

OVERVIEW

The K–8 Arts Education Program establishes a coherent, vertically aligned framework that ensures all students receive sustained, high-quality instruction in music and performance. The program emphasizes artistic literacy, creativity, cultural awareness, and collaboration as essential components of a well-rounded education. Through creating, performing, responding, and connecting, students develop transferable skills that support academic achievement, social-emotional growth, and long-term engagement in the arts.

MIDDLE /HIGH(7TH-12TH) AND HIGH SCHOOL BUILDINGS (9TH-12TH)

The Mount Vernon City School District Arts Pathway Program was developed out of a clear and compelling need: to ensure that students across the district’s high schools—most notably at the Denzel Washington School of the Arts, Mount Vernon High School, and Mount Vernon STEAM Academy—are formally recognized, supported, and celebrated for the areas in which they genuinely excel. For these students, artistic thinking is not peripheral to learning; it is central to how they process information, solve problems, and express understanding. The Arts Pathway was created to honor that reality and to ensure that artistic intelligence is valued with the same intention and rigor as traditional academic achievement.

At the Denzel Washington School of the Arts, the pathway affirms students whose strengths lie in performance, visual and media arts, dance, theatrical production, and creative storytelling. These students demonstrate extraordinary discipline, commitment, and artistic excellence, yet their abilities have not always been reflected in conventional recognition systems. The Arts Pathway was designed to change that narrative by formally validating artistic achievement as a measure of success, growth, and academic identity.

At the same time, the Arts Pathway intentionally extends beyond a single school and exists districtwide to meet students where they are—academically, creatively, and intellectually. At Mount Vernon High School, the pathway supports students engaged in advanced coursework, including International Baccalaureate and college-level academic programs, who also demonstrate strong artistic abilities. For these students, the arts are deeply interconnected with literacy, communication, critical analysis, and global thinking. The pathway allows them to integrate creative expression into rigorous academic study, reinforcing the idea that artistic practice strengthens higher-order thinking, interpretation, and cultural awareness—skills that are essential to IB-aligned learning.

Similarly, at Mount Vernon STEAM Academy, the Arts Pathway recognizes that creativity is foundational to innovation in mathematics, science, engineering, and technology. Artistic thinking—such as design, visualization, pattern recognition, and spatial reasoning—plays a critical role in scientific inquiry and problem-solving. The pathway supports students who demonstrate artistic talent within STEAM contexts, validating creativity as a driving force behind experimentation, engineering design, data visualization, and technological advancement. In this setting, the arts are not separate from math and science; they are inseparable from discovery and invention.

Taken together, the Arts Pathway addresses the arts across all of the district’s high schools, ensuring equity, consistency, and opportunity regardless of program focus. Whether students are preparing for performance, engaging in advanced academic study, or pursuing STEAM-centered learning, the pathway acknowledges that creativity is a unifying strength that enhances every discipline. It recognizes that artistic excellence can present itself differently—through movement, sound, design, analytical visualization, or innovative problem-solving—and that all of these expressions deserve recognition.

Importantly, the Arts Pathway does not position the arts in competition with academics. Instead, it reflects a shared districtwide belief that the arts enhance learning across subject areas. Students develop literacy through interpretation, critique, and expression; mathematical reasoning through structure, rhythm, proportion, and geometry; and scientific understanding through observation, modeling, experimentation, and creative analysis. The pathway supports deeper engagement, stronger persistence, and more authentic learning experiences by allowing students to apply their artistic strengths within academic contexts.

For students across Mount Vernon’s high schools, the Arts Pathway provides affirmation that their talents matter and that their abilities are recognized as assets rather than deviations from traditional measures of success. It creates space for rigor, reflection, and growth while building confidence, identity, and resilience. Through this pathway, students learn to collaborate, communicate ideas effectively, think flexibly, and approach challenges with creativity and purpose.

While the pathway supports students who may pursue careers in the arts—such as performance, visual and digital media, design, or arts education, it is equally focused on preparing students for a wide range of professional pathways. The skills cultivated through arts-based learning—innovation, adaptability, critical thinking, collaboration, and creative leadership—are essential across fields including technology, engineering, healthcare, business, education, and public service. The Arts Pathway prepares students not only for specific careers, but for complex, evolving futures.

