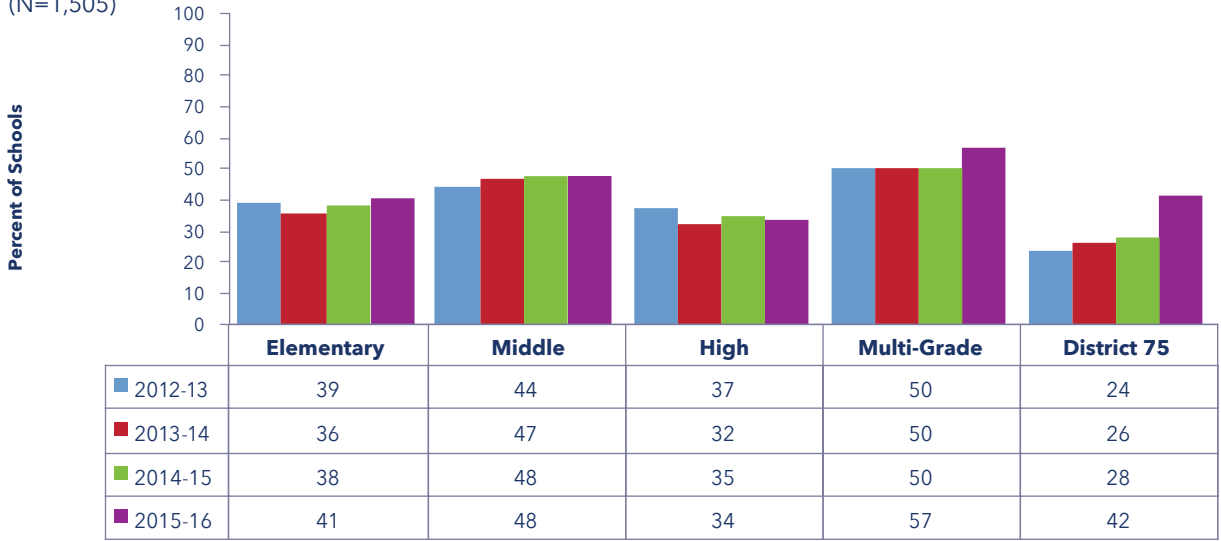


Figure 67. Percent of Responding Schools with *At Least One Full-Time Certified School-Based Theater Teacher* (N=1,505)

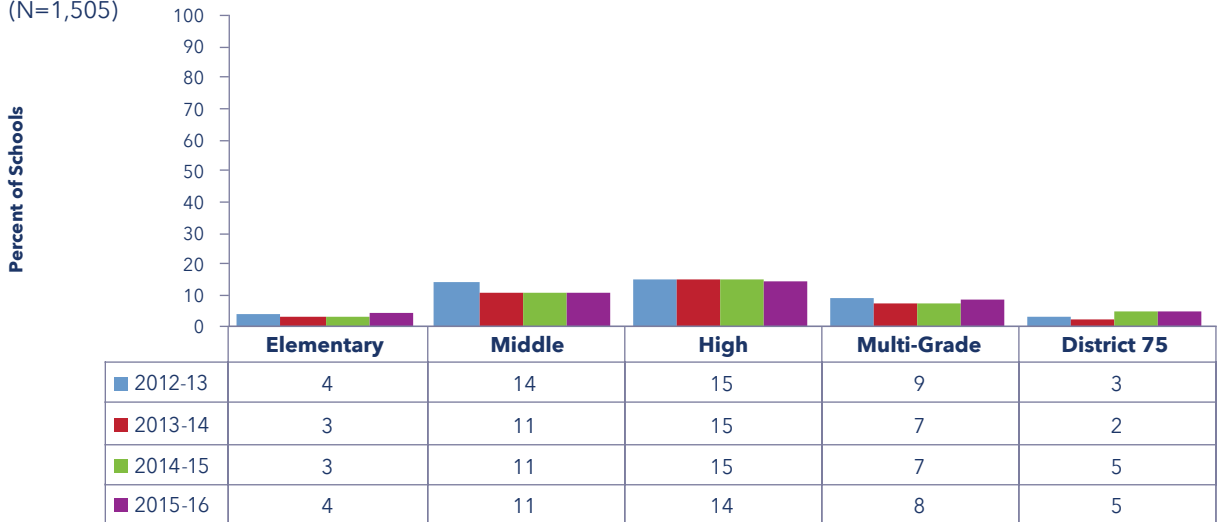


Figure 68. Percent of Responding Schools with *At Least One Full-Time Certified School-Based Visual Arts Teacher* (N=1,505)



Cultural Arts Organizations

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

On the 2015-16 *Annual Arts Education Survey*, school administrators were asked to report on all cultural arts organization partnerships. The data in **Table 31** present information on the percent of all responding schools that reported working with at least one cultural arts organization. Data for this table are shown for school years 2011-12 through 2015-16. **Table 32** presents these data by borough. The number of cultural arts organizations partnered with responding schools from 2011-12 through 2015-16 is displayed in **Table 33**. **Figure 69** presents data on the percent of responding schools that reported working with at least one cultural arts organization for the 2011-12 through 2015-16 school years. Data for this table are shown by school level.

Table 31. Percent of Responding Schools Partnered with At Least One Cultural Arts Organization (N=1,505)

	2011-12	2012-13	2013-14	2014-15	2015-16
At Least One Cultural Arts Organization	86%	82%	84%	87%	87%

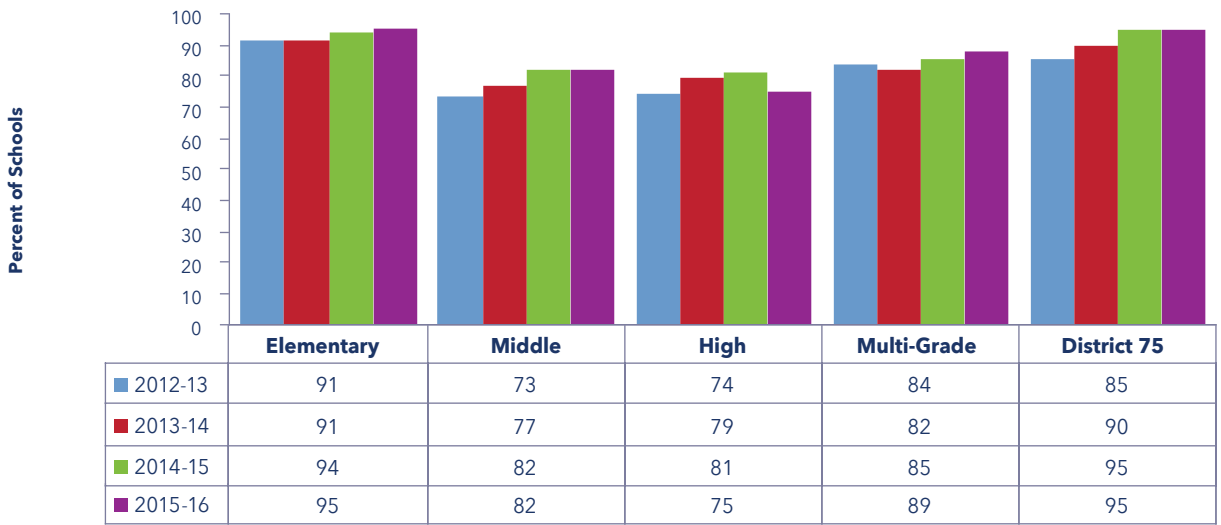
Table 32. Percent of Responding Schools partnered with At Least One Cultural Arts Education Organization by Borough

Borough	2011-12	2012-13	2013-14	2014-15	2015-16
Bronx (N=352)	83%	77%	83%	85%	81%
Brooklyn (N=352)	84%	84%	82%	87%	86%
Manhattan (N=352)	90%	84%	89%	89%	93%
Queens (N=352)	86%	83%	85%	89%	87%
Staten Island (N=352)	91%	86%	85%	89%	96%

Table 33. Number of Cultural Arts Organizations Partnered with Responding Schools (N=1,505)

2011-12	2012-13	2013-14	2014-15	2015-16
497+	492+	398+	359+	399+

Figure 69. Percent of Responding Schools Partnered with At Least One Cultural Arts Education Organization by School Level (N=1,505)



Tables 34 and 35 show the type of cultural arts organization services provided and respondents' perceptions of the quality of service of their partner cultural arts organizations. Data for these tables are shown for the 2012-13 through 2015-16 school years.

Table 34. Percent of Responding Schools Reporting the Type of Services Provided by Cultural Arts Organizations (N=1,303)

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

Table 35. Percent of Responding Schools Reporting the Quality of Services Provided by Cultural Arts Organizations (N=1,310)

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

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

Table 36. Responding Schools Expectations Regarding Continuation of Services with Cultural Arts Organizations (N=1,230)

Responses	2011-12	2012-13	2013-14	2014-15	2015-16
School Will Continue Service with At Least One Cultural Arts Organization	88%	86%	88%	86%	88%
School Will Discontinue Service with At Least One Cultural Arts Organization	4%	4%	5%	5%	5%
School is Uncertain About Continuation of Services with At Least One Cultural Arts Organization	21%	26%	22%	25%	23%

Table 37. Reasons for Schools Reporting Discontinuation of Service from Cultural Arts Organizations (N=1,230)

Responses	2011-12	2012-13	2013-14	2014-15	2015-16
High Cost of Services	18%	7%	6%	8%	13%
Limited Capacity of Provider	4%	6%	9%	10%	7%
Reduced School Budget	13%	17%	4%	16%	20%
Unsatisfactory Quality of Services	18%	17%	18%	18%	10%
Other Responses²⁶	47%	54%	63%	47%	51%



²⁶ Schools that selected "Other" as a response indicated the following reasons for discontinuing services: school closing, end of funding, or grant ending.

REPORT 2015-2016

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

Figure 70 displays the percent of responding schools that reported having students who participated in arts performances, exhibitions, and/or productions outside the school site by school during the 2015-16 school year. Figure 71 displays these data for all schools during the 2011-12 through 2015-16 school years.

Figure 70. Percent of Responding Schools with Students Participating in Dance, Music, Theater Performances; Visual Arts Exhibitions; and/or Film Productions *Outside the School Site* in the 2015-16 School Year by School Level (N=1,505)

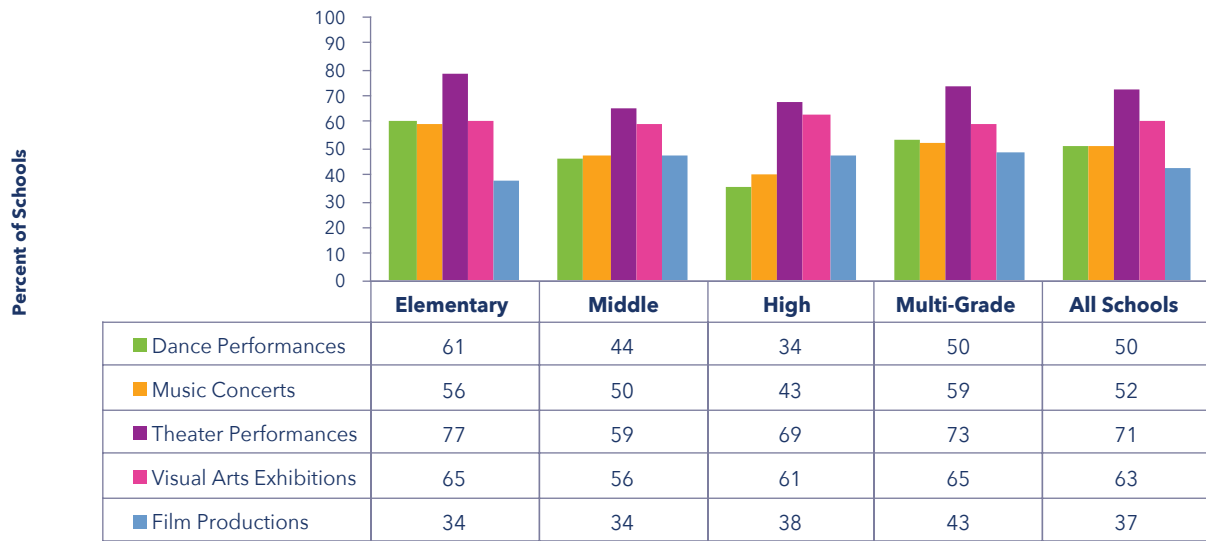
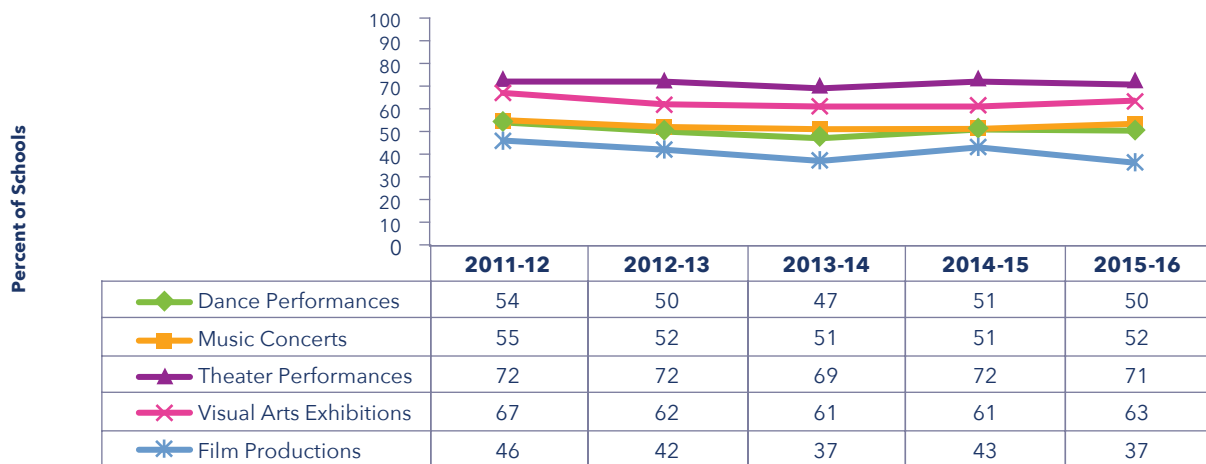


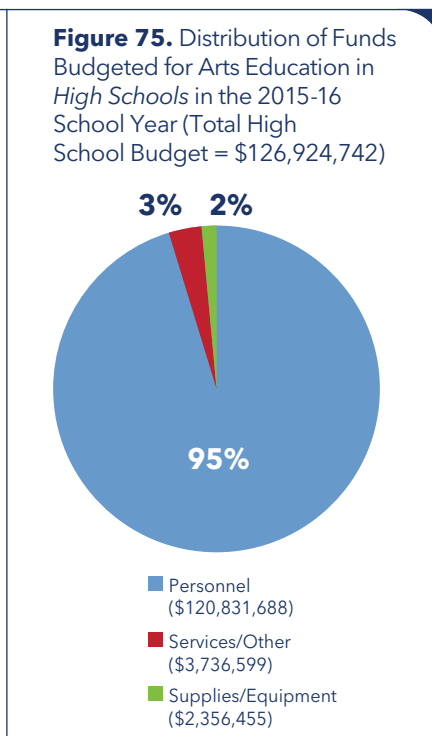
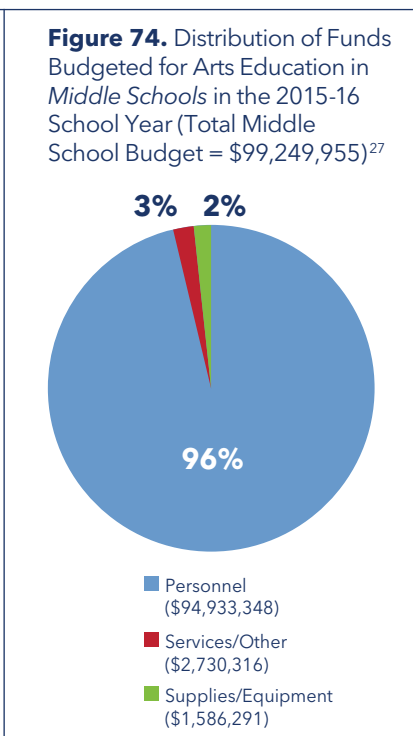
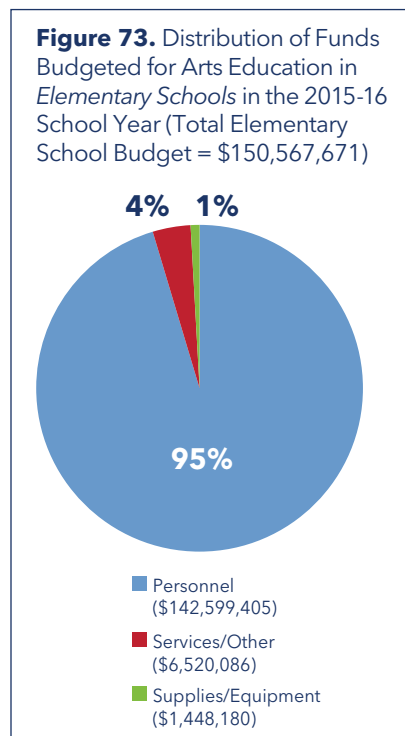
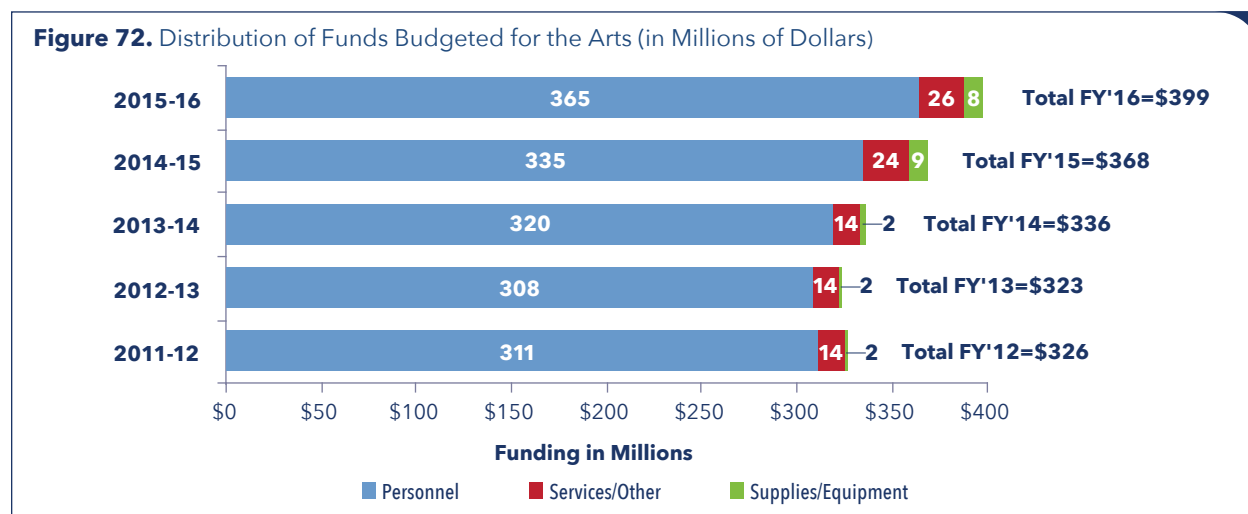
Figure 71. Percent of Responding Schools with Students Participating in Dance, Music, Theater Performances; Visual Arts Exhibitions; and/or Film Productions *Outside the School Site* (N=1,505)



ARTS IN SCHOOLS

Arts Budgeting by Schools

Schools' arts budgets include staff salaries, equipment/supplies, and services such as cultural arts organization partnerships. The data in **Figures 72 through 75** were gathered through the NYCDOE Division of Budget Operations and Review and the Division of Contracts and Purchasing Management databases. **Figure 72** displays the total NYCDOE budget for arts education from the 2011-12 through 2015-16 fiscal years. **Figures 73 through 75** display the arts education budgets for elementary, middle, and high schools in the 2015-16 fiscal year.



²⁷ Graph does not total 100% due to rounding.

REPORT 2015-2016



External Funding for Arts Education

School administrators were asked to report on the use of external funding for arts education on the 2015-16 *Annual Arts Education Survey*. Table 38 shows the percent of schools that reported using external funding for arts education in the 2014-15 and 2015-16 school years. Data are shown by sources and school level.

Table 38. Percent of Responding Schools Reporting Use of External Funding for Arts Education by Sources and School Level (N=1,505)

Funding Sources	Elementary		Middle		High		Multi-Grade		All Schools	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Private Foundation	17%	18.3%	23%	14.5%	20%	20%	19%	22%	19%	19%
Local Business or Corporation	6%	6%	6%	8%	7%	7%	4%	6%	6%	7%
PTA/PA	39%	38%	19%	19%	13%	11%	31%	35%	27%	27%
State, County, Local Arts Organization or Agencies	16%	18%	14%	13%	7%	10%	12%	15%	13%	15%
Federal, State, or City Grants	37%	34%	45%	43%	32%	28%	30%	34%	36%	35%
Cultural Arts Organizations	38%	39%	35%	36%	25%	22%	38%	34%	34%	34%

ARTS IN SCHOOLS

Arts Space

Classrooms or other school facilities designed and used solely for arts instruction are essential for teaching each arts discipline. On the 2015-16 *Annual Arts Education Survey*, school administrators reported the number of classrooms or other school facilities designed and used solely for arts instruction. Administrators were also asked to report on the number of classrooms or other school facilities that are multipurposed for the arts. **Table 39** provides data on the percent of responding schools with at least one classroom or other school facility designed and used solely for arts instruction. The data are shown for the 2015-16 school year by classroom type and school level. **Table 40** displays the percent of all responding schools with at least one classroom or other school facility that was used for arts and other purposes in the 2015-16 school year. Data are shown by school level.

Table 39. Percent of Responding Schools with At Least One Classroom or Other School Facility Designed and Used Solely for the Arts in the 2015-16 School Year (N=1,505)

Classrooms or Other School Facilities Used for Arts Instruction	Elementary	Middle	High	Multi-Grade	District 75	All Schools
Dance	23%	43%	34%	32%	32%	30%
Music	61%	61%	43%	65%	51%	57%
Theater	30%	38%	31%	33%	35%	32%
Visual Arts	63%	73%	67%	71%	68%	67%
Media	35%	43%	37%	37%	42%	38%

Table 40. Percent of Responding Schools with At Least One Classroom or Other School Facility Multipurposed for the Arts in the 2015-16 School Year (N=1,505)

Classrooms or Other School Facilities Used for Arts Instruction	Elementary	Middle	High	Multi-Grade	District 75	All Schools
Dance	51%	29%	33%	43%	49%	42%
Music	56%	39%	34%	50%	56%	47%
Theater	52%	40%	40%	47%	56%	47%
Visual Arts	49%	41%	37%	45%	53%	45%
Media	35%	34%	41%	33%	28%	36%

REPORT 2015-2016

Number of Arts Rooms

The NYCDOE School Construction Authority collects data on the number of arts rooms in school buildings. Table 41 shows the number of school buildings that have arts rooms, the number of arts rooms in these buildings, and the average number of arts rooms per building. Data are shown from 2011-12 through 2015-16.

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Number of School Buildings with Arts Rooms	1,130	1,142	1,157	1,161	1,167
Number of Arts Rooms	3,608	3,669	3,743	3,785	3,771
Average Number of Arts Rooms per Building	3.2	3.2	3.2	3.3	3.2

Parent Involvement

Table 42 shows the percent of all responding schools that reported parental involvement in arts programs at their schools. These data were gathered through the *Annual Arts Education Survey* and are shown for the 2011-12 through 2015-16 school years.

Table 42. Percent of Responding Schools That Reported Parent Involvement in Arts Programs (N=1,505)

Parent Involvement	2011-12	2012-13	2013-14	2014-15	2015-16
Attending School Arts Events	90%	91%	92%	92%	92%
Volunteering in Arts Programs or Classrooms	44%	42%	42%	43%	44%
Donating Arts Materials or Supplies	41%	38%	40%	40%	41%

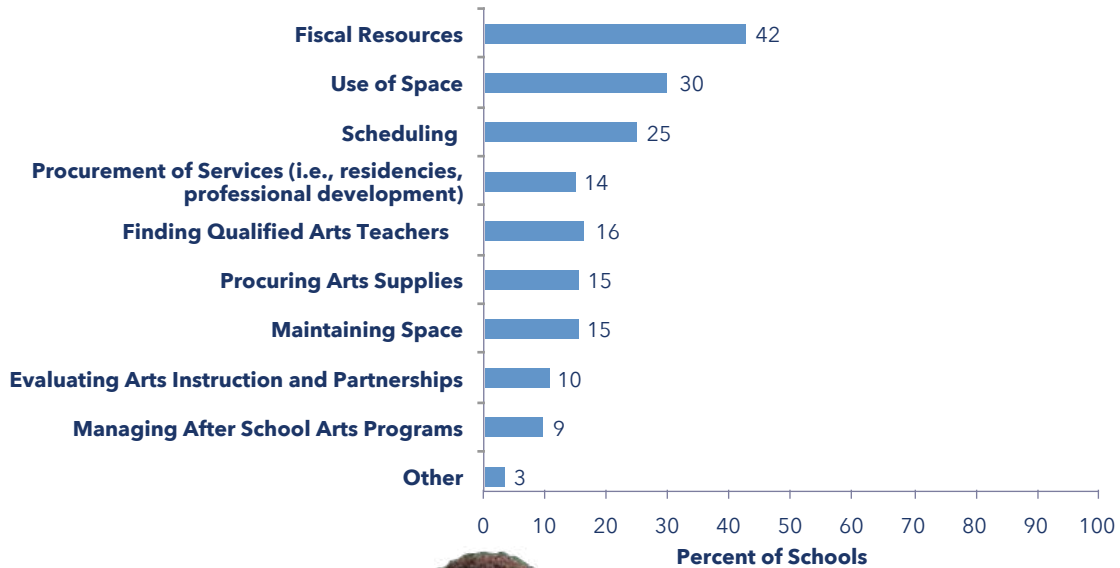


ARTS IN SCHOOLS

Challenges

On the 2015-16 NYC *Principal Satisfaction Survey*, school administrators were asked to identify factors that presented significant challenges to the arts program at their schools during the 2015-16 school year. **Figure 76** displays the percent of all responding schools that reported experiencing each of the identified challenges to providing arts programming.

Figure 76. Percent of Responding Schools Reporting the Following Were Significant Challenges to Providing Arts Programming in 2015-16







2015 Arts Committee Report to the PEP

“The future belongs to young people with an education and the imagination to create.”

— Barack Obama, 44th President of the United States

This past December, with consistent bipartisan support from Congress, the Every Student Succeeds Act recognized the arts as essential to a “well-rounded” education. In addition, Congress approved a \$2-million increase in funding, appropriating \$27 million in support for the arts education program fund for FY 2017. This push to cement states’ obligation to support arts education programs in public schools is key to our work. It has put the arts where we have always known it to belong—alongside math and language arts—and ensured that arts education programs and teachers are eligible to receive federal funds through provisions such as Title I and Title II.

The mandate has now been set, the connections to other core subjects and the importance of visual and performing arts has been acknowledged, and the funds allocated. What now?

How does New York City understand how to effectively allocate resources to schools, set accountability measures and create equitable arts education opportunities? Can New York City be a national model, drawing on its already long-standing leadership in the field with the *Annual Arts in Schools Report*? More importantly, how can the NYCDOE move toward equity, access and excellence in providing arts education to all of our 1.1 million students?

This report is our answer to that call. We now need to support the city in understanding where the arts are needed and how equitable arts education can most efficiently and effectively happen. Following are the major recommendations we are making to you to lead the state in aligning with the ESSA in ensuring a high quality and sequential arts education for every child in our city’s public schools.

To this end, we have accomplished and are asking for continued support on the following initiatives. In addition, you have received a detailed and happily exhaustive report that the Office of Arts & Special Projects has prepared about their accomplishments for the year. It is replete with successes shepherded by the Office of Arts & Special Projects headed by Paul King and his staff. There is also acknowledgement of the real support and vision of Chancellor Fariña for arts education.

1. Citywide Arts Education Data Analysis and Mapping:

Upon identifying the need for an arts education map of the city, The NYC Department of Cultural Affairs (DCLA) has partnered with the Department of Education (DOE) to initiate a research project that seeks to establish a comprehensive understanding of arts education activities available to public school students, both in and out of school time. The project necessitates the compilation and preparation of data provided by DCLA, DOE, and various other agencies, and will overlay this data with information from the US Census to provide a thorough analysis of available arts resources assessed in light of various socio-economic indicators. We are supported in this work by a doctoral student at the CUNY Graduate Center



working with DCLA, to complete the mapping project. Funding for this engagement has been provided by the New York City Cultural Agenda Fund in The New York Community Trust.

There are three phases to this project.

First, there will be mapping of DCLA-funded arts education programs and DOE-contracted and teacher provided school time arts activities. The information from this phase will be a spatial, statistical and narrative documents that provide, separately and in the aggregate, an analysis of activity in the base year (FY15), with comparisons between the activity funded by both agencies, differentiation of services by discipline, grade, geographic location, duration of activity, numbers served, etc.

Second, we will successfully secure, analyze, and map related arts education and socio-economic data from other agencies including DYCD, DCP, and others, and also pull data from the US Census. Specific data sets from the Census include but are not limited to: Neighborhood demographics including ethnic diversity and household income.

And finally, we will successfully combine the various data sets collected in Phases I and II into an interactive map that can visually depict the quantity of arts education offerings (such as arts disciplines, arts partnerships, arts instruction sequences, and after school arts opportunities) against key location indicators such as school district, zip code, city council district, borough and street address.

This mapping will continue through December of 2016 and the results shared with the PEP along with strategic directions based on findings.

2. Analysis of The Cost of Arts Education for All Students:

As more funds are allocated for and raised by the Fund for Public Schools to support arts education it becomes more and more pertinent that we understand the true cost of implementing the arts across all school levels and for all students. We are therefore recommending a rigorous study of how much money it would take to implement the state standards for arts education and perhaps an even more rigorous interpretation. The Department of Education and The Fund for Public Schools are jointly seeking to bring this request for an independent study, conducted by a consultant with appropriate expertise.

We are committed to a first iteration of a study that would concentrate on sequential arts instruction in grades PreK-12. Some of the research questions would include: How much would it cost to hire enough teachers in music, art, dance, and theatre to make it possible for all public school students to meet and exceed the NY state arts standards? What type of professional development for this new cadre of teachers as well as existing teachers look like, and what would be the associated cost here, as well?

3. Expansion of Requirements at the Middle School Level:

The Office of Arts & Special Projects continues to support middle school arts education through a variety of programs including Middle and High School Arts Matter, Audition Support, ArtSPACE facilities improvements, the F-Status pilot and the professional development for teachers. What they now want to concentrate on is how schools work collaboratively on developing a short and long range plan to strengthen arts education in our middle schools, connecting them to both feeder elementary schools and to high schools across the City. And, how do we create opportunities for sequential arts education in middle schools? New York City public middle schools committed to a comprehensive, sequential arts education for all students would benefit from a program that provided a sequence across grades 5-8 in

Report to the PEP

any of the two art forms, allowing interested students to receive more than the requisite one semester each of art and music and enable them to pursue advanced study in high school.

Currently, while grade 6 guidelines mention all four art forms, grades 7 and 8 State Requirements only provide for one half-unit (one semester) each of art and music. The amount of time spent in the arts in these grades is not specific, only that it must be completed by grade 8.

To this end, the State instructional arts requirements must be revisited and revised.

In addition, middle schools should be further encouraged to create learning opportunities beyond the school walls to help students understand their communities and recognize additional interests they might have in the arts. The *Blueprint for Teaching and Learning in the Arts*' fourth strand, which encourages cultural community involvement, was added for this purpose. The Chancellor's Teen Thursdays initiative is an important step toward achieving this but it is limited to those schools who participate and is not citywide yet.

Our hope is that this report guide policy and allocation of City and Department of Education to all of our communities with an eye toward equity of arts education. The Arts Education Committee, in collaboration with and supporting the Office of Arts & Special Projects, has made great strides and progress over the last two years and are presenting these proposals as a way to firmly strengthen that work.

N.B. The following programs and initiatives were all launched or expanded during the 2016 school year:

Type of Support	Program	Description
Effective School Leadership	Arts Continuum <ul style="list-style-type: none"> • 102 Participating Schools • 33 Partners 	Arts Continuum is a partnership initiative designed to bridge arts learning between elementary and middle schools by partnering teachers and school leaders across feeder schools with established arts partners.
	Arts Education Liaison PD Series <ul style="list-style-type: none"> • 434 Partnering Schools • 33 Workshops • 443 Participating Liaisons 	The Arts Education Liaison Series is a training support sequence for school-based arts personnel focusing on developing and increasing their capacity as arts support staff.
	Arts Leadership <ul style="list-style-type: none"> • 378 Participating Schools • 481 Participating Leaders 	The Arts Leadership Events for school leaders are discipline-specific experiences intended to expand understanding and appreciation of dance, music, theater, and visual arts and the important role that cultural re-sources bring to student learning in NYC.
	Arts Teacher Studio Funding <ul style="list-style-type: none"> • 1,201 Participating Schools • 2,841 Participating Teachers 	In order to support teachers of the arts, the Arts Teacher Studio Funding program provides supplemental funding to schools for each full-time, assigned teacher of the arts (elementary level) or full-time, certified and assigned teacher of the arts (secondary level) to purchase studio materials enriching teaching and learning in dance, music, theater, and visual arts.

2016 Arts Committee

Type of Support	Program	Description
Effective School Leadership	F-Status Pilot <ul style="list-style-type: none"> • 13 Participating Schools • 1,200 Participating Students • 10 Participating Teachers 	To better serve middle and high schools with small student enrollment, the Office of Arts and Special Projects launched the F-Status Arts Teacher Pilot in November 2015. Schools applied to receive personnel support for hiring an F-Status (part-time) licensed arts teacher for the spring semester of 2016.
	Middle and High School Arts Matter <ul style="list-style-type: none"> • 113 Partnering Schools • 86 Participating Teachers • 22,000 Participating Students 	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 the Central DOE. The program also provides substantial supports and resources for the school and new teachers.
	Turnaround Arts <ul style="list-style-type: none"> • 4 Participating Schools • 151 Participating Teachers • 1,268 Participating Students 	Turnaround Arts is a national program in conjunction with the President's Committee on the Arts and Humanities bringing intensive arts education resources and expertise into high-needs schools as a strategic tool for school reform. The program works with school leadership to incorporate the arts as part of their school improvement strategy.
Strong-Family and Community Ties	Arts + Family Engagement <ul style="list-style-type: none"> • 91 Participating Schools 	Arts + Family Engagement is a partnership initiative that expands arts opportunities for NYC public school students by boosting family and community engagement.
	Teen Thursdays <ul style="list-style-type: none"> • 32 Participating Schools • 768 Participating Students 	The Teen Thursdays program is a series of project-based learning workshops in museums and performing arts venues for 7th and 8th 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.
Supportive Environment	Arts Website Support	The Arts Website Support program supports the re-design of the Office of Arts and Special Projects (OASP) website, focusing on a better structure and access through improved design and creating an improved process for site content Management.
	Borough Arts Festivals <ul style="list-style-type: none"> • 2,634 Participating Students • 386 Participating Schools • 400+ Participating Teachers 	The Borough Arts Festivals are year-end events taking place in each borough to celebrate the talents and creativity of students and their teachers through arts exhibitions and public performances.

Report to the PEP

Type of Support	Program	Description
Supportive Environment	Arts Field Support / Borough Arts	As part of the Mayor and Chancellor's commitment to assure that the arts are part of every school and student's life, seven Borough Arts Directors serve as direct support for schools and school leaders, promoting and strengthening arts programs in schools, assisting in building arts partnerships and supporting professional learning for teachers in the arts.
	Audition Support for Screened Secondary Arts Programs <ul style="list-style-type: none"> • 34 Participating Schools • 28,000 Student Auditions 	The Audition Support for Screened High School Arts Programs provides essential supplemental funding to secondary schools that screen students for arts programs prior to admission. This audition, interview, and/or portfolio review process takes place at the individual schools as part of the fall high school admissions process.
	Facilities Improvement and Resources (ArtSPACE) <ul style="list-style-type: none"> • 15 schools have had theatres, dance studios and visual art spaces undergo enhancements through the ArtSPACE grant. • Additionally a subset of schools received pop-up theaters, ballet barres, and dance flooring. 	Many schools are in need of space renovations and additional 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.
Rigorous Instruction	Arts & Cultural Education Services Fair <ul style="list-style-type: none"> • 112 Participating School Leaders 	The Arts and Cultural Services Fair brings together school leaders, arts education liaisons, and cultural organizations to promote arts partnerships inside and outside of the classroom.
	Arts for All: ELL/SWD Partner Project <ul style="list-style-type: none"> • 206 Participating Schools 	Arts for All gives schools the opportunity to participate in partnerships that provide tailored arts education programs to English language learners (ELLs) and students with disabilities (SWDs). The partnership goals include increasing student achievement in and through the arts and addressing the particular needs of diverse student learners.
	American Voices Units <ul style="list-style-type: none"> • 11 Participating Schools • 25 Participating Teachers 	The American Voices Units provide dynamic instructional units of study and resources for middle and high schools to support student learning about the social and cultural history of 20th century America through theater master works.
	Curriculum Mapping <ul style="list-style-type: none"> • 32 Number of Lesson Plans • 16 Participating Teachers 	Curriculum mapping is a procedure for reviewing curriculum in order to support thoughtful and sequential instruction.
	Pre-K and Arts Training <ul style="list-style-type: none"> • 492 Partnering Schools • 670 Participating Teachers 	Arts and Pre-K Trainings are a series of professional development trainings developed by OASP and the Division of Early Childhood for pre-K teachers focusing on specific aspects of arts instruction.

2016 Arts Committee

Type of Support	Program	Description
Collaborative Teachers	Lincoln Center Scholars <ul style="list-style-type: none"> • 38 Participating Schools • 31 Participating Teacher Scholars 	The Lincoln Center Scholars Program is a partnership between Lincoln Center Education (LCE), the NYC DOE, Hunter College School of Education, and the United Federation of Teachers. To address the need for arts teachers in City schools, the program allows veteran teaching artists to fast track their arts certification and enter DOE schools while continuing their education.
	Arts Mondays <ul style="list-style-type: none"> • 825 Participating Teachers • 94 Facilitators • 551 Participating Schools 	The Office of Arts and Special Projects supports Chancellor Fariña's <i>Framework for Great Schools</i> through Arts Mondays, a professional learning series for arts educators in dance, music, theater and visual arts led by Borough Arts. The professional learning community offered teachers the opportunity to work with colleagues in their discipline and level.
	Classroom Teacher Arts Professional Development <ul style="list-style-type: none"> • 6 Number of Professional Learning Workshops • 200 Number of Teacher Participants 	During a series of team-based workshops, elementary school teachers explore questions about how collaboration among teachers can help students to recognize connections between the arts and other core disciplines.
Student Achievement	Arts Studio and Classroom Libraries <ul style="list-style-type: none"> • 324 Participating Teachers • 249 Number of Libraries Provided 	As a targeted initiative to support teachers of students with disabilities, Arts Studio and Classroom Libraries were developed by the DOE Directors of the Arts and the District 75 Arts Director.
	Broadway Junior Program Expansion <ul style="list-style-type: none"> • 1,175 Participating Students • 87 Participating Teachers • 37 Participating Teaching Artists 	The Broadway Junior Program Expansion extends the highly successful Broadway Junior Program, which supports NYC middle schools, by providing schools with a teaching artist to advise and assist teachers and students throughout the process of producing, rehearsing, and performing a musical production.
	Chancellor's Arts Commencement Event <ul style="list-style-type: none"> • 28 Participating Schools • 38 Participating Teachers and School Leaders • 210 Participating Students • 304 Participating Family Members and Guests 	Each year the Chancellor acknowledges and celebrates exceptional New York City public high school students for their achievements in dance, music, theater and visual arts by hosting a reception in their honor.
	Middle School Arts Audition Boot Camp <ul style="list-style-type: none"> • 76 Participating Schools • 148 Participating Students 	The Middle School Arts Audition Boot Camp is a free, two-week program for students from Title 1 schools entering grade 8 who might not have access to the audition preparation needed for the high school audition/admissions process.

Report to the PEP

Type of Support	Program	Description
Student Achievement	Salute to Music / All-City Music Program Expansion <ul style="list-style-type: none"> • 8 Participating Teaching Artists • 23 Participating Music Teachers 	Salute to Music (STM) and All-City Music are Saturday morning music programs for middle and high school students. The programs provide opportunities for students to receive instrumental and choral instruction and to participate in orchestral, jazz, and concert band groups with their peers from around the city.
	SING! <ul style="list-style-type: none"> • 38 Partnering Schools • 65 Participating Teachers • 657 Participating Students 	SING! is a variety show for high school students, in which students perform skits around a selected theme and compete for the best act. SING! can be a memorable and pivotal experience for high school students, allowing them to collaborate with peers, engage with the larger school community and build school spirit and identity.
	Summer Arts Institute <ul style="list-style-type: none"> • 110 Participating Schools • 356 Participating Students • 15 Participating Teaching Artists • 8 Participating Teaching Artists • 23 Participating Arts Teachers 	The Summer Arts Institute (SAI) is a tuition-free, month-long summer arts intensive for NYC public school students entering grades 8 through 12. Employing a faculty of NYC DOE master arts teachers and professional teaching artists, SAI enables students to increase their artistic skills and arts literacy, make connections to NYC cultural resources, and to foster future careers and lifelong learning in the arts.

Arts Education Advisory Committee Members

Anthony Armstrong, Principal/The Nathaniel Hawthorne School

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

Sarah Calderon, Managing Director/ArtPlace

Betsey Dubovsky, Executive Director/The Staten Island Foundation

Jason Duchin, Co-Founder and Co-Executive Director/The DreamYard Project

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

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

Carl Goodman, Executive Director/Museum of the Moving Image

Lane Harwell, Executive Director/Dance NYC

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

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

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

Shani Perez, Visual Arts Teacher/PS 051M Elias Howe

Jerrold Ross, Committee Chair and Dean Emeritus of the School of Education and Academic Vice-President/St. John's University

Steve Tennen, Executive Director/ArtsConnection

George Young, Retired Principal, Arthur Tappan School

Ex Officio:

Tom Finkelpearl, Commissioner/New York Department of Cultural Affairs

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

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



Next Steps

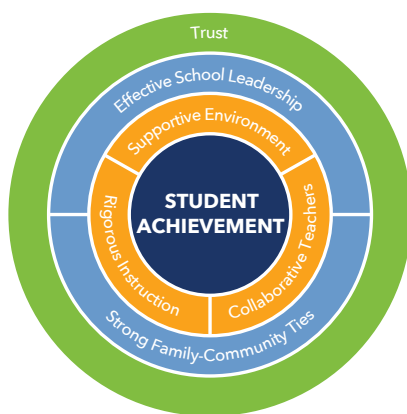
Entering the third year under the leadership of Chancellor Carmen Fariña and with her consistent and pivotal support of the arts, the Office of Arts and Special Projects (OASP) continues to refine and expand our work for the 2016-17 school year. With a renewed focus on rigorous professional learning for teachers of the arts and excellence and equity in student arts programs, we continue to take full advantage of the Mayor's commitment to arts education. The renewal of the \$23-million allocation for the current fiscal year allows for a deepening of our work in schools with students, families, teachers, and school leaders.

Furthermore and in alignment with the Office of Curriculum, Instruction and Professional Learning (CIPL), the OASP has expanded targeted programs to address the issues of equity, access and excellence in the arts. The CIPL applies the vision of the Division of Teaching & Learning and the *Framework for Great Schools*, and commits to equity and excellence for all by:

1. Selecting, developing, and implementing high-quality curricula, instructional resources, programs, and assessments, in all content areas;
2. Ensuring high-quality teaching through professional learning experiences that connect the *Framework for Teaching* to standards, content, skills, and practices, as well as the attitudes and dispositions that honor relationships and build trust; and
3. Supporting the field (at all levels) with opportunities that facilitate collaboration, shift mindsets, and deepen cycles of professional learning that are responsive to schools' needs while holding students at the center.

Alignment to the *Framework for Great Schools*

The Office of Arts and Special Projects has further refined and devised key supports for 2016-17 to strategically align with the *Framework*.



Student Achievement

- Broadway Junior-Middle School Theater Program support
- Middle School Summer Arts Boot Camp Expansion
- Salute to Music and All-City Music Programs Expansion

Effective School Leadership

- Shubert Arts Leadership Series Expansion
- Direct Field Support for the Arts (targeted school outreach)
- Middle and High School Arts Matter/ F-Status Supports

Strong Family-Community Ties

- Borough Arts Festivals Expansion
- Parent and Arts Partner Grants Expansion
- SING! Expansion

Supportive Environment

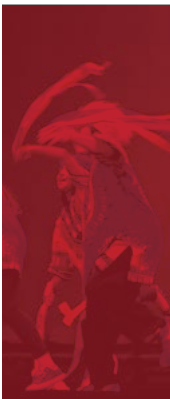
- Round Two of ArtSPACE
- Arts Teacher Studio Funding Expansion
- Audition Off-Set for Screened Arts Programs
- Facilities Improvement/Resources
- Instrument Music Drive/WQXR

Rigorous Instruction

- Students with Disabilities Compendium Development
- Create (Arts and Pre-K) Multi-Year Training Launch
- Arts for ELLs/SWDs Partner Project Expansion
- Curriculum Map Models and Online Resource
- Tickets For Two Visual Arts/Social Studies Professional Learning Series

Collaborative Teachers

- Citywide Professional Learning and Content Short Course Expansion
- StarTCHR Platform Expansion
- Arnhold Dance Fellow Program Expansion
- Arthur Miller Theater Fellows Program Expansion



QUALITY TOOLS
TEACHER COMMITTEE
COMEDY
THEATER
REQUIREMENTS
ARTS
DANCE
CURRICULUM
DRAMA PROGRAM
GUIDELINE
BAND
EXHIBITION
AESTHETICS
GRADES
EXHIBITION
STUDENTS
CLASSIFICATION
COMMUNICATION
EDUCATION
NYC PAINTING
FILM
ORCHESTRA
MODERN
TROUPE
POTTERY
DESIGN
CONCERT
DRAWING
PARTICIPATION
REPERTOIRE
CAST SCULPTURE RESOURCES
FUNDING SURVEY BUDGET
PHOTOGRAPHY
COMEDY
FUNDING SURVEY BUDGET



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.

2015-16 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 the arts 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 assist with the analysis of the survey data for the aggregate report. Frequency tables were constructed to examine levels of arts implementation within and across schools, as well as across school years, where applicable.

Response Rate

Table 43 shows the overall response rates for the survey for school years 2011-12 through 2015-16. Out of a total of 1,644 schools, 92 percent (N=1,505) completed the *Annual Arts Education Survey* in spring 2016. Table 44 provides the response rate by school level.

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

School Year	Responding Schools	Total Schools	Response Rate
2011-12	1,528	1,556	98%
2012-13	1,545	1,590	97%
2013-14	1,415	1,635	87%
2014-15	1,564	1,639	95%
2015-16	1,505	1,644	92%



Table 44. 2015-16 Annual Arts Education Survey Response Rates by School Level

School Level	Responding Schools	Total Schools	Response Rate
Elementary	611	643	95%
Middle	248	273	91%
High	352	403	87%
Multi-Grade	237	251	94%
District 75	57	60	95%
All Schools	1,505	1,644	92%

Calculation of Mean Arts Instructional Hours

Arts instruction provided to students in first through fifth grade were reported through two sources: 1) the NYCDOE STARS database and 2) 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. Additionally, through yes/no check-boxes, school administrators indicated whether any of the arts instructional minutes reported in STARS were provided by cultural arts organizations. 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. In addition, to disaggregate the instructional hours reported in STARS, school administrators indicated the portion of instructional hours reported in STARS that were provided by cultural arts organizations. The survey was structured so that administrators could indicate the number of instructional hours provided to each class in intervals of 10 hours (i.e., 0 hours, 1-10 hours, 11-20 hours, 21-30 hours, through 200 hours or more).

To calculate the mean number of hours per grade across classroom teachers, school-based arts teachers, and cultural arts organizations, 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. The total annual hours were then converted to the same interval scale as used on the survey.
- Second, the interval data were converted to a continuous scale from 0 to 21 by dividing the upper limit of each interval by 10 (e.g., 0 hours = 0; 1-10 hours = 1; 11-20 hours = 2). As previously mentioned, on the *Annual Arts Education Survey*, school administrators reported the portion of instructional time reported in STARS that had been provided by cultural arts organizations. These values were then subtracted from the computed hours intervals reported in STARS. This process served to disaggregate the arts instruction reported in STARS that was provided by school-based teachers from arts instruction provided by cultural arts organizations.
- Next, the values for arts instruction provided by school-based teachers and the arts instruction provided by cultural arts organizations were 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 hours intervals as used on the survey by rounding to the closest whole number and then multiplying by 10 (e.g., a mean of 3.0 = 21-30 hours, a mean of 1.8 = 11-20 hours).

Calculation of Mean Arts Professional Development Hours

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

Changes to the 2015-16 Annual Arts Education Survey

Each year, the OASP modifies the *Annual Arts Education Survey* to further align the data collection with NYSED arts requirements and to improve the accuracy of the survey responses. In addition, changes focus on reducing the number of survey questions where data are available in other NYCDOE databases. In 2015-16, the survey was modified to collect data on instructional hours provided by cultural arts organizations that has been reported in STARS.

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 2015-16 school year.

Student Participation and Graduation Data

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

High School Screened Arts Programs

The NYCDOE Enrollment Office tracks high schools that screen students before admission into the school and provided a list of screened schools.

Human Resources Data

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

Budget Data

The Division of Budget Operations and Review of the NYCDOE collects information from schools on all budgeted dollars through the Galaxy data system. Schools input budgeted expenditures, including arts staffing, services, and supplies. Galaxy inputs do not capture

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

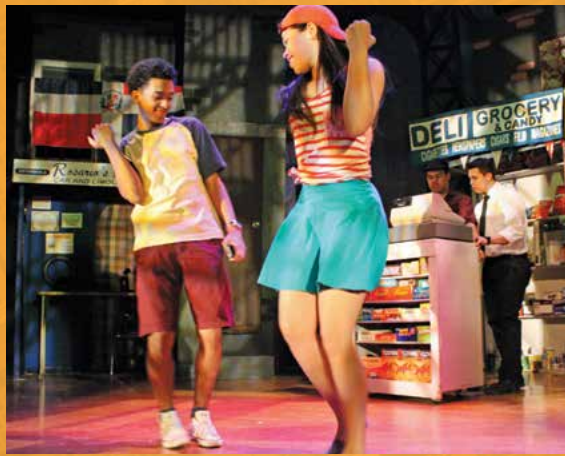
NYC Principal Satisfaction Survey

The *NYC Principal Satisfaction Survey* was designed as a performance management tool to hold networks and the Central DOE offices accountable for the quality of support they provide schools and to inform networks' and Central's efforts to continuously improve their performance. In addition, the survey enables tracking of longitudinal progress, while at the same time allowing for adjustments to the survey to support alignment with new structures and priorities. For the 2015-16 school year, 69 percent (1,125) of principals responded to the *NYC Principal Satisfaction Survey*. These response rates include principals of District 75 schools. The survey provided data for useful arts professional opportunities for school-based arts teachers and non-arts teachers, as well as challenges to providing arts instruction in the 2015-16 school year.



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Appendix: City and State Requirements and Guidelines¹

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

Pre-Kindergarten-Kindergarten

City and State Requirements and Guidelines

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

Grades 1-3

NYSED Requirements Grades 1-3²

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

NYSED Guidelines Grades 1-3

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

Grades 4-6

NYSED Requirements Grades 4-6³

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

NYSED Guidelines Grades 4-6⁴

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



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

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

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

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Grades 7-8

NYSED Requirements Grades 7-8⁵

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

Grades 9-12

NYSED Requirements Grades 9-12⁶

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


Availability of Arts Sequences

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



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

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



“Our city has made great strides in expanding access to the arts as part of our commitment to equity and excellence for all students. By integrating a rigorous arts curriculum into our schools, we are not only providing students with the opportunity to explore the wonders of music, theater, art and dance, but we’re fostering hands-on learning and ensuring that every child receives a well-rounded education. Arts instruction is an investment in the future of our city and will help ensure students develop the critical skills they need to succeed in the classroom and move on to successful careers. I look forward to watching art programs grow and flourish in schools across the city for years to come.”

—Bill de Blasio, Mayor



NYC[™] Department of
Education
Carmen Fariña, Chancellor