



ANNUAL



ARTS IN SCHOOLS



REPORT 2012-2013



Letter from the Chancellor

The New York City Department of Education continues its commitment to provide a high-quality arts education to all public school students as it delivers the seventh annual *Arts in Schools Report*.

There is still much work to be done to realize our arts education goals, but we have made significant progress and I am optimistic about our plans to meet those goals.

As I travel around the city to visit our schools, I continue to be impressed by the incredible talent of our students. Their exemplary exhibitions and outstanding concerts and performances are proof of the importance of sequential arts instruction that begins in elementary school and continues through middle school and high school.

I would like to honor the educators who build their instruction around developing skills and understandings in dance, music, theater, visual arts, and the moving image, and the school leaders whose support is integral to the success of this work. I am also grateful for the service of the Arts Committee to the Panel on Educational

Policy. This dedicated group of arts advocates has been an invaluable resource. Their thoughtful recommendations and encouragement have guaranteed that the issue of universal arts access and quality remains in the minds of panel members as well as and education department officials.

The *Annual Arts in Schools Report* prompts us to reflect upon our successes in arts education and to consider and address the gaps that still exist. We are committed to providing a complete and holistic education for our young people through an ongoing collaboration with parents, teachers, school leaders, the arts community, and our partners in higher education. We look forward to working together to meet the promise of quality arts education for all of our students.

Sincerely,



Dennis M. Walcott
Chancellor



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Introduction

This administration's focus on the arts began with the *Blueprints for Teaching and Learning in the Arts*, a curriculum framework for what students should know, understand, and be able to achieve in dance, music, theater, visual arts, and the moving image. In addition to supporting the creation of the *Blueprints*, the mayor and the New York City Department of Education have demonstrated commitment to arts education by launching the ArtsCount initiative, the *Annual Arts in Schools Report*, and the Chancellor's Arts Endorsed Diploma. The city developed ArtsCount in 2007 to provide greater accountability and transparency for arts education.

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

study strongly indicates the value of this approach in increasing student achievement in the arts. Plans for scaling up these assessments are underway. With this seventh *Annual Arts in Schools Report*, for 2012-2013, we have data to guide us in what we must do to provide quality arts education for every New York City public school student going forward.

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

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

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



Supports for Arts Education 2012-2013

Data from the 2006-13 *Annual Arts Education Surveys* and other New York City Department of Education (NYCDOE) databases for 2006-13 have yielded valuable information to school leaders, teachers, parents, and community-based organizations to expand students' access to and participation in the arts. Under the leadership of Mayor Bloomberg and Chancellor Walcott, the NYCDOE maintains a strong commitment to arts education for all students.

The success of our endeavor to build the quality of arts instruction and equity of access across all schools, as articulated in the *Blueprints for Teaching and Learning in the Arts*, depends on our continued collaboration with the arts and cultural community, the higher-education community, and other city and state agencies. Working with the New York State Education Department (NYSED), the arts and cultural community, and the higher-education community, along with school leaders and parents, the NYCDOE is fully committed to supporting quality arts education and will continue to:

- ensure student achievement in the arts;
- support school leaders to plan and provide comprehensive, sequential *Blueprint*-based instruction for all students;
- build capacity of teachers to deliver quality teaching and learning in the arts; and
- support all schools to meet ArtsCount/NYSED requirements.

The Office of Arts and Special Projects (OASP)—within the Office of School Programs and Partnerships, Division of Academics, Performance, and Support—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 following supports are key to working with schools, networks, and clusters:

Support Rigorous Curriculum

- Collaborating with cluster organizations and networks to support each school's ability to provide quality standards-based arts instruction for students
- Enhancing instructional coherence around NYCDOE *Blueprints for Teaching and Learning in the Arts*, instruction, and assessments for arts learning
- Providing school leaders, teachers, and cluster/network personnel with guideposts for understanding arts curriculum alignments with the Common Core capacities of the literate individual and the principles of mathematical practice

Teacher Effectiveness

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

Assessment and Data

- Designing and administrating performance assessments in dance, music, theater, and visual arts at benchmark fifth-grade, eighth-grade, and high school levels, and commencement examinations for students who have completed a major sequence in the arts
- Aligning arts performance-based assessments with the Common Core Standards to promote rigorous student achievement and career and college readiness
- Strengthening school accountability in the arts by including measures of arts quality that capture a more robust measurement of teaching and learning in the arts in each school's *Annual Arts in Schools Report* through the *Annual Arts Education Survey*
- Utilizing data from the United States Department of Education's **Arts Achieve: Impacting Student Success in the Arts** grant, the *Annual Arts Education Survey*, and Comprehensive Arts Examinations to shape ongoing professional development and work with school teams to improve arts teaching and learning



Structured Professional Collaboration

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

Structure

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

Supports for Schools and School Leaders

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

- provide sequential arts learning based upon the NYCDOE's *Blueprints for Teaching and Learning in the Arts*;
- communicate the unique role of the arts in student learning and achievement as aligned with citywide instructional expectations and college and career readiness;
- support effective arts instruction and assessment in each of the five arts disciplines to improve student outcomes in the arts; and
- meet ArtsCount accountability for NYSED requirements in the arts.

Through the ongoing support of **The Shubert Foundation**, the OASP offered school leaders the opportunity to work with colleagues in their cluster through **The Shubert Arts Leadership Institute**. This institute addresses issues relating to all aspects of high-quality arts education. It includes interactive workshops in dance, music, theater, and visual arts that investigate the role of the arts in student learning and achievement; sequential arts learning based upon NYCDOE *Blueprints for Teaching and Learning in the Arts*; and how to utilize the arts and cultural organizations and resources of New York City. Participants were guests of *Peter and the Starcatcher* on Broadway.

The OASP supports school leaders in areas related to arts pedagogy, curriculum, space, student exhibition and performance, arts and cultural partners, materials and supplies, and available student scholarships, as well as arts education in the

School Quality Review, and it maintains an ongoing **résumé bank** of certified arts teachers in each arts discipline to share with school leaders seeking assistance in hiring certified arts teachers.

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

Each school is asked to designate an **arts education liaison** in each school. The liaison is the arts point person for his or her school, facilitating communications around the arts and assisting with the *Annual Arts Education Survey*. Establishing relationships with arts organizations and cultural institutions is another important aspect of the work of the more than 1,400 arts education liaisons.

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

The Arts Education Liaisons workshop series was designed to assist arts education liaisons in developing their important role in schools, supporting quality arts education and building skills to utilize the data from their *Annual Arts Education Survey* effectively. In preparing for the *Annual Arts Education Survey* in the spring of 2013, technical assistance workshops were implemented as was an **ArtsCount training webinar**.

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

Supporting Quality and Innovation

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

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

Artful Learning Communities II: Assessing Learning, Transforming Practice, Promoting Achievement, a second 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

for teachers of the arts in nearly 100 schools. **Teacher effectiveness** is imperative to quality arts education instruction. The Office of Arts and Special Projects continues to provide a continuum of professional learning to strengthen teacher quality.

The OASP facilitated a citywide three-part series titled “**The Art of Teaching [Dance, Music, Theater, Visual Arts]: Tools and Strategies for the Classroom and Studio.**” Teachers explored a range of content and pedagogical methods related to their arts discipline, and made authentic discipline-based connections to the Common Core Speaking and Listening Standards and Danielson’s Frameworks for Teaching. In addition, in spring of 2013, a series of several three-session courses were offered in each discipline. These short courses focused on discipline-specific and age-appropriate performance skills, content knowledge, and pedagogical approaches.

Arnhold Teacher Support Programs include new dance teacher support, which provides first- and second-year teacher mentoring and resources to support the dance program in each funded school. The school fund extends the school’s resources to invite guest artists to the school, purchase tickets for students to attend professional dance performances, and ensure that the dance teacher can attend professional development workshops and courses. In addition, a toolkit of supplies for dance teachers, support for fees for teachers adding the dance license to their certification, and coursework at the 92nd Street Y’s Dance Education Laboratory (DEL) are provided. Teachers in the program also attend intervisitations to observe a master dance teacher in the classroom. In spring of 2013, the Arnhold grant enabled the filming of four expert dance teachers in their classrooms. The film, which will be available in fall 2013, will be used for new dance teacher training and dance education advocacy. The Arnhold program is made possible by Jody Arnhold and the Arnhold Foundation

Capezio Ballet Makers NYC Public School Dance Program, an in-kind grant program, provided over 4,900 items of free student dancewear to 175 schools. Schools chosen via a competitive application process keep the donated items as dance studio inventory.

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

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

The Shubert Theater Arts Partnership provided on-site school support and theater residencies for select elementary and middle schools in need of additional arts supports for building their capacity to provide dedicated arts instruction.

The Shubert/MTI Broadway Junior Program provided professional development in musical theater direction to 27 New York City middle schools and opportunities to hundreds of middle school students in musical theater, culminating in a Student Share at the Broadhurst Theater.

The Digital Theater Project trained teachers in using technology and new media to engage students in researching, creating, and producing new work. Teachers and students worked in a virtual rehearsal room—collaborating with students across New York City as well as in England and Africa.

Technical Theater for the Classroom explored the process and product of design as well as technical aspects of producing theater with students working in partnership with the Roundabout Theatre Education Department.

PS Art 2013 provided schools, teachers, and students the opportunity to participate in a citywide juried competition resulting in the selection of nearly 80 works of student art, grades pre-K through 12, from all five boroughs, including District 75 schools. The student work was shown at an exhibition at the Metropolitan Museum of Art, and student-artists and their parents were granted free admission to the museum. In support of PS Art, a professional development day devoted to looking at student work was held at the Met and a seminar for art educators based on this rich visual arts teaching experience was presented in July.

Curriculum Development

In a rigorous and ongoing fashion, the Office of Arts and Special Projects continues to enable teachers, facilitators, and cultural partners to create curriculum and share best practices with their colleagues through the following initiatives:

Dance, music, theater, and visual arts teachers and facilitators collaborated to create units that support citywide instructional expectations, and meaningful connections to the arts *Blueprints*, Common Core capacities, and other standards-based frameworks that will be available during the 2013-14 school year.

Theater teachers worked with the **Royal Shakespeare Company** to develop lesson plans for the teaching of Shakespeare in the classroom.

Catalogues for PS Art 2013 and the Ezra Jack Keats Bookmaking Competition were created as teaching tools for elementary and secondary teachers. Both catalogues contained student comments relating to the art process. The PS Art 2013 catalogue additionally contained educator comments that reflected the strands and benchmarks of the *Blueprint for Teaching and Learning in Visual Arts*.

Books and the Stories They Tell, a 30-page resource, was created with the Ezra Jack Keats foundation to support student bookmaking in the art room.

Parent Support

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

The OASP has created supports for parents as follows:

- Facilitating a panel discussions on navigating the applications process for screened arts high schools in each arts discipline at the Citywide High School Fairs
- Serving as a resource for information related to citywide and borough-wide dance, music, theater, and visual arts programs

Student Achievement in the Arts

Cultivating excellence in arts education and valuing student achievement in the arts is an ongoing focus of the OASP. While students need high standards to achieve, they also require opportunities to excel in performances and exhibitions along with appropriate recognition. The OASP fosters recognition of student achievement in the arts as follows:

Comprehensive examinations in dance, music, theater, and visual arts were designed and implemented for high school seniors who have taken a major arts sequence. Twelve hundred and sixty-six students who passed the exam received either the **Chancellor's Arts Endorsed Diploma** or a Certificate of Arts Achievement. Students awarded the Arts Endorsed diploma, as well as their families, were invited to attend an event in their honor on July 25 at Gracie Mansion.

Summer Arts Institute provided a free four-week intensive summer program for 330 auditioned middle and high school students in dance, drama, film, instrumental and vocal music, photography, 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, in its twelfth year, is an as an official summer school program carrying one elective arts credit. The 2013 Summer Arts Institute was made possible through generous support from **Exploring the Arts, United Way of New York City, David Rockefeller Fund, Con Edison, The ASCAP Foundation, and Peter, Fan and Ali Morris.**

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

Select All-City High School Music Program students were awarded \$3,000 in scholarships for outstanding accomplishments in music. These scholarships were provided by the **Ryu Goto Excellence in Music Award** and the **Peter J. Wilhousky and Bernard Donovan Foundations.**

The inaugural **Festival of Music for High School Music Students** attracted over 300 student-participants representing schools in all boroughs. Parents, teachers, New York State music officials, and local community members enjoyed high-level performances by the **High School Festival Jazz Ensemble, Chorus, Concert Band and Orchestra.** Each ensemble was led by celebrated guest conductors.

The National Chorale's Annual Elementary and Middle School Choral Festival featured performances by school choruses from around the city. Students provided performances at the Professional Performing Arts High School, led by NYCDOE choral music teachers.

Several hundred student-musicians participated in the **5 Borough Youth Rock Symphony, featuring acclaimed violinist Mark Wood and singer Dee Snyder.**

In coordination with the **Art Directors Club** and the **School Art League**, during the fall and spring, 30 students per semester had the opportunity to attend Saturday art-career workshops, meeting designers and building their own portfolios.

Through partnership with the **School Art League**, the **School of Visual Arts, Pratt Institute**, the **Fashion Institute of Technology**, and the **Art Directors Club**, the OASP disseminated information about student award programs to schools. In addition to over 100 medals presented at an award ceremony held at the Metropolitan Museum of Art, the School Art League awarded one full four-year scholarship for a student who will be attending SVA, \$10,000 to a Pratt student, and \$10,000 to an FIT student.

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

Art History Research Project, funded by the **Dedalus Foundation**, fostered art history research at the high school level, and on June 6, Dedalus scholarship winners were honored. The Dedalus Foundation inaugurated its new gallery space in Industry City with an exhibition of exemplary work by public high school seniors. Student portfolio work was professionally displayed and there were video presentations of art history research papers.

Arts and Cultural Community

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

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

- Evaluating and scoring **Pre-Qualifying Solicitation Proposals** from the arts and cultural community for direct student services, parent services, and professional development services in the arts
- Presenting the **27th Annual Arts and Cultural Services Fair**, held at the Brooklyn Museum, where arts organizations and cultural institutions interfaced with school leaders, arts education liaisons, and teachers, giving them information regarding programs and resources for their students and schools
- Conducting **Blueprint Orientation Workshops for Arts and Cultural Partners**, enabling new arts vendors to better understand the *Blueprints* and identify how this methodology is addressed in their work with students
- Introducing arts organizations to the alignment of the **Arts and the Common Core** in an interactive reflective workshop setting at the citywide **NYC Arts in Education Roundtable** "Face to Face" conference
- Coordinating efforts to enable high school student instrumentalists to perform on stage at Avery Fisher Hall with the **United States Army Band**
- Enabling Salute to Music program middle school instrumentalists to perform side-by-side with the **New York Pops** as part of the Pops' annual gala concert at Carnegie Hall
- Organizing High School vocal students who rehearsed and performed side by side with members of the **Collegiate Chorale** for their gala concert at Carnegie Hall
- Participating in the selection process for **Academy of Carnegie Juilliard Weill Fellows (ACJW)**, and collaborating with ACJW administrators in the creation of pedagogical materials for academy fellows
- Participating in **New York State School Music consortiums** for the enhancement of school music programs statewide and citywide
- Supporting the **Metropolitan Opera HD Broadcasts** in five NYCDOE school sites, along with teacher professional development and student-learning opportunities, to introduce high-quality opera performances to underserved communities
- Collaborating with the **Broadway Producers of Annie and WNET** to co-produce interactive workshops preparing students to attend performances on Broadway
- Partnering with **Broadway and Off-Broadway productions** (*Annie, Matilda, Emotional Creature*, the Royal Shakespeare Company's production of *King Lear, Dead Accounts, Motown, Nice Work If You Can Get It, Peter and the Starcatcher, The Unavoidable Disappearance of Tom Durnin, Chaplin, The Little Flower*) to secure quality live-theatrical experiences for New York City public school students and teachers through significantly discounted or free tickets
- Collaborating with the **Metropolitan Museum of Art's education and curatorial staff** to enhance the Dedalus Art History Research Project with over 40 student sessions at the museum, working with educators and curators in the galleries, and presenting papers on June 13 at the museum with teachers and families in attendance
- Working with the **International Center for Photography** to create a short course for art teachers supporting the use of digital photography in middle and high schools

- Working with the **Solomon R. Guggenheim Museum**, the **Museum of the City of New York**, and the **Metropolitan Museum of Art** to create a short course for elementary school art teachers addressing the needs of special education students in the general education art room
- Advising **New York City Art Teachers Association (NYCATA)** on the content and development of their annual conference for New York City art teachers
- Advising **Frieze, New York**, resulting in high school students visiting the annual fair of contemporary art on Randall's Island in May 2013
- Working with the **Marlborough Gallery** to increase number of high school students visiting the gallery and receiving resources

Middle School Committee for Arts Education

The Middle School Arts Committee was constituted by the Chancellor to advise the NYCDOE about the particular challenges of arts education at the middle school level. Composed of arts partners with middle school programs, central NYCDOE arts staff, and middle school principals, the committee met through the winter and spring of 2013 and issued a report with recommendations to the Chancellor on July 11, 2013.

District 75/Special Education

District 75 schools and Manhattan New Music are implementing Year 3 of a USDOE i3 grant. The **i3 Everyday Arts for Special Education** grant is a professional development program designed to improve student achievement in the areas of communication, socialization, academic learning, and arts proficiency. It uses all four arts disciplines to provide multiple entry points for non-traditional learners. District 75 schools serve students with disabilities in both the general education environment and in more intensive environments through self-contained special education classes. The district also provides hospital instruction for students in both short-term and long-term care.





Executive Summary

The New York City Department of Education (NYCDOE) is committed to providing all public school students with universal access to a high quality arts education. Starting in 2003, the NYCDOE Office of Arts and Special Projects (OASP) oversaw the development of the *Blueprints for Teaching and Learning in the Arts*, a curriculum framework for what students should know, understand, and be able to do in the arts. Separate *Blueprints* were developed for dance, music, theater, visual arts, and the moving image. In addition to the development of the *Blueprints*, the OASP launched the ArtsCount initiative in 2007 to provide greater accountability for and transparency of arts education in all NYCDOE public schools.

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

The data presented in the Executive Summary reflects schools' progress toward meeting NYSED arts requirements and guidelines, and provides a snapshot of arts education in schools in the 2012-13 school year. Where applicable, data are provided from previous school years in order to examine progress over time. The data are presented

NYSED ARTS INSTRUCTIONAL REQUIREMENTS AND GUIDELINES

Pre-Kindergarten - Kindergarten

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

Grades 1-3

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

Grades 4-6

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

Grades 7-8

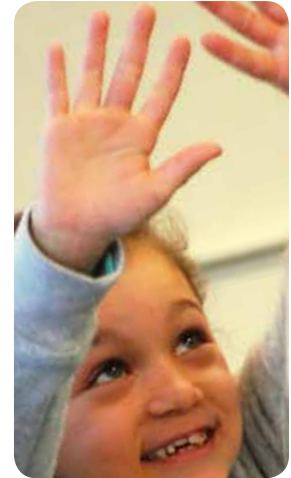
By the end of grade 8, students should receive one semester in dance, music, theater and/or visual arts AND one semester in a second arts discipline taught by a licensed certified arts teacher. A semester is equivalent to 55 hours of instruction.

Grades 9-12

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

separately by school level. Students in District 75 schools—schools that exclusively serve students with special needs—are not held accountable to the same requirements; therefore, data on arts education in District 75 schools are presented separately.

Elementary School Grades

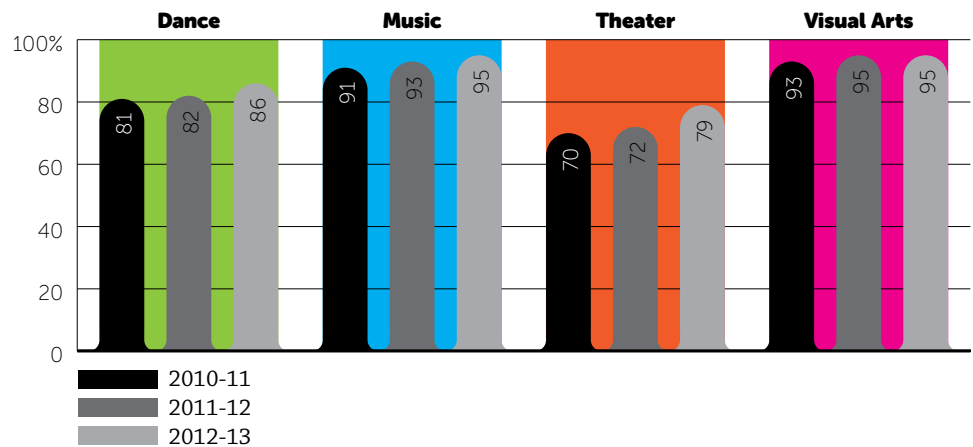


Schools serving elementary school grades include all schools serving grades pre-kindergarten through five (i.e., elementary, K-8, and K-12 schools). The data presented in this section reflect arts education provided to students provided by classroom teachers, school-based arts teachers, and/or cultural arts organizations; District 75 schools are not included.

Pre-Kindergarten and Kindergarten

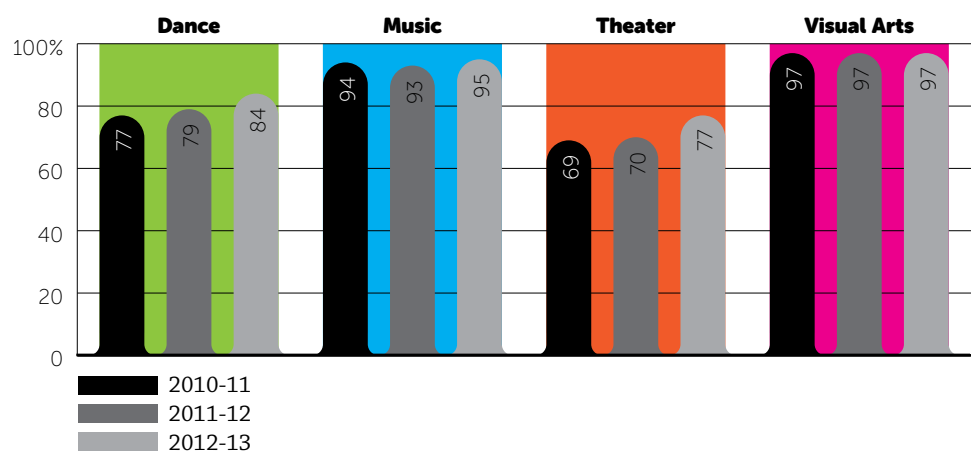
Of the schools that served *pre-kindergarten* in 2012-13, 95 percent reported that they provided music and/or visual arts instruction to pre-kindergarten students through classroom teachers, school-based arts teachers and/or cultural arts organizations; 86 percent reported providing dance instruction; and 79 percent reported providing theater instruction.

Figure 1. Arts Disciplines Provided by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organizations to *Pre-Kindergarten*



In the 2012-13 school year, 97 percent reported that they provided visual arts instruction to *kindergarten* students through classroom teachers, school-based arts teachers, and/or cultural arts organizations; 95 percent reported providing music instruction; 84 percent reported providing dance instruction; and 77 percent reported providing theater instruction.

Figure 2. Arts Disciplines Provided by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organizations to *Kindergarten*



Arts Instruction Provided by Classroom Teachers, School-Based Arts Teacher, and/or Cultural Organizations to Grades 1-5

Of responding schools serving elementary school grades, 82 percent reported providing *all four arts disciplines* (dance, music, theater, and visual arts) *to any grade 1-5* served provided by a *classroom teacher, school-based arts teacher, and/or cultural arts organization* in the 2012-13 school year, as compared with 75 percent in the 2008-09 school year.

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

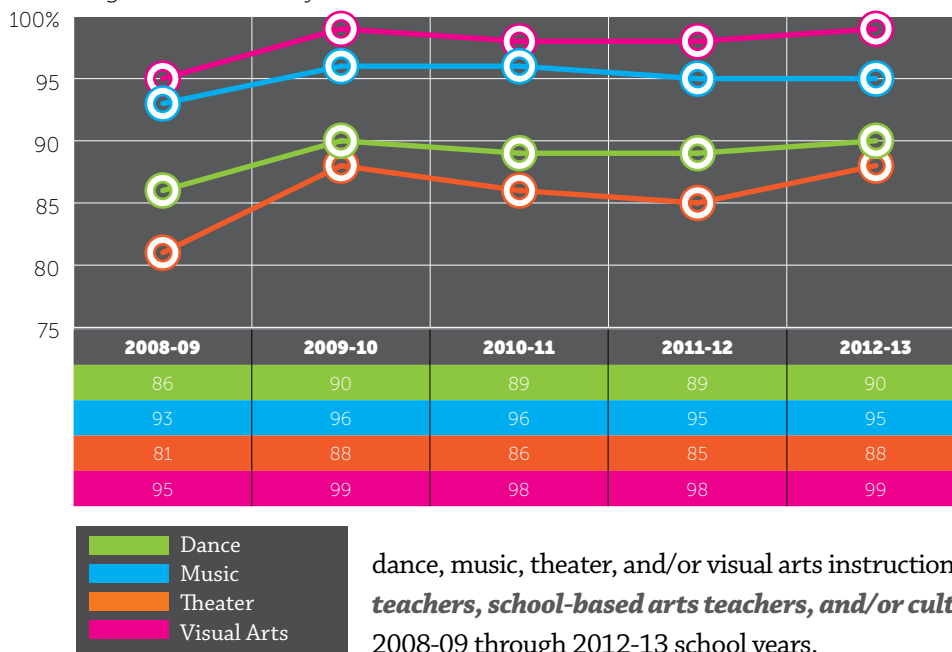
Number of Arts Disciplines	2008-09	2009-10	2010-11	2011-12	2012-13
At Least One Arts Discipline	96%	100%	100%	100%	100%
At Least Two Arts Disciplines	95%	99%	98%	97%	98%
At Least Three Arts Disciplines	89%	93%	92%	91%	93%
Four Arts Disciplines	75%	81%	79%	80%	82%

More than half of responding schools serving elementary school grades reported providing instruction in *all four arts disciplines to all grades 1-5* served through a *classroom teacher, school-based arts teacher, and/or cultural arts organization* from the 2009-10 through 2012-13 school years (51 percent, 54 percent, 54 percent, and 58 percent, respectively) as compared with 34 percent in the 2008-09 school year.

Table 2. Percent of Responding Schools Providing *All Four Arts Disciplines* Provided by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organization to *All Grades 1-5*

	2008-09	2009-10	2010-11	2011-12	2012-13
All Four Arts Disciplines to All Grades 1-5	34%	51%	54%	54%	58%

Figure 3. Arts Disciplines Provided by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organizations to *Any Grade 1-5*



In the 2012-13 school year, the majority of responding schools serving *any grade 1-5* reported providing dance, music, theater, and/or visual arts instruction (90 percent, 95 percent, 88 percent, and 99 percent, respectively) through a *classroom teacher, school-based arts teacher, and/or cultural arts organization*.

Similar proportions of responding schools serving elementary school grades reported providing

dance, music, theater, and/or visual arts instruction to *any grade 1-5 by a classroom teachers, school-based arts teachers, and/or cultural arts organizations* from 2008-09 through 2012-13 school years.

In the 2012-13 school year, responding schools serving **grades 1-3** reported providing an average of 61-70 hours of visual arts instruction provided by classroom teachers, school-based arts teachers, and/or cultural arts organizations to students in first, second, and third grades. In music, the average instructional hours ranged from 41-50 hours in third grade to 51-60 hours in first and second grades. An average of 21-30 instructional hours was provided in dance and theater to each grade.

Responding schools serving **grades 4-5** reported providing an average of 51-60 hours of visual arts instruction provided by a classroom teacher, school-based arts teacher, and/or cultural organization to fourth and fifth grade students; 41-50 hours of music instruction; and 21-30 hours of dance and theater instruction.

Figure 4. Average Annual Arts Instructional Hours Provided by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organizations by Grades 1-3 and Arts Discipline

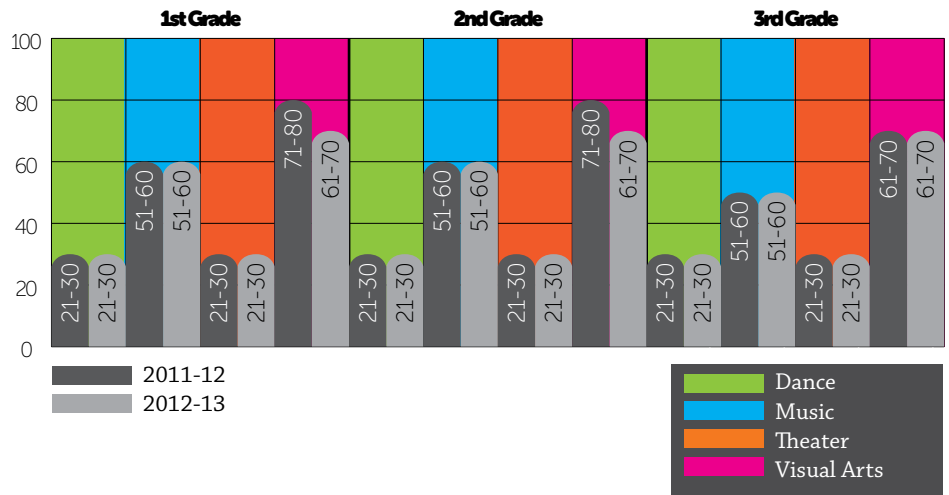
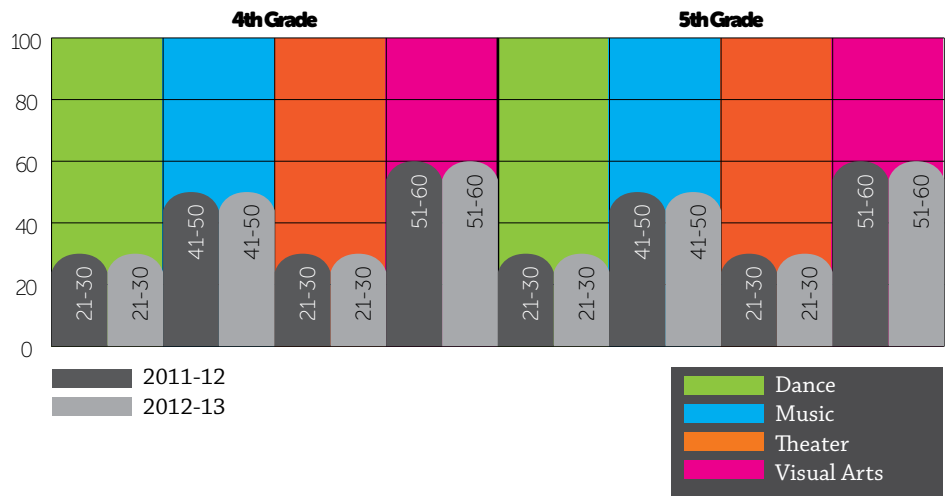
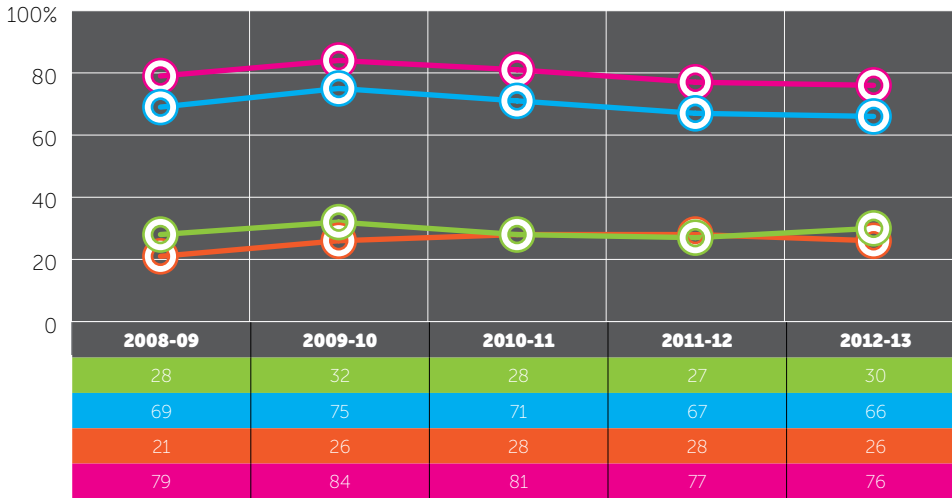


Figure 5. Average Annual Arts Instructional Hours Provided by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organizations by Grades 4-5 and Arts Discipline



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

Figure 6. Arts Disciplines Provided by School-Based Arts Teachers to *Any Grade 1-5*



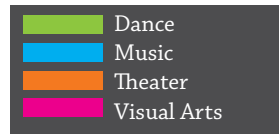
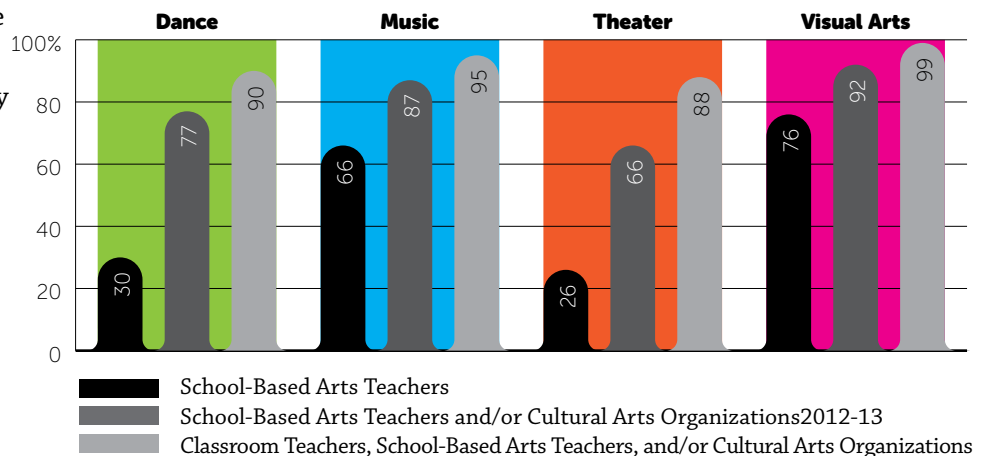
In the 2012-13 school year, 76 percent of responding schools serving elementary school grades reported providing instruction in visual arts; 66 percent reported providing music instruction; 30 percent reported providing dance instruction; and 26 percent reported providing theater instruction to *any grade 1-5* served by a *school-based arts teacher*.

Similar proportions of responding schools serving elementary school grades reported providing dance, music, theater, and/or visual arts instruction to *any grade 1-5 served through a school-based arts teacher from 2008-09 through 2012-13 school years*.

Arts Instruction by Provider to Grades 1-5

In the 2012-13 school year, schools serving elementary school grades reported more opportunities for students to receive arts instruction by adding instruction provided by *classroom teachers and/or cultural arts organizations* than solely providing arts instruction through *school-based arts teachers to any grade 1-5*.

Figure 7. Arts Disciplines Provided to *Any Grade 1-5* by Provider in the 2012-13 School Year



Middle School Grades

Schools serving middle school grades include all schools serving grades six through eight (i.e., middle, secondary, K-8, and K-12 schools); District 75 schools are not included.¹

Arts Disciplines Provided

In the 2012-13 school year, all responding schools serving middle school grades provided at least one arts discipline to **any grade 6-8** served, 82 percent provided at least two arts disciplines, 51 percent provided at least three arts disciplines, and 24 percent provided all four arts disciplines.

From the 2008-09 through 2012-13 school years, the proportion of schools serving middle school grades reported providing at least one or at least two arts disciplines to **any grade 6-8** served remained relatively stable. However, the proportion of schools that reported providing at least three or all four arts disciplines declined.

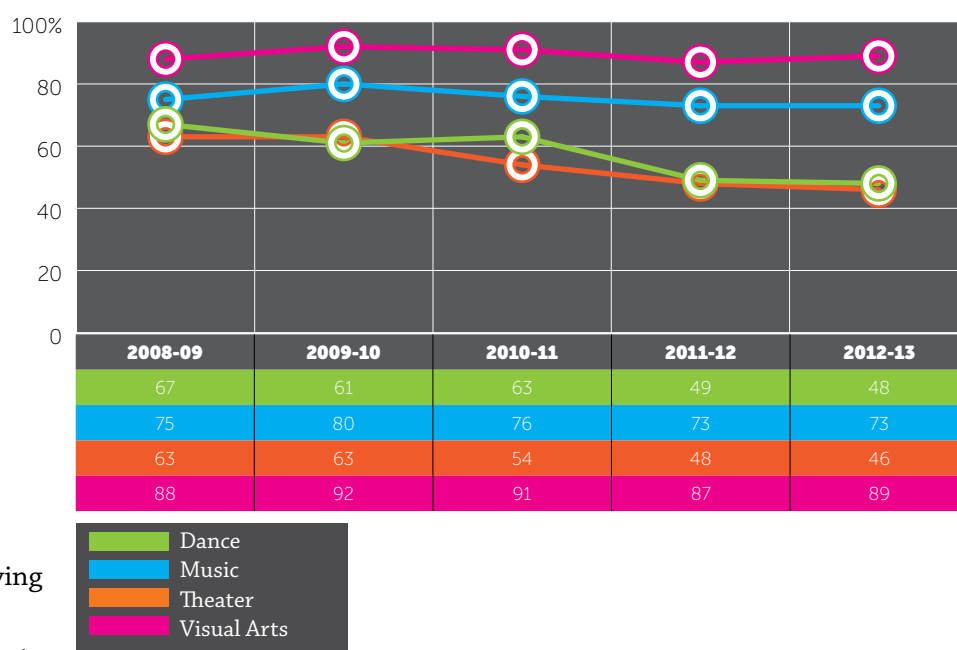
Table 3. Percent of Responding Schools by Number of Arts Disciplines Provided to *Any Grade 6-8*

Number of Arts Disciplines	2008-09	2009-10	2010-11	2011-12	2012-13
At Least One Arts Discipline	97%	98%	99%	97%	100%
At Least Two Arts Disciplines	82%	89%	85%	79%	82%
At Least Three Arts Disciplines	57%	67%	62%	52%	51%
Four Arts Disciplines	37%	41%	37%	27%	24%

Of responding schools serving middle school grades in 2012-13, 89 percent reported providing visual arts instruction; 73 percent reported providing music; 48 percent reported providing dance; and 46 percent reported providing theater to **any grade 6-8**.

From the 2008-09 through 2012-13 school years, the proportions of schools serving middle school grades that provided music and visual arts remained relatively stable, whereas the proportions of schools that provided dance and theater declined.

Figure 8. Arts Disciplines Provided to *Any Grade 6-8*

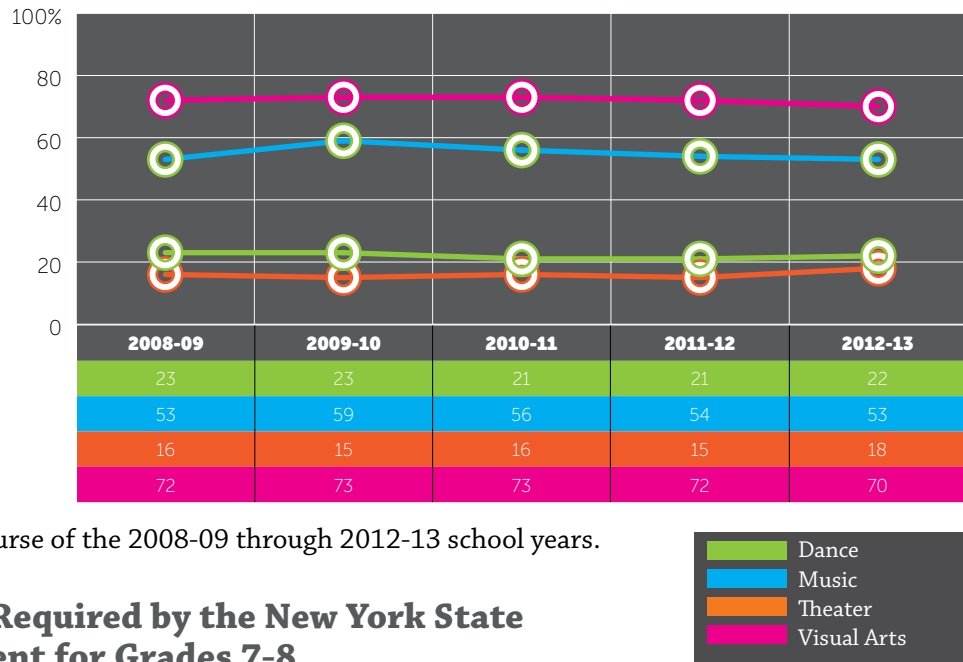


¹ In 2008-09 through 2011-12, schools were asked about student participation in the arts and progress toward meeting NYSED arts instructional requirements and guidelines on the *Annual Arts Education Survey*. In 2012-13, data on student participation in arts courses was provided through NYSDOE STARS database. This change should be considered when comparisons among school years are made.

Certified Arts Teachers

Of responding schools serving middle school grades in 2012-13, 70 percent reported having at least one full-time and/or part-time certified visual arts teacher; 53 percent reported having at least one certified music teacher; 22 percent reported having at least one certified dance teacher; and 18 percent reported having at least one certified theater teacher. These percentages remained steady over the course of the 2008-09 through 2012-13 school years.

Figure 9. At Least One Full-Time and/or Part-Time Certified Arts Teacher



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

In the 2012-13 school year, 81 percent of eighth-grade students were promoted and received arts instruction in two or more various arts disciplines over the course of seventh and eighth grade.²

Table 4. Percent of 8th Grade Students Who Were Promoted and Received Arts Instruction in Two or More Arts Disciplines (Dance, Music, Theater, and Visual Arts) over the Course of Grades 7 and 8

	2012-13
Promoted with Instruction in Two or More Arts Disciplines	81%

Middle Arts Sequences

In the 2012-13 school year, the percent of responding schools serving middle school grades that reported offering at least one arts sequence to students in grades 6-8 ranged from 14 percent in theater to 43 percent in visual arts.

Table 5. Percent of Responding Schools Offering At Least One Arts Sequence to Students in Grades 6-8 by Arts Discipline

Arts Disciplines	2010-11	2011-12	2012-13
Dance	18%	19%	16%
Music	39%	38%	35%
Theater	14%	16%	14%
Visual Arts	51%	50%	43%

² In 2012-13, schools transitioned to using a standardized set of course codes in STARS. 2012-13 data were pulled from information schools entered in STARS using the standard course codes. Because the requirement reflects two years of data, this percentage does not reflect discipline-specific data. Note: Annualized (year-long) courses were counted as two semesters.

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.³

Arts Disciplines Provided

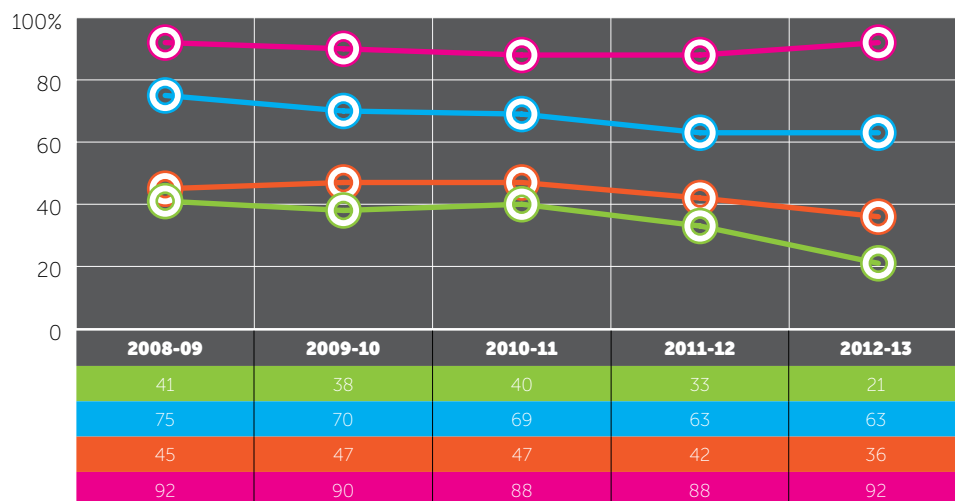
Nearly all (98 percent) responding schools serving high school grades provide at least one arts discipline to **any grade 9-12** served in the 2012-13 school year as compared with 92 percent in the 2008-09 school year.

Table 6. Percent of Responding Schools by Number of Arts Disciplines Provided to *Any Grade 9-12*

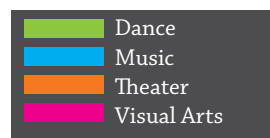
Number of Arts Disciplines	2008-09	2009-10	2010-11	2011-12	2012-13
At Least One Arts Discipline	92%	97%	98%	97%	98%
At Least Two Arts Disciplines	77%	79%	79%	72%	73%
At Least Three Arts Disciplines	50%	48%	47%	42%	30%
Four Arts Disciplines	23%	20%	19%	15%	10%

In the 2012-13 school year, 92 percent of responding schools serving high school grades provided visual arts instruction to **any grade 9-12** served; 63 percent provided music; 36 percent provided theater; and 21 percent provided dance.

Figure 10. Arts Disciplines Provided to *Any Grade 9-12*



Over the course of the 2008-09 and 2012-13 school years, similar proportions of schools serving high school grades reported providing visual arts to **any grade 9-12** served. However, the proportions of schools that provided music, dance, and theater declined.

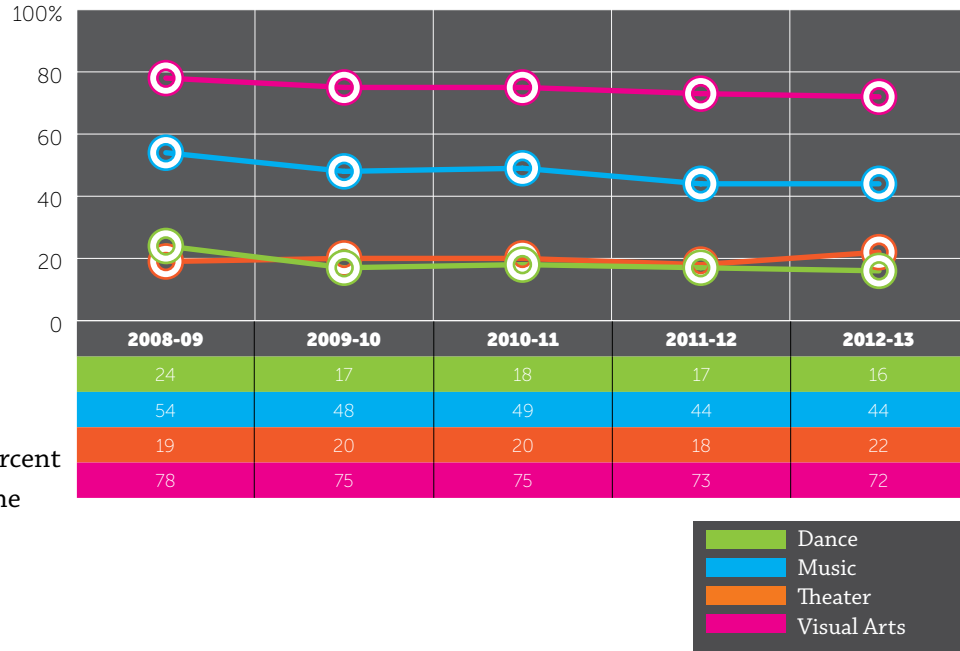


³ In 2008-09 through 2011-12, schools were asked about student participation in the arts on the *Annual Arts Education Survey*. In 2012-13, data on student participation in arts courses was provided through NYSDOE STARS database. This change should be considered when comparisons among school years are made.

Certified Arts Teachers

Of responding schools serving high school grades in 2012-13, 72 percent reported having at least one full-time and/or part-time certified visual arts teacher; 44 percent reported having at least one certified music teacher; 22 percent reported having at least one certified theater teacher; and 16 percent reported having at least one certified dance teacher.

Figure 11. At Least One Full-Time and/or Part-Time Certified Arts Teacher



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

The great majority (95 percent) of high school graduates from responding schools graduated with two or more credits in the arts in the 2012-13 school year.

Table 7. Percent of High School Graduates from Responding Schools Who Graduated with Two or More Credits in the Arts

	2008-09	2009-10	2010-11	2011-12	2012-13
Graduated with Two or More Credits in the Arts	97%	96%	97%	98%	95%

The proportions of responding schools serving high school grades that reported offering at least one arts sequence of six or more credits ranged from 8 percent in dance and theater to 27 percent in visual arts in the 2012-13 school year.

Table 8. Percent of Responding Schools Offering At Least One Arts Sequence of Six or More Credits by Arts Discipline

Arts Disciplines	2010-11	2011-12	2012-13
Dance	9%	9%	8%
Music	20%	20%	18%
Theater	10%	11%	8%
Visual Arts	29%	27%	27%

District 75 Schools

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

Of the responding District 75 schools, greater percentages reported that they offer visual arts (97 percent) and/or music (88 percent) than dance (55 percent) and/or theater (41 percent) to *any grade preK-12* served.

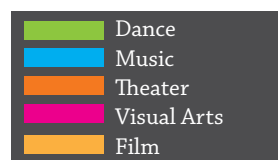
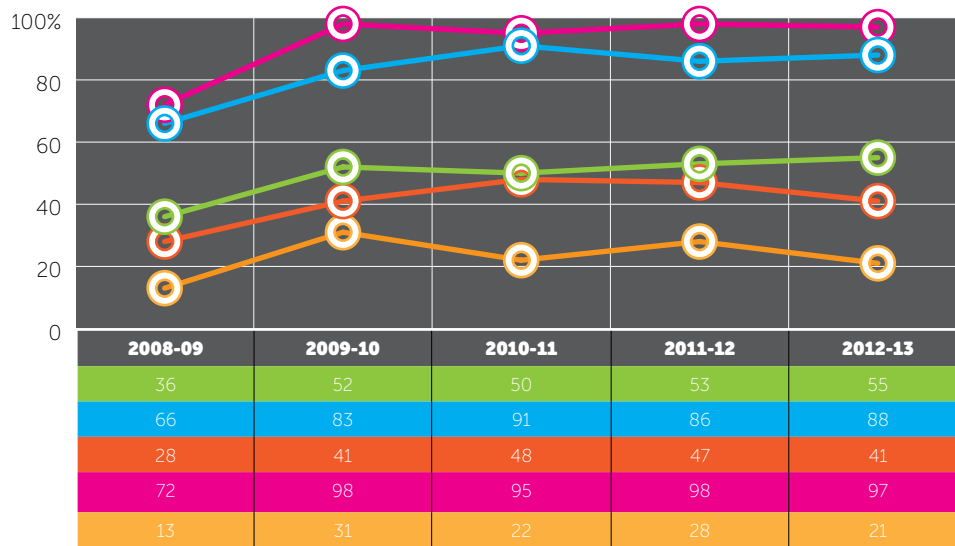


Figure 12. Arts Disciplines Provided to *Any Grade PreK-12*



Cultural Arts Organizations

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

Across all responding schools, 82 percent reported partnering with at least one cultural arts organization over the course of the 2012-13 school year, which is comparable to percentages in previous years.

Table 9. Percent of Responding Schools Partnered with At Least One Cultural Arts Organization

	2008-09	2009-10	2010-11	2011-12	2012-13
At Least One Arts Provider	81%	88%	86%	86%	82%

In the 2012-13 school year, at least 492 cultural arts organizations were partnered with schools to provide arts education instruction.

From the 2008-09 through 2012-13 school years, the number of cultural arts organizations ranged from at least 358 in 2009-10 to at least 497 in 2011-12.

Table 10. Number of Cultural Arts Organizations Partnered with Responding Schools

	2008-09	2009-10	2010-11	2011-12	2012-13
Number of Organizations	420+	358+	378+	497+	492+

Funds Budgeted for the Arts

In the 2012-13 fiscal year, the overall budget for the arts was \$323,331,589. This includes \$307,998,144 budgeted on personnel; \$13,634,442 on arts services/other (e.g., cultural arts organizations); and \$1,699,002 on arts supplies/equipment (e.g., materials, equipment repair). These dollar amounts have remained steady over the course of the past five school years.

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





Arts Education in New York City Public Schools

Information is gathered about student access and participation in arts education and supports for quality arts education during the 2012-13 school year. Where available, data are provided for previous school years and are based on the proportion of schools that responded during that school year. The data are based on a combination of data sources that include the *Annual Arts Education Survey*, NYCDOE databases, the *NYC School Survey*, the *NYC Principal Satisfaction Survey*, and the New York State Basic Educational Data System (NYS BEDS). For a further description of the methods used to calculate the data presented, see “Methodology” on page 87.

Student Access/Participation in Arts Education

The Student Access/Participation in Arts Education subsection is organized by school level (i.e., elementary, middle, high, and multi-grade schools) and grade, and includes information on screened arts programs, the number and type of arts disciplines provided, the number of students participating in arts instruction, and arts sequences offered to students in grades 6-12. The data presented reflect schools’ progress toward meeting the New York State Education Department (NYSED) arts requirements and guidelines. See Appendix 1 for a description of these requirements and guidelines. NYSED arts requirements and guidelines emphasize arts instruction in dance, music, theater, and visual arts. In addition to these four arts disciplines, arts instruction in film is offered in many schools throughout the city. The majority of data shown is disaggregated by dance, music, theater, and visual arts, and, where available, data are also provided on film instruction. Students in District 75 schools—schools that exclusively serve students with special needs—are not held accountable to the same requirements; therefore, data on arts education in District 75 schools are presented separately. The District 75 subsection includes data on the type of arts disciplines offered in District 75 schools and the arts disciplines used to advance students’ Individual Education Program (IEP) goals.

Number of Students Participating in Arts Education

Figures 14-16 present the numbers of students in grades 1-12 participating in arts instruction during the 2012-13 school year by arts discipline as reported by schools that responded to the 2012-13 *Annual Arts Education Survey*. These data include all schools except District 75 schools. For grades 1-5, schools were asked to report on arts instruction provided to classes as a whole. Therefore, the data presented reflect the October 2012 audited class registers. This is also true for schools with non-departmentalized schedules in grade 6. Schools with departmentalized schedules in grade 6 and schools serving grades 7-12 were identified through STARS for the specific number of students participating in arts instruction.

Figure 14. Number of Students in *Grades 1-5* Participating in Arts Instruction by Discipline, as Reported by Responding Schools During the 2012-13 School Year

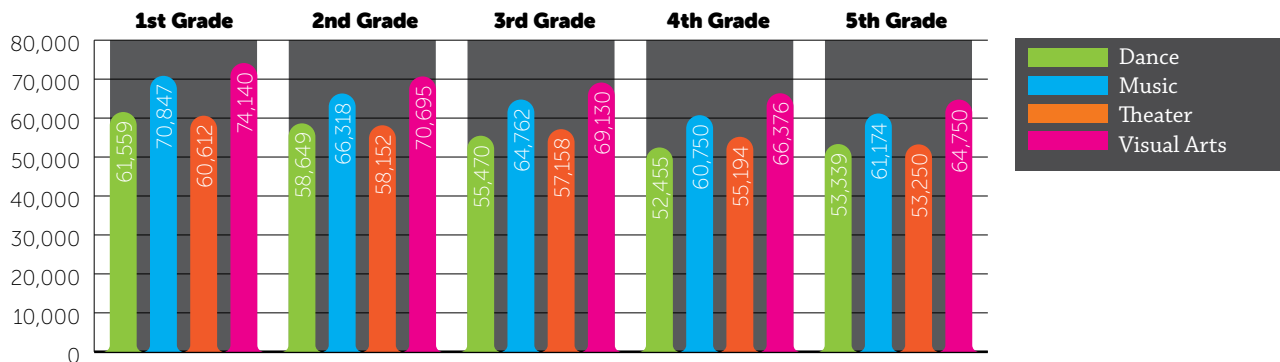


Figure 15. Number of Students in *Grades 6-8* Participating in Arts Instruction by Discipline, as Reported by Responding Schools During the 2012-13 School Year

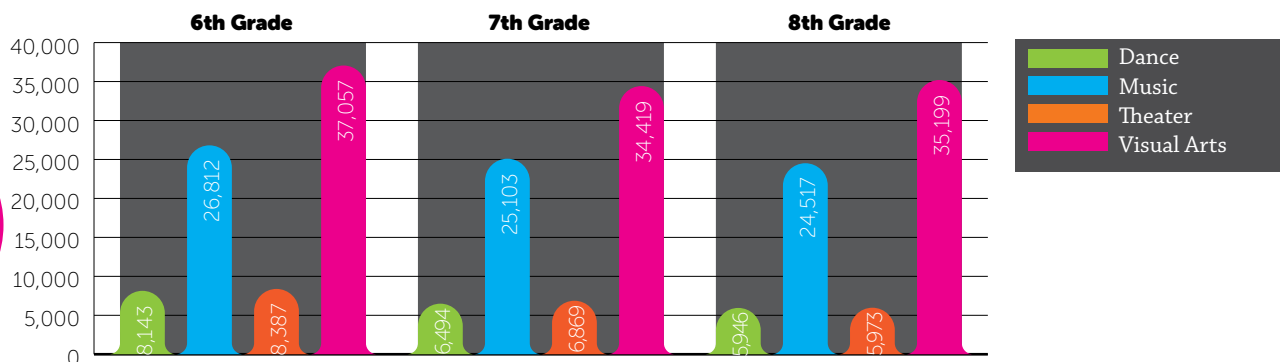
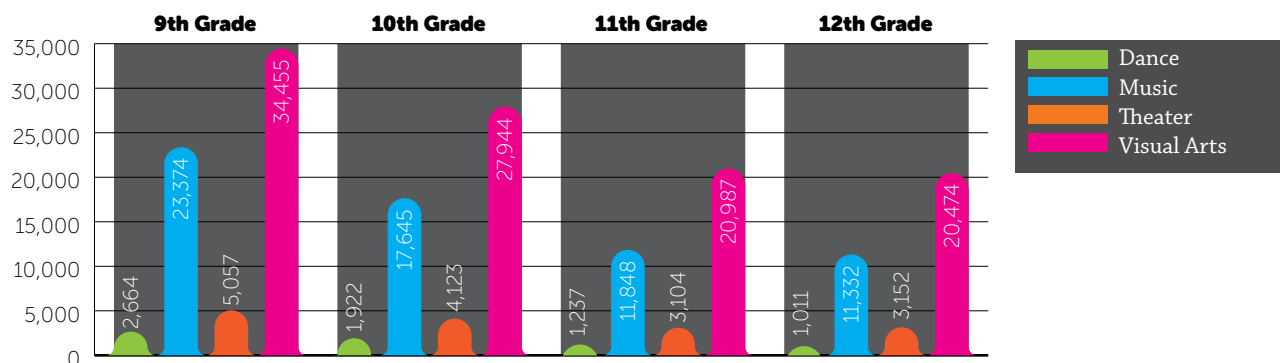


Figure 16. Number of Students in *Grades 9-12* Participating in Arts Instruction by Discipline, as Reported by Responding Schools During the 2012-13 School Year



Pre-Kindergarten and Kindergarten

This section presents data on arts instruction provided to students in pre-kindergarten and kindergarten. Figure 17 displays the percent of responding schools that serve pre-kindergarten (early elementary [preK-2], elementary, K-8, and/or K-12) and reported providing dance, music, theater, and/or visual arts through school-based staff (i.e., school-based arts teachers and/or classroom teachers) to pre-kindergarten; District 75 schools are not included. Figure 18 displays the percent of responding schools that serve kindergarten (early elementary [preK-2], elementary, K-8, and/or K-12) by discipline through school-based staff to kindergarten; District 75 schools are not included. Both figures display data from 2008-09 through 2012-13.

Figure 17. Percent of Responding Schools by Type of Arts Discipline Provided by School-Based Staff to *Pre-Kindergarten*⁴

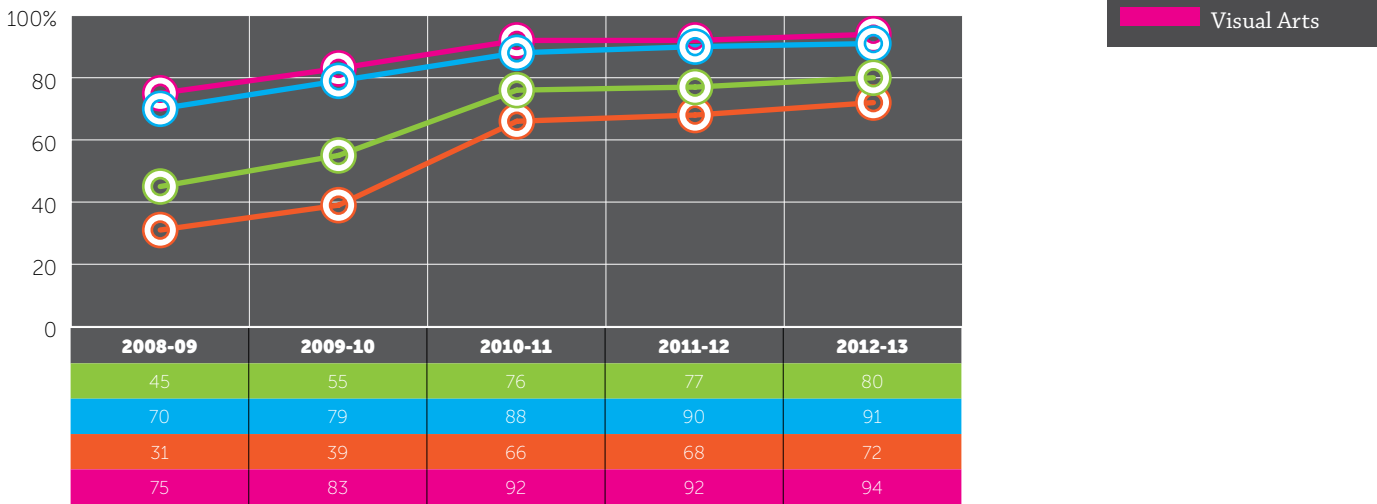
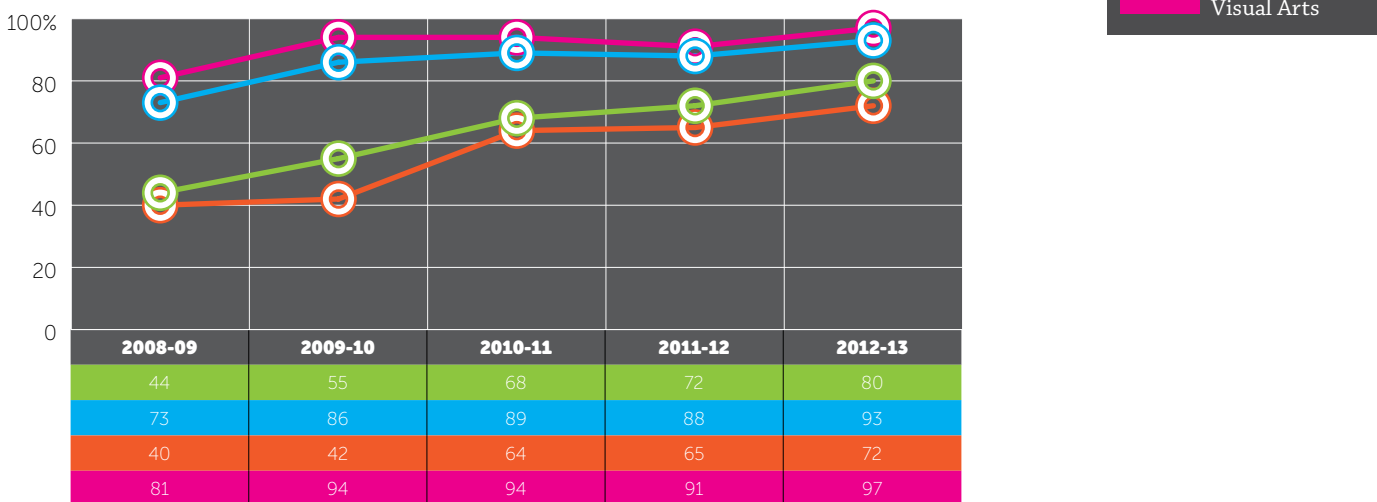


Figure 18. Percent of Responding Schools by Type of Arts Discipline Provided by School-Based Staff to *Kindergarten*⁵



⁴ In 2008-09 and 2009-10, schools were asked to report on pre-kindergarten students who participated in the arts provided by school-based staff. In 2010-11 through 2012-13, schools were asked to report on pre-kindergarten students who participated in the arts provided by classroom teachers, school-based arts teachers, and/or cultural organizations. These changes should be considered when comparisons among school years are made.

⁵ In 2008-09, schools were asked to report on kindergarten students who participated in the arts provided by school-based arts teachers and/or cultural organizations. In 2009-10, schools were asked to report on kindergarten students who participated in the arts provided by school-based staff. In 2010-11 through 2012-13, schools were asked to report on kindergarten students who participated in the arts provided by classroom teachers, school-based arts teachers, and/or cultural organizations to be consistent with the first- through fifth-grade questions. These changes should be considered when comparisons among school years are made.

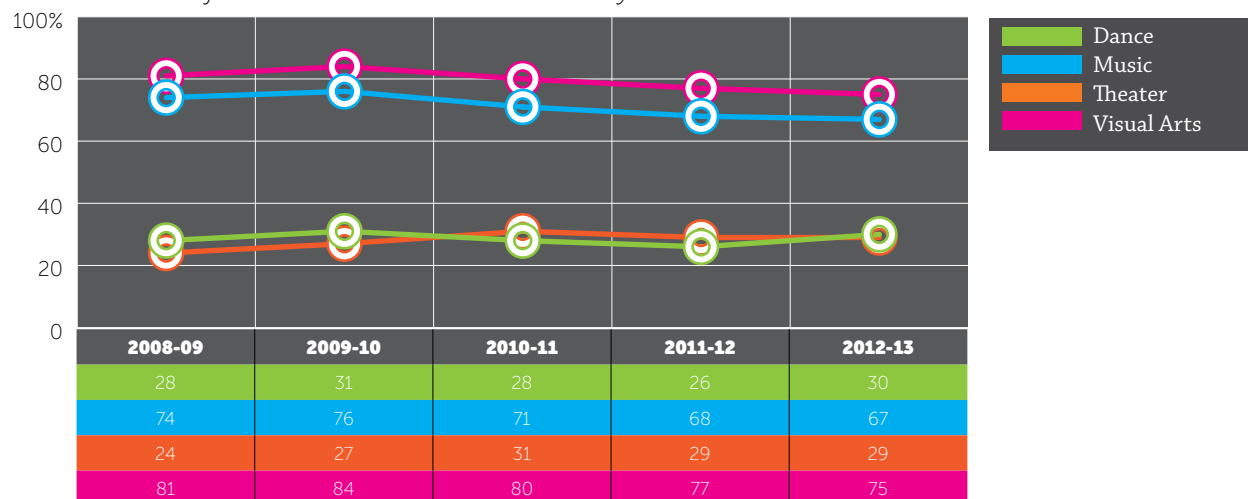
Elementary Schools

The tables and figures in the following section reflect arts instruction in elementary schools provided to students in grades 1-5 as reported by schools that responded to the 2012-13 *Annual Arts Education Survey*; District 75 schools are not included. In 2012-13, 39 percent (N=609) of all schools that responded to the survey were classified as elementary schools.

Arts Instruction Provided by School-Based Arts Teachers

Figure 19 displays the percent of responding elementary schools that reported providing dance, music, theater, and/or visual arts to any grade 1-5 by a school-based arts teacher. The data are shown from 2008-09 through 2012-13.

Figure 19. Percent of Responding Elementary Schools by Type of Arts Discipline Provided by School-Based Arts Teachers to *Any Grade 1-5*



Arts Instruction Provided by School-Based Arts Teachers and/or Cultural Arts Organization

Tables 11 and 12 and Figure 20 present data on arts instruction in dance, music, theater, and/or visual arts provided by school-based arts teachers and/or cultural arts organizations in the 2008-09 through 2012-13 school years. Table 11 shows the percent of responding elementary schools by number of arts disciplines provided to any grade 1-5 served. Figure 20 displays the percent of responding elementary schools by type of arts discipline provided to any grade 1-5 served. The data in Table 12 present the percent of responding elementary schools that offer all four arts disciplines provided by a school-based arts teacher and/or cultural arts organization to all grades 1-5 served.

Table 11. Percent of Responding Elementary Schools by Number of Arts Disciplines Provided by School-Based Arts Teachers and/or Cultural Arts Organizations to *Any Grade 1-5*

Number of Arts Disciplines	2008-09	2009-10	2010-11	2011-12	2012-13
At Least One Arts Discipline	99%	99%	99%	99%	99%
At Least Two Arts Disciplines	95%	96%	95%	93%	94%
At Least Three Arts Disciplines	84%	86%	81%	77%	80%
Four Arts Disciplines	58%	60%	60%	54%	56%

Figure 20. Percent of Responding Elementary Schools by Type of Arts Discipline Provided by School-Based Arts Teachers and/or Cultural Arts Organizations to Any Grade 1-5

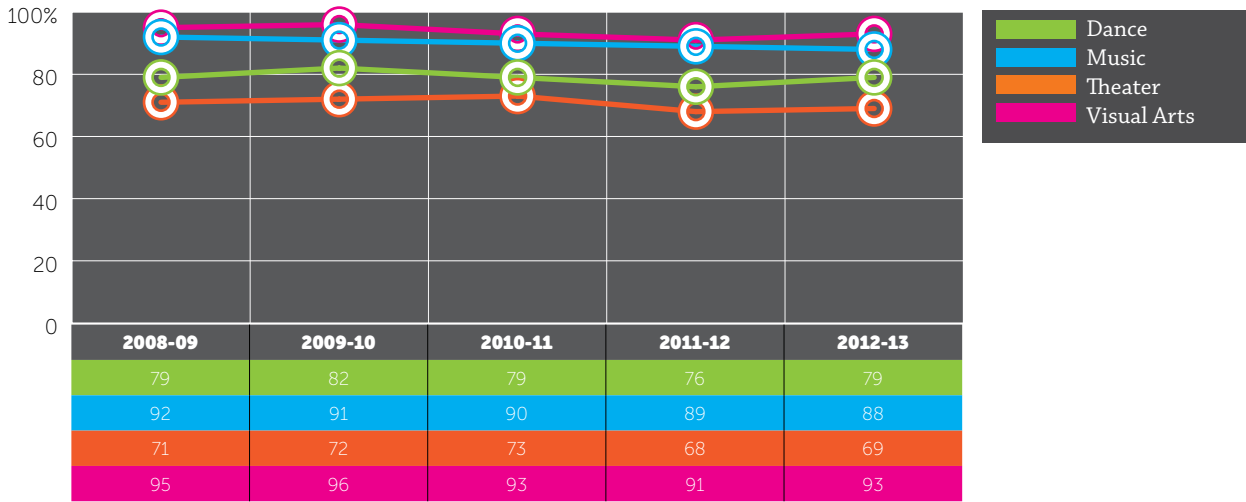


Table 12. Percent of Responding Elementary Schools Offering All Four Arts Disciplines Provided by School-Based Arts Teachers and/or Cultural Arts Organizations to All Grades 1-5

Number of Arts Disciplines	2008-09	2009-10	2010-11	2011-12	2012-13
All Four Arts Disciplines to All Grades 1-5	14%	19%	21%	20%	21%

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

Tables 13 and 14 and Figure 21 present data on arts instruction in dance, music, theater, and/or visual arts provided by classroom teachers, school-based arts teachers, and/or cultural arts organizations in the 2008-09 through 2012-13 school years. Table 13 shows the percent of responding elementary schools by number of arts provided to any grade 1-5 served. Figure 21 displays the percent of responding elementary schools by type of arts discipline provided to any grade 1-5 served. The data in Table 14 present the percent of responding elementary schools that offer all four arts disciplines provided by a classroom teacher, school-based arts teacher, and/or cultural arts organization to all grades 1-5 served.

Table 13. Percent of Responding Elementary Schools by Number of Arts Disciplines Provided by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organizations to Any Grade 1-5

Number of Arts Disciplines	2008-09	2009-10	2010-11	2011-12	2012-13
At Least One Arts Discipline	100%	100%	100%	100%	100%
At Least Two Arts Disciplines	99%	99%	99%	97%	98%
At Least Three Arts Disciplines	95%	95%	94%	92%	94%
Four Arts Disciplines	82%	83%	83%	82%	84%

Figure 21. Percent of Responding Elementary Schools by Type of Arts Discipline Provided by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organizations to *Any Grade 1-5*

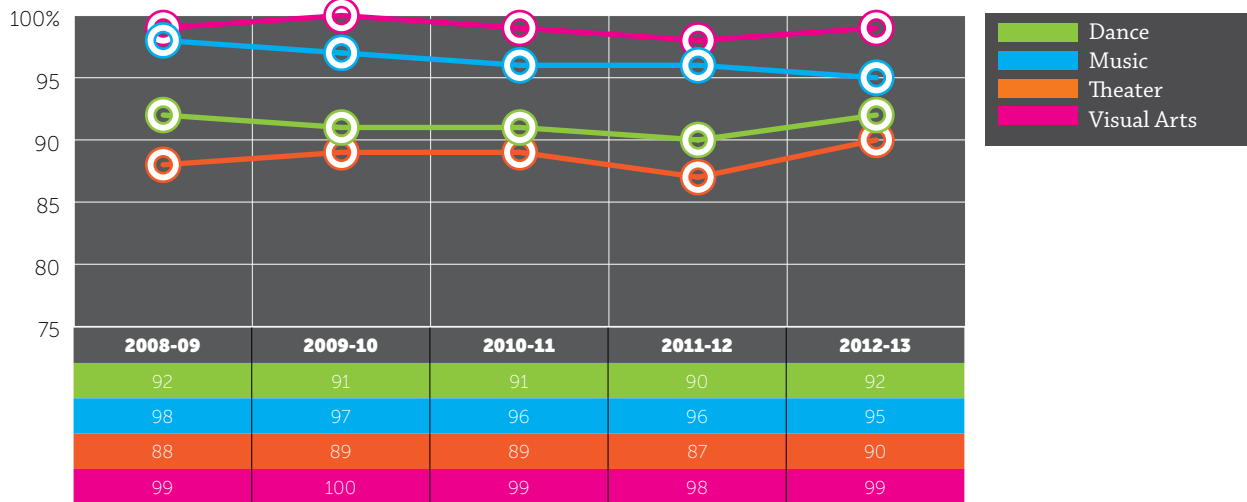


Table 14. Percent of Responding Elementary Schools Offering *All Four Arts Disciplines* Provided by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organizations to *All Grades 1-5*

Number of Arts Disciplines	2008-09	2009-10	2010-11	2011-12	2012-13
All Four Arts Disciplines to All Grades 1-5	42%	51%	57%	57%	61%

Arts Instructional Hours

Figures 22 and 23 display the average annual arts instructional hours provided by classroom teachers, school-based arts teachers, and/or cultural arts organizations in responding elementary schools to students in grades 1-5 during the 2011-12 and 2012-13 school years. According to NYSED arts requirements and guidelines, students in grades 1-3 should receive approximately 46 hours of arts instruction in each discipline across the school year, and students in grades 4 and 5 should receive approximately 23 hours of arts instruction in each discipline across the school year.

Figure 22. Average Annual Arts Instructional Hours by *Grades 1-3* and Arts Discipline Provided in Responding Elementary Schools by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organizations

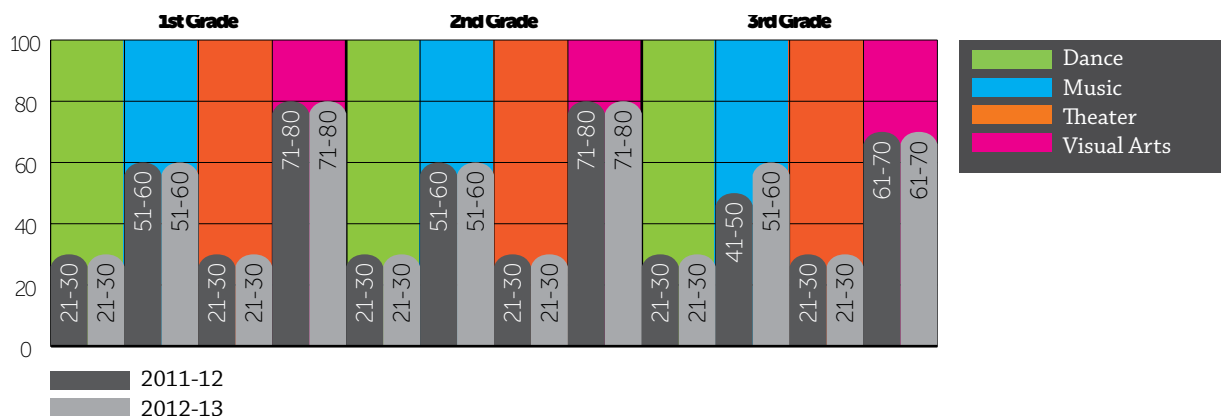
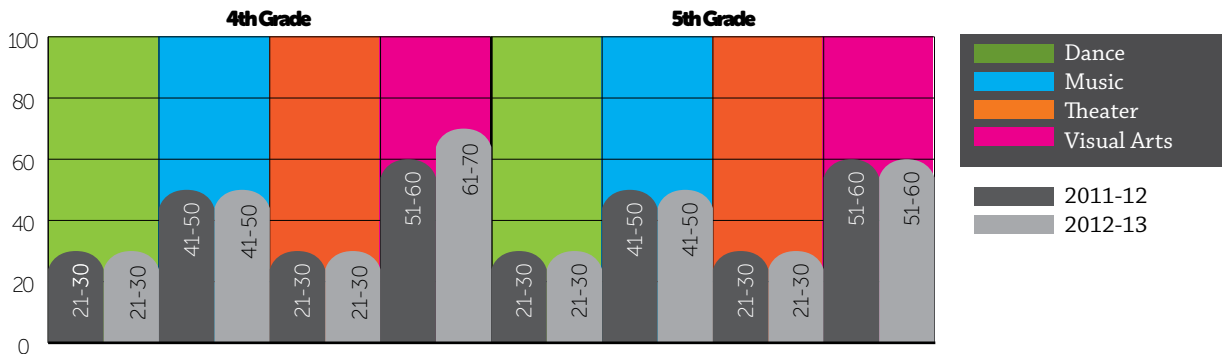


Figure 23. Average Annual Arts Instructional Hours by *Grades 4-5* and Arts Discipline Provided in Responding Elementary Schools by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organizations



Middle Schools

The data in the following section reflect arts education as obtained from STARS as well as reported by middle schools that responded to the 2012-13 *Annual Arts Education Survey*; District 75 schools are not included. In 2012-13, 17 percent (N=264) of all schools that responded to the survey were classified as middle schools.

Screened Arts Programs

Table 15 shows the percentage of responding middle schools serving grades 6-8 that screened students in the arts before admission to the school during the 2011-12 and 2012-13 school years. Screening in the arts may occur through auditions, portfolio presentations, and/or interviews to determine which arts discipline or level of instruction will be made available to the students.

Table 15. Percent of Responding Middle Schools That Screen Students in the Arts Before Admission

Screening	2011-12	2012-13
Before Admission	12%	10%

Arts Disciplines Provided

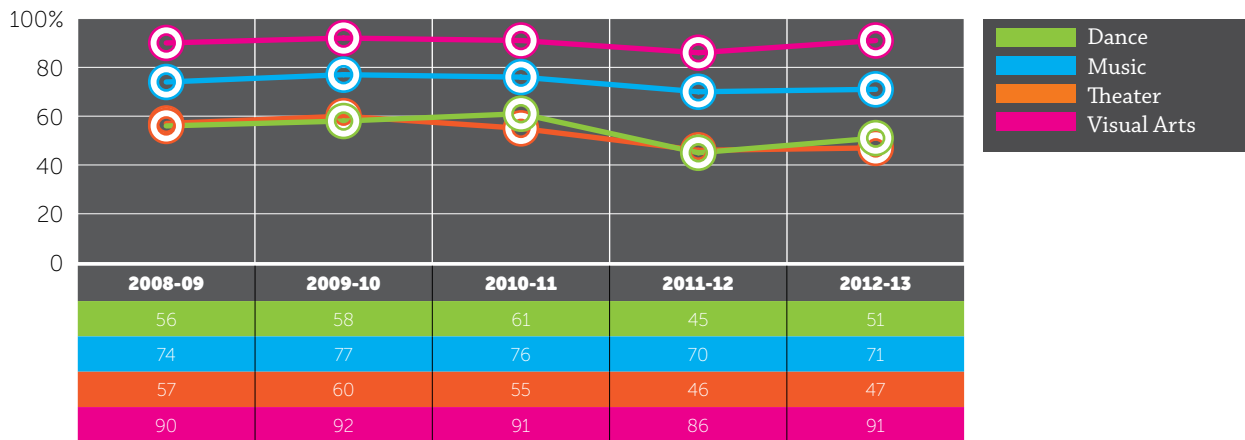
Table 16 and Figure 24 present data from the 2008-09 through 2012-13 school years on the percent of responding middle schools by number and type of arts disciplines (dance, music, theater, and/or visual arts) provided to any grade 6-8 served.

Table 16. Percent of Responding Middle Schools by Number of Arts Disciplines Provided to *Any Grade 6-8*⁶

Number of Arts Disciplines	2008-09	2009-10	2010-11	2011-12	2012-13
At Least One Arts Discipline	97%	99%	99%	98%	100%
At Least Two Arts Disciplines	83%	87%	86%	77%	82%
At Least Three Arts Disciplines	61%	64%	63%	48%	53%
Four Arts Disciplines	36%	37%	34%	24%	25%

⁶ In 2008-09 through 2011-12, middle schools were asked to indicate student participation in arts instruction by discipline on the *Annual Arts Education Survey*. In 2012-13, student participation in arts instruction was retrieved from the NYCDOE STARS database. This change should be considered when comparisons among school years are made.

Figure 24. Percent of Responding Middle Schools by Type of Arts Discipline Provided to *Any Grade 6-8*⁷



Student Participation

Figures 25 and 26 display the percent of seventh- and eighth-grade students in responding middle schools who participated in arts instruction by discipline from the 2008-09 through 2012-13 school years.

Figure 25. Percent of *7th Grade* Students in Responding Middle Schools Participating in Arts Instruction by Discipline⁸

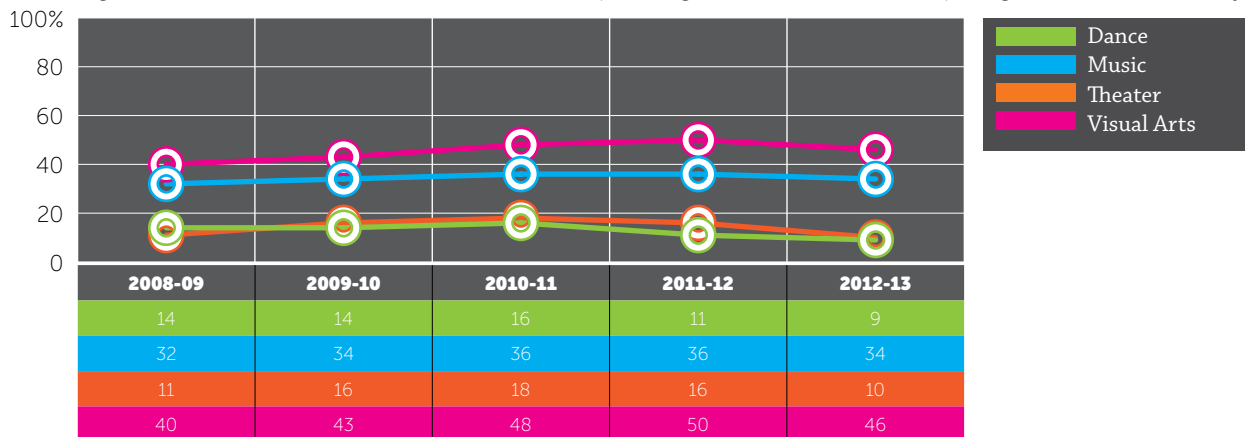
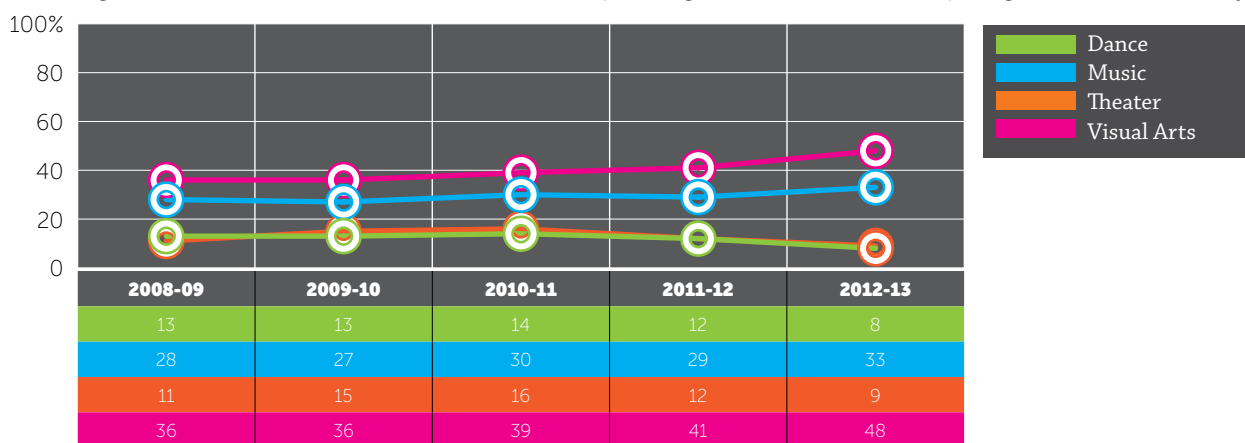


Figure 26. Percent of *8th Grade* Students in Responding Middle Schools Participating in Arts Instruction by Discipline⁹



^{7, 8, 9} In 2008-09 through 2011-12, middle schools were asked to indicate the number of students participating in arts instruction by discipline on the *Annual Arts Education Survey*. In 2012-13, data on the number of students participating in arts instruction by discipline was retrieved from the NYCDOE STARS database. This change should be considered when comparisons among school years are made.

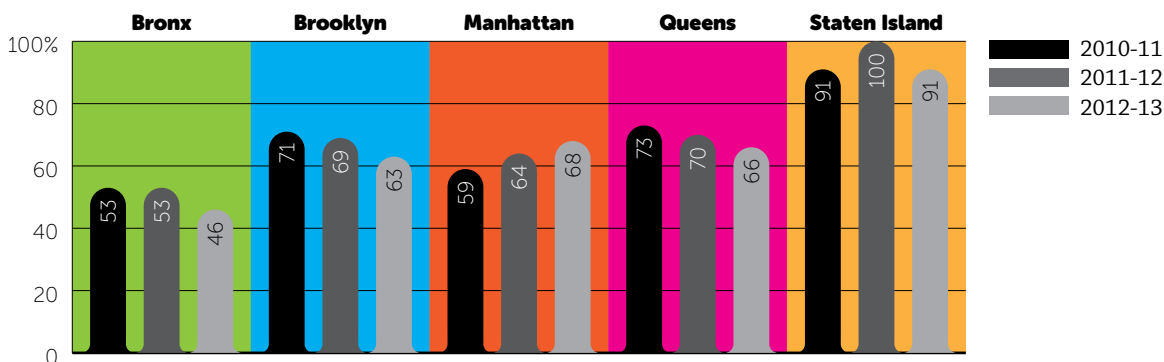
Arts Sequences

Table 17 shows data on the percent of responding middle schools offering at least one arts sequence by arts discipline, and Figure 27 presents these data across disciplines by borough from the 2010-11 to 2012-13 school years.

Table 17. Percent of Responding Middle Schools Offering At Least One Arts Sequence to Students in *Grades 6-8* by Discipline

Arts Disciplines	2010-11	2011-12	2012-13
Dance	21%	22%	19%
Music	42%	42%	39%
Theater	20%	20%	17%
Visual Arts	54%	54%	46%
Film	7%	8%	7%

Figure 27. Percent of Responding Middle Schools That Offer At Least One Arts Sequence to Students in *Grades 6-8* by Borough



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

The NYSED requires, at a minimum, that students in grades 7 and 8 complete one half-credit (one semester) of instruction in one of the four arts disciplines (dance, music, theater, or visual arts) and another half-credit in a second arts discipline (dance, music, theater, or visual arts), for a total of one credit over the course of seventh and eighth grades. One half-credit is the equivalent of approximately 55 hours of instruction by a licensed, certified arts teacher. Table 18 displays the percent of eighth-grade students who graduated from responding middle schools who were promoted and received arts instruction in two or more various arts disciplines over the course of seventh and eighth grades in the 2012-13 school year.¹⁰

Table 18. Percent of *8th Grade Students* from Responding Middle Schools Who Were Promoted and Received Arts Instruction in Two or More Arts Disciplines (Dance, Music, Theater, and Visual Arts) over the Course of *Grades 7 and 8*

	2012-13
Promoted with Instruction in Two or More Arts Disciplines	79%

¹⁰ In 2012-13, schools transitioned to using a standardized set of course codes in STARS. 2012-13 data were pulled from information schools entered in STARS using the standard course codes. Because the requirement reflects two years of data, this percentage does not reflect discipline-specific data. Note: Annualized (year-long) courses were counted as two semesters.

High Schools

In 2012-13, 24 percent (N=377) of all schools that responded to the *Annual Arts Education Survey* were classified as high schools. The tables in the following section reflect arts education data obtained from STARS, as well as from high schools that responded to the survey; District 75 schools are not included.

Screened Arts Programs

Table 19 shows the percent of responding high schools that screened students in the arts before admission to the school during the 2011-12 and 2012-13 school years. Screening in the arts may occur through auditions, portfolio presentations, and/or interviews to determine which arts discipline or level of instruction will be made available to the students.

Table 19. Percent of Responding High Schools That Screen Students in the Arts Before Admission¹¹

Screening	2011-12	2012-13
Before Admission	6%	7%

Arts Disciplines Provided

Table 20 and Figure 28 present data from the 2008-09 through 2012-13 school years on the percent of responding high schools by number and type of arts disciplines (dance, music, theater, and/or visual arts) provided to any grade 9-12 served.

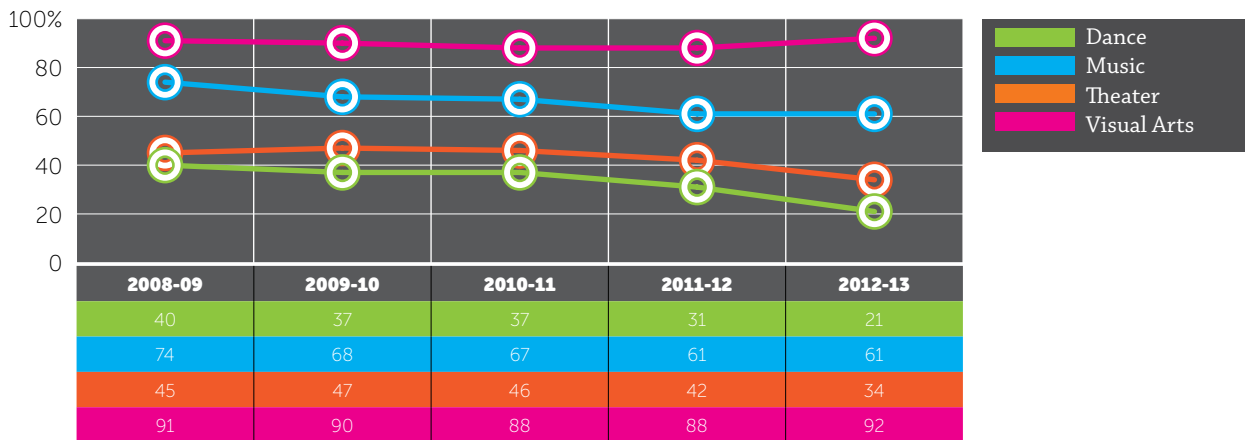
Table 20. Percent of Responding High Schools by Number of Arts Disciplines Provided to *Any Grade 9-12*¹²

Number of Arts Disciplines	2008-09	2009-10	2010-11	2011-12	2012-13
At Least One Arts Discipline	99%	97%	98%	97%	98%
At Least Two Arts Disciplines	84%	79%	77%	70%	70%
At Least Three Arts Disciplines	51%	47%	46%	41%	28%
Four Art Disciplines	23%	20%	18%	15%	11%

¹¹ In 2012-13, 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.

¹² In 2008-09 through 2011-12, high schools were asked to indicate the number of students participating in arts instruction by discipline on the *Annual Arts Education Survey*. In 2012-13, data on the number of students participating in arts instruction by discipline was retrieved from the NYCDOE STARS database. This change should be considered when comparisons among school years are made.

Figure 28. Percent of Responding High Schools by Type of Arts Discipline Provided to *Any Grade 9-12*³



Student Participation

Figures 29-32 display the percent of ninth- through twelfth-grade students in responding high schools who participated in arts instruction. Data are shown from the 2008-09 through 2012-13 school years.

Figure 29. Percent of *9th Grade* Students in Responding High Schools Participating in Arts Instruction by Discipline¹⁴

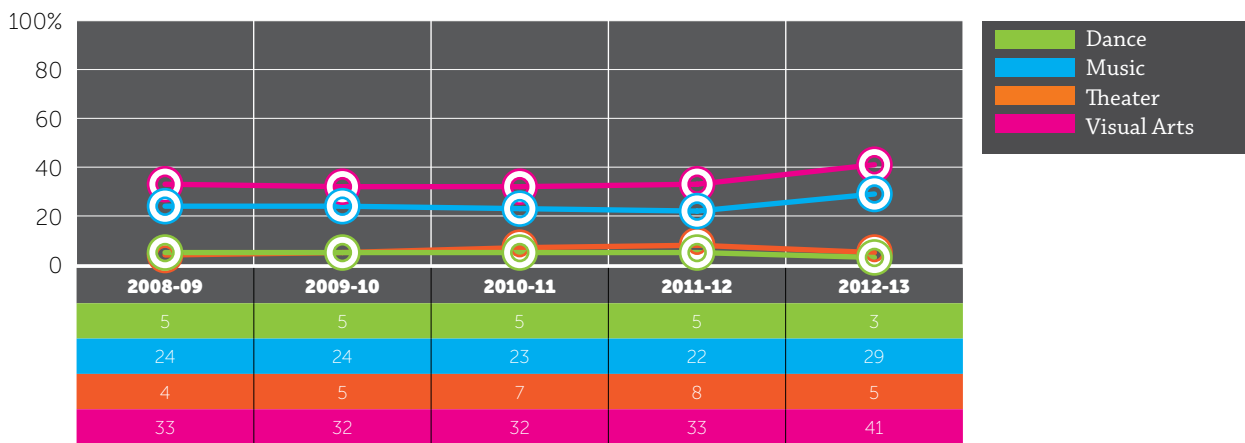
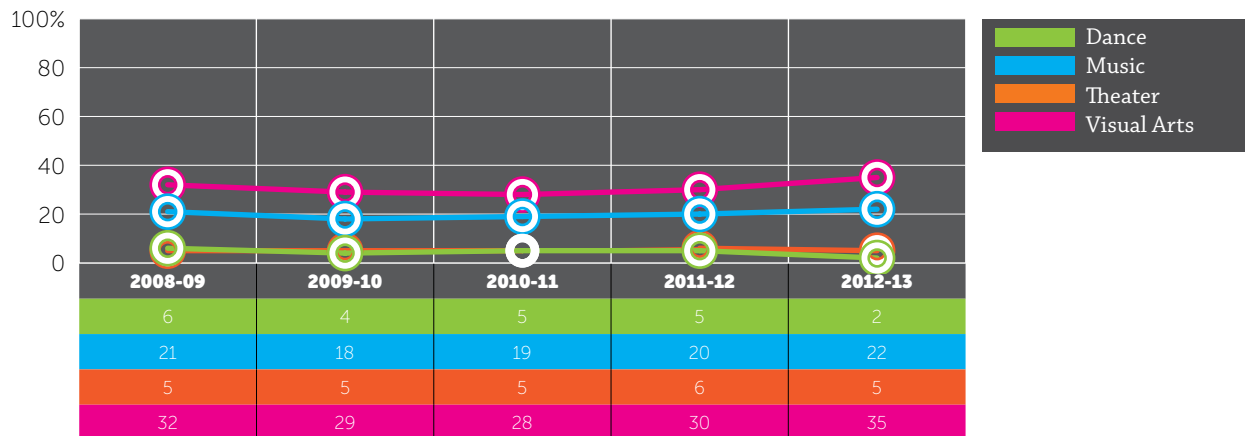


Figure 30. Percent of *10th Grade* Students in Responding High Schools Participating in Arts Instruction by Discipline¹⁵



^{13, 14, 15} In 2008-09 through 2011-12, high schools were asked to indicate the number of students participating in arts instruction by discipline on the *Annual Arts Education Survey*. In 2012-13, data on the number of students participating in arts instruction by discipline was retrieved from the NYCDOE STARS database. This change should be considered when comparisons among school years are made. Percentages were calculated based on the October grade registers.

Figure 31. Percent of 11th Grade Students in Responding High Schools Participating in Arts Instruction by Discipline¹⁶

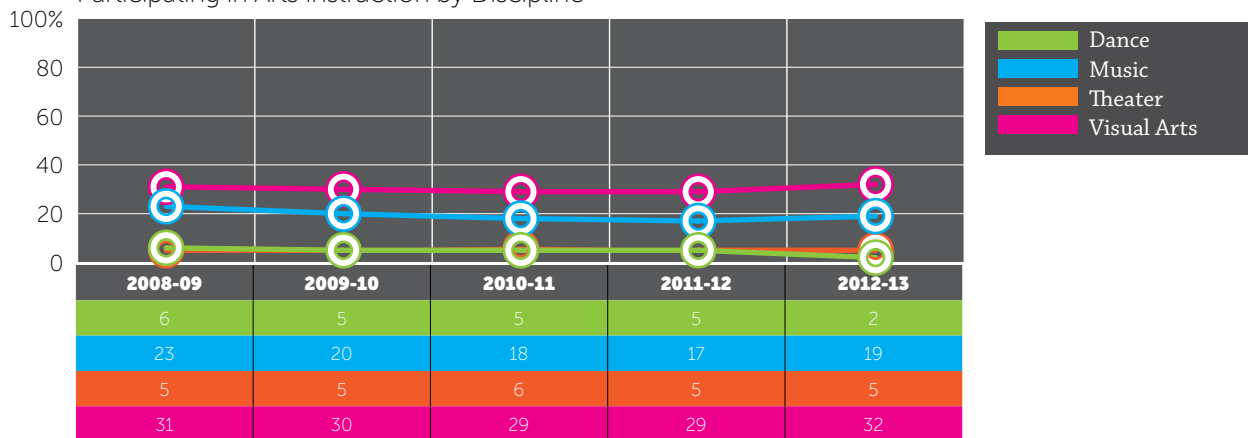
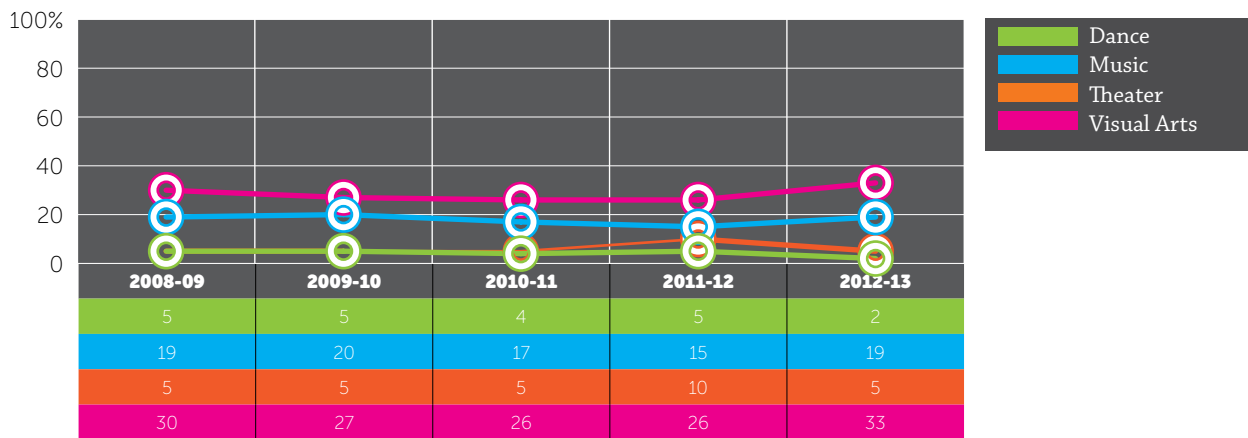


Figure 32. Percent of 12th Grade Students in Responding High Schools Participating in Arts Instruction by Discipline¹⁷



^{16, 17} In 2008-09 through 2011-12, high schools were asked to indicate the number of students participating in arts instruction by discipline on the *Annual Arts Education Survey*. In 2012-13, data on the number of students participating in arts instruction by discipline was retrieved from the NYCDOE STARS database. This change should be considered when comparisons among school years are made. Percentages were calculated based on the October grade registers.

Arts Sequences

Table 21 presents data on the percent of responding high schools offering at least one arts sequence of six or more credits by arts discipline from the 2008-09 through 2012-13 school years. Table 22 shows the percent of responding high schools offering at least one 6 credit and/or 9+ credit arts sequences by arts discipline and borough during the 2012-13 school year.

Table 21. Percent of Responding High Schools That Offer At Least One Arts Sequence of Six or More Credits to *Grades 9-12* by Discipline

Arts Disciplines	2008-09	2009-10	2010-11	2011-12	2012-13
Dance	8%	7%	8%	8%	7%
Music	18%	17%	17%	17%	17%
Theater	5%	9%	8%	9%	7%
Visual Arts	27%	24%	26%	25%	26%
Film	7%	7%	6%	5%	4%

Table 22. Percent of Responding High Schools Offering At Least One Arts Sequence by Arts Discipline and Borough During the 2012-13 School Year

Borough	Credits	Dance	Music	Theater	Visual Arts	Film
Bronx	6-8	5%	12%	1%	19%	1%
	9 or more	2%	4%	1%	5%	2%
Brooklyn	6-8	4%	14%	9%	26%	2%
	9 or more	1%	6%	3%	5%	1%
Manhattan	6-8	6%	10%	6%	13%	1%
	9 or more	4%	4%	5%	9%	2%
Queens	6-8	3%	10%	3%	18%	3%
	9 or more	3%	13%	3%	13%	3%
Staten Island	6-8	20%	30%	20%	30%	10%
	9 or more	0%	40%	0%	40%	0%

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

The NYSED requires that students graduate high school with, at a minimum, two credits in the arts over the course of ninth through twelfth grades. Table 23 displays the percent of high school graduates from responding high schools who graduated meeting this requirement from the 2008-09 through 2012-13 school years. The percentages were calculated using aggregated school data from the NYCDOE STARS database.

Table 23. Percent of High School Graduates from Responding Schools Who Graduated with Two or More Credits in the Arts

	2008-09	2009-10	2010-11	2011-12	2012-13
Graduated with Two or More Credits in the Arts	97%	96%	97%	98%	95%

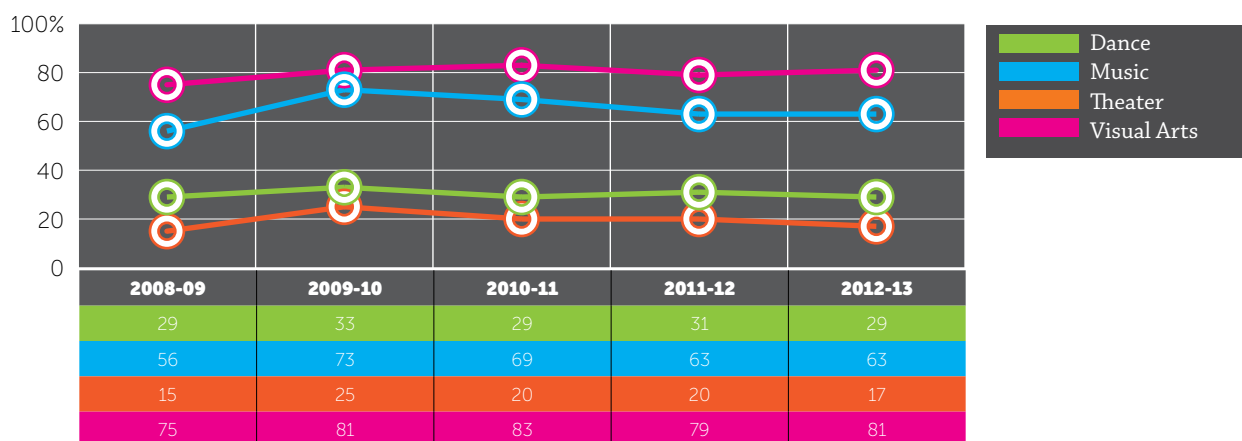
Multi-Grade Schools Serving Grades 1-5

This section presents data on arts instruction in multi-grade schools serving grades 1-5 (i.e., early elementary [prek-2], K-8, or K-12 schools) as reported on the 2012-13 *Annual Arts Education Survey*; District 75 schools are not included. In 2012-13, of all schools that responded to the survey, 10 percent (N=159) were classified as multi-grade schools serving grades 1-5.

Arts Instruction Provided by School-Based Arts Teachers

Figure 33 displays the percent of responding multi-grade schools serving grades 1-5 that reported providing dance, music, theater, and/or visual arts to any grade (1-5) by a school-based arts teacher. The data are shown from 2008-09 through 2012-13.

Figure 33. Percent of Responding Multi-Grade Schools by Type of Arts Discipline Provided by School-Based Arts Teachers to Any Grade 1-5



Arts Instruction Provided by School-Based Arts Teachers and/or Cultural Arts Organization

Tables 24 and 25 and Figure 34 present data on arts instruction in dance, music, theater, and/or visual arts provided by school-based arts teachers and/or cultural arts organizations in the 2008-09 through 2012-13 school years. Table 24 and Figure 34 show the percent of responding multi-grade schools serving grades 1-5 by number and type of arts disciplines provided to any grade 1-5 served. The data in Table 25 present the percent of responding multi-grade schools that offer all four arts disciplines provided by a school-based arts teacher and/or cultural arts organization to all grades 1-5 served.

Table 24. Percent of Responding Multi-Grade Schools by Number of Arts Disciplines Provided by School-Based Arts Teachers and/or Cultural Arts Organizations to *Any Grade 1-5*

Number of Arts Disciplines	2008-09	2009-10	2010-11	2011-12	2012-13
At Least One Arts Discipline	87%	100%	99%	99%	97%
At Least Two Arts Disciplines	81%	94%	91%	93%	88%
At Least Three Arts Disciplines	64%	76%	70%	69%	67%
Four Arts Disciplines	39%	50%	42%	43%	44%

Figure 34. Percent of Responding Multi-Grade Schools by Type of Arts Discipline Provided by School-Based Arts Teachers and/or Cultural Arts Organizations to *Any Grade 1-5*

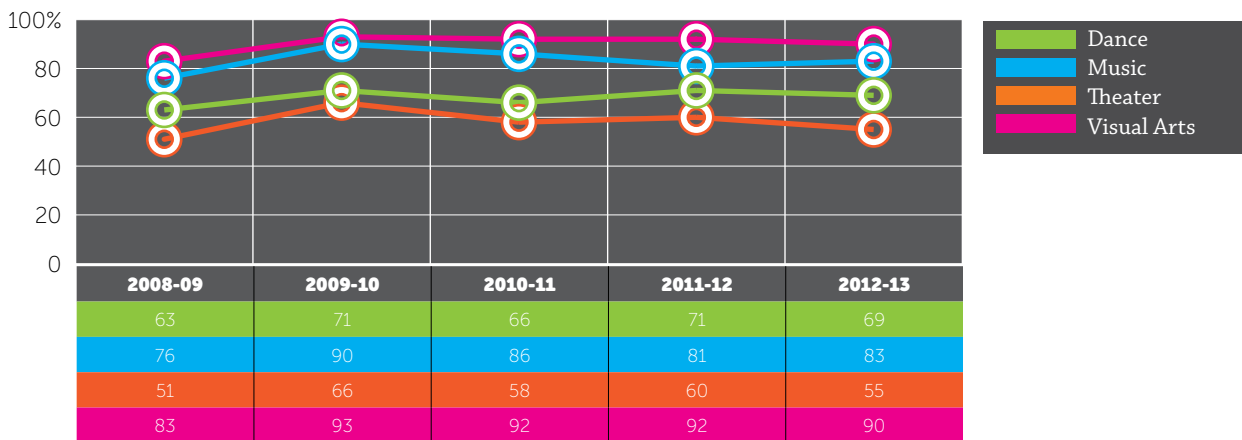


Table 25. Percent of Responding Multi-Grade Schools Offering *All Four Arts Disciplines* Provided by School-Based Arts Teachers and/or Cultural Arts Organizations to *All Grades 1-5*

	2008-09	2009-10	2010-11	2011-12	2012-13
All Four Arts Disciplines to All Grades 1-5	14%	20%	13%	12%	21%

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

Tables 26 and 27 and Figure 35 present data on arts instruction dance, music, theater, and/or visual arts provided by classroom teachers, school-based arts teachers, and/or cultural arts organizations in the 2008-09 through 2012-13 school years. Table 26 and Figure 35 provide data on the percent of responding multi-grade schools serving grades 1-5 by number and type of arts disciplines provided to any grade 1-5 served. The data in Table 27 present the percent of responding multi-grade schools that offer all four arts disciplines provided by a classroom teacher, school-based arts teacher, and/or cultural arts organization to all grades 1-5 served.

Table 26. Percent of Responding Multi-Grade Schools by Number of Arts Disciplines Provided by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organizations to *Any Grade 1-5*

Number of Arts Disciplines	2008-09	2009-10	2010-11	2011-12	2012-13
At Least One Arts Discipline	88%	100%	99%	100%	100%
At Least Two Arts Disciplines	85%	99%	96%	97%	99%
At Least Three Arts Disciplines	75%	88%	85%	88%	87%
Four Arts Disciplines	58%	74%	66%	70%	74%

Figure 35. Percent of Responding Multi-Grade Schools by Type of Arts Discipline Provided by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organizations to *Any Grade 1-5*

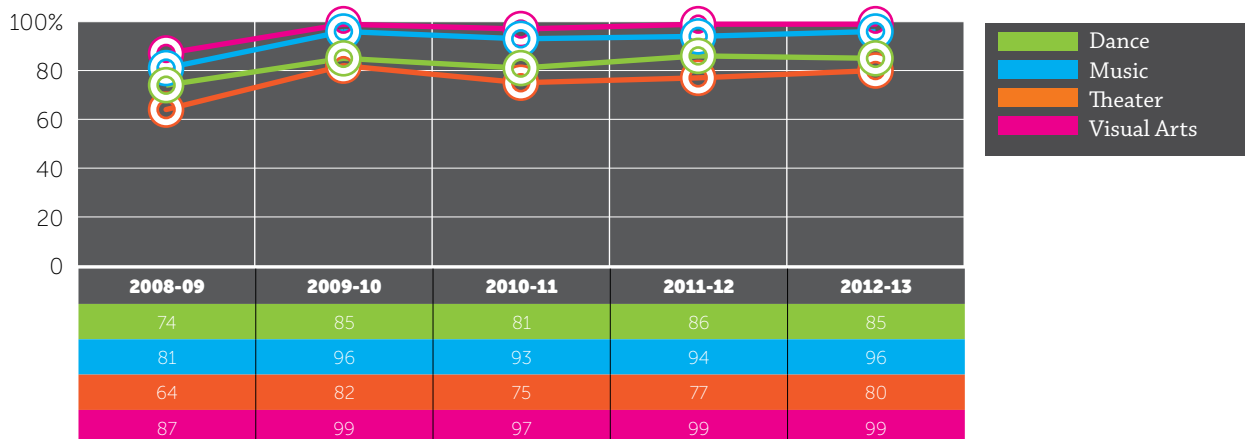


Table 27. Percent of Responding Multi-Grade Schools Offering *All Four Arts Disciplines* Provided by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organizations to *All Grades 1-5*

	2008-09	2009-10	2010-11	2011-12	2012-13
All Four Arts Disciplines to All Grades 1-5	34%	50%	42%	41%	46%

Arts Instructional Hours

Figures 36 and 37 display the average annual arts instructional hours provided by classroom teachers, school-based arts teachers, and/or cultural arts organizations in responding multi-grade schools to students in grades 1-5. According to NYSED arts requirements and guidelines, students in grades 1-3 should receive approximately 46 hours of arts instruction in each discipline across the school year, and students in grades 4 and 5 should receive approximately 23 hours of arts instruction in each discipline across the school year.

Figure 36. Average Annual Arts Instructional Hours by *Grades 1-3* and Arts Discipline Provided in Responding Multi-Grade Schools by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organizations

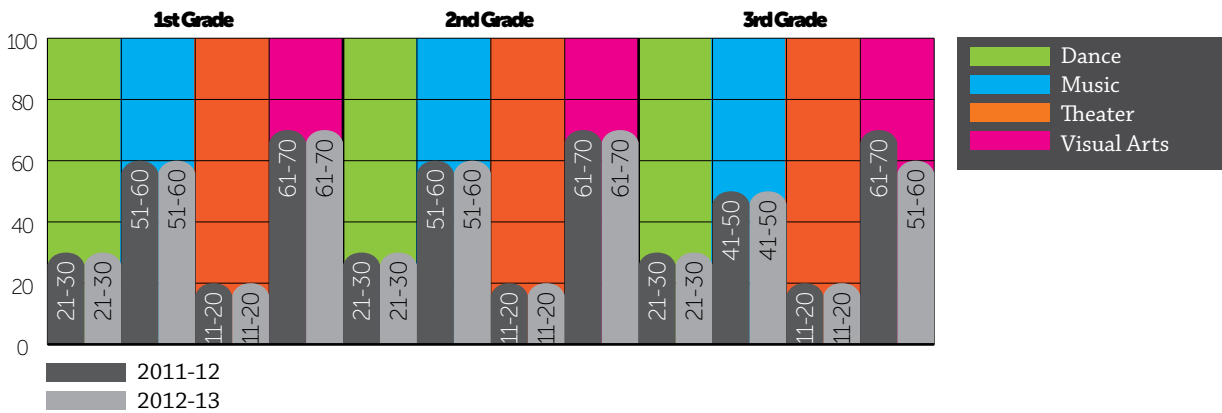
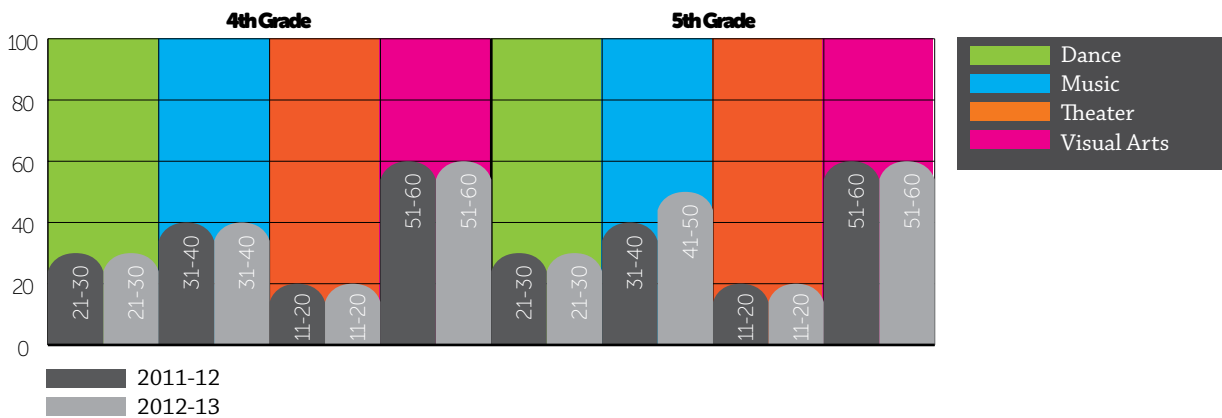


Figure 37. Average Annual Arts Instructional Hours by *Grades 4-5* and Arts Discipline Provided in Responding Multi-Grade Schools by Classroom Teachers, School-Based Arts Teachers, and/or Cultural Arts Organizations



Multi-Grade Schools Serving Grades 6-8

The table and figures in the following section display data on arts education in multi-grade schools serving grades 6-8 (i.e., K-8, K-12, or secondary schools [6-12]) obtained from NYCDOE STARS, and as reported on the 2012-13 *Annual Arts Education Survey*; District 75 schools are not included. Of all schools that responded to the 2012-13 survey, 14 percent (N=219) were classified as multi-grade schools serving grades 6-8.

Screened Arts Programs

Table 28 shows the percentage of multi-grade schools serving grades 6-8 that screened students in the arts before admission to the school during the 2011-12 and 2012-13 school years. Methods of screening include auditions, portfolio presentations, and/or interviews.

Table 28. Percent of Responding Multi-Grade Schools That Screen Students in the Arts Before Admission in *Grades 6-8*

Screening	2011-12	2012-13
Before Admission	6%	5%

Arts Disciplines Provided

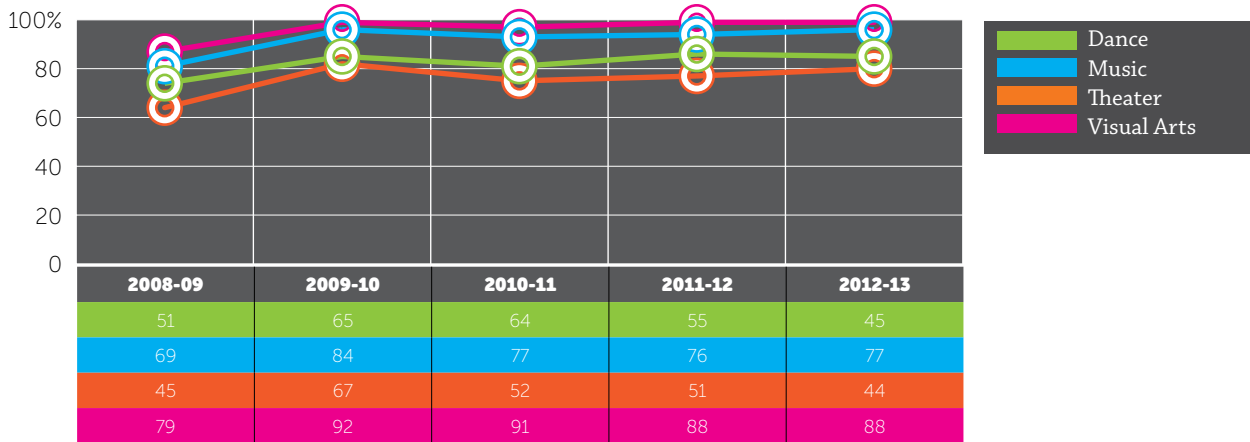
Table 29 and Figure 38 present data from the 2008-09 through 2012-13 school years on the percent of responding multi-grade schools serving grades 6-8. Data are shown on the number and type of arts disciplines (dance, music, theater, and/or visual arts) provided to any grade 6-8 served.

Table 29. Percent of Responding Multi-Grade Schools by Number of Arts Disciplines Provided to *Any Grade 6-8*¹⁸

Number of Arts Disciplines	2008-09	2009-10	2010-11	2011-12	2012-13
At Least One Arts Discipline	87%	98%	98%	97%	100%
At Least Two Arts Disciplines	73%	91%	84%	84%	83%
At Least Three Arts Disciplines	49%	71%	61%	57%	49%
Four Arts Disciplines	34%	47%	41%	31%	22%

¹⁸ In the 2008-09 through 2011-12, multi-grade schools serving grades 6-8 were asked to indicate student participation in arts instruction by discipline on the *Annual Arts Education Survey*. In 2012-13, student participation in arts instruction was retrieved from the NYCDOE STARS database. This change should be considered when comparisons among school years are made.

Figure 38. Percent of Responding Multi-Grade Schools by Type of Arts Discipline Provided to *Any Grade 6-8*¹⁹



Student Participation

Figures 39 and 40 display the percent of seventh- and eighth-grade students in responding multi-grade schools who participated in arts instruction in the 2008-09 through 2012-13 school years.

Figure 39. Percent of *7th Grade* Students in Responding Multi-Grade Schools Participating in Arts Instruction by Discipline²⁰

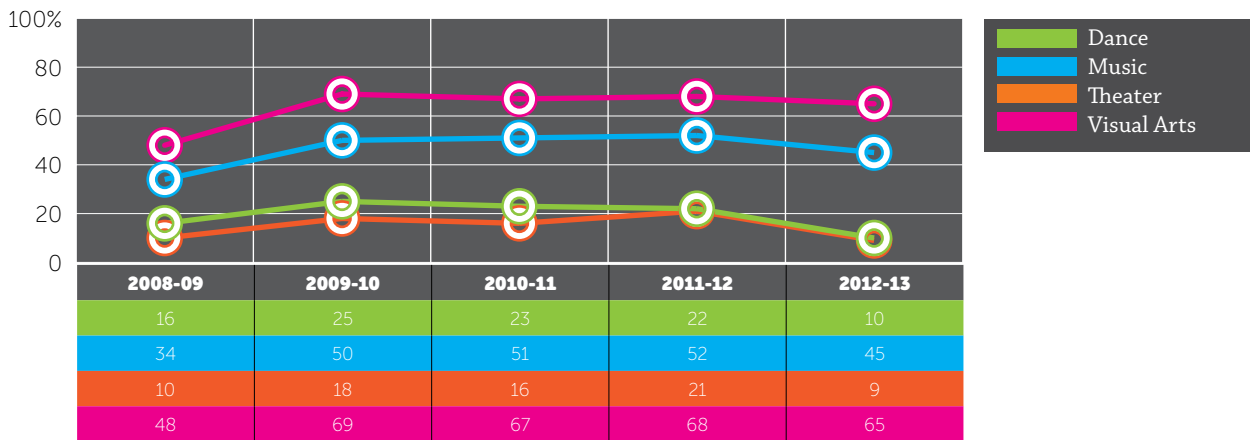
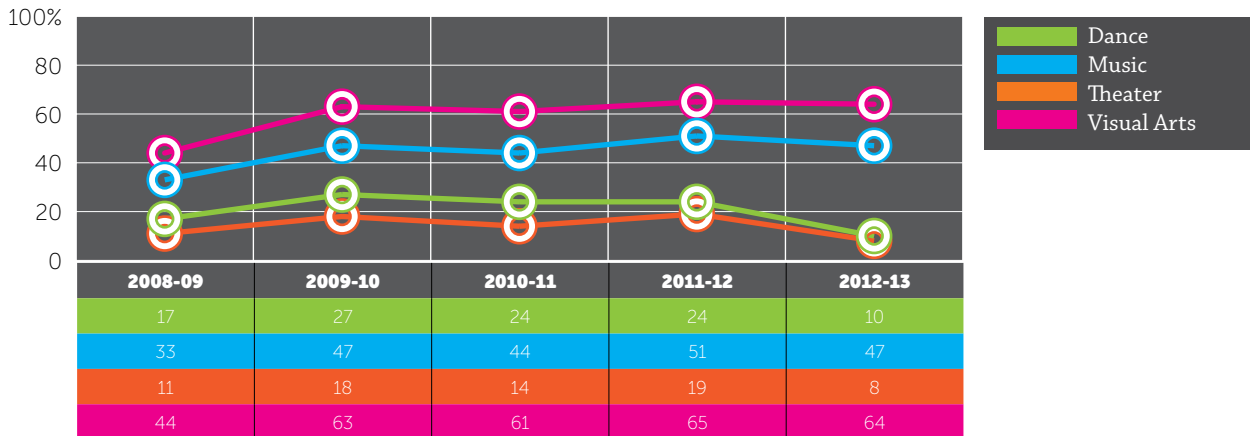


Figure 40. Percent of *8th Grade* Students in Responding Multi-Grade Schools Participating in Arts Instruction by Discipline²¹



^{19, 20, 21} In the 2008-09 through 2011-12, multi-grade schools serving grades 6-8 were asked to indicate student participation in arts instruction by discipline on the *Annual Arts Education Survey*. In 2012-13, student participation in arts instruction was retrieved from the NYCDOE STARS database. This change should be considered when comparisons among school years are made.

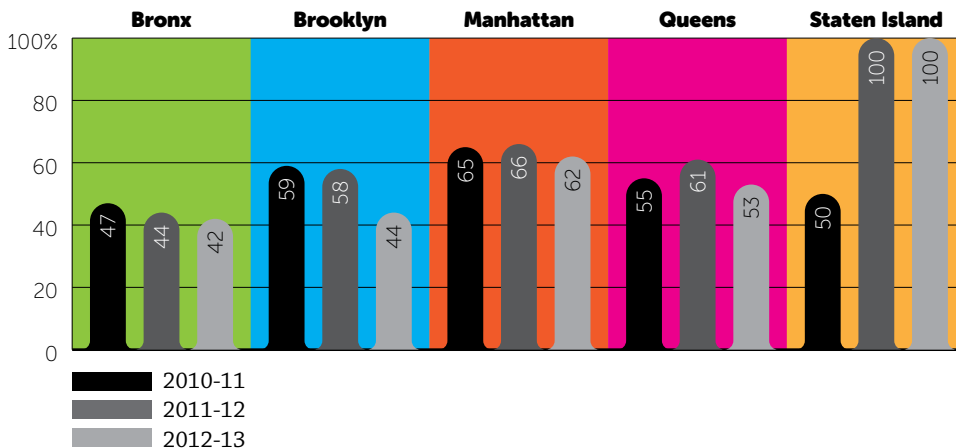
Arts Sequences

Table 30 shows data on the percent of responding multi-grade schools serving grades 6-8 offering at least one arts sequence by arts discipline in the 2010-11 through 2012-13 school years. Figure 41 presents these data across disciplines by borough.

Table 30. Percent of Responding Multi-Grade Schools That Offer At Least One Arts Sequence to *Grades 6-8* by Discipline

Arts Disciplines	2010-11	2011-12	2012-13
Dance	15%	17%	13%
Music	35%	33%	31%
Theater	8%	11%	11%
Visual Arts	49%	45%	39%
Film	5%	5%	3%

Figure 41. Percent of Responding Multi-Grade Schools That Offer At Least One Arts Sequence to Students in *Grades 6-8* by Borough



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

The NYSED requires that students in grades 7 and 8 complete, at a minimum, 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 31 displays the percent of eighth-grade students who graduated from responding multi-grade schools who were promoted and received arts instruction in two or more various arts disciplines over the course of seventh and eighth grade in the 2012-13 school year.²²

Table 31. Percent of *8th Grade Students* from Responding Middle Schools Who Were Promoted and Received Arts Instruction in Two or More Arts Disciplines (Dance, Music, Theater, and Visual Arts) over the Course of *Grades 7 and 8*

	2012-13
Promoted with Instruction in Two or More Arts Disciplines	85%

²² In 2012-13, schools transitioned to using a standardized set of course codes in STARS. 2012-13 data were pulled from information schools entered in STARS using the standard course codes. Because the requirement reflects two years of data, this percentage does not reflect discipline-specific data. Note: Annualized (year-long) courses were counted as two semesters.

Multi-Grade Schools Serving Grades 9-12

The data in this section reflects arts education in multi-grade schools serving grades 9-12 (i.e., K-12 and secondary schools [6-12]) as reported on the 2012-13 *Annual Arts Education Survey*; District 75 schools are not included. In 2012-13, of all schools that responded to the *Annual Arts Education Survey*, 5 percent (N=80) were classified as multi-grade schools serving grades 9-12.

Screened Arts Programs

Screening is the process by which schools determine which art discipline or level of instruction will be made available to students. Method of screening may include auditions, portfolio presentation, and/or interviews. Table 32 shows the percent of responding multi-grade schools that screened students in the arts before admission to the school during the 2011-12 and 2012-13 school years.

Table 32. Percent of Responding Multi-Grade Schools That Screen Students in the Arts Before Admission in *Grades 9-12*²³

Screening	2011-12	2012-13
Before Admission	9%	8%

Arts Disciplines Provided

Table 33 and Figure 42 present data from the 2008-09 through 2012-13 school years on the percent of responding multi-grade schools serving grades 9-12. The data show the number and type of arts disciplines (dance, music, theater, and/or visual arts) provided to any grade 9-12 served.

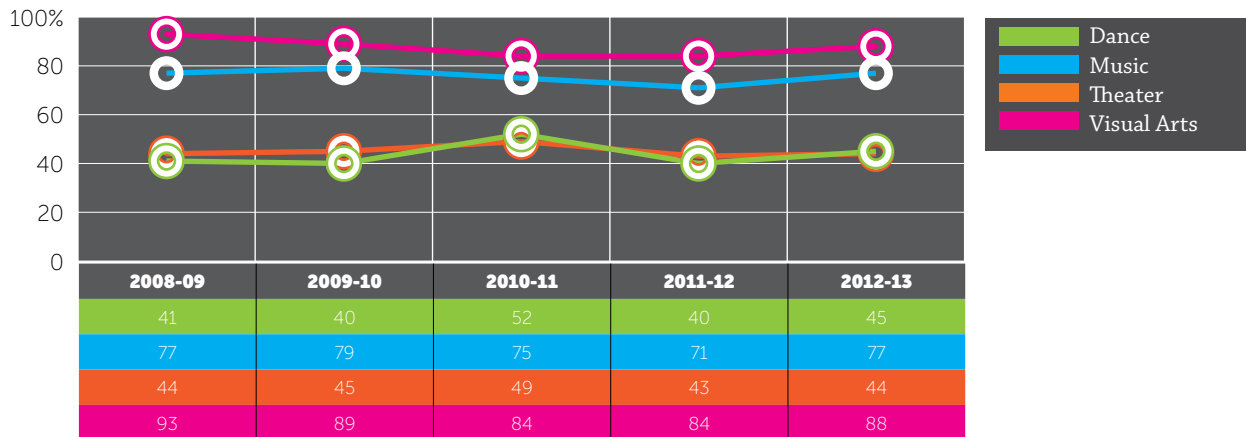
Table 33. Percent of Responding Multi-Grade Schools by Number of Arts Disciplines Provided to *Any Grade 9-12*²⁴

Number of Arts Disciplines	2008-09	2009-10	2010-11	2011-12	2012-13
At Least One Arts Discipline	98%	95%	96%	98%	99%
At Least Two Arts Disciplines	84%	84%	86%	79%	85%
At Least Three Arts Disciplines	52%	52%	55%	49%	40%
Four Arts Disciplines	21%	23%	23%	12%	9%

²³ In 2012-13, the number of multi-grade schools serving grades 9-12 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.

²⁴ In the 2008-09 through 2011-12, multi-grade schools serving grades 6-8 were asked to indicate student participation in arts instruction by discipline on the *Annual Arts Education Survey*. In 2012-13, student participation in arts instruction was retrieved from the NYCDOE STARS database. This change should be considered when comparisons among school years are made.

Figure 42. Percent of Responding Multi-Grade Schools by Type of Arts Discipline Provided to *Any Grade 9-12*²⁵



Student Participation

Figures 43 through 46 display the percent of ninth- through twelfth-grade students in responding multi-grade schools who participated in arts instruction during the 2008-09 through 2012-13 school years.

Figure 43. Percent of *9th Grade* Students in Responding Multi-Grade Schools Participating in Arts Instruction by Discipline²⁶

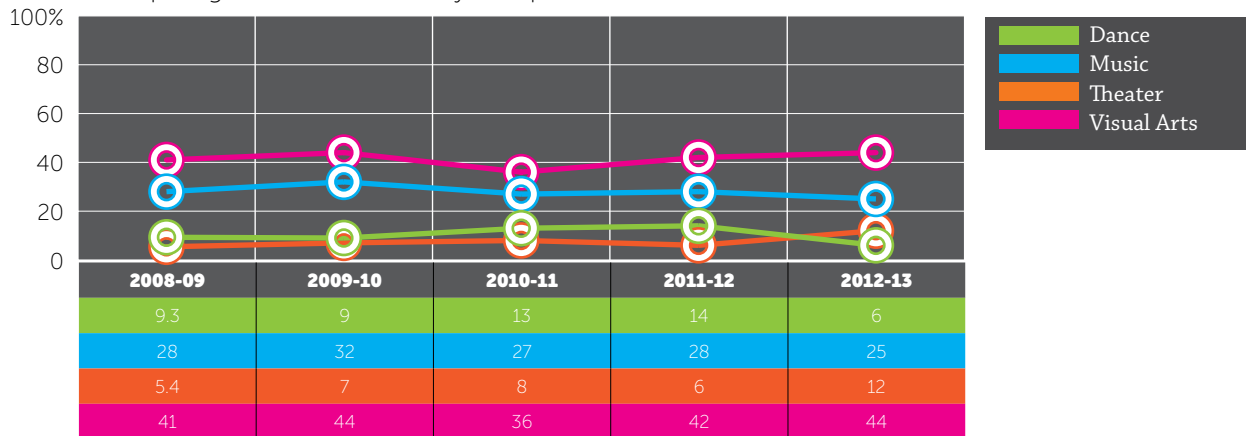
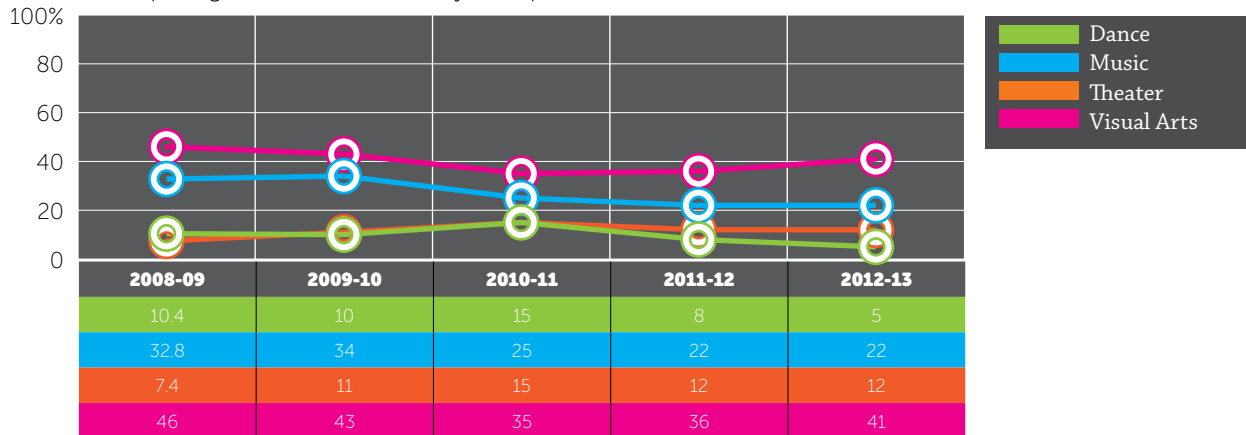


Figure 44. Percent of *10th Grade* Students in Responding Multi-Grade Schools Participating in Arts Instruction by Discipline²⁷



25, 26, 27 In the 2008-09 through 2011-12, multi-grade schools serving grades 6-8 were asked to indicate student participation in arts instruction by discipline on the *Annual Arts Education Survey*. In 2012-13, student participation in arts instruction was retrieved from the NYCDOE STARS database. This change should be considered when comparisons among school years are made.

Figure 45. Percent of 11th Grade Students in Responding Multi-Grade Schools Participating in Arts Instruction by Discipline²⁸

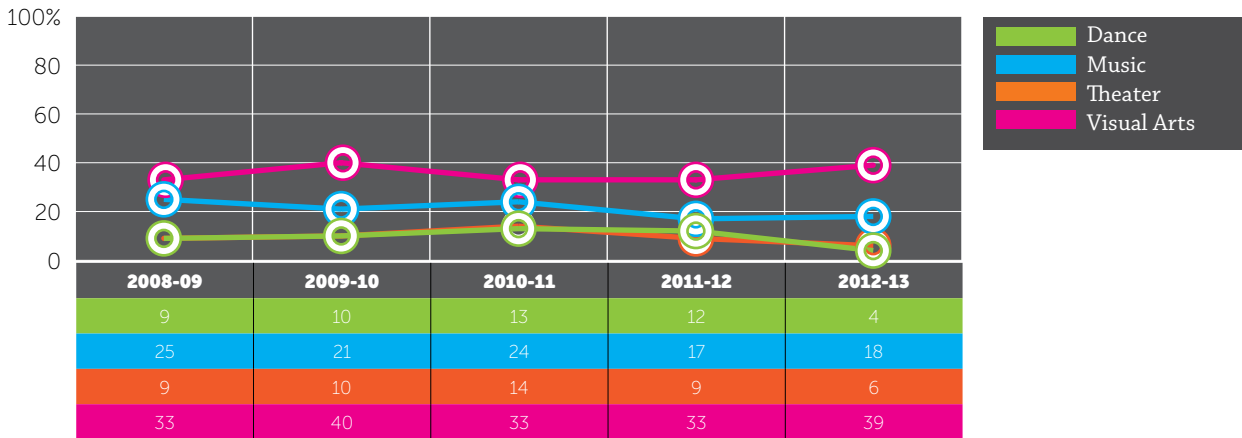
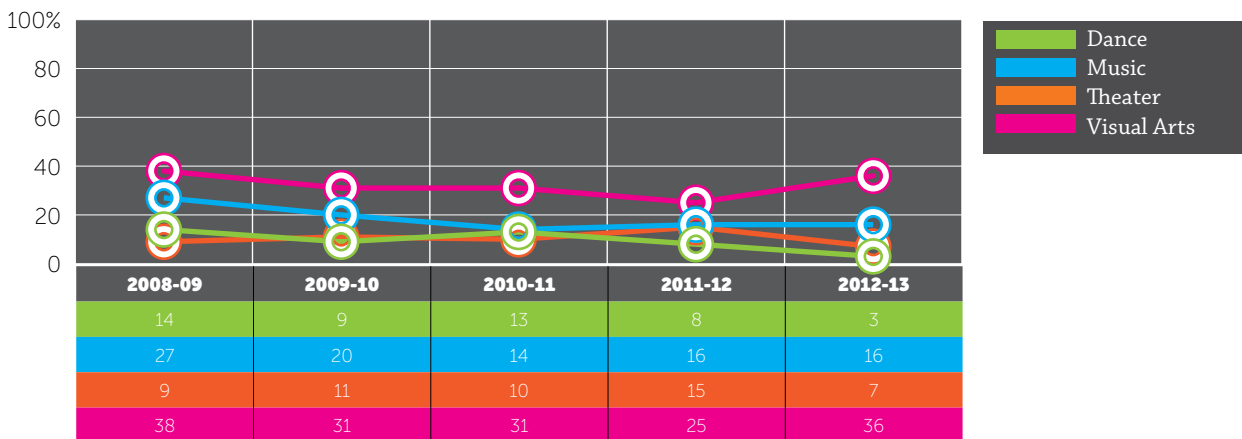


Figure 46. Percent of 12th Grade Students in Responding Multi-Grade Schools Participating in Arts Instruction by Discipline²⁹



“Our goal is to provide a comprehensive and sequential standards-based arts education, including an awareness for the acceptance and appreciation of various cultures, connections to other disciplines, historical and social contexts, encouraging the use of community and cultural institutions, and preparing for career options in the arts.”

– K-8 Principal, Brooklyn

^{28, 29} In 2008-09 through 2011-12, multi-grade schools serving grades 9-12 were asked to indicate the number of students participating in art by discipline on the *Annual Arts Education Survey*. In 2012-13, data on the number of students participating in art by discipline was retrieved from the NYCDOE STARS database. This change should be considered when comparisons among school years are made. Percentages were calculated based on the October grade registers.

Arts Sequences

Table 34 presents data on the percent of responding multi-grade schools offering at least one arts sequence of six or more credits to grades 9-12 by arts discipline from the 2008-09 through 2012-13 school years. Table 35 shows the percent of responding multi-grade schools offering at least one 6-8 credit and/or 9+ credit arts sequence by discipline and borough in the 2012-13 school year.

Table 34. Percent of Responding Multi-Grade Schools That Offer At Least One Arts Sequence of Six or More Credits to *Grades 9-12* by Discipline

Arts Disciplines	2008-09	2009-10	2010-11	2011-12	2012-13
Dance	8%	13%	12%	14%	13%
Music	19%	29%	29%	32%	21%
Theater	9%	13%	15%	14%	11%
Visual Arts	26%	34%	40%	35%	33%
Film	4%	5%	2%	5%	6%

Table 35. Percent of Responding Multi-Grade Schools Offering At Least One Arts Sequence to *Grades 9-12* by Arts Discipline and Borough During the 2012-13 School Year

Borough	Credits	Dance	Music	Theater	Visual Arts	Film
Bronx	6-8	5%	10%	10%	19%	0%
	9 or more	5%	5%	5%	5%	5%
Brooklyn	6-8	8%	8%	0%	29%	0%
	9 or more	4%	8%	8%	8%	4%
Manhattan	6-8	17%	22%	6%	28%	11%
	9 or more	6%	11%	6%	6%	0%
Queens	6-8	6%	19%	13%	31%	6%
	9 or more	0%	6%	0%	6%	0%
Staten Island	6-8	0%	100%	0%	100%	0%
	9 or more	0%	0%	0%	0%	0%

“We believe that the arts are vital to our children’s education, and that the exploration of the arts nurtures their creativity, imagination, and ability to see other points of view as they make personal connections to the world they live in.”

– K-8 Principal, Manhattan

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

The NYSED requires that students graduate high school with, at a minimum, two credits in the arts over the course of ninth through twelfth grades. Table 36 displays the percent of high school graduates from responding multi-grade schools who graduated meeting this requirement from the 2008-09 through 2012-13 school years. The percentages were calculated using aggregated school data from the NYCDOE STARS database.

Table 36. Percent of High School Graduates from Responding Multi-Grade Schools Serving *Grades 9-12* Who Graduated with Two or More Credits in the Arts

	2008-09	2009-10	2010-11	2011-12	2012-13
Graduated with Two or More Credits in the Arts	96%	98%	98%	100%	98%

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

Tables 37 and 38 show data on the percent of sixth- through twelfth-grade students who reported taking one or more classes in each arts discipline on the *NYC School Survey* from 2010-11 through 2012-13. These data do not include students in District 75 schools.

Table 37. Percent of Students in *Grades 6-8* Who Reported Participating in the Arts Through the NYC School Survey by Discipline and Grade

Grade	Dance			Music			Theater			Visual Arts		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
6	22%	21%	22%	41%	40%	35%	18%	18%	15%	53%	50%	47%
7	18%	17%	19%	37%	37%	34%	16%	16%	14%	47%	49%	44%
8	17%	15%	17%	31%	31%	30%	14%	12%	12%	41%	42%	41%

Table 38. Percent of Students in *Grades 9-12* Who Reported Participating in the Arts Through the NYC School Survey by Discipline and Grade

Grade	Dance			Music			Theater			Visual Arts		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	12%	12%	14%	28%	27%	24%	11%	11%	9%	35%	37%	34%
10	13%	13%	15%	31%	30%	25%	12%	12%	10%	40%	41%	37%
11	13%	14%	15%	34%	33%	27%	13%	13%	11%	45%	45%	41%
12	17%	16%	17%	39%	36%	29%	15%	16%	12%	49%	49%	45%

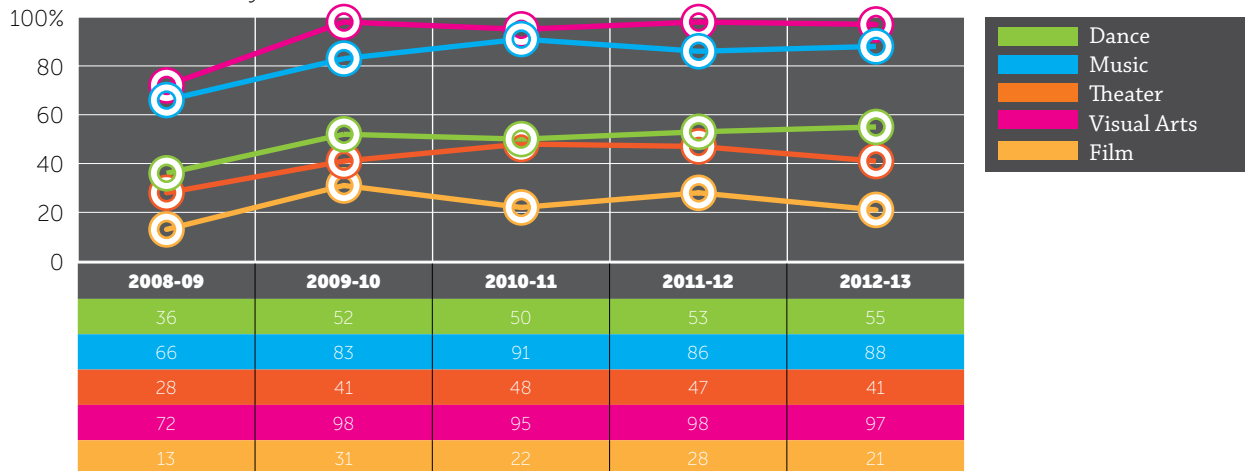
District 75 Schools

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 2012-13 *Annual Arts Education Survey*. Of all schools that responded to the survey, 4 percent (N=58) were District 75 schools serving any grade preK-12.

Arts Disciplines Provided

Figure 47 displays the percent of responding District 75 schools by type of arts discipline provided to any grade preK-12 served from the 2008-09 through 2012-13 school years.

Figure 47. Percent of Responding District 75 Schools by Type of Arts Discipline Provided to Any Grade PreK-12



“While following the New York City *Blueprints for Teaching and Learning in the Arts* curriculum, our goal is to provide a meaningful arts program to all students with disabilities. We strive to achieve this by staffing all our sites with full-time arts teachers. We also work in partnership with a variety of arts organizations to provide professional development for our arts teachers as well as exposure to the arts for our students in our culturally rich community.”

– District 75 Principal, Queens

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

An Individual Education Program (IEP) is a written document that is developed for each eligible pre-school and school-age student with a special need, in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA). The 2012-13 *Annual Arts Education Survey* gave District 75 schools the opportunity to report on how teachers used the arts to advance students' IEP goals. Figures 48-54 represent how responding District 75 schools reported aligning arts instruction with IEP goals.

Figure 48. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Student IEP Goals by Arts Discipline and Instructional Goal During the 2012-13 School Year

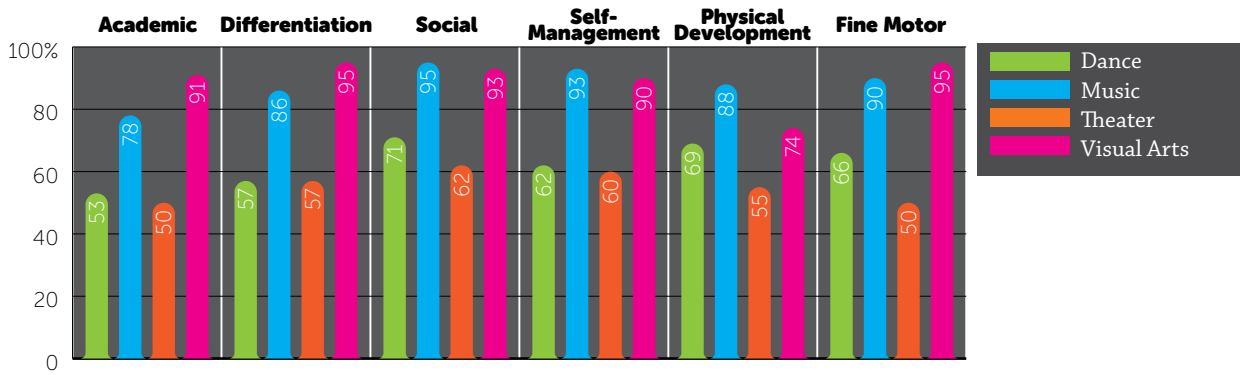


Figure 49. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students Academic IEP Goals by Arts Discipline and Grade Level During the 2012-13 School Year

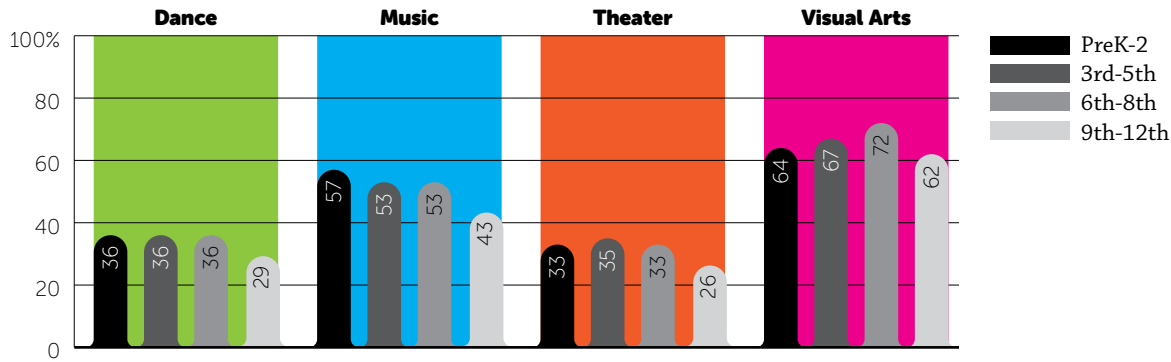


Figure 50. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students IEP Goals Through *Differentiating Student Learning* by Arts Discipline and Grade Level During the 2012-13 School Year

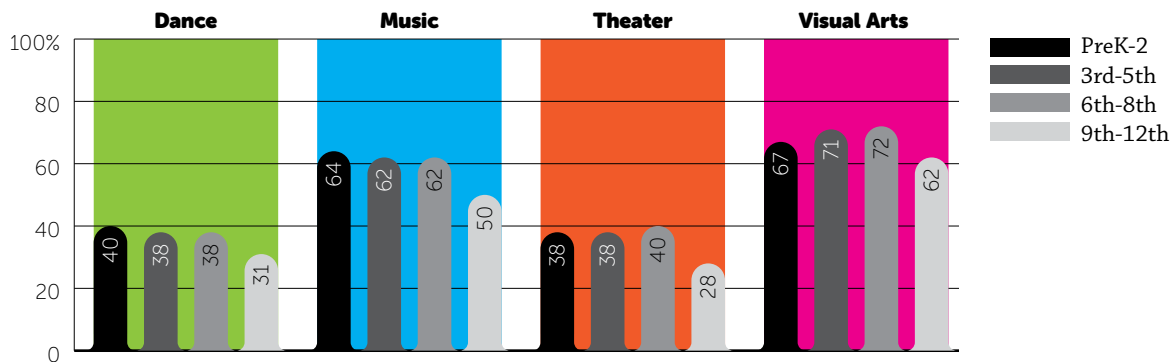


Figure 51. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students *Social Skills* by Arts Discipline and Grade Level During the 2012-13 School Year

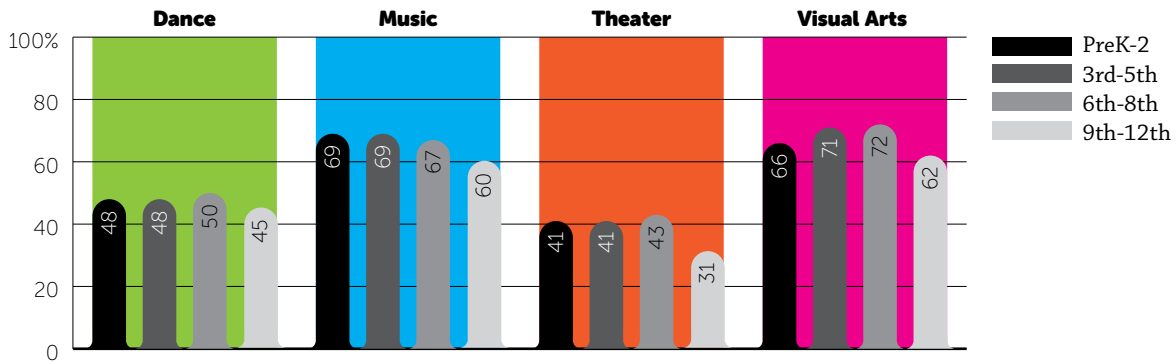


Figure 52. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students *Management Skills* by Arts Discipline and Grade Level During the 2012-13 School Year

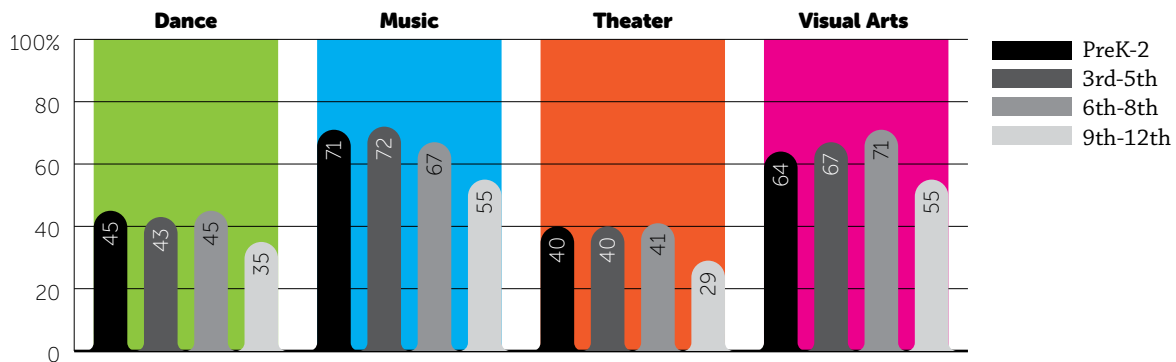


Figure 53. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students *Physical Development* by Arts Discipline and Grade Level During the 2012-13 School Year

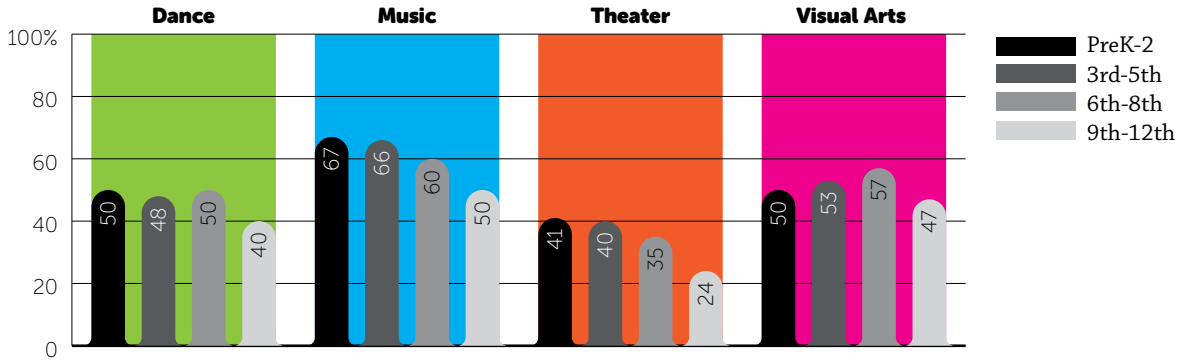
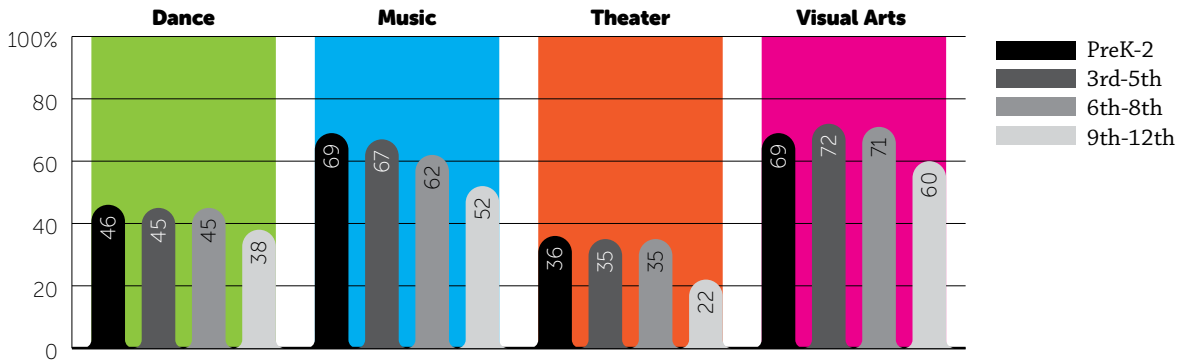


Figure 54. Percent of Responding District 75 Schools That Report Teachers Used the Arts to Advance Students *Fine Motor Skills* by Arts Discipline and Grade Level During the 2012-13 School Year





Quality Of Arts Education

The Quality of Arts Education subsection 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 site; support for quality teaching in the arts, such as the number of certified school-based arts teachers; arts-based professional development attended; school resources; and challenges schools face in delivering sequential arts instruction. The multi-grade schools category includes early elementary (preK-2), K-8, K-12, and secondary (6-12) schools. The “all schools” category includes all school levels and District 75 schools.

Student Participation in the Arts

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

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

Figure 55 displays the percent of responding schools that reported having students participating in arts performances, exhibitions, and/or productions at the school site by school level during the 2012-13 school year. Figure 56 displays these data for all schools from the 2008-09 through 2012-13 school years.

Figure 55. Percent of Responding Schools with Students Participating in Dance, Music, Theater Performances; Visual Arts Exhibitions; and/or Film Productions *at the School Site* by School Level During the 2012-13 School Year

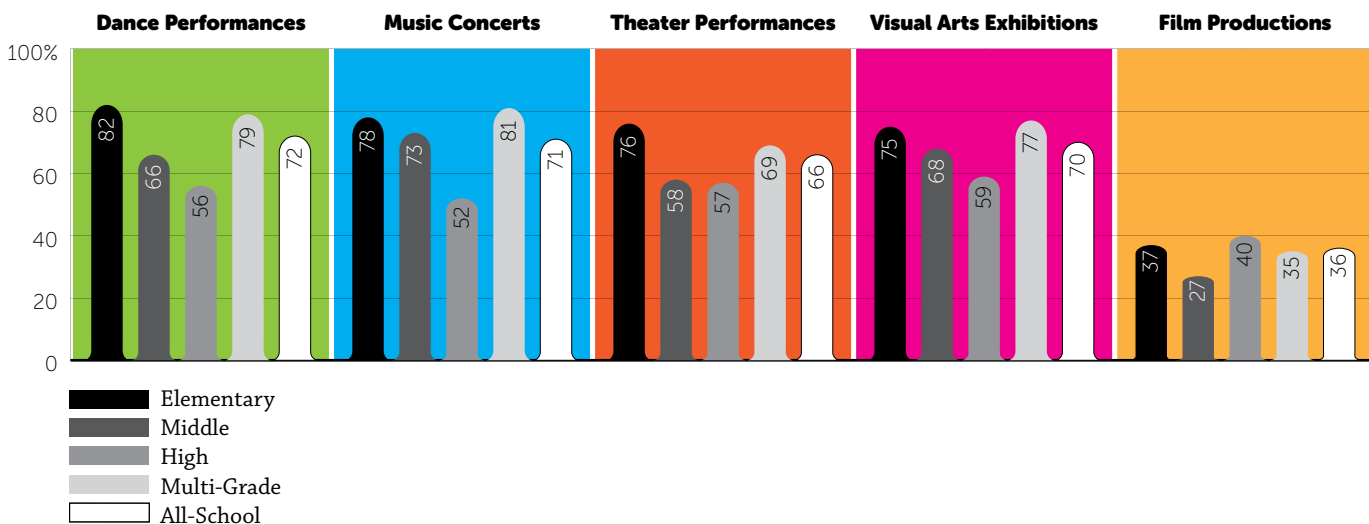
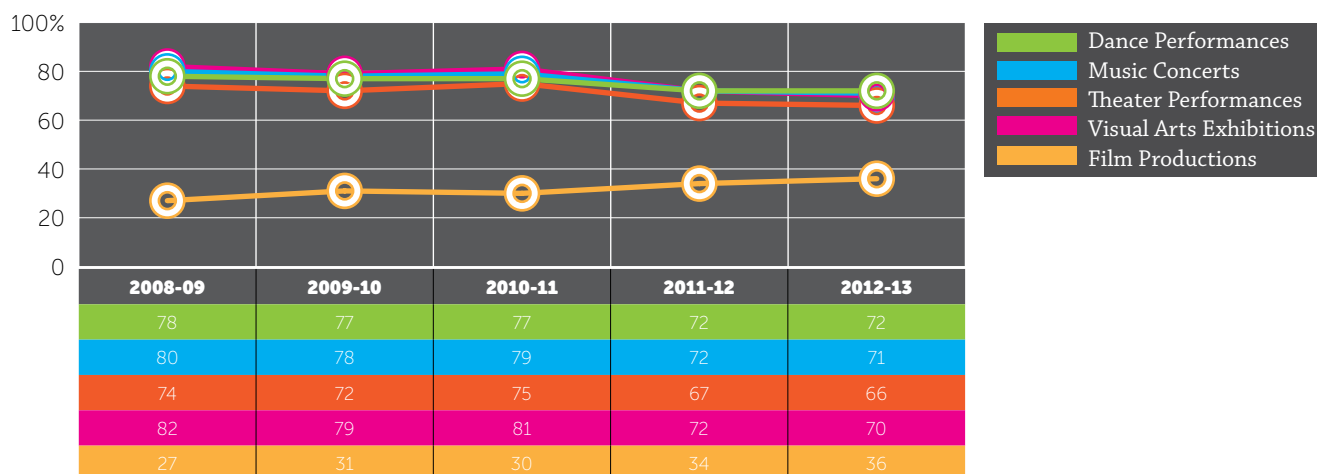


Figure 56. Percent of Responding Schools with Students Participating in Dance, Music, Theater Performances; Visual Arts Exhibitions; and/or Film Productions at the School Site



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

Table 39 includes data on the percent of responding schools serving grades K-5 in which students participate in pull-out and/or multi-grade activities by discipline. Data are shown for the 2008-09 through 2012-13 school years.

Table 39. Percent of Responding Schools Serving *Grades K-5* in Which Students Participate in Pull-Out and/or Multi-Grade Activities During the School Day

Art Disciplines	2008-09	2009-10	2010-11	2011-12	2012-13
Dance	28%	32%	24%	28%	32%
Music	41%	48%	34%	48%	50%
Theater	31%	22%	24%	21%	25%
Visual Arts	38%	30%	27%	33%	36%

“Our goal for our arts program is to provide all students with a variety of arts experiences. These experiences will help students to recognize how the arts play an integral part of daily lives. All students visit museums to study exhibits connected to their visual arts curriculum, attend theater, learn about and perform music, and choreograph and perform their own dances that are aligned with the social studies curriculum.”

- Elementary School Principal, Bronx

Supports for Quality Teaching

In order to provide 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 the following section reflect the supports for quality teaching in the arts as identified by schools that responded to the 2012-13 *Annual Arts Education Survey*, NYC databases, the 2012-13 *NYC Principal Satisfaction Survey*, and the New York State Basic Educational Data System (NYS BEDS).

Assessments in the Arts

Table 40 shows the percent of all responding schools that reported using assessments—such as culminating projects, teacher observations, and/or conferences with students—to evaluate student progress in the arts in the 2011-12 and 2012-13 school years.

Table 40. Percent of Responding Schools That Use the Following Methods of Evaluating Student Progress in the Arts

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

Arts-Based Professional Development

The tables and figures below present data on teacher participation in arts professional development as well as who provided the arts professional development, as reported by all schools that responded to the 2012-13 *Annual Arts Education Survey*. This section also provides data on what arts-based professional development would be useful to school-based arts teachers and non-arts teachers, as reported by all schools that responded to the 2012-13 *NYC Principal Satisfaction Survey*.

Teacher Participation in Arts-Based Professional Development

Figures 57 and 58 display the percent of schools that reported having school-based arts teachers and/or non-arts teachers participating in arts-based professional development by school level, from the 2008-09 through 2012-13 school years. Table 41 presents the average annual hours of arts-based professional development attended by school-based arts teachers and/or non-arts teachers by school level, and Table 42 presents these same data by discipline during the 2012-13 school year.



Figure 57. Percent of Schools Reporting That School-Based Arts Teachers Attended Arts-Based Professional Development by School Level

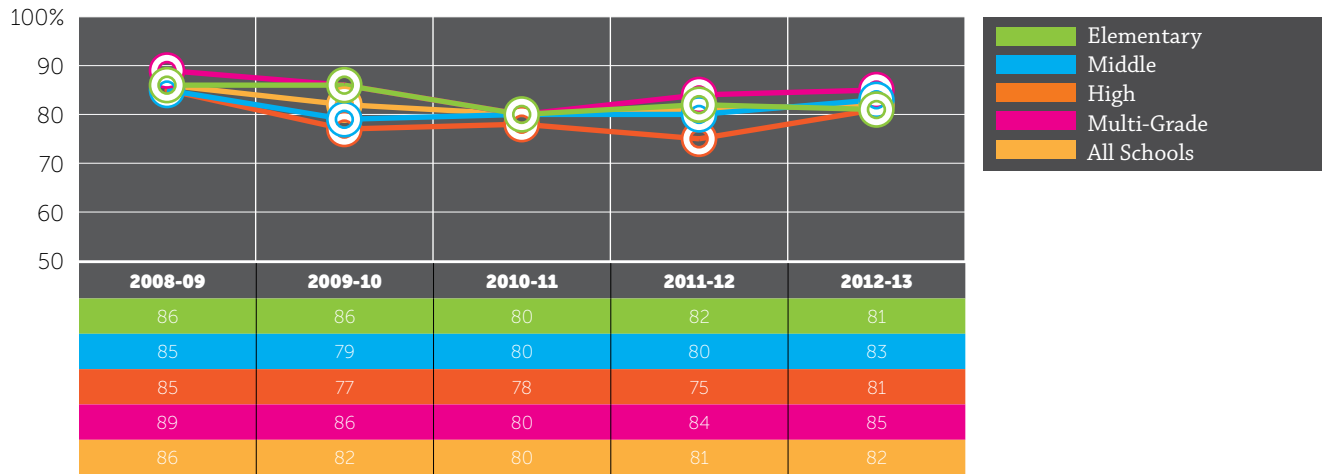
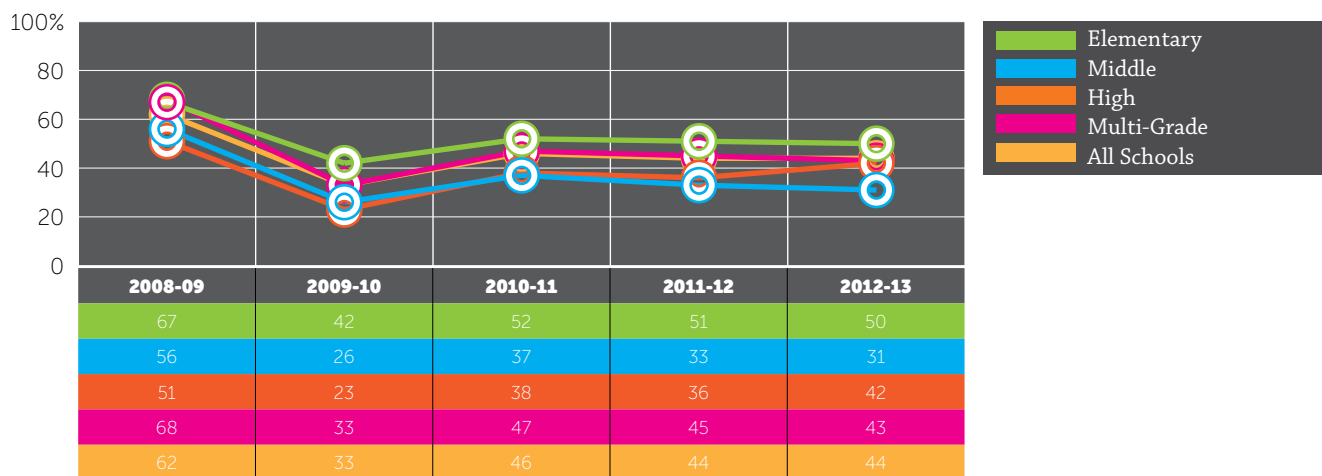


Figure 58. Percent of Schools Reporting That Non-Arts Teachers Attended Arts-Based Professional Development by School Level



64

“We continue to develop young musicians, singers, actors, dancers, visual artists, and filmmakers while cultivating a lifelong love of the arts in all of the young men and women who attend our school.”

- Middle School Principal, Staten Island

Table 41. Average Annual Hours of Arts-Based Professional Development in Responding Schools by School Level and Teacher Type During the 2012-13 School Year

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

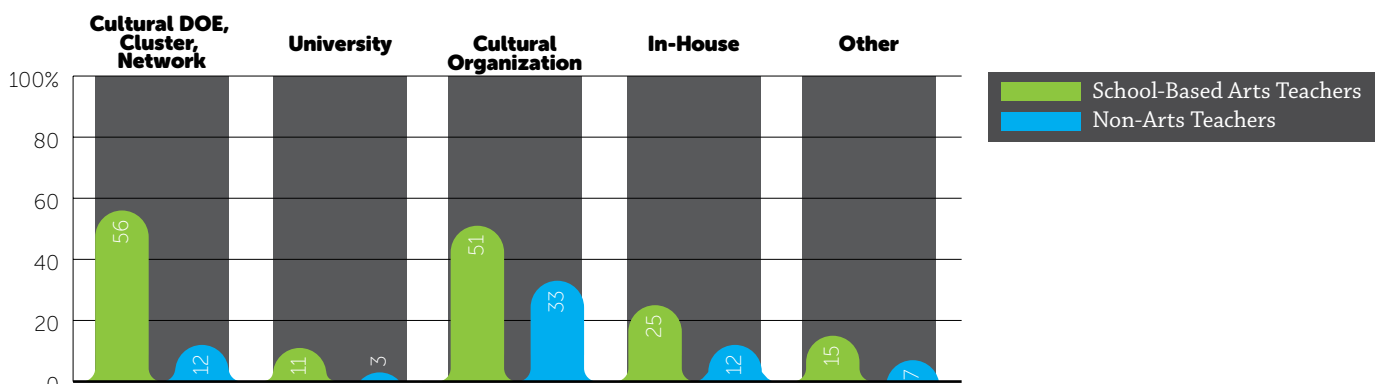
Table 42. Average Annual Hours of Arts-Based Professional Development in Responding Schools by Discipline and Teacher Type During the 2012-13 School Year

Arts Disciplines	School-Based Arts Teachers	Non-Arts Teachers
	Average Hours	Average Hours
Dance	13-18	7-12
Music	13-18	1-6
Theater	13-18	7-12
Visual Arts	13-18	7-12

Arts-Based Professional Development Providers

School-based arts teachers and non-arts teachers can receive arts-based professional development from a variety of providers, such as Central DOE, universities, or cultural organizations. Figure 59 displays the percent of all responding schools that reported having arts teachers or non-arts teachers attend arts-based professional development by provider during the 2012-13 school year.

Figure 59. Percent of Responding Schools in Which Arts Teachers or Non-Arts Teachers Attended Arts-Based Professional Development by Provider During the 2012-13 School Year³⁰



³⁰ In 2012-13, schools that responded "Other" listed specific Central DOE, Cluster, and/or Network professional development activities, cultural arts organizations, national conferences, or other professional organizations (e.g., the United Federation of Teachers).

Table 43 shows the percent of schools that reported school-based arts teachers attended arts professional development by provider and school level in the 2011-12 and 2012-13 school years.

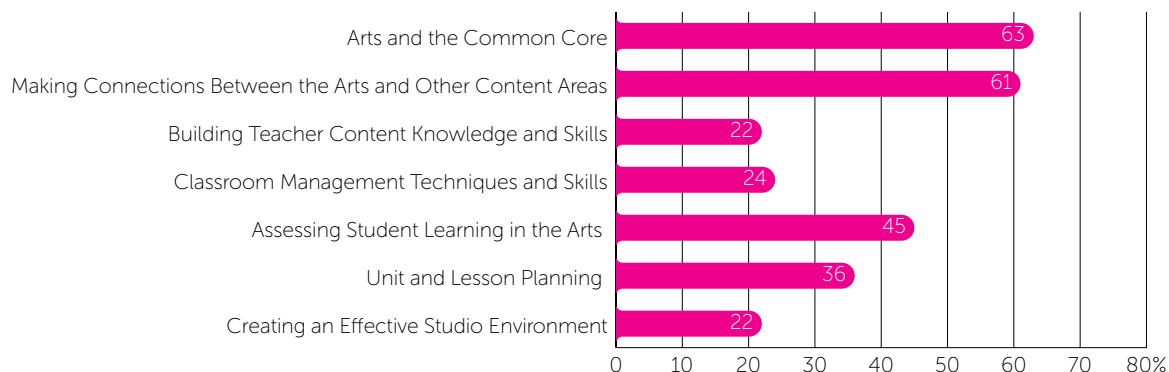
Table 43. Percent of Responding Schools in Which *School-Based Arts Teachers* Attended Arts Professional Development by Provider

Professional Development Providers	Elementary		Middle		High		Multi-Grade		All Schools	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Central Doe, Cluster, Network	57%	41%	53%	43%	48%	50%	55%	55%	55%	44%
University	8%	8%	11%	11%	15%	15%	16%	16%	11%	11%
Cultural Arts Organization	54%	51%	49%	45%	51%	53%	54%	54%	52%	51%
In-House	19%	18%	31%	31%	34%	32%	31%	31%	27%	25%
Other ³¹	8%	10%	11%	11%	13%	14%	11%	11%	10%	15%

Arts Professional Development That Would Be Most Helpful

The data in Figure 60 are provided from the 2012-13 *NYC Principal Satisfaction Survey*. The figure displays data on the percent of all responding schools who reported arts professional development opportunities that would be most helpful for certified arts teachers. These data include District 75 schools.

Figure 60. Percent of Responding Schools That Reported Arts Professional Development Opportunities That Would Be Most Helpful for Certified Arts Through the 2012-13 *NYC Principal Satisfaction Survey*



³¹ In 2012-13, schools that responded "Other" listed specific Central DOE, Cluster, and/or Network professional development activities, cultural arts organizations, national conferences, or other professional organizations (e.g., the United Federation of Teachers).

Certified School-Based Arts Teachers

Tables 44 and 45 show the number of certified school-based arts teachers by discipline and school level from 2008-09 through 2012-13. These data are provided from the NYCDOE Division of Human Resources.

Table 44. The Number of Certified School-Based Arts Teachers by Discipline

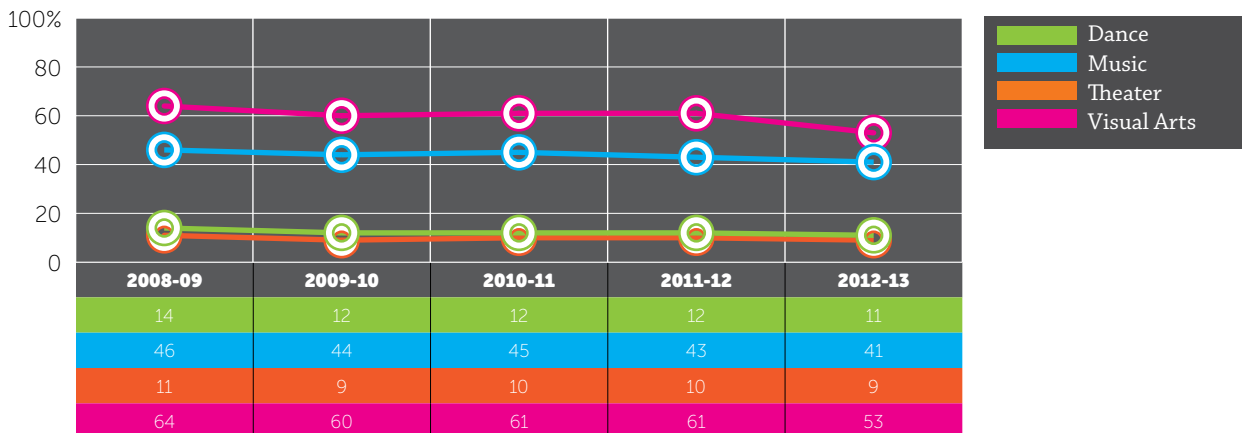
School Years	Dance	Music	Theater	Visual Arts	Total
2008-09	190	974	102	1,331	2,597
2009-10 ³²	183	907	119	1,253	2,462
2010-11	184	915	130	1,243	2,481
2011-12	185	882	128	1,194	2,389
2012-13	192	901	143	1,159	2,395

Table 45. Number of Certified School-Based Arts Teachers by School Level

School Years	Elementary	Middle	High	Other ³³	Total
2008-09	634	557	1,056	350	2,597
2009-10 ³⁴	566	510	850	536	2,462
2010-11	561	538	824	558	2,481
2011-12	538	522	816	513	2,389
2012-13	522	511	822	540	2,395

The number of full-time certified school-based arts teachers on staff was provided through the NYS BEDS data. The number of part-time certified school-based arts teachers on staff was reported by schools on the *Annual Arts Education Survey*. Figures 61 and 62 display the percent of responding schools with *at least one* part-time and/or full-time certified school-based arts teacher by arts discipline from 2008-09 through 2012-13. Figures 63-66 display the full-time certified school-based arts teacher data by school level.

Figure 61. Percent of Responding Schools with At Least One *Full-Time* Certified School-Based Arts Teacher by Discipline



³² For the 2009-10 school year, there were fewer high schools than in previous years, as many schools were reclassified to different categories due to a realignment in Human Resources data and school phase-outs.

³³ Includes locations classified as office, registered program, K-12 all grades, ungraded.

³⁴ For the 2009-10 school year, there were fewer high schools than in previous years, as many schools were reclassified to different categories due to a realignment in Human Resources data and school phase-outs.

Figure 62. Percent of Responding Schools with At Least One *Part-Time* Certified School-Based Arts Teacher by Discipline

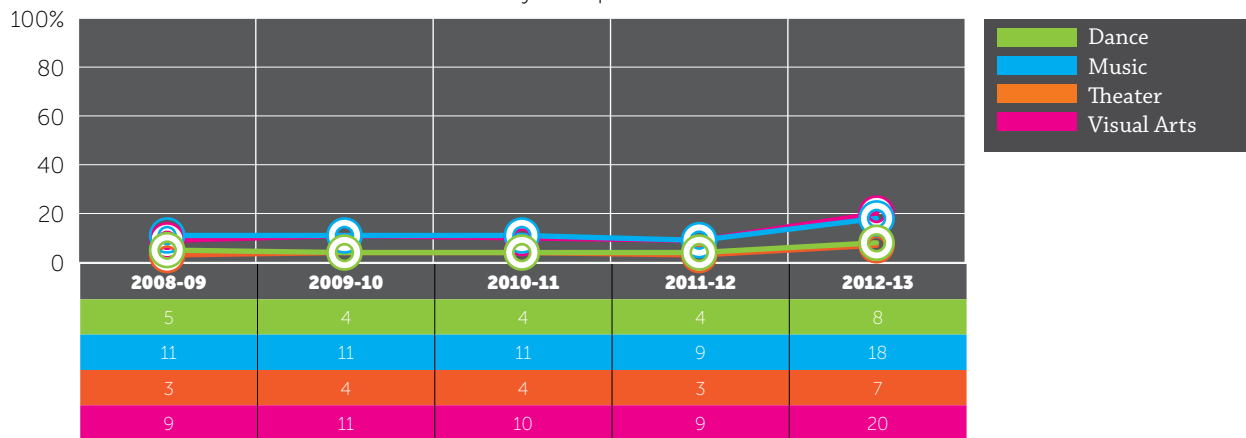


Figure 63. Percent of Responding Schools with At Least One *Full-Time* Certified School-Based *Dance* Teacher by School Level

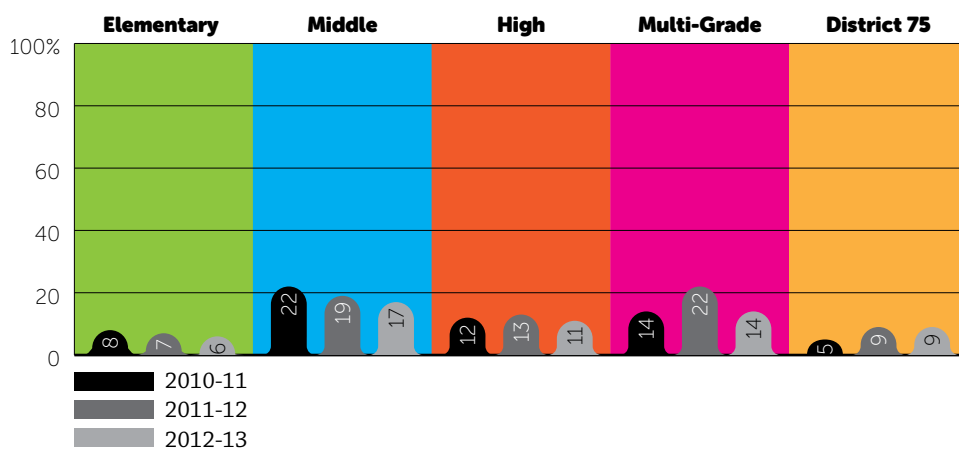


Figure 64. Percent of Responding Schools with At Least One *Full-Time* Certified School-Based *Music* Teacher by School Level

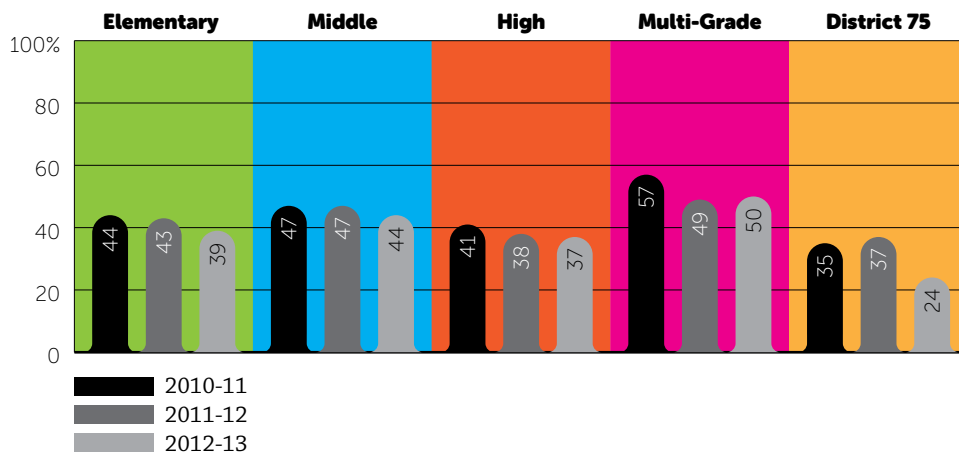


Figure 65. Percent of Responding Schools with At Least One *Full-Time* Certified School-Based *Theater* Teacher by School Level

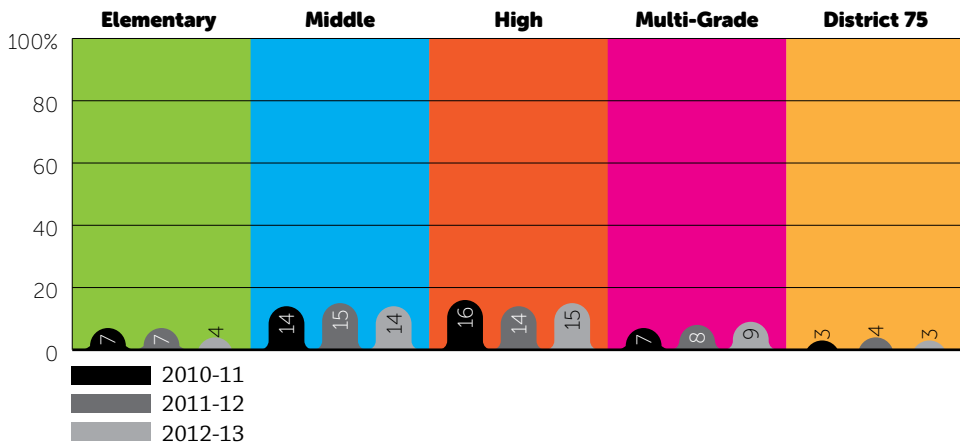
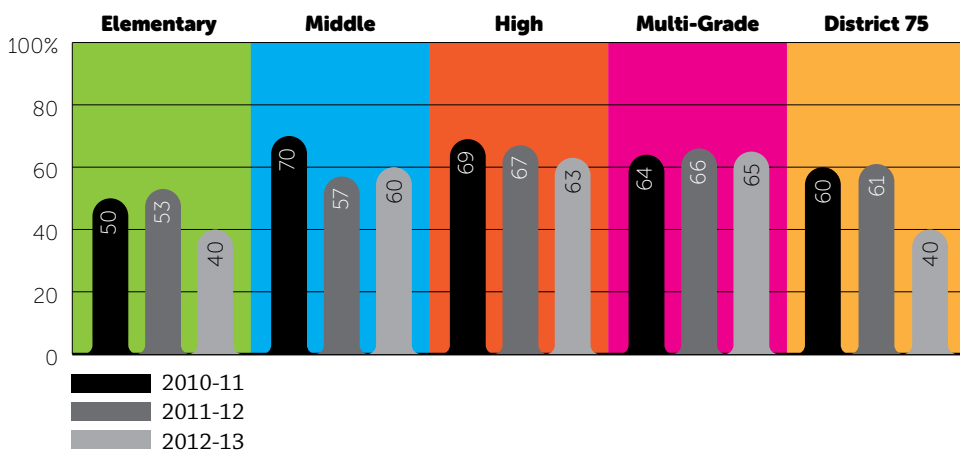


Figure 66. Percent of Responding Schools with At Least One *Full-Time* Certified School-Based *Visual Arts* Teacher by School Level



“With the implementation of the *New York City Blueprints for Teaching and Learning in the Arts*, our students are exposed to a variety of art genres and create their own magic. In addition, our school families understand the value of a rich arts education that is integrated into content learning, transferable to all disciplines, and open-ended enough to allow children to collaborate, create, and problem-solve through performance.”

- Elementary School Principal, Manhattan

Cultural Arts Organizations

New York City’s cultural arts organizations are a tremendous asset to the public schools, providing students and teachers with access to quality arts instruction and world-class performances and exhibitions. Professional artists and performers work directly in schools to engage students in exciting and rigorous arts experiences and to help schools reach all of the goals and benchmarks of the *Blueprints for Teaching and Learning in the Arts*. The dynamic of live performance in theaters, dance performance spaces, and 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 Standards and the capacities for literate individuals: students who are college and career ready in speaking, writing, listening, and language.

On the 2012-13 *Annual Arts Education Survey*, school administrators were asked to report on all cultural arts organization partnerships. The data in Table 46 present information on the percent of all responding schools that reported working with at least one cultural arts organization from 2008-09 through 2012-13. Table 47 presents these data by borough. The number of cultural arts organizations partnered with responding schools from 2008-09 through 2012-13 is displayed in Table 48. Figure 67 presents data on the percent of responding schools that reported working with at least one cultural arts organization in the 2011-12 and 2012-13 school years by school level.

Table 46. Percent of Responding Schools Partnered with At Least One Cultural Arts Organization

	2008-09	2009-10	2010-11	2011-12	2012-13
At Least One Arts Provider	81%	88%	86%	86%	82%

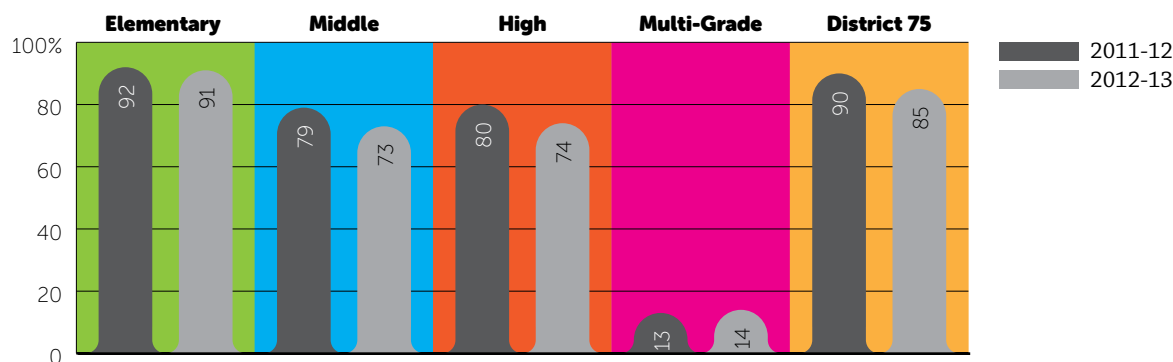
Table 47. Percent of Responding Schools Partnered with at Least One Arts Education Provider by Borough

Borough	2008-09	2009-10	2010-11	2011-12	2012-13
Bronx	74%	85%	85%	83%	77%
Brooklyn	80%	87%	87%	84%	84%
Manhattan	85%	89%	89%	90%	84%
Queens	83%	89%	85%	86%	83%
Staten Island	85%	89%	84%	91%	86%

Table 48. Number of Cultural Arts Organizations Partnered with Responding Schools

2008-09	2009-10	2010-11	2011-12	2012-13
420+	358+	378+	497+	492+

Figure 67. Percent of Responding Schools Partnered with At Least One Cultural Arts Organization by School Level



School administrators reported the type of services provided by cultural arts organizations and the quality services during the 2012-13 school year. Tables 49 and 50 show the percent of responding schools reporting the type of cultural arts organization services provided and the percent of responding schools reporting on the quality of service of their partner cultural organization.

Table 49. Percent of Responding Schools Reporting the Type of Services Provided by Cultural Arts Organizations During the 2012-13 School Year

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

Table 50. Percent of Responding Schools Reporting the Quality of Services Provided by Cultural Arts Organizations During the 2012-13 School Year

Quality of Services	2012-13
1 - Poor	0.6%
2	0.6%
3	4%
4	18%
5 - Excellent	77%

School administrators also reported whether or not they would continue to partner with their current cultural arts organization(s). If they responded that they would not continue with services, they were asked to provide a reason for discontinuing services with the organization. Table 51 shows the percent of schools that had been partnered with at least one cultural arts organization that indicated they would continue, discontinue or were uncertain about continuation of services with at least one of these organizations. Table 52 provides the reasons reported for schools discontinuing services with at least one cultural arts organization.

Table 51. Percent of Responding Schools Partnered with At Least One Cultural Arts Organization Reporting Continuation of Services

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

Table 52. Percent of Responding Schools Reporting Reasons for Discontinuation of Service from Cultural Arts Organization

Responses	2009-10	2010-11	2011-12	2012-13
High Cost of Services	6%	7%	18%	7%
Limited Capacity of Provider	4%	4%	4%	6%
Reduced School Budget	50%	25%	13%	17%
Unsatisfactory Quality of Services	5%	12%	18%	17%
Other ³⁵	22%	53%	47%	54%

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

Figure 68 displays the percent of responding schools that reported having students who participated in arts performances, exhibitions, and/or productions outside the school site by school level during the 2012-13 school year. Figure 69 displays these data for all schools in the 2010-11 through 2012-13 school years.

Figure 68. Percent of Responding Schools with Students Participating in Dance Performances; Music Concerts; Theater Performances; Visual Arts Exhibitions; and/or Film Productions *Outside the School Site* by School Level During the 2012-13 School Year

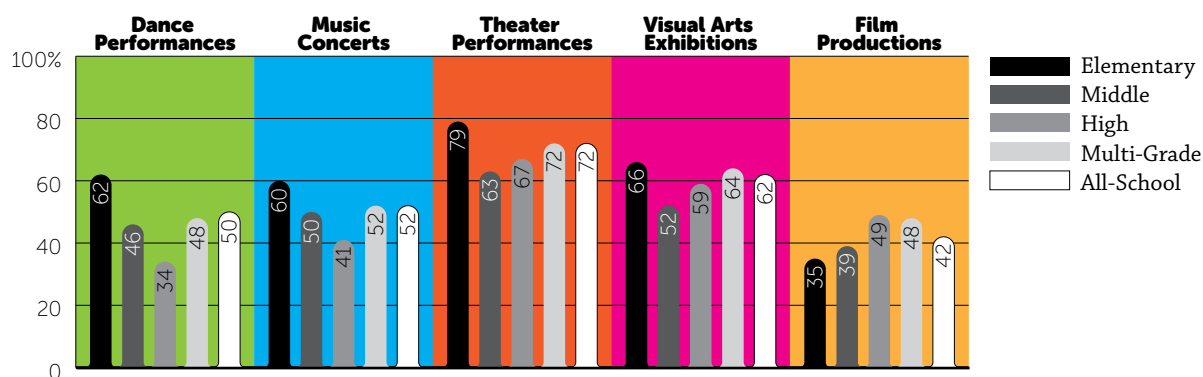
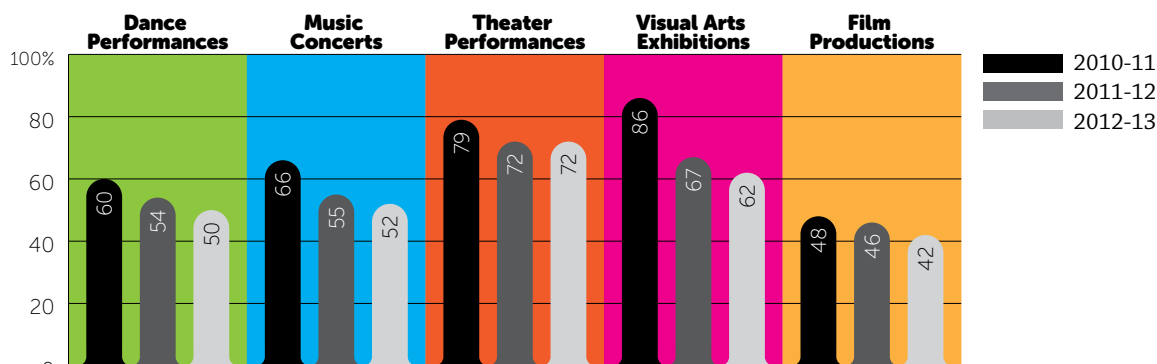


Figure 69. Percent of Responding Schools with Students Participating in Dance Performances; Music Concerts; Theater Performances; Visual Arts Exhibitions; and/or Film Productions *Outside the School Site*

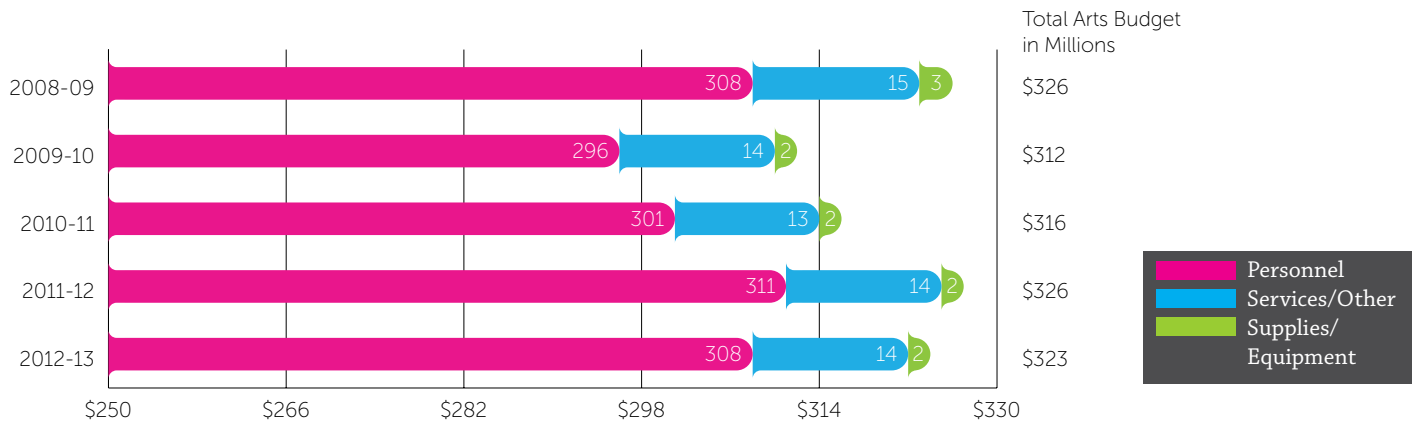


³⁵ In 2012-13, schools that responded "Other" indicated the following reasons for discontinuing service: funding, school closing, or grant ended.

Arts Budgeting by Schools

Schools' arts budgets include staff salaries, equipment/supplies, and services such as cultural arts organization partnerships. The data in Figures 70-73 are provided from the NYCDOE Division of Budget Operations and Review and the Division of Contracts and Purchasing Management databases. Figure 70 displays the total NYCDOE budget for arts education from the 2008-09 through 2012-13 fiscal years. Figures 71-73 display the arts education budgets for elementary, middle, and high schools in the 2012-13 fiscal year.

Figure 70. Distribution of Funds Budgeted for the Arts (In Millions of Dollars)



“Each year, the arts program has expanded and improved. Through developing relationships with various local community arts organizations, the faculty and staff have worked ‘outside the box’ to provide sustainable arts programming to our students.”

- Elementary School Principal, Manhattan

Figure 71. Total NYCDOE Budget for Arts Education in Elementary Schools in Fiscal Year 2013 (\$120,581,908)

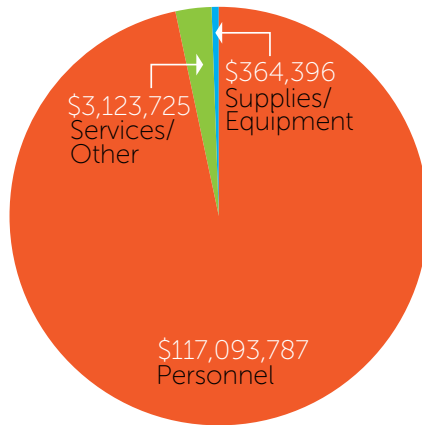


Figure 72. Total NYCDOE Budget for Arts Education in Middle Schools in Fiscal Year 2013 (\$84,230,204)

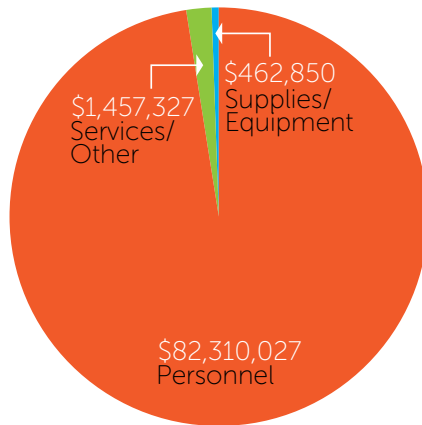
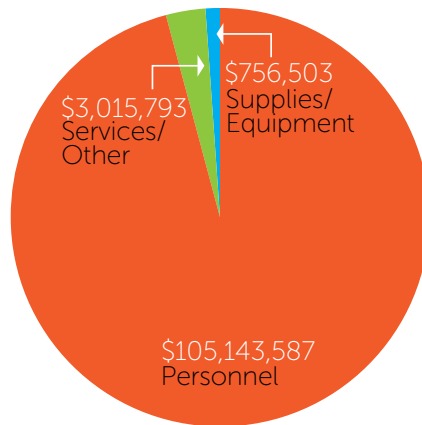


Figure 73. Total NYCDOE Budget for Arts Education in High Schools in Fiscal Year 2013 (\$108,915,883)



External Funding for Arts Education

School administrators were asked to report on the use of external funding for arts education on the 2012-13 *Annual Arts Education Survey*. Table 53 shows the percent of schools that reported using external funding for arts education by source and school level in the 2011-12 and 2012-13 school years.

Table 53. Percent of Responding Schools Reporting Use of External Funding for Arts Education by Source and School Level

Funding Sources	Elementary		Middle		High		Multi-Grade		All Schools	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Private Foundation	17%	19%	13%	19%	21%	22%	27%	19%	19%	20%
Local Business or Corporation	9%	9%	5%	6%	9%	8%	7%	9%	8%	8%
PTA/PA	38%	40%	24%	21%	12%	11%	30%	28%	27%	27%
State, County, Local Arts Organization or Agencies	19%	18%	12%	11%	9%	7%	14%	14%	15%	13%
Federal, State, or City Grants	32%	32%	24%	28%	20%	22%	29%	26%	27%	28%
Cultural Organizations	43%	42%	25%	26%	25%	23%	40%	39%	35%	34%

Arts Space

Classrooms or other school facilities designed and used solely for arts instruction are essential for teaching each arts discipline. On the 2012-13 *Annual Arts Education Survey*, school administrators reported on the number of classrooms or other school facilities designed and used solely for arts instruction. Administrators were also asked to report on the number of classrooms or other school facilities that are multipurpose for the arts. Table 54 provides data on the percent of responding schools with at least classroom or other school facility designed and used solely for arts instruction by classroom type and school level during the 2012-13 school year. Table 55 displays the percent of all responding schools with at least one classroom or other school facilities that are multipurpose for the arts by classroom and school level during the 2012-13 school year.

Table 54. Percent of Responding Schools with At Least One Classroom or Other School Facility Designed and Used Solely for the Arts During the 2012-13 School Year

Classrooms or Other School Facilities Used for Arts Instruction	Elementary	Middle	High	Multi-Grade	District 75	All Schools
Dance	17%	38%	37%	32%	24%	28%
Music	54%	56%	46%	62%	38%	53%
Theater	17%	26%	26%	24%	10%	22%
Auditorium	64%	66%	51%	61%	50%	60%
Visual Arts	62%	69%	67%	71%	59%	66%
Film Studio	5%	18%	18%	12%	12%	12%

Table 55. Percent of Responding Schools with At Least One Classroom or Other School Facility Multipurpose for the Arts During the 2012-13 School Year

Classrooms or Other School Facilities Used for Arts Instruction	Elementary	Middle	High	Multi-Grade	District 75	All Schools
Dance	42%	24%	34%	37%	31%	36%
Music	45%	33%	37%	43%	45%	41%
Theater	38%	28%	35%	41%	28%	36%
Auditorium	61%	52%	50%	58%	62%	56%
Visual Arts	34%	32%	41%	41%	43%	37%
Film Studio	12%	19%	21%	22%	14%	17%

Number of Arts Rooms

The NYCDOE School Construction Authority collects data on the number of arts rooms in school buildings. Table 56 shows the number of school buildings that have arts rooms, the number of arts rooms in these buildings, and the average number of arts rooms per building from 2008-09 through 2012-13.

Table 56. The Number of Arts Rooms as Reported by the NYCDOE School Construction Authority

Item	2008-09	2009-10	2010-11	2011-12	2012-13
Number of School Buildings with Arts Rooms	1,070	1,096	1,124	1,130	1,142
Number of Arts Rooms	3,104	3,327	3,515	3,608	3,669
Average Number of Arts Rooms per Building	2.9	3.0	3.1	3.2	3.2

Parent Involvement

Table 57 shows the percent of all responding schools that reported parental involvement in their school's arts programs on the *Annual Arts Education Survey* from 2009-10 through 2012-13.

Table 57. Percent of Responding Schools That Reported Parent Involvement in Arts Program³⁶

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

The *NYC School Survey* asks parents of students in all grades (K-12) to cite the single most important improvement they would like their school to make. Table 58 presents data on the percent of parents who reported wanting to see improvement in areas related to arts education in the 2009-10 through 2012-13 school years. These data do not include parents with students in District 75 schools.

Table 58. Percent of Responding Parents That Reported Wanting the Following Improvements to Their Children's Schools Through the *NYC School Survey*

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

“It is our goal that our students continue to find success and growth, both as performers and artists, and pursue the arts well after they leave our school, whether as arts creators, advocates, or appreciators.”

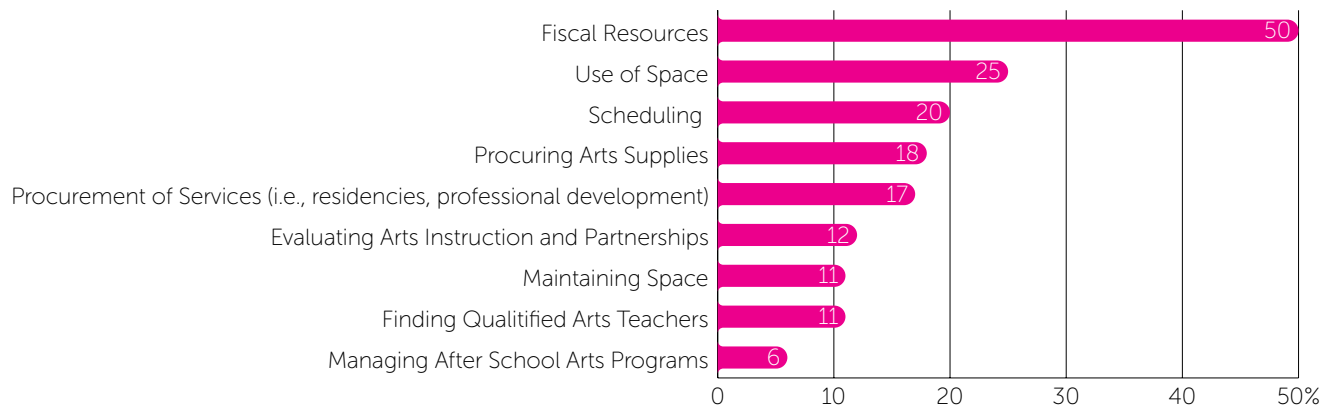
– Elementary School Principal, Bronx

³⁶ In 2009-10 and 2010-11, schools were asked to report on the level of parental involvement in their school's arts program. In 2011-12 and 2012-13, schools were asked to report on whether or not parents participated. This change should be considered when comparisons among school years are made.

Challenges

On the 2012-13 *NYC Principal Satisfaction Survey*, school administrators were asked to select factors that presented a significant challenge to their school's arts program during the school year. Figure 74 displays the percent of all responding schools that reported experiencing significant challenges to providing arts instruction.

Figure 74. Percent of Responding Schools That Reported the Following Presented a Significant Challenge to the School's Arts Program Through the 2012-13 NYC Principal Satisfaction Survey



“At the end of their eighth-grade year, all students will have engaged in a rich art experience by making art, reflecting on the process of making art, and understanding the cultural and historical significance of art.”

- Middle School Principal, Manhattan

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

Arts Advisory Committee

Arts Advisory Committee was established in February 2010 with the following powers and duties:

- Advise and comment on any educational or instructional policy involving arts education;
- Issue an annual report on the effectiveness of the city school district in providing arts education, and make recommendations, as appropriate, on how to improve the efficacy and delivery of such services; and
- Hold public meetings to discuss issues related to arts education.

Arts Advisory Committee Recommendations to the Panel for Educational Policy (PEP)

In presenting its recommendations concerning arts education to the Panel for Educational Policy (PEP), the Arts Advisory Committee recognizes that “the arts in our schools have never before been so well positioned to assume their rightful place in the curriculum, fostering generations of imaginative graduates prepared to fill the jobs of the 21st century and to meeting the demands of employers in all fields for young people who can think creatively.” Their report follows.

Arts Advisory Committee Members

Jody Arnhold	David Montgomery
Carlos Borrero	Jerrold Ross
Anita Franklin	Steve Tennen
Kathy Giaimo	Diane Volk
Valerie Louzonis	George Young

Arts Education Committee to the PEP 2014 and Beyond

2014 is a critical year for arts education in New York City. We look to a new Mayor in control of our schools, a new Chancellor to oversee those schools and set policy, and the satisfaction of a growing hunger within the leadership of those schools to provide a rich arts education for all 1.1 million students in their charge. We will need leaders who evidence the commitment and creativity to avoid facing an arid landscape in the schools, devoid of the sustenance available for them all in the cultural capital of the world.

This will be happening at the same time new and more challenging standards for a broad liberal arts education, known as the “Common Core” will become the primary measure of teaching and learning in our schools. A heightened desire for arts education at the school level also comes at a time when New York City’s federally funded Arts Achieve Project focusing on rich student performance tasks and technology innovations reaches the final year of implementation and moves into a national dissemination phase; a remarkable success. But it also comes on the heels of the recommendations of the Chancellor’s Arts in Middle School Committee, detailing a significant decline in support for the arts at that level; a terrible failure. Taken together, however, these initiatives can provide the motivation, evidence and structure to take arts education to another level, worthy of our great City.

This is an opportunity we must seize. The arts in our schools have never before been so well positioned to assume their rightful place in the curriculum, fostering generations of imaginative graduates prepared to fill the jobs of the 21st century and to meeting the demands of employers in all fields for young people who can think creatively.

In its position as a world leader in the arts, New York City must regain its leadership role in arts education by providing such thoughtful and effective programs for all of its students. New initiatives across the country are revitalizing arts education in their local schools. In Chicago every elementary school must offer 120 minutes a week devoted to the arts and have at least one certified arts specialist in every school. In Los Angeles a new initiative will spur partnerships between the cultural community and their schools. We must take the same forward looking approach in New York City.

BACKGROUND

For the past four years the Arts Committee to the Panel for Educational Policy has been charged with making recommendations that would strengthen arts education in the City. We took on this task knowing that there already was an arts education structure in place—a central arts office, discipline directors, *Blueprints*, an *Annual Arts in Schools Report*, the development of performance assessments in the arts—led by competent and talented administrators, a growing contingent of arts specialists in the schools, and a supportive arts community. That infrastructure remains strong and is the basis for strength and viability.

Our recommendations build on that infrastructure.

CORNERSTONES FOR PROGRESS

Motivation/The Common Core:

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

What is so remarkable about the Common Core is that the higher order skills that they emphasize are skills that are inherent in arts education: interpretation, analysis, the ability to synthesize information, problem solving, the ability to critique and provide evidence, opportunities for creativity and the development of a clear, individual voice.

These are skills that take learning beyond the realm of high stakes testing. They provide an opportunity to balance our education system and make a strong commitment to helping young people develop their aesthetic sense, cultural literacy and mutual respect, as well as a capacity for empathy, capacities that will serve them well as they enter adulthood as engaged citizens.

The goals of the Common Core make the lessons of the arts more valuable in a student's academic and personal development. These goals should serve as motivation to expand the arts in the curriculum and in the school day.

Evidence/Arts Achieve

Arts Achieve is the result of a highly competitive \$4.4 million, 5-year grant from the U.S. Department of Education awarded in 2010. It was one of 49 proposals out of 1,700 to receive funding from the Department's *Investing in Innovation (i3) Fund*.

The goal of Arts Achieve is to create programming that helps close the arts achievement gap and improve outcomes for high-need students. More specifically, the grant aims to:

- Improve student achievement in the arts—visual arts, music, theater, and dance—by implementing balanced arts assessments at the 5th grade, 8th grade and high school levels, that are aligned to academic achievement standards for high-need students
- Translate assessment results into classroom practices that support improved arts achievement for all students.
- Promote innovations in student/teacher access to content and assessment feedback through the use of technology

At its conclusion, Arts Achieve will result in the creation of on-line educational resources that have been validated and informed by the results of the assessments and made available nationwide during year 5 of the grant. This grant will also enable technology to be introduced into arts classroom practice to facilitate art creation, documentation, and reflection within and beyond the schools. *Arts Achieve* puts formative and summative assessment to work to empower students to reflect, direct, and enhance their experiences and performance in the arts and to connect to resources that they could not otherwise access. The grant will involve 7,200 students during the term of the grant, and has the potential to impact the more than 1.1 million children who attend New York City public schools. These performance assessments in the arts are having a direct impact on the goal of developing performance assessments in other discipline areas. The Arts Achieve assessments are impacting the DOE's thinking about other Measures of Student Learning aligned with the state mandates for teacher effectiveness and have provided a concrete and adaptable model for authentic performance assessment in the arts.

Structure: The Report of the Chancellor's Arts in Middle Schools Committee

The product of a Committee comprised of arts education leaders with the input of Focus Groups of middle school Principals, the report, while focusing on the challenges of the arts in middle schools, made recommendations that certainly apply to the challenges the arts face on the elementary and secondary levels as well.

Budgets for arts education across the system have been sharply reduced over the past five years. Monies for schools to bring in outside, professional arts services have declined by 45%. Monies for arts supplies and equipment are down by 65%. Monies spent on salaries for arts specialists have increased slightly but this is due to mandated salary increases and not to the hiring of additional arts specialists. In reality, hiring has gone down and the number of certified teachers of the arts in DOE schools has

declined as demonstrated by the chart below. This is an unacceptable trend. We must create an arts education structure that ensures access and equity for 100% of our children.

The Number of Certified School-Based Arts Teachers by School-Level					
SchoolYear	Elementary	Middle	HighSchool	Other	GrandTotal
2004-05	464	639	909	257	2,269
2005-06	507	601	961	264	2,333
2006-07	563	585	1,003	307	2,458
2007-08	599	573	1,038	308	2,518
2008-09	634	557	1,056	350	2,597
2009-10	566	510	850	536	2,462
2010-11	561	538	824	558	2,481
2011-12	538	522	816	513	2,389
2012-13	522	511	822	540	2,395

Extrapolating from the middle school recommendations we can begin to define a series of system wide recommendations that will provide a structure of resources, support and enforcement that will transform arts education in our city's schools. These are not new ideas. They include:

For Policy Makers:

- Ensure a budget allocation that supports a quality arts education as the birthright of every NYC public school student.
- Dedicate the current Supplemental Arts Allocation to ensure equity and access.
- The staff at the OASP cannot oversee instruction in 1,700 schools Provide qualified and dedicated arts staff at the cluster and network level and in conjunction with the OASP to support schools and school leaders "on the ground."
- Provide leadership support for new principals through existing leadership preparation programs.
- Offering teaching artists alternate pathways to teacher certificates and providing schools with additional flexibility of personnel through shared positions.

- In the same way such extensions are granted to ELL and G&T teachers, NYSED should create license extensions for the arts for eligible elementary school teachers to validate the teaching of the arts that they are allowed to deliver.
- Ensure that appropriately equipped and dedicated arts space is available in all school settings.

For School Leaders:

- Develop effective school leader capacity in the arts to enable them to:
 - » Budget for the arts
 - » Schedule arts programming
 - » Hire and support qualified arts staff
 - » Support collaboration and planning between and among teachers to plan effective instruction
 - » Share dedicated space for arts instruction
 - » Manage multiple arts partners around the needs and goals of the school
 - » Explore successful program models with colleagues through intervisitations
- Provide time in the school day or per session for school Arts Education Liaisons to support the arts in each school site

For Teacher Support in the Arts:

- Free or subsidized Professional Development for arts teachers to support effective teacher practice and quality
- Encourage collaboration between arts teachers and classroom and other discipline teachers through shared professional development and planning
- Funding for teachers for instructional supplies and materials for the arts
- Create an arts teacher mentoring position in each discipline for new arts teachers

For Parents:

- Offer support/guidance for parents on the audition process to screened arts programs and the selection of schools with robust arts programs
- Sponsor local and citywide arts festivals, exhibits and performances that illustrate and celebrate student learning and creativity
- Provide transition information from elementary to middle and middle to high school
- Add to School Survey: *“Are there sufficient arts opportunities for students to perform and exhibit art work and for parents to attend these events?” “How often does the school invite you to arts events?”*
- Support the capacity of parent coordinators and arts education liaisons to inform parents/families and support student exhibits and performances.
- Convene a parent task force among arts partners to identify strategies for more robust parent engagement

For NYC Arts Community

- Provide targeted support of audition training for students interested in access to specialized arts schools
- Improve quality of partner instruction by establishing clear criteria for evaluating arts partnerships.
- Capitalize on the expertise of teaching artists to facilitate and support effective teaching practice in schools as per the Arts Achieve model where they serve as facilitators of instruction directly supporting the arts specialists.
- Develop effective models of collaboration with school leaders such as shared arts teachers and spaces
- Insure coordination of arts education efforts across partner organizations at a school site.
- Commitment from cultural institutions with which the NYCDOE contracts throughout the city to offer families of public school students a variety of incentives (e.g., discounts) to promote patronage.

For the Philanthropic/Business Community

- Coalesce citywide support for an initiative to create a new additional funding stream for the arts: “ArtsCents!” (Whereby a percentage of admissions/ticket sales for arts-related events to be dedicated to arts education)
- Create a clearing house to match donor interest with targeted initiatives supporting arts materials and supplies and schools with needs for particular arts services.

CONCLUSION

These recommendations provide a framework for reenvisioning arts education across the grades and in all of our schools. We recognize that it is easy to recommend but much harder to act. This committee strongly advocates that it is time for those individuals responsible for making education decisions have the courage to make these important arts education decisions. The Common Core goals, which are so aligned with arts learning, should serve as the motivation to make this happen. We have a responsibility to give all our students equitable access to the sequential arts education they need to be college and career ready. **Incentivize sequential arts instruction at all school levels!**

The tools to support arts education are there. There are arts requirements on the books – requirements that mandate what students should be learning in the arts grade by grade. But the requirements are not enforced. We need an administration willing to put some teeth into these requirements – to ensure their enforcement and to ensure that that budget allocations respond to the mandate. Principals need to be accountable that these courses are offered to all students in their schools. **Enforce these requirements!**

Time is always presented as the chief impediment to arts instruction. So much is required of the school day and something must always be left out. Why not reinvent a longer/more flexible school day. To ensure that there is enough time in the day to devote to the arts we have to become more inventive. This

means more creative scheduling, a staggered school day for teachers of the arts, small schools sharing arts teachers, and schools in close geographic proximity meeting demand through cadres of arts specific teachers (band, chorus, etc.) who visit different schools on different days of the week. We need to think about extended day instruction and weekend, summer and vacation classes that award credit! So much can be accomplished by just looking at the school day in new ways and these can be accomplished without huge spending increases. **We can make the time happen!**

Finally, dedicated funding for the arts must be reinstated. That money paid for outside arts organizations to work in the schools; for arts equipment and supplies; for the salaries of newly hired arts specialists. And it worked. Arts education grew while this funding was in place and it has stagnated since it disappeared. It is hardly a controversial issue. Parents support arts education and principals preferred a dedicated arts budget line. Let’s support those parents and principals and give children arts opportunities to which they are entitled. **Dedicate funding for the arts!**

We are living in a time that values and rewards individuals who bring innovation and creativity to their work. They are the key citizens of tomorrow. An education system that graduates these individuals should be our primary goal. The arts—and what they teach and the habits they form—help to create these individuals. We can no longer educate the citizens of the twenty-first century without providing them the benefits of a strong, sequential and rigorous arts education. For the sake of our children and the future of our society, that should be a goal we can all support.

We look forward to seeing a response from the Chancellor as a continued demonstration of this commitment to the arts for all of our students. The Committee remains at the service of the Panel on Educational Policy and the Chancellor and looks forward to our continued and shared work.

Next Steps

The Office of Arts and Special Projects (OASP) is committed to providing equity and universal access to a high-quality, sequential arts education for all New York City public school students in support of their college and career readiness.

A comprehensive arts education provides opportunities for students to:

- Create and perform in the arts
- Develop arts literacy
- Connect with other areas of knowledge and social, political, and cultural context
- Engage with arts and cultural institutions, schools, studios, and community-based organizations that contribute to the cultural and economic vitality of the city

The goal and mission of the OASP is to work with the arts and cultural community to assist schools in providing quality arts instruction through the creation of curriculum and associated materials, professional development for teachers of the arts, and technical assistance and arts leadership training for school leaders.

Fulfillment of universal arts access as our mission will provide students with learning experiences that:

- Offer clear avenues for success in college and career readiness
- Enhance collaboration, innovation, and higher-level thinking
- Demonstrate mastery
- Develop self-discipline, character, and positive student empowerment
- Encourage civic engagement
- Create curious, appreciative, lifelong learners of the arts in all New York City public school students

The data from the *Annual Arts Education Surveys* and other NYCDOE databases yield valuable information for school leaders, teachers, parents, and community organizations to expand students' access to and participation in the arts. Working with the New York State Education Department (NYSED), the arts and cultural community, and the higher-education community, along with our school leaders and parents, the NYCDOE is fully committed to support quality arts education and will continue to:

- Ensure student achievement in the arts
- Support school leaders in planning and providing comprehensive, sequential *Blueprint*-based instruction for all students
- Build capacity of teachers to deliver quality teaching and learning in the arts
- Support all schools to meet ArtsCount/NYSED requirements
- Develop measures of student achievement in the arts aligned with college and career readiness

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

benchmark assessments are providing a valuable model for teachers of the arts in New York City.

The OASP—within the Office of School Programs and Partnerships, Division of Academics, Performance, and Support—continues to analyze arts education data to refine and develop strategies to address the findings of the *Annual Arts in Schools Report*.

In spring 2014, the New York City Department of Education will celebrate the tenth anniversary of the publication of the innovative and pioneering *Blueprints for Teaching and Learning in the Arts*. This historic juncture beckons us to envision a new paradigm for arts education that capitalizes on the rich cultural resources of a diverse and vibrant city in the next decade. As the city's budget situation improves, there are strategies to achieve equity and access to quality arts education for all New York City public school students:

- Incentivize accountability for providing all students with required quality arts instruction
- Support school leaders with the resources to hire certified teachers of the arts with adequate, discipline-specific materials
- Support teachers of the arts with professional learning crafted to ensure that all students receive quality instruction in the arts
- Continue to address middle school arts programming through school support models, school leader training, and examination of instructional standards
- Expand *Blueprint*-aligned learning opportunities in the arts for all students within the school day and through high-quality extended learning time
- Collaborate with cultural partners to assure high-quality arts services to schools
- Work with the Fund for Public Schools to align arts resources from individuals and foundations based on school need and funder interest
- Provide all students and families with information and access to arts programs in schools that enable sequential learning at all grades and school levels





Methodology

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

2012-13 Annual Arts Education Survey

Each spring, all public schools are asked to complete the *Annual Arts Education Survey*. The survey includes questions about student participation in arts courses by discipline, arts sequences, students' activities in the arts, the use of art to achieve IEP goals within District 75 schools, certified school-based arts teachers, arts professional development, parental involvement with the arts, arts spaces in schools, cultural arts organization partnerships, and the principals' vision for his or her school's arts program.

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

As had occurred in previous years, the OASP staff conducted technical assistance seminars, including webcasts, to prepare school administrators and arts education liaisons to complete the survey.

Response Rate

Table 59 shows the overall response rates from the 2008-09 through 2012-13 school years. Out of a total of 1,590 schools, 97 percent (N=1,545) completed the *Annual Arts Education Survey* in spring 2013. Table 60 provides the number and percent of 2012-13 responding schools by school level.

Table 59. Annual Arts Education Survey Response Rates by School Year

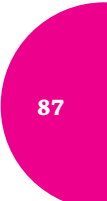
School Year	Responding Schools	Total Schools	Response Rate
2008-09	1,403	1,498	94%
2009-10	1,453	1,533	95%
2010-11	1,527	1,556	98%
2011-12	1,528	1,556	98%
2012-13	1,545	1,590	97%

Table 60. 2012-13 Annual Arts Education Survey Responding Schools by School Level

School Level	Responding Schools	Percent
Elementary	609	39%
Middle	264	17%
High	377	24%
Multi-Grade	237	15%
District 75	58	4%
All Schools	1,545	100%

Calculation of Mean Arts Instructional Hours

School administrators were asked to indicate the number of arts instructional hours provided by a classroom teacher, school-based arts teacher, or cultural arts organization to students in each first- through fifth-grade class over the course



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

Calculation of Mean Arts Professional Development Hours

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

Changes to the 2012-13 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. The changes this year focused on consolidating questions to be more aligned with the NYS BEDS reporting and reducing the number of questions where data were available through other NYCDOE databases. Full-time certified arts teacher data, which were previously provided by the NYCDOE Division of Human Resources, were collected through the NYS BEDS. In addition, middle and high school participation in the arts data were collected through the NYDOE STARS database, along with middle and high school graduation requirement data. Furthermore, two questions were added regarding cultural arts organizations that addressed the type of service provided by the organization and the rating of the organization's overall quality of services, using a scale of 1 (Poor) to 5 (Excellent).

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 2012-13 school year.

Student Participation and Graduation Data

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

High School Screened Arts Programs

The NYCDOE Enrollment Office tracks high schools that screen students before admission into the school and provided a list of screened schools in the 2012-13 school year.

Human Resources Data

The Division of Human Resources of the NYCDOE tracks full-time licensed school-based arts teachers'

annual school placements, and provided 2012-13 data on dance, music, theater, and visual arts teachers for this report.

Budget Data

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

Arts Education Vendor Data

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

Arts Rooms Data

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

NYC School Survey

The *NYC School Survey* is an annual survey, first administered in the 2006-07 school year. It collects information from all New York City public school teachers, parents, and students (in grades 6-12) on school-level academic expectations, communication,

engagement, safety, and respect. The surveys include questions about participation in the arts and access to arts courses and activities. For the 2012-13 school year, 83 percent (428,485) of middle and high school students responded to the *NYC School Survey*, and 54 percent (478,481) of parents with students in all grades (K-12) responded. These response rates do not include students or parents with students in District 75 schools. Student and parent responses on the arts are included in this report.

NYC Principal Satisfaction Survey

The *NYC Principal Satisfaction Survey* was designed as a performance management tool to hold networks and central offices accountable for the quality of support they provide schools and inform networks' and central's efforts to continuously improve their performance. In addition, the survey enables tracking of longitudinal progress, while at the same time allowing for adjustments to the survey to support alignment with new structures and priorities. For the 2012-2013 school year, 84 percent (1,331) of principals responded to the *NYC Principal Satisfaction Survey*. These response rates include principals of District 75 schools. The *Principal Satisfaction Survey* provided data for useful arts professional opportunities for school-based arts teachers and non-arts teachers, as well as challenges to providing arts instruction in the 2012-13 school year.

New York State BEDS System

The New York State Basic Educational Data System (NYS BEDS) is a system for collecting district/school student enrollment and staff counts. All school districts are required to submit the annual BEDS Summary Forms and School Data Forms using the BEDS online internet application. This requirement is in keeping with the NYS Education Department's goal of using technology to gather and share information and to provide services more efficiently. The NYS BEDS provided data on the number of full-time certified teachers in dance, music, theater, and visual arts in the 2012-13 school year.

Appendix 1: City and State Requirements and Guidelines¹

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

Pre-Kindergarten–Kindergarten

City and State Requirements and Guidelines

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

Grades 1–3

NYSED Requirements Grades 1–3²

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

NYSED Guidelines Grades 1–3

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

Grades 4–6

NYSED Requirements Grades 4–6³

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

NYSED Guidelines Grades 4–6⁴

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

Grades 7–8

NYSED Requirements Grades 7–8⁵

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

Grades 9–12

NYSED Requirements Grades 9–12⁶

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

Availability of Arts Sequences

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

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

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

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

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

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

Appendix 2: School Case Studies

Countless principals are dedicated to maximizing resources for quality instruction for their students and work tirelessly to provide quality arts programs in their schools. This year, the NYCDOE Office of Arts and Special Projects selected three schools, one at each school level (elementary, middle, and high school), to highlight their exemplary arts programs. Over the past few years, these schools have maintained their arts offerings. Appendix 2 presents a snapshot of the schools' arts offerings in the 2012-13 school year based on principals' responses to the *Annual Arts in Education Survey* as well as interviews with principals. Information gathered from these interviews provides more context about the goals of the schools' arts programming and how principals have been able to sustain it.

P.S. 36 J. C. Drumgoole (31R036)

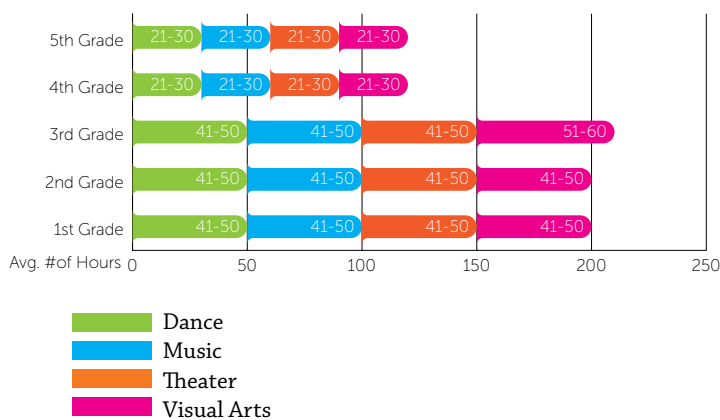
Principal: Barbara Bellafatto

Enrollment: 906

Grades Served: PreK-5

P.S. 36 J.C.

Figure A: Average Annual Arts Instructional Hours Provided by Classroom Teachers, School-Based Arts Teachers, and Cultural Arts Organizations in the 2012-13 School Year



P.S. 36 J.C. Drumgoole provides all four arts disciplines (dance, music, theater, and visual arts) to students in grades K-5 by certified arts teachers. During the 2012-13 school year, P.S. 36 met the New York State Education Department (NYSED) arts instructional requirements and guidelines in each

grade.¹ Kindergarten classes received instruction in dance, music, theater, and visual arts over the course of the school year. In addition, students in first through third grades received at least 41-50 hours of arts instruction in each arts discipline, and students in fourth and fifth grades received at least 21-30 hours of arts instruction over the course of the school year, as shown in Figure A.

Principal Barbara Bellafatto explained that the goal of the arts program at P.S. 36 is to “instill the foundational skills of each of those four disciplines to all of our students.” In kindergarten through third grade, students receive half a year of arts instruction in each arts discipline. At the end of third grade, students are assessed in each arts discipline and select one discipline they would like to focus on as they enter an arts “academy” for fourth and fifth graders. The academy allows the students to refine their skills in the discipline where their “talents and interests lie” and prepares them for making arts-based choices beyond elementary school.

Eight years ago, when Principal Bellafatto became principal of P.S. 36, the school only had a music and visual arts program. She recounted that as she began to expand the arts programming to include dance and theater instruction, the community was hesitant to support this expansion at first. Parents felt there should be a greater focus on the academic-based subjects. She noted, however, that “the community is now behind us 100 percent and are advocates for the program.” She acknowledged the hard work and effectiveness of the school’s four certified arts teachers in creating dynamic arts instruction:

“The program is sustainable because I have teachers who have the skill base, the knowledge, and the passion for the specific arts disciplines and because they are so skilled that they are able to transfer that passion also to their students. ... It really builds from within. ... The strength is having the right people. Together, we brainstorm to try to get the materials and the funding.”

¹ The NYSED arts requirements and guidelines suggest that students in kindergarten receive instruction in each dance, music, theater, and visual arts that is adapted to the ages, interests, and needs of the children. In grades 1-3, the guidelines suggest that students receive approximately 46 hours of arts instruction in each arts discipline (dance, music, theater, and visual arts), and students in grades 4 and 5 receive approximately 23 hours of arts instruction in each discipline across the school year.

For the most part, the arts are provided during teacher preparation periods and tax levy cluster funding is used to support the four certified arts teachers. These teachers share the students' work with the community through performances and exhibitions in the school. The school also partners with cultural arts organizations to complement the in-school arts experiences, although Principal Bellafatto expressed wanting to collaborate with more outside organizations.

Principal Bellafatto explained that the greatest challenge to sustaining the arts programming at P.S. 36 is the cost of supplies to support the programs. The difficulty lies in accounting for the costs of upgrading the instruments and making sure that the visual arts teacher has enough arts supplies to service more than 900 students. The arts teachers at the school are proactive in reaching out to the community for help with the supplies.

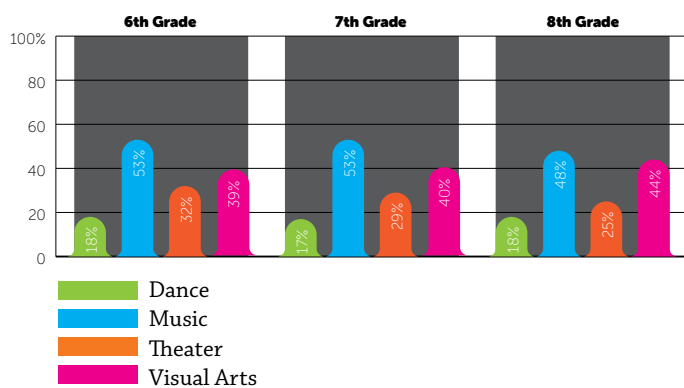
J.H.S. 74 Nathaniel Hawthorne (26Q074)

Principal: Anthony Armstrong

Enrollment: 944

Grades Served: 6-8

Figure B: Percent of Students Participating in Arts Instruction by Discipline and Grade in the 2012-13 School Year

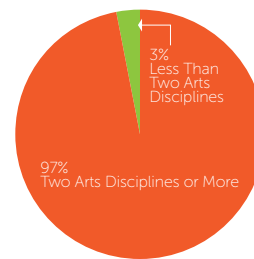


J.H.S. 74 Nathaniel Hawthorne provides arts instruction in dance, music (instrumental and vocal), theater, and visual arts (studio and graphic art) to students in grades 6-8, as shown in Figure B. To support this arts instruction, the school has six certified arts teachers: one in dance, two in music, one in theater, and two in visual arts. In June of each year, students are given a preference sheet and asked to rank the three arts disciplines they would like to major in during the following school year. The

school then programs each student to ensure that they receive one of the three preferred disciplines. Through block scheduling, students receive their arts major class four days per week for the entire school year. This programming allows the school to offer sequential instruction in grades 6-8 in all four art forms.

In order to meet the NYSED arts requirement and guidelines, students at Hawthorne also receive arts instruction in a second arts discipline.² In the 2012-13 school year, 97 percent of eighth-grade students promoted received arts instruction in two or more arts disciplines.

Figure C: Percent of Promoted 8th Grade Students who Received Arts Instruction in Two or More Arts Disciplines



When asked how Hawthorne is able to sustain their arts programming, Principal Anthony Armstrong explained, "The school itself has a history of excellence.... We believe it is a commitment for the children. In order to provide a well-rounded balanced education for our children, we must make a commitment to all areas." He elaborated further that not only do the arts teach skills that aren't necessarily taught within academic classes, but they also help reinforce what is learned in academic subject areas. For instance, Hawthorne's theater teacher implemented a playwriting unit using Shakespeare as a model. The task required students not only to learn basic playwriting knowledge and skills, but also to reflect on what they learned in English class and to work together in groups. Principal Armstrong elaborated that "the children were completely engaged in a manner that I don't know would have occurred had they sat down and said we are going to learn *Romeo and Juliet*," adding that the arts lend themselves to making

² The NYSED arts requirements and guidelines suggest that by the end of eighth grade, students should receive one semester in dance, music, theater, and/or visual arts, and one semester in a second arts discipline taught by a licensed certified arts teacher.

connections. Principal Armstrong praised his art teachers for their excellence in teaching their respective art disciplines as well as for making the necessary connections to other areas that are embedded in the Common Core and preparing their students to be college and career ready.

Hawthorne also partners with cultural arts organizations to, in Principal Armstrong’s words, “balance out and to enhance and enrich the arts.” Partnerships include the 92nd Street Y, Dance Education Laboratory, José Limón Dance Company, Flushing Town Hall, and the Young Audiences New York/American Place Theater (YANY/APT), among others. In addition to supporting the arts discipline, the arts organizations work with academic-based subject areas to help infuse the arts in the curriculum.

Principal Armstrong explained that the school utilizes and capitalizes every dollar it has “to fulfill the mission and the vision of the school.” Ideally, he wishes he had additional funding he could use to provide coverage for his teachers, which would allow them to visit their colleagues’ classrooms within the school as well as arts teachers at other schools. He believes it is critical that arts teachers not feel isolated, but have opportunities to learn from each other.

Edward R. Murrow High School (21K525)

Principal: Allen Barge
Enrollment: 4,031
Grades Served: 9-12

Table A: Number of Certified Arts Teachers by Discipline in the 2012-13

Arts Discipline	Number of Certified Arts Teachers
Dance	1
Music	8
Theater	2
Visual Arts	5

Edward R. Murrow High School provides arts instruction in dance, vocal and instrumental music, theater, and visual arts. During the 2012-13 school year, each program had at least one certified arts teacher to support instruction for more than 4,000 students (see Table A). Students have the opportunity to take the basic requirement in the arts (i.e., at least two semesters of art) or they can choose to go

beyond the basic requirement and take a sequence of arts study of their choice. In the 2012-13 school year, almost all (99 percent) graduating students met the NYSED requirements and guidelines³ and 76 percent received at least three credits or more in the arts, as shown in Figures D and E.

Figure D: Percent of Graduating Students with Two Credits or More in the Arts

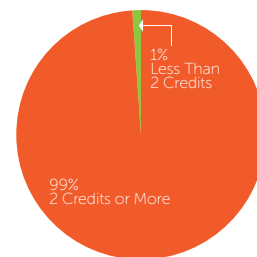
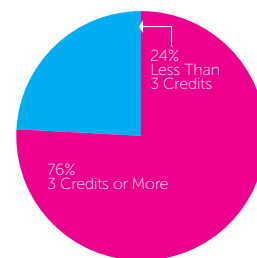


Figure E: Percent of Graduating Students with Three Credits or More in the Arts



Principal Allen Barge explained that students who discover a talent and interest in the arts also can pursue a more rigorous study in the arts by auditioning for one of the four screen arts institutes in the ninth or tenth grades. Each institute prepares students to take the citywide comprehensive exam. If students pass this, they receive the distinction of the Chancellor’s Endorsed Arts Diploma.

According to Principal Barge, the overall goal of Murrow High School’s arts programming is to “increase our students’ capacities in problem solving and higher-order thinking skills, and to develop habits that include responding, reflecting, refining and creating.” He noted the strength of the school’s programming is being able to offer a “plethora of courses, individualized instruction, for the inclusion of the entire Murrow community, not just the screened students, and churning out a well-rounded student from a comprehensive high school.”

³ The NYSED arts requirements and guidelines suggest that by the end of high school, students should graduate with two semesters in the arts (dance, music, theater, or visual arts) taught by a licensed certified arts teacher.

Murrow's multi-session, nine-period a day schedule allows for greater flexibility in programming and does not pose a challenge. Furthermore, Principal Barge credited Murrow's success in maintaining the arts to the school's staff. Principal Barge expressed gratitude to the "high-functioning administration and faculty." He explained that each department has an assistant principal who ensures the success of his/her respective programs. According to Principal Barge, he and his staff "have learned to maximize our resources at all times in order to sustain our programs."

Murrow also partners with cultural arts organizations, such as the Brooklyn Philharmonic, Center for Arts Education, Broadway Dance Center, Theatre Development Fund, and the Metropolitan Museum of Art, among others. Collaborating with these arts organizations allows the students to attend concerts, dance and theater performances, and visit museums, which provide them with an additional layer of enrichment and experiential learning.

Principal Barge acknowledged that providing successful arts programming comes with its challenges. Murrow faces difficulties in finding and hiring highly qualified teachers in the arts as well as dealing with the fiscal aspects of the school, including balancing the screened and non-screened programs. Despite these challenges, the staff at Murrow continue to work together to ensure the success of the programs.

Annual Arts in Schools Report 2012-2013

MAKING THE ARTS COUNT FOR EVERY NEW YORK CITY STUDENT

“Across New York City, public school students are taking all kinds of classes in the arts, including studio art and graphic art and design, as well as drama, dance, choral music, and instrumental music. These classes are vitally important to a well-rounded education because they inspire students, foster their creativity, and challenge them in exciting new ways.”

- Mayor Michael R. Bloomberg