Ultimately, the Mount Vernon City School District Arts Pathway Program represents a commitment to honoring the full spectrum of student’s potential across all district high schools. By recognizing artistic excellence at the Denzel Washington School of the Arts, Mount Vernon High School, and Mount Vernon STEAM Academy, the district affirms that creativity belongs everywhere—on the stage, in the studio, in the laboratory, and in the classroom. The program stands as a statement that the arts are integral to learning, that talent exists in many forms, and that every student deserves to have their gifts acknowledged, nurtured, and celebrated.

SERVICES PROVIDED

K-8 BUILDINGS

Elementary School (K–5)

- Standards-based general music instruction emphasizing rhythm, melody, movement, and listening.
- Developmentally appropriate vocal instruction and early music literacy
- Participation in school chorus and grade-level performances
- Introduction to performance etiquette and ensemble responsibility
- Exposure to diverse musical styles, cultures, and historical contexts

Middle School (6–8)

- Band instruction focused on instrumental technique, musicianship, and ensemble performance
- Advanced chorus opportunities emphasizing harmony, tone, and expressive performance
- Participation in school musicals and theatrical productions
- Performance opportunities within the school and community
- Preparation for advanced coursework and secondary arts pathways

Enrichment and Experiential Learning (K–8)

- Field trips to cultural institutions, including Carnegie Hall
- Attendance at student and professional performances
- Guest artists, workshops, and residencies as available
- School concerts, showcases, and celebratory arts events

MIDDLE /HIGH(7TH-12TH) AND HIGH SCHOOL BUILDINGS (9TH-12TH)

The Mount Vernon City School District Arts Pathway Program was intentionally designed to reflect the understanding that artistic talent manifests in many forms and that each school community serves students with distinct strengths, interests, and academic focuses. Rather than offering a single, uniform model, the district developed a flexible, building-based pathway structure that allows the arts to flourish in ways that best meet student needs across all high schools. Through this approach, the Arts Pathway ensures equity, relevance, and recognition for artistic excellence districtwide.

At the **Denzel Washington School of the Arts**, the Arts Pathway is both expansive and deeply specialized, reflecting the school’s mission as a conservatory-style environment focused on intensive artistic training. Students are offered six comprehensive arts pathways that allow for progression, mastery, and formal recognition of artistic excellence. These include Music, with sequential coursework from Beginning Band through Advanced Band; Dance, with multiple levels supporting technical development and expressive growth; Theater, including Acting I–III; Technical Theater, emphasizing production, design, and stagecraft; Visual Arts, through Studio Art I–III; and Musical Theater, with a structured progression that integrates performance, movement, and vocal technique. These pathways were developed to ensure that students whose talents reside in the arts are not only nurtured, but clearly recognized for their commitment, skill, and sustained growth.

At **Mount Vernon STEAM Academy**, the Arts Pathway reflects the school’s emphasis on innovation, problem-solving, and interdisciplinary learning. Currently, STEAM Academy offers a Visual Arts Pathway that is intentionally integrated with mathematics, science, engineering, and technology. Students progress through Visual Art I and Studio Art I, advancing to Studio Art II and Graphic Art, where artistic design, digital media, spatial reasoning, and visual communication directly support STEAM-based inquiry. This pathway recognizes that creativity is essential to scientific discovery and technological advancement and affirms that artistic thinking—such as design, visualization, and pattern recognition—is foundational to success in STEAM fields.

At **Mount Vernon High School**, the Arts Pathway is structured to align with rigorous academic programming, including college-level and International Baccalaureate–aligned coursework, while offering students multiple entry points for artistic engagement. The school offers four arts pathways, including Vocal Music, Instrumental Music, Visual Arts, and a Theater Pathway that emphasizes playwriting, public speaking, and the history of theater. Students progress from introductory coursework into advanced levels, including IB-aligned arts courses such as IB Visual Arts and advanced performance ensembles. These pathways allow students to integrate artistic expression with critical analysis, literacy, and global perspectives—skills that are central to advanced academic programs.

Across all three high schools, the Arts Pathway Program operates with a shared philosophy: artistic excellence is a legitimate and valuable measure of student achievement. While each building’s pathway reflects its instructional focus and student population, together they form a cohesive, districtwide commitment to honoring creativity wherever it appears—on the stage, in the studio, through design, or in interdisciplinary academic work.

The Arts Pathway does not exist in opposition to academic rigor; rather, it strengthens it. Students engaged in structured arts sequences demonstrate increased engagement, discipline, communication skills, and critical thinking. The pathways reinforce literacy, mathematical reasoning, scientific inquiry, and problem-solving while also supporting social-emotional development and student identity. By allowing students to learn through their strengths, the program deepens understanding and fosters persistence across subject areas.

Importantly, the Arts Pathway recognizes that while some students may pursue professional careers in the arts, the impact of arts education extends far beyond performance or production. Students develop transferable skills—creativity, collaboration, adaptability, leadership, and innovative thinking—that are essential across industries including technology, healthcare, engineering, education, business, and public service. The pathways prepare students not simply for specific careers, but for meaningful participation in a complex, evolving world.

FUNDING ACHIEVEMENTS

K-8 BUILDINGS

Under Title I – Student Support and Academic Enrichment, funds designated for Well-Rounded Education (The Art of Education University, QuaverEd-Music, and TheatreFolk) will support the district’s Arts Program by expanding access to enriched, rigorous learning opportunities for advanced learners.

Funding will provide Flex Curriculum License and General Music Curriculum License for instructional field per grade level, extending learning beyond the classroom. There is an annual membership fee for TheatreFolk to access Practical Technical Theatre Digital Program at the Denzel Washington School Of The Arts.

Funds are also allocated for instructional materials and supplies for teachers and administrators. Professional development opportunities will further strengthen staff capacity to identify and effectively serve the Arts students through research-based instructional practices.

Title I funds will also support an afterschool Project-Based Learning (PBL) program. This includes resources for program materials and supplies, as well as staffing support for teachers, teaching assistants, and administrators to facilitate and oversee programming over the course of the school year.

MIDDLE /HIGH(7TH-12TH) AND HIGH SCHOOL BUILDINGS (9TH-12TH)

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DENZEL WASHINGTON SCHOOL OF THE ARTS

Outside Arts Programs

Wendy Wasserstein - Theater Development Fund
Scholarship program that chooses High School Seniors and Juniors through a rigorous vetting process. They attend 6 Broadway shows a year - they do a talkback - write and critical analyze, each show.

Vivid Imaginations
Focusing on Extended Reality, Augmented Reality, Virtual Reality through teaching students how to using tools like Blender to become creators rather than just consumers of innovation.

Hip-Hop Gamer - Hot 97
Gaming through the Arts - Students learn the backend of Gaming. There is also a Financial Literacy and Character Education. Students compete with other schools around the state for CASH prizes through the playmakers program.

One World
One World has developed a range of student-centered, Future Ready enrichment programs designed to support educators worldwide in meeting the unprecedented opportunities and challenges of the 21st century.

Harlem School of the Arts
Provides scholarships for students in Dance. Students audition and are accepted for Dance Training in all styles of Dance.

Karl Bigby - Film Club
Students are taught the basics of filming and scriptwriting. Students create a short film about a social issue that is entered

Lite-trol - Judy Kaegel - Lighting and Sound
Provides specialized service, maintenance, and repair for theatrical, architectural, and television lighting control and dimming systems from a wide range of manufacturers. The company supports clients nationwide through on-site service, annual maintenance contracts, system integration, and fast turnaround repairs of lighting control equipment. They train our lighting and sound technicians.

DJ Academy - Cornell Yarborough
The DJ Academy and workshop purposefully push the integration of literacy and science, technology, engineering & mathematics (STEM) into creative content that exposes students to a unique form of learning music, communication, and improvisation.

Students who Received Arts Awards

Omega Phi Psi Talent Hunt
Charlize Ford (Vocal) , Aubrey McKoy (Vocal),
Amani Sutherland (Dance), Matthew Samuels (Vocal)

NAACP Act So Competition
Charlize Ford: GOLD - Vocal Contemporary/
SILVER - Dance Traditional

Kaitlyn Leslie: GOLD - Spoken word/
SILVER - Vocal Contemporary/ SILVER - Original Essay

Kayden Mann-Munroe: BRONZE- Written Poetry

Amani Sutherland: GOLD- Traditional/
BRONZE - Photography

Michael Middleton: GOLD - Modern/ GOLD - Ballet

Charlize Ford, Kaitlyn Leslie, and Michael Middleton will be going to Nationals in Chicago in July.

LINCOLN SCHOOL

Outside Arts Programs

Concordia Conservatory of Music

A cohort of students receives five years of strings instruction through generous donations and an Arts Westchester grant

PROGRAM EVALUATION ENSURING STUDENT OBJECTIVES MET WITH FUNDING ALLOCATION

K-8 BUILDINGS

Grades K–2 (Exposure and Exploration)

Students engage in music through singing, rhythm, movement, and listening activities. Instruction focuses on creativity, cooperation, early performance skills, and developing comfort with artistic expression.

Grades 3–5 (Skill Development and Participation)

Students strengthen vocal technique, music literacy, and ensemble awareness through chorus participation and school performances. Emphasis is placed on discipline, collaboration, and confidence-building.

Grades 6–8 (Preparation and Pathway Readiness)

Students engage in band and advanced chorus instruction, participate in school musicals, and experience professional arts environments such as Carnegie Hall. Students develop technical proficiency, rehearsal etiquette, reflection skills, and ensemble responsibility.

By the end of Grade 8, students possess the foundational skills, artistic identity, and performance experience necessary to transition seamlessly into district Arts Pathways at the middle and high school levels. This continuum strengthens student preparedness for advanced study, long-term program retention, and alignment with NYSED’s evolving pathway framework.

MIDDLE /HIGH(7TH-12TH) AND HIGH SCHOOL BUILDINGS (9TH-12TH)

Evaluation Through Student Outcomes and Evidence of Learning

Student progress and achievement are evaluated through the Individualized Arts Assessment Pathway (IAAP) e-Portfolio, which provides a longitudinal record of learning over a three- to four-year period. The e-Portfolio documents artistic growth, technical skill development, creative thinking, reflective practice, and alignment to New York State Arts Learning Standards. Because the portfolio includes artifacts, written reflections, evidence of feedback, and final presentations, it offers measurable indicators of whether students are meeting established objectives.

Evaluation criteria are applied consistently across schools while remaining discipline-specific, ensuring that outcomes are comparable yet appropriate to each artistic pathway. Rubrics aligned to NYS Anchor Standards are used to assess:

- Depth and clarity of artistic goals
- Quality and range of creative work
- Evidence of process, revision, and growth
- Application of teacher and peer feedback
- Critical reflection and artistic reasoning

These measures allow the district to determine program effectiveness not through test scores alone, but through authentic demonstrations of student learning and mastery.

Continuous Monitoring and Program Accountability

Program effectiveness is reviewed annually through analysis of completed and in-progress e-Portfolios, student presentations, and rubric-based scoring outcomes. Teachers provide formative feedback throughout the process, while final e-Portfolio evaluations serve as summative evidence of program impact. This layered assessment approach ensures ongoing monitoring rather than one-time evaluation, allowing for timely instructional adjustments and targeted interventions where needed.

Additionally, trends across portfolios—such as growth patterns, areas of challenge, and strengths by discipline or building—are used to inform program planning and professional development priorities. This data-informed approach ensures that student objectives remain central to program decision-making.

Alignment of Funding With Student and Program Needs

Funding allocation within the Arts Pathway Program is strategically aligned to the specific needs of each school and pathway, ensuring equitable access to high-quality instruction and resources. Because each building offers arts pathways tailored to its instructional focus—performing and visual arts, STEAM-integrated arts, or academically rigorous arts programming—funding decisions are guided by pathway requirements and documented student outcomes.

Resources supported through funding include:

- Instructional materials and equipment aligned to pathway disciplines
- Digital platforms and tools that support e-Portfolio development, documentation, and submission
- Professional development for teachers to ensure consistent, standards-aligned assessment practices
- Support for critique, presentation, and feedback structures that are integral to student growth

The effectiveness of these investments is evaluated through student performance data, portfolio quality, and evidence of skill progression over time. When outcomes demonstrate strong alignment between resources and learning objectives, funding strategies are maintained or expanded. When gaps are identified, funding allocations are adjusted to better address student needs.

Equity, Access, and Sustainability

A core component of program evaluation is ensuring that all students—regardless of school or pathway—have equitable opportunities to demonstrate artistic excellence. The IAAP e-Portfolio creates a common assessment structure that supports fairness and transparency across the district, while still honoring the unique nature of each arts discipline.

Funding decisions are evaluated not only for program effectiveness, but also for their role in sustaining access to arts education as a viable graduation pathway. By tying financial support directly to documented student outcomes, the district ensures responsible stewardship of resources and long-term program sustainability.

GOALS

K-8 BUILDINGS

GOAL 1: Provide Every K–8 Student With Consistent Access to High-Quality Music Education

Measurable Objective

By the end of each academic year, 100% of K–8 students will receive regularly scheduled, standards-aligned music instruction delivered by certified arts educators.

Indicators of Success:

- Master school schedules reflect dedicated music instruction for all K–8 students
- Lesson plans demonstrate alignment with NYS Arts Learning Standards
- Instructional minutes meet or exceed district expectations for arts education
- Student attendance and participation data show consistent engagement across grade levels
- Annual administrative reviews confirm equitable access across all K–8 buildings

GOAL 2: Build Strong Foundations for Vocal and Instrumental Performance

Measurable Objective

By the end of Grade 5, students will demonstrate foundational skills in pitch, rhythm, and music literacy; by the end of Grade 8, students will demonstrate proficiency in ensemble participation through chorus and/or band.

Indicators of Success:

- Student performance assessments show growth in vocal and instrumental technique
- Chorus and band rosters reflect increasing enrollment and retention
- Concerts and performances demonstrate grade-appropriate musical skills
- Teacher-developed rubrics document student progress over time
- Transition data shows students entering middle school prepared for band and advanced chorus

GOAL 3: Increase Student Engagement Through Authentic Performance Experiences

Measurable Objective

Each K–8 student will participate in at least one authentic performance experience per year, either as a performer or informed audience member.

Indicators of Success:

- Annual calendars reflect concerts, assemblies, musical productions, and showcases
- Student participation logs document involvement in performances
- Field trip records show student attendance at live performances, including cultural institutions such as Carnegie Hall
- Student and teacher feedback indicate increased confidence and engagement
- Performance attendance data reflects family and community participation

GOAL 4: Establish a Clear Pipeline Into District Middle and High School Arts Pathways

Measurable Objective

By Grade 8, students will demonstrate the readiness skills necessary to enter district Arts Pathways, as measured by performance experience, ensemble participation, and foundational arts competencies.

Indicators of Success:

- Grade-level benchmarks document sequential skill progression (K–2, 3–5, 6–8)
- Middle and high school enrollment data shows continued participation in arts programs
- Counselors and arts educators confirm student readiness for advanced coursework
- Transition meetings and curriculum alignment documents reflect K–8 to secondary continuity
- Retention rates in secondary arts programs increase over time

GOAL 5: Ensure Equity in Access to Instruments, Instruction, and Cultural Enrichment

Measurable Objective

All students, regardless of socioeconomic status or school assignment, will have equitable access to instruments, instruction, and arts enrichment opportunities.

Indicators of Success:

- District inventories confirm availability and maintenance of shared instruments
- Participation data shows comparable access across K–8 buildings
- Funding records show targeted allocation to schools and students with greatest need
- Transportation logs confirm equitable access to field trips and performances
- Reduction in participation gaps among demographic groups over time

PROGRAM ACCOUNTABILITY NOTE

Progress toward these objectives is reviewed annually using participation data, performance outcomes, instructional reviews, and enrollment trends. Findings directly inform program refinement, professional development priorities, and resource allocation to ensure continuous improvement and alignment with NYSED’s emphasis on pathway-based education.

MIDDLE /HIGH(7TH-12TH) AND HIGH SCHOOL BUILDINGS (9TH-12TH)

Summary of Student Assessment Through the IAAP e-Portfolio

Students participating in the Mount Vernon City School District Individualized Arts Assessment Pathway (IAAP) are assessed through a comprehensive, standards-aligned e-Portfolio that documents their artistic growth, creative process, and achievement over a three- to four-year period. Rather than relying on a single exam or performance, assessment is ongoing, reflective, and performance-based, allowing students to demonstrate mastery in their selected arts pathway through authentic work.

The e-Portfolio serves as both a learning and assessment tool, housed digitally in Schoology, and is built gradually as students’ progress through their high school arts coursework. It captures evidence of learning across time, emphasizing artistic development, critical thinking, problem-solving, and reflective practice.

At the foundation of the e-Portfolio is a Statement of Goals / Artist Statement, in which students articulate their artistic interests, educational experiences, and future aspirations. This statement evolves over time and is revised as students grow, demonstrating increased clarity, maturity, and self-awareness as developing artists.

Students curate a minimum of six to eight high-quality artifacts aligned to their chosen discipline (visual art, music, dance, theater, technical theater, or related areas). Artifacts may include performances, compositions, visual works, design processes, videos, audio recordings, scripts, sketches, journals, or production materials. Students are responsible for selecting their strongest work and explaining why it demonstrates growth and achievement.

Each artifact must include a written reflection and analysis, describing the creative process, sources of inspiration, challenges encountered, revisions made, and areas of success and improvement. This reflective component is central to the assessment process, as it demonstrates students' ability to think critically about their work and apply feedback meaningfully.

Assessment also emphasizes evidence of process, not just final products. Students include documentation such as drafts, rehearsals, sketches, design plans, critique notes, peer feedback, and teacher feedback. Growth is demonstrated by showing how ideas develop, how feedback is incorporated, and how skills improve over time.

Throughout the pathway, students participate in initial and final presentations, where they formally present their work and discuss their artistic journey. These presentations establish baseline understanding early in the process and culminate in a final submission that reflects mastery and coherence across the portfolio.

Final assessment of the e-Portfolio is conducted using discipline-specific rubrics aligned to NYS Arts Anchor Standards. Students are evaluated on organization and structure, clarity and depth of their artist statement, quality and range of artistic work, evidence of creative process, responsiveness to feedback, final presentation, and the depth of post-project reflection. Rubrics distinguish between above standard, at standard, near standard, and below standard levels of performance.

Ultimately, the IAAP e-Portfolio assessment recognizes that artistic learning is developmental, reflective, and iterative. It values student voice, honors diverse modes of expression, and provides a rigorous, equitable pathway for students to demonstrate readiness for graduation. The process not only assesses artistic achievement but also prepares students with the skills required for college, careers, and lifelong creative engagement.

Upon successful completion of the Arts Pathway program and the IAAP e-Portfolio over four years, students will be eligible to earn an Arts Pathway graduation credit that may replace a required Regents examination, aligning with NYSED's shift toward multiple, flexible graduation pathways that recognize authentic, skills-based demonstrations of student learning.

FINANCIAL OVERVIEW

The Arts Department (District-Wide)

MVCSD 2026-2027 Budget Expenses (Appropriation)

as of 4/23/2026

SCHOOL ARTS PROGRAM	2026-2027 PROJECTED BUDGET
BENJAMIN TURNER ACADEMY	216,057
Music (K-12)	116,080
Visual Arts (PK-12)	99,977
DENZEL WASHINGTON SCHOOL OF THE ARTS AT THORNTON *	775,569
Dance (PK-12)	88,548
Drama (7-12)	75,808
Music (K-12)	195,800
Theatre (K-12)	191,775
Visual Arts (PK-12)	223,638
GRAHAM SCHOOL	157,821
Music (K-12)	82,013
Visual Arts (PK-12)	75,808
GRIMES SCHOOL	238,161
Music (K-12)	126,588
Visual Arts (PK-12)	111,573
HAMILTON SCHOOL	204,628
Music (K-12)	88,548
Visual Arts (PK-12)	116,080
LINCOLN SCHOOL	218,141
Music (K-12)	122,416
Visual Arts (PK-12)	95,725

SCHOOL ARTS PROGRAM	2026-2027 PROJECTED BUDGET
MANDELA/ZOLLICOFFER SCHOOL	151,610
Music (K-12)	69,597
Visual Arts (PK-12)	82,013
MOUNT VERNON HIGH SCHOOL	414,058
Music (K-12)	223,245
Visual Arts (PK-12)	190,813
MV STEAM ACADEMY	263,668
Music (7-12)	64,697
Visual Arts (K-12)	99,644
Visual Arts (PK-12)	99,327
PENNINGTON SCHOOL	219,327
Music (K-12)	103,247
Visual Arts (PK-12)	116,080
REBECCA TURNER ACADEMY	190,987
Music (K-12)	119,108
Visual Arts (PK-12)	71,879
TRAPHAGEN SCHOOL	204,628
Music (K-12)	88,548
Visual Arts (PK-12)	116,080
WILLIAMS SCHOOL	164,356
Music (K-12)	75,808
Visual Arts (PK-12)	88,548
GRAND TOTAL – ALL SCHOOLS	3,419,011

* Denzel Washington School of the Arts provides more enrichment than New York state mandates, therefore requires a higher budget.