

Annual Arts in Schools Report



2007-2008



“With ArtsCount we are taking arts education to a new level and holding schools accountable for providing all students with the arts instruction they need and deserve.”

-Chancellor Joel I. Klein

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Executive Summary 2007-2008

Under the leadership of Mayor Bloomberg and Chancellor Klein, New York City has made the arts a priority for its public schools. The arts enrich our children's lives and learning, and all students deserve the opportunity to experience a rich arts education. This administration's focus on the arts began with the *Blueprint 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, and visual arts. In 2007, building on the progress that has been made, the Mayor and Chancellor announced ArtsCount, an initiative designed to provide greater accountability for arts education in our schools. This *Annual Arts in Schools Report 2007-2008* shows us where we are and makes clear what we must do to provide quality arts education for every NYC public school student.

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

The *Annual Arts Education Survey* collects information about various 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

In addition to this report, each school has an individual *Annual Arts in Schools Report* posted on its Web site. Details about the arts accountability measures are available in *ArtsCount: A Guide for Principals*, a manual to support school leaders as they implement high-quality arts programs. The guide includes New York State Education Department instructional requirements for the arts* and connects principals to supports and resources for improving arts instruction at their schools. For more information, visit: <http://schools.nyc.gov/offices/teachlearn/arts/artscount.html>.

*Please see Appendix 1 for New York State and City requirements for arts education.

Supports for Schools and School Leaders

The Office of the Arts and Special Projects (OASP) collaborated with School Support Organizations and arts and cultural organizations to provide ongoing support system-wide throughout 2007-08.

Using the data from 2006-07 and the recommendations of the *Annual Arts in School Report 2006-2007*, a targeted set of strategies was formulated to assist schools in expanding students' access to and participation in the arts. The OASP has:

- established the Arts Education Liaison position in over 1,234 schools. Liaisons are the conduit through which the OASP disseminates information and provides support to advance student participation and learning in the arts.
- designed and delivered technical assistance and support to more than 800 schools across the system.
- identified schools in need of improving their programs in arts education, and has provided specific support services such as intervisitations to best practice sites, budgeting and scheduling seminars, and orientation to the *Blueprint for Teaching and Learning in the Arts*.
- provided ongoing support to school leaders system-wide through school visits, consultancy regarding arts programming and staffing issues, principal conferences for SSOs, access to high quality professional development opportunities for arts specialists designed and delivered by the OASP, and the Cultural Pass Program for School Leaders.
- initiated development for a new *Blueprint for Film and Media* in conjunction with the Mayor's Office of Film, Theatre and Broadcasting.
- completed filming a *Best Practices in Arts Education* video (system-wide distribution scheduled for October 2008).
- built awareness of the requirements for arts education, resulting in higher outcomes on the 2008 survey response rate. The 2007-08 response rate was 91%, representing 1,307 schools¹ as compared to 939 schools or 75% response rate for last year.
- conducted a follow-up survey during the summer for 96 schools identified in need of improvement. Forty-two percent of those school leaders responded that the *Annual Arts in Education Survey* had an impact on the following areas of their school's arts instructional program for the upcoming year:
 - re-allocation of funds for supplies and materials
 - programming an additional art form
 - increase in number of students receiving arts instruction.

1. The findings of this report are based on an analysis of data provided by completed school surveys as of June 2008 (89%, representing 1,275 schools).

Leadership, Empowerment, and Accountability for Arts Education

The Children First Initiative recognizes that principals have the most critical leadership position in advancing student achievement. School leaders must be empowered to make informed decisions, but they also need to set the bar high and be held accountable for results. This report, along with each school's *Annual Arts in Schools Report*, will provide valuable information for the decision-making critical to a quality arts education for all NYC public school students.

Arts Education Task Force

The Arts Education Task Force, composed of members of the arts and cultural community and school leaders, has played a vital role in guiding the New York City Department of Education (NYCDOE) in developing the *Annual Arts in Schools Report*, revising the *Annual Arts Education Survey*, and creating an *Arts Education Quality Rubric*. The Arts Education Task Force submitted a report on June 27, 2008 with recommendations to Chancellor Joel I. Klein.

School Budgeting for Arts Education

Last year, the deterioration of the national economy affected projected local revenues and all City agencies, including the Department of Education, were asked to absorb mid-year budget cuts. After reducing spending at its central offices, the NYCDOE had to cut about \$100 million from schools' budgets. School leaders, however, managed to maintain their spending in the arts. In school year 2007-08, schools have:

- held their overall budget for the arts flat (aggregate school arts budgets decreased by only \$149,000 or 0.05%).
- held spending on the arts relative to other budget areas (less than 0.25% decrease).
- increased per capita arts budget (FY07 - \$308 per student; FY08 - \$311 per student).*
- increased their arts budgeting on personnel by 4.7% (\$13,010,695).
- decreased their arts budgeting on arts and cultural vendors by 2.21% (-\$556,476).**
- decreased their arts budgeting on supplies/equipment (e.g., materials, equipment repair, transportation) by 63.19% (-\$6,739,036).

Note: Statistics reflected in this report include only schools that completed an *Annual Arts Education Survey*. For more detailed information, please refer to the methodology section of this report. Services and other data come from Galaxy, the school budgeting system. The numbers presented in the budget differ from the data presented on arts education vendors because the arts education vendor data reflects actual spending from the Division of Contracts and Purchasing.

*Per capita based on following registers: FY07 register - 1,001,488 and FY08 register - 992,141

**At the end of 2007-08, 24 schools were closed; their 2007-08 data is included in this report.

Key Findings

New York City schools are providing students with a range of opportunities in the arts, offering instruction in dance, music, theater, and the visual arts. Our schools strive to meet and exceed the standards set by the New York State Education Department (NYSED), as described in Appendix 1 of this report. Data from the 2007-08 surveys indicate that schools have a foundation for offering a variety of arts disciplines and have made progress in increasing student participation in these offerings. Following are some key findings of the report.



Elementary Schools

When elementary schools use a combination of arts teachers and arts and cultural organizations to deliver arts instruction, the following percentages of schools offer arts opportunities.

Percentages of Elementary Schools That Offer One, Two, Three, or Four Arts Disciplines

NUMBER OF ARTS DISCIPLINES	2006-07	2007-08
One Arts Discipline	98%	97%
Two Arts Disciplines	84%	91%
Three Arts Disciplines	68%	76%
Four Arts Disciplines	38%	45%

Percentages of Elementary Schools Offering Arts Instruction by Discipline for 2006-07 and 2007-08 by School-based Staff and Cultural Organization

	2006-07	2007-08
Dance	63%	73%
Music	89%	89%
Theater	52%	56%
Visual Arts	92%	92%

Middle Schools

Middle schools have made progress in increasing the variety of arts offerings.

Percentages of Middle Schools That Offer One, Two, Three, and Four Arts Disciplines

NUMBER OF ARTS DISCIPLINES	2006-07	2007-08
One Arts Discipline	92%	96%
Two Arts Disciplines	79%	84%
Three Arts Disciplines	43%	32%
Four Arts Disciplines	17%	33%

Participation by middle school students has increased across all arts disciplines.

Percentages of Seventh and Eighth Grade Students Participating in Arts Instruction by Discipline for 2006-07 and 2007-08

	2006-07	2007-08
Dance	36%	57%
Music	69%	75%
Theater	40%	56%
Visual Arts	84%	91%

High Schools

Thirty-four percent of high schools provide students the opportunity to exceed the minimum graduation requirement.

Percentages of High Schools Offering Arts Instruction by Discipline for 2006-07* and 2007-08**

	2006-07	2007-08
Dance	15%	42%
Music	74%	67%
Theater	21%	70%
Visual Arts	85%	86%

* As reported in the *Annual Arts in Schools Report 2006-2007*

** These percentages represent a shift in distribution of arts offerings across all four disciplines and not a net decrease of arts teachers.

Arts Teachers

More than 71 percent of our schools have at least one certified arts teacher. Over 64 percent of schools have at least one visual arts teacher, and 50 percent have at least one music teacher. At all grade levels, a smaller percentage of schools offer instruction in dance and theater. Fourteen percent of schools have at least one dance teacher, and 9 percent of schools have at least one theater teacher.

Arts and Cultural Community

The arts programs in our schools are enriched by partnerships with the thriving arts and cultural community of New York City. Eighty-nine percent of our schools work with one or more arts and cultural organizations, and at least 396 arts and cultural organizations provide services to schools.

Student Access/Participation Arts Education 2007-2008



Elementary Schools

“Our school’s arts program provides all children with opportunities to appreciate all fields of the arts, including visual and fine arts, music, theater, dance, and architecture while developing their own skills, talents, and interests.”

-Elementary School Principal, Manhattan*

Elementary schools are striving toward the NYSED requirement of providing all four arts disciplines to all students. When elementary schools use a combination of school-based staff and arts and cultural organizations to deliver arts instruction, 97 percent of schools are able to offer at least one arts discipline, 91 percent offer at least two, 76 percent offer three, and 45 percent offer all four arts disciplines.

Elementary schools offer a variety of arts education opportunities, although many schools do not provide students with sequential arts instruction grade to grade.

The figures for 2007-08 are as follows:

- 92% of schools offer visual arts.
- 89% of schools offer music.
- 73% of schools offer dance.
- 56% of schools offer theater.

For 2007-08 the following arts instruction was offered to PreK students at schools that serve a PreK population:

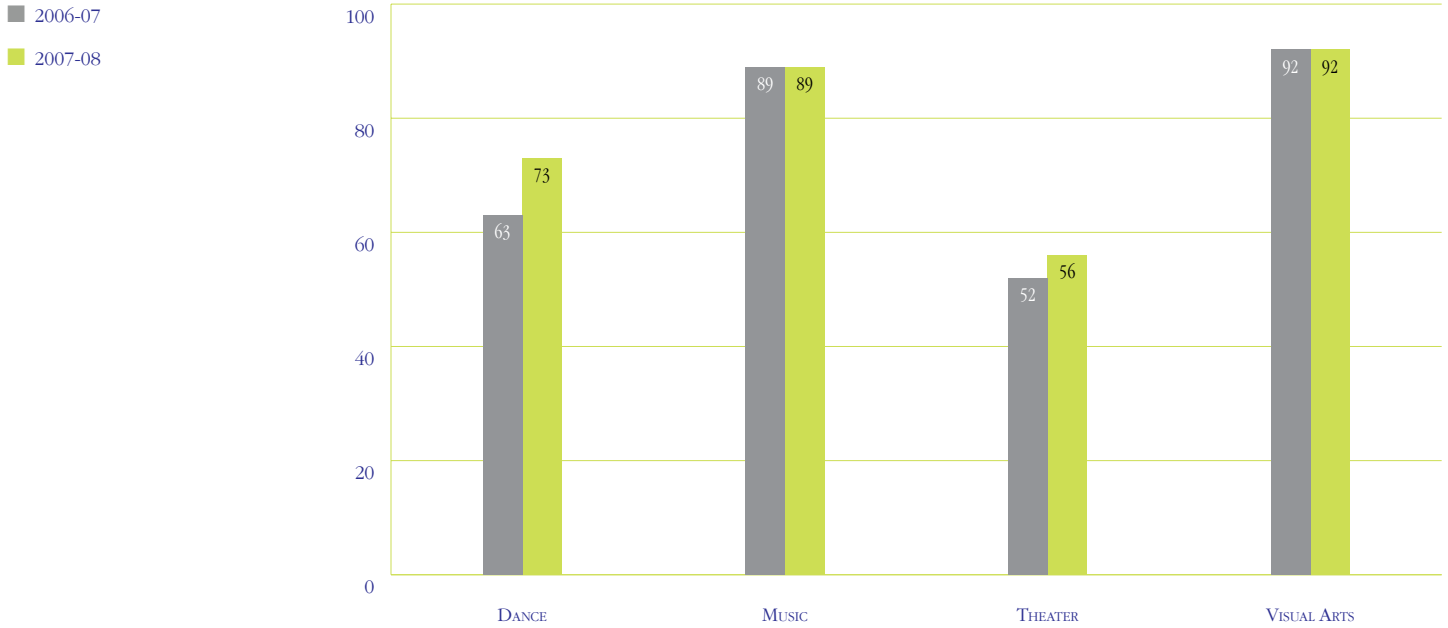
- 68% of schools offer visual arts.
- 67% of schools offer music.
- 39% of schools offer dance.
- 26% of schools offer theater.

Eight percent of elementary schools reported providing annual arts instruction in all four disciplines in 2007-08 as compared to 4 percent annually for 2006-07.

*In 2007-08, the *Annual Arts Education Survey* asked principals to comment on their school's arts program. These comments appear on the individual schools reports and selected samples have been included in this report.

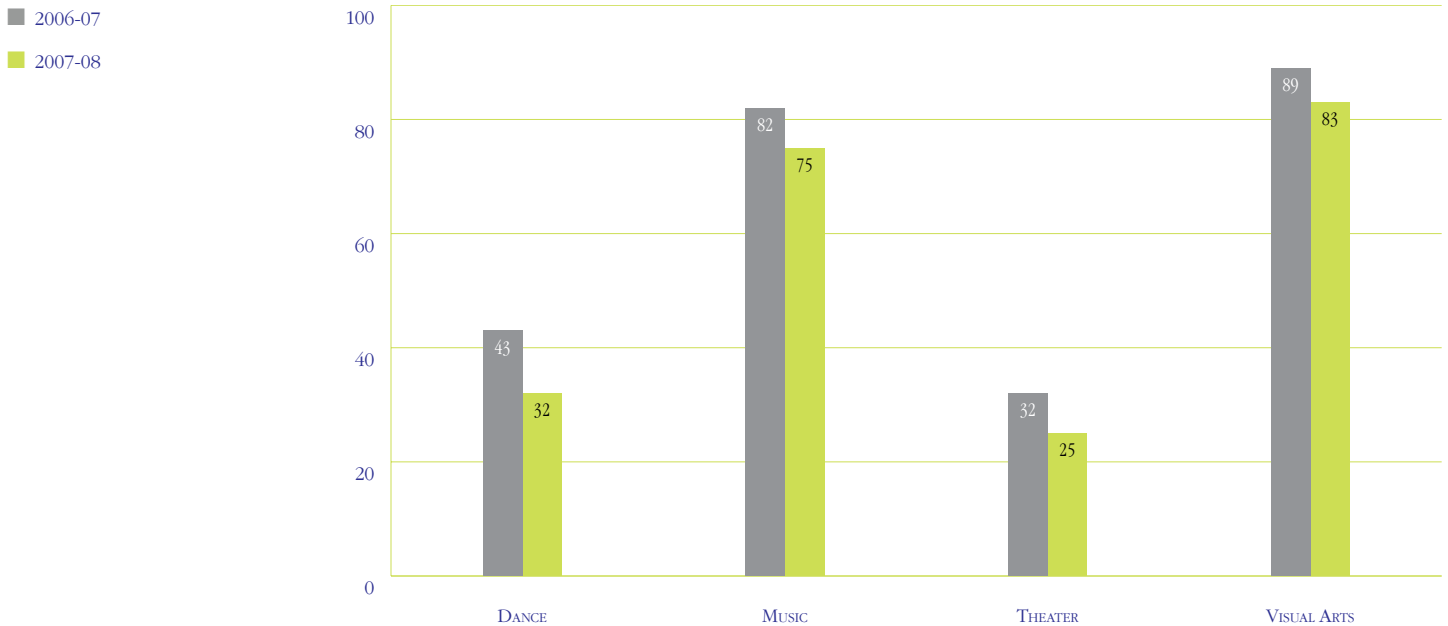


Percentage of Schools Offering Arts Instruction by Discipline for 2006-07* and 2007-08 by School-based Staff and Cultural Organizations



*As reported in the *Annual Arts in Schools Report 2006-2007*

Percentage of Elementary Schools Offering Arts Instruction by Arts Discipline Delivered by Teachers Assigned to the Arts

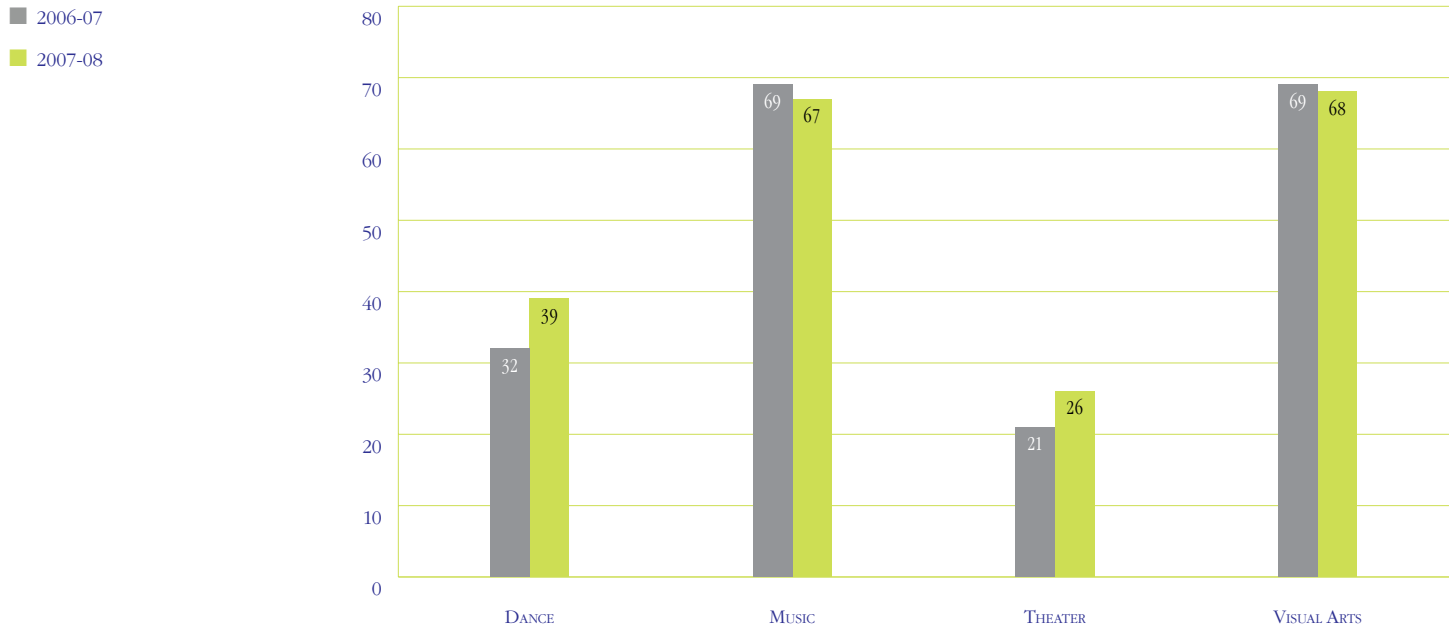


Note: 2007-08 does not capture arts taught by classroom teachers.

*These percentages refer to teachers who are assigned to the arts and include both certified and non-certified arts teachers.



Percentage of Schools with PreK Students Offering Arts Instruction by Discipline for 2006-07* and 2007-08



*As reported in the *Annual Arts in Schools Report 2006-2007*

“We are trying to ensure that students follow their arts discipline of choice for three years through careful articulation with the administrative staff.”

-Middle School Principal, Brooklyn

Our middle schools offer students a variety of opportunities to study all four arts disciplines. Greater percentages of schools offer visual arts and music than dance and theater. Ninety-six percent of middle schools offer at least one arts discipline and 84 percent offer two. Nearly half of our middle schools have 100 percent of students who have met the NYSED arts requirement.

A variety of arts opportunities are available throughout our middle schools:

- 91% offer visual arts;
- 75% offer music;
- 57% offer dance; and
- 56% offer theater.

Learning Environment Survey

The *Learning Environment Survey* asks questions about the learning environment in each school. In 2008, 410,708 middle school/high school student surveys were completed. On the *2008 Learning Environment Survey*, middle school students reported that they have taken a range of arts courses. In 2007–08, 45 percent of students in grades 6–8 reported that they took one or more courses in visual arts, and 33 percent of students reported that they took one or more courses in music. Fewer students reported taking dance classes (17 percent) and theater classes (14 percent).

Percentage of Students who Reported Participating in the Arts by Discipline and Grade Through the 2008 Learning Environment Survey

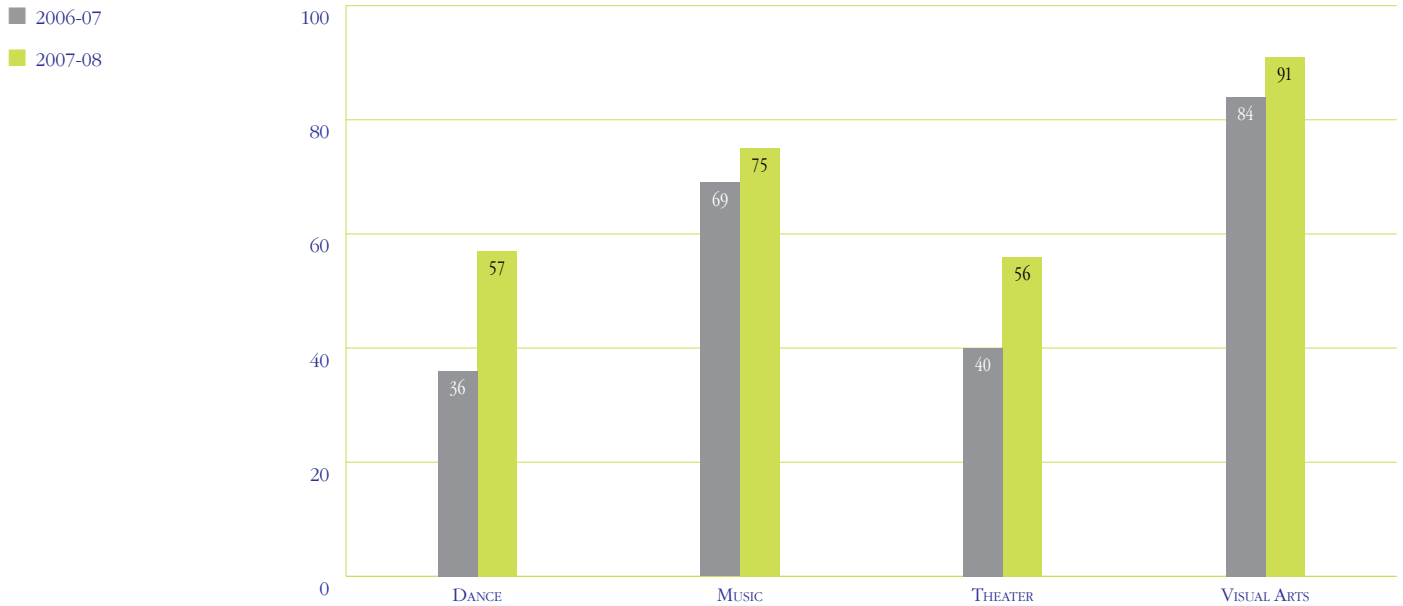
GRADES	VISUAL ARTS		DANCE		MUSIC		THEATER	
	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08
6	55%	50%	20%	19%	46%	38%	16%	17%
7	45%	46%	16%	15%	40%	34%	13%	13%
8	42%	39%	15%	16%	33%	28%	11%	13%

Middle School Arts Sequence

At the middle school level, some schools provide a rigorous course of study in the arts. In these schools, students are offered a sequence of courses—three or more courses in a particular arts discipline. These courses build student knowledge and skills and prepare students to pursue more advanced high-school level study.

- 11% of middle schools screen for the arts when they admit students.
- 25% of middle schools screen students for entry into arts programs after they are admitted to the school.

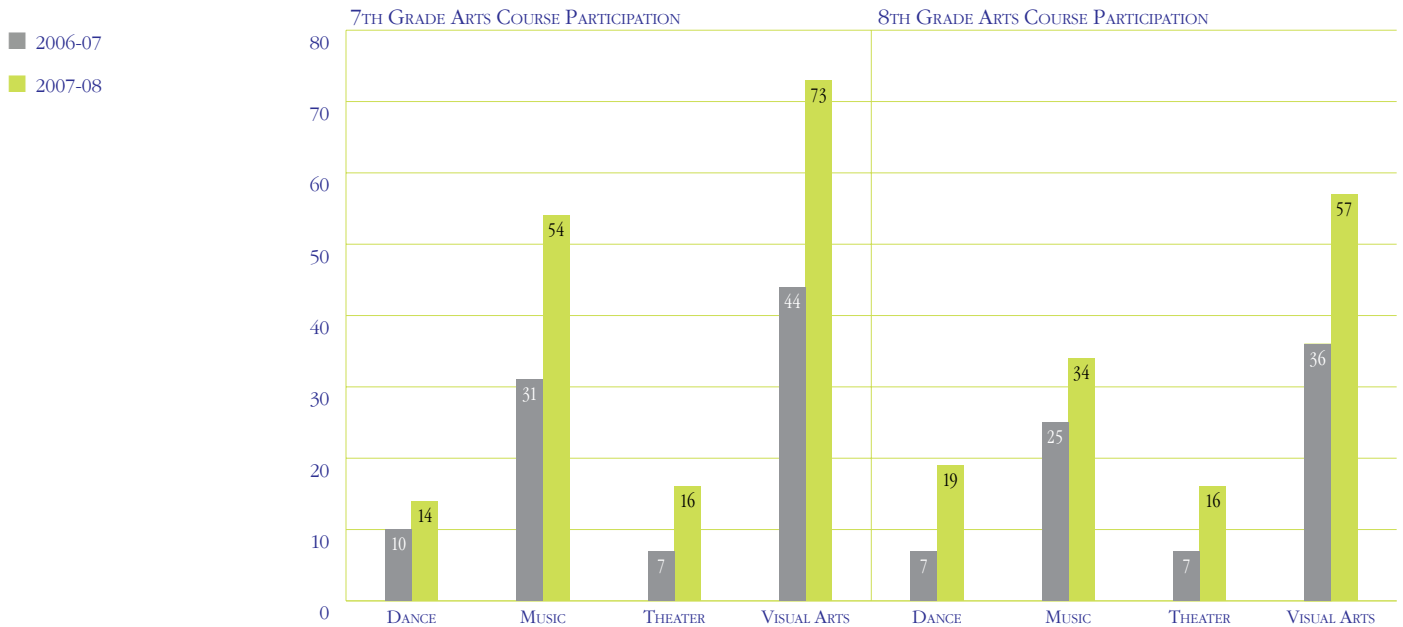
Percentage of Middle Schools Offering Arts Instruction by Arts Discipline for 2006-07* and 2007-08



*As reported in the *Annual Arts in Schools Report 2006-2007*

One aspect of increased student participation for 2007-2008 may be due to more accurate reporting by schools.

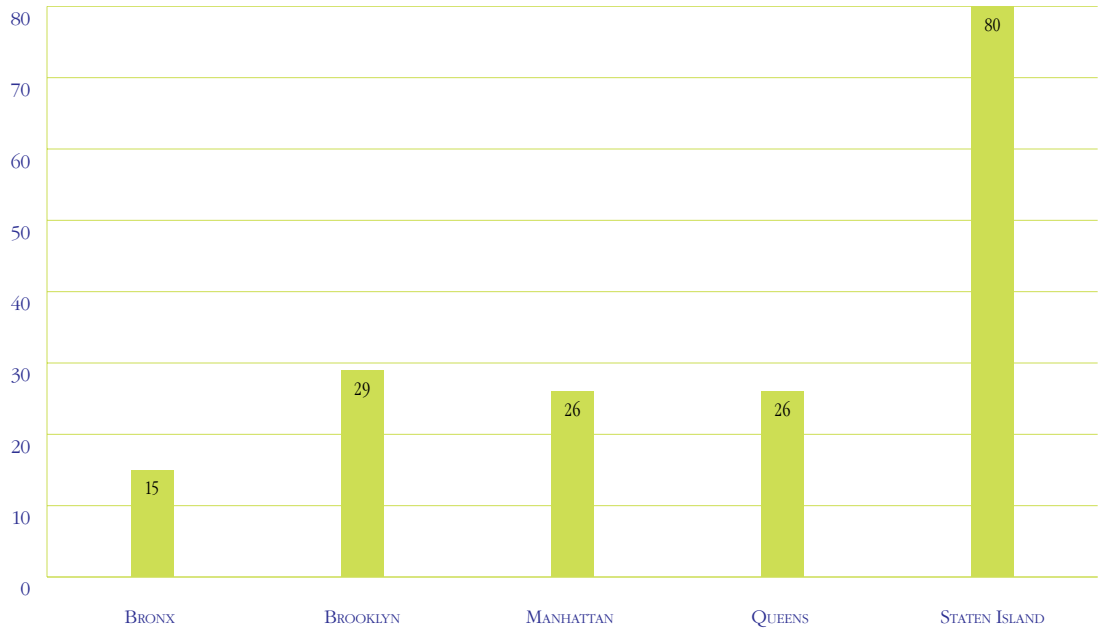
Percentage of Seventh and Eighth Grade Students Participating in Arts Instruction by Discipline for 2006-07* and 2007-08



*As reported in the *Annual Arts in Schools Report 2006-2007*



Percentage of Middle Schools That Offer Arts Sequences* by Borough 2007-08



* A middle school sequence is a multi-semester course of study in one art form.

High Schools

“Our school provides, administers, and creates opportunities for all students, grades 9-12, to participate in comprehensive and sequential standards-based arts education. Our school offers many excellent and acclaimed programs that are designed to discover and enhance every student’s special talent and interest.”

-High School Principal, Staten Island



High school students are provided with numerous opportunities to study the arts.

- 32% of high school students have taken three or more credits in the arts, exceeding the State requirements for graduation. (For more information regarding the New York State Education arts requirements, see Appendix 1).
- 86% of New York City’s high schools offer instruction in visual arts, 67% offer instruction in music, 70% in theater, and 42% in dance.
- 79% offer instruction in two arts disciplines. Over 38% of high schools offer instruction in three, and 27% offer all four arts disciplines.

Percentages of High Schools That Offer Two, Three, or Four Arts Disciplines

	2006-07	2007-08
High Schools Offering At Least Two Disciplines	76%	79%
High Schools Offering At Least Three Disciplines	22%	38%
High Schools Offering At Least Four disciplines	9%	27%

2008 Learning Environment Survey

When students reported their arts participation on the *2008 Learning Environment Survey*, 43 percent of students indicated that they had taken a visual arts and 44 percent indicated that they had taken a music course during the school year. Far fewer students reported that they had taken a dance course (12 percent) or theater course (9 percent) during the school year.

Percentage of Students Who Reported Participating in the Arts by Discipline and Grade Through the Learning Environment Survey

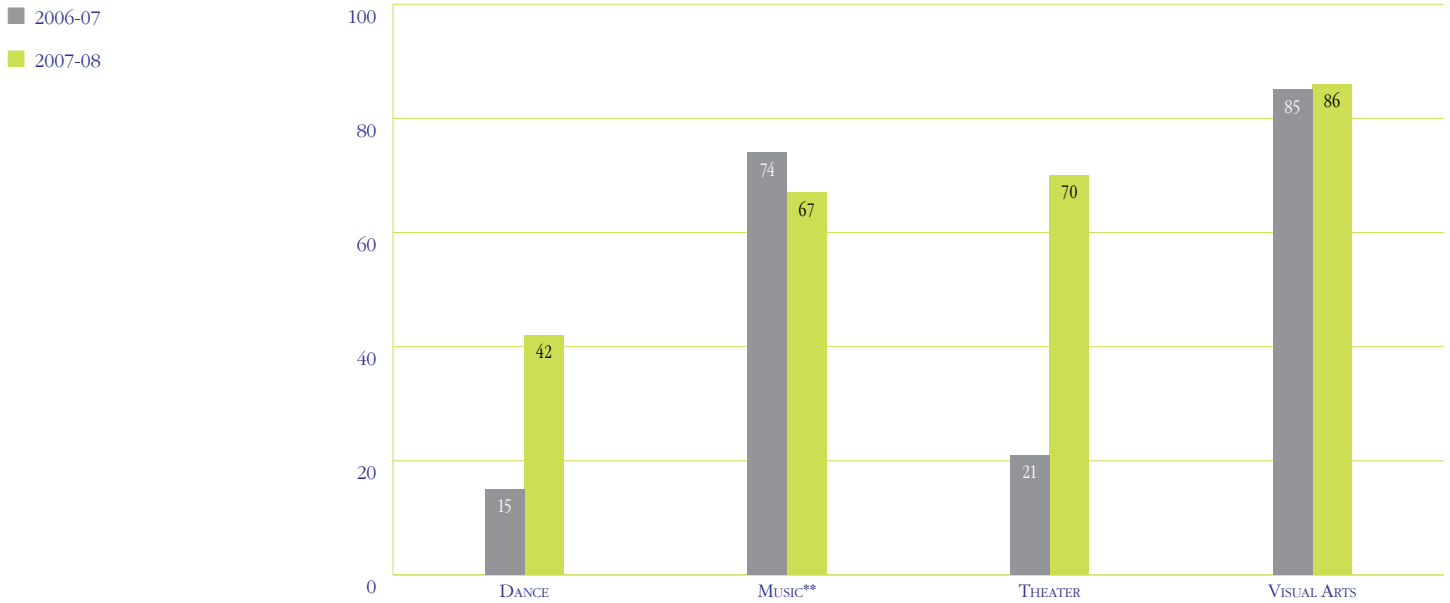
GRADES	VISUAL ARTS		DANCE		MUSIC		THEATER	
	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08
9	38%	35%	10%	9%	37%	57%	7%	7%
10	44%	41%	11%	11%	43%	34%	6%	8%
11	52%	46%	13%	13%	53%	40%	8%	9%
12	60%	49%	15%	14%	63%	44%	11%	12%

High School Arts Sequences

- 12% of high school students graduated with a sequence in music, 14% in visual arts, 3% in dance, and 3% in theater.
- 14% of high schools have 100% of students who exceeded NYSED Arts Requirements.

NYSED graduation requirements for the arts include one unit (two semesters) in the arts (dance, theater, visual arts and/or music).

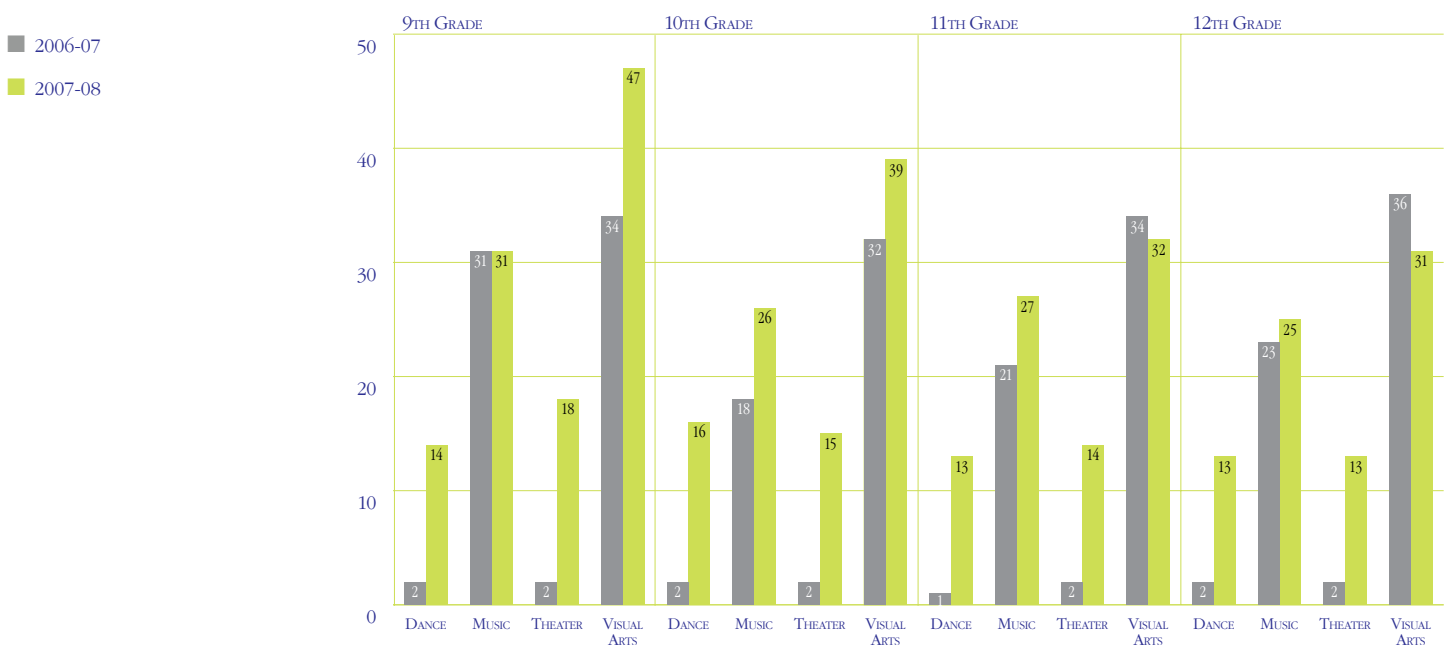
Percentage of High Schools Offering Arts Instruction by Discipline for 2006-07* and 2007-08



*As reported in the *Annual Arts in Schools Report 2006-2007*

**Decrease in music may be attributed to flexibility in satisfying requirements in any art form and a wider distribution of arts teachers across all four arts disciplines at the high school level.

Percentage of High School Students Participating in Arts Instruction by Grade and Discipline for 2006-07* and 2007-08



*As reported in the *Annual Arts in Schools Report 2006-2007*



The following percentages of high schools reported that they offer either three- or five-year sequences in an arts discipline:

- Dance: 4%
- Music: 9%
- Theater: 5%
- Visual arts: 11%
- Film: 2%

The following chart represents data from a new survey question.

Percentage of High Schools Offering Three- and Five-Year Arts Sequences by Discipline and Borough 2007-08

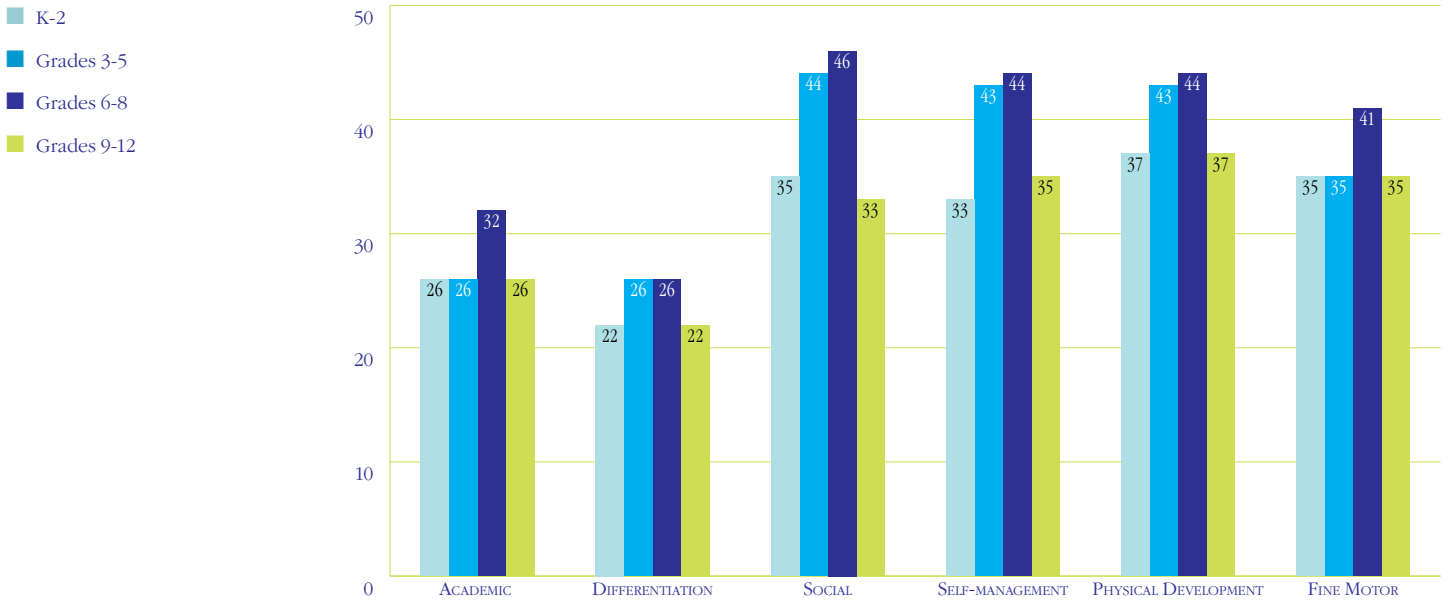
	BRONX		BROOKLYN		MANHATTAN		QUEENS		STATEN ISLAND	
	3 YEAR	5 YEAR	3 YEAR	5 YEAR	3 YEAR	5 YEAR	3 YEAR	5 YEAR	3 YEAR	5 YEAR
DANCE	4%	4%	7%	4%	4%	4%	6%	6%	17%	0%
MUSIC	18%	3%	13%	8%	6%	4%	11%	16%	29%	29%
THEATER	9%	4%	7%	5%	2%	4%	14%	3%	29%	0%
VISUAL ARTS	13%	7%	15%	9%	7%	14%	23%	16%	25%	25%
FILM/MEDIA	7%	0%	5%	2%	2%	4%	3%	6%	14%	0%
OTHER	8%	5%	5%	2%	2%	9%	0%	4%	0%	0%

* A high school sequence is a three- or five-unit course of study in one art form.

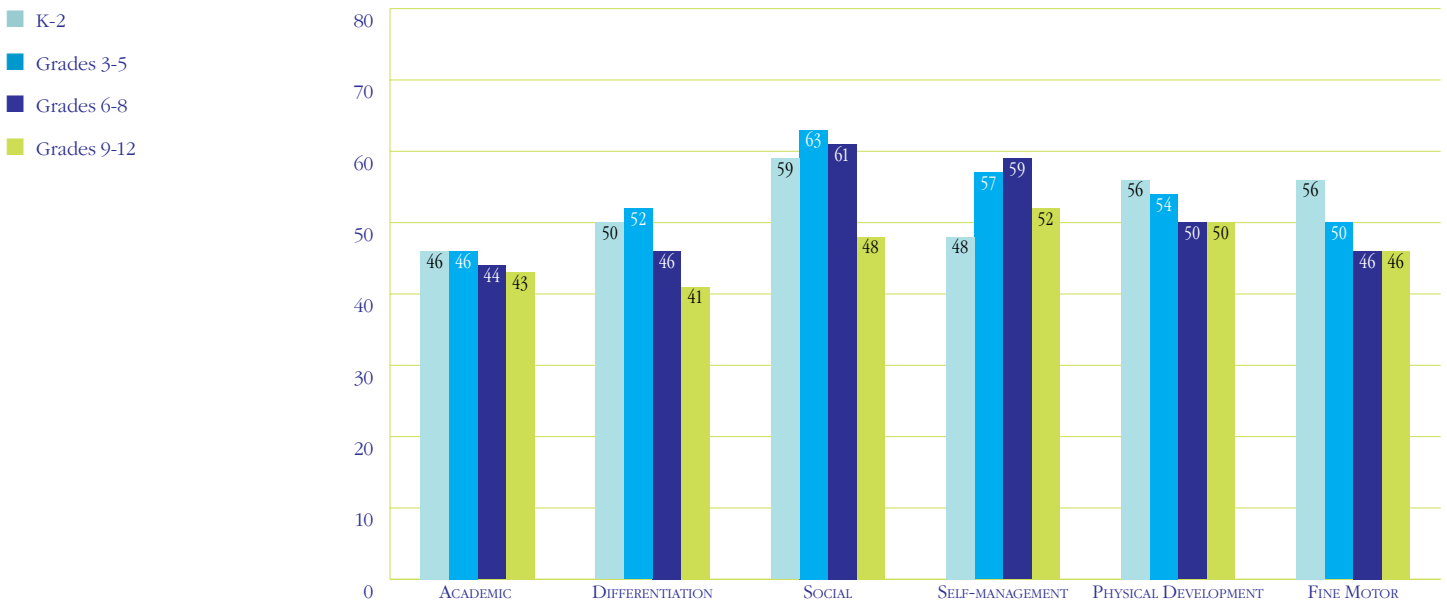
“Our school serves students that face many and varied challenges, including severe physical disabilities, medical fragility, speech and language delays, intellectual delays, autism, visual impairments, hearing impairments, emotional disorders and/or learning disabilities. One of the goals of our arts program is to enable our students to meet adapted standards based on the NYC Blueprint.” -District 75 Principal, Queens

An Individual Education Program (IEP) is a written document that is developed for each eligible preschool and school-age student with a special need in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA). This year’s survey piloted a section to determine how teachers use the arts to advance students’ IEP goals. The following charts represent data from new survey questions.

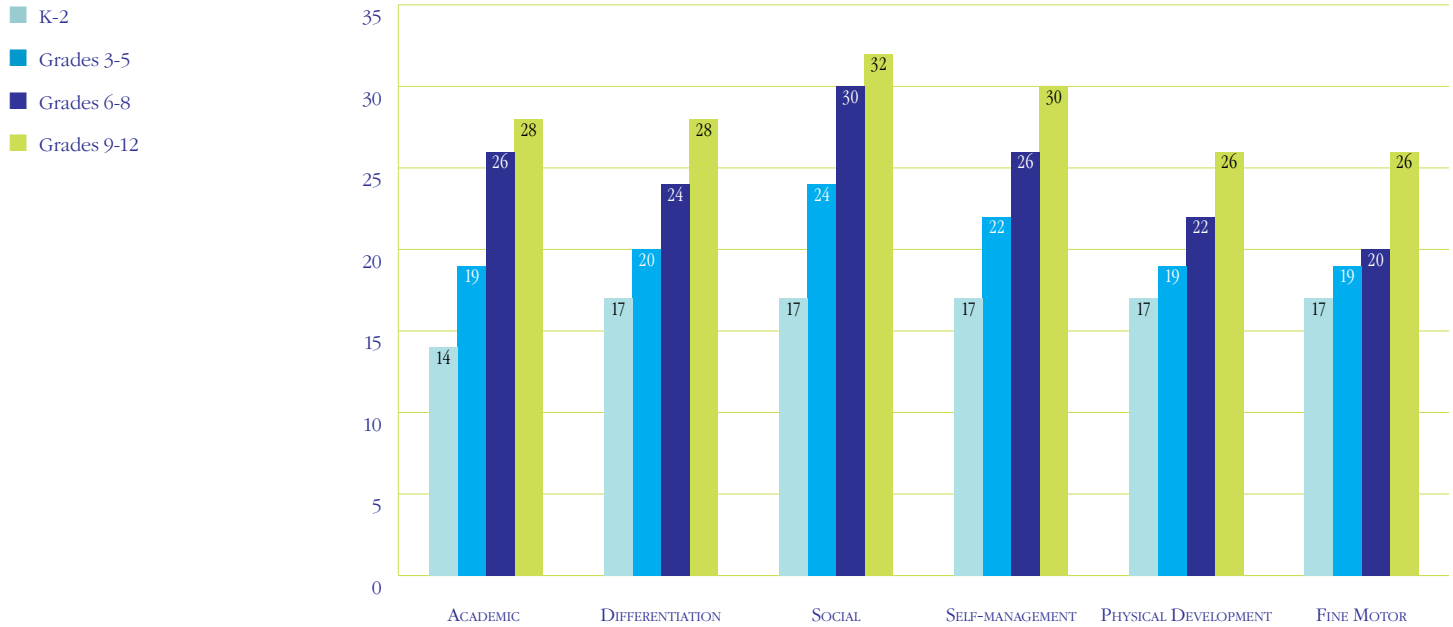
Percentage of District 75 Schools Reporting Teachers Who Use DANCE to Advance Student IEP Goals by Instructional Method and Level 2007-08



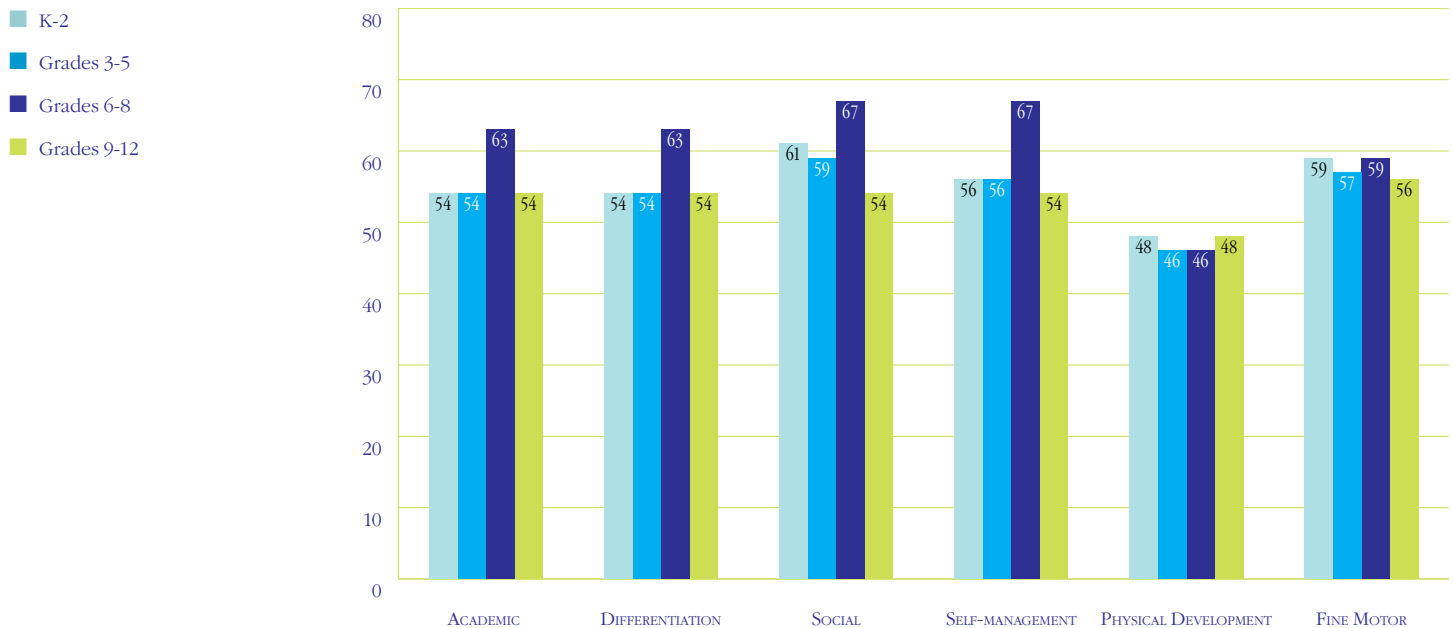
Percentage of District 75 Schools Reporting Teachers Who Use MUSIC to Advance Student IEP Goals by Instructional Method and Level 2007-08



Percentage of District 75 Schools Reporting Teachers Who Use THEATER to Advance Student IEP Goals by Instructional Method and Level 2007-08



Percentage of District 75 Schools Reporting Teachers Who Use VISUAL ARTS to Advance Student IEP Goals by Instructional Method and Level 2007-08



Quality Arts Education



School Leaders' Support for Quality Arts Education

“The school’s goal has been to provide instruction in the arts to students in grades K-5 and to integrate the arts into the curriculum through a variety of instructional initiatives according to the Blueprint for Teaching and Learning in the Arts.”

-Elementary School Principal, Bronx

School leaders are empowered to make critical decisions about arts education for the students in their schools in order to:

- ensure student achievement in the arts;
- support quality arts teaching;
- select arts and cultural institutions, services and partners;
- budget resources;
- schedule appropriate instructional time; and
- allocate space.

“We are dedicated to improving the quality of education for all our students. We are especially committed to maintaining high standards in arts education. It is our belief that, through the arts, children learn creativity, communication, self-confidence, self-expression, values, higher-order thinking skills, and a basic joy for work. We aim to continue to provide quality arts education in music, theater, dance, and visual arts to the best of our ability.”

-Elementary School Principal, Brooklyn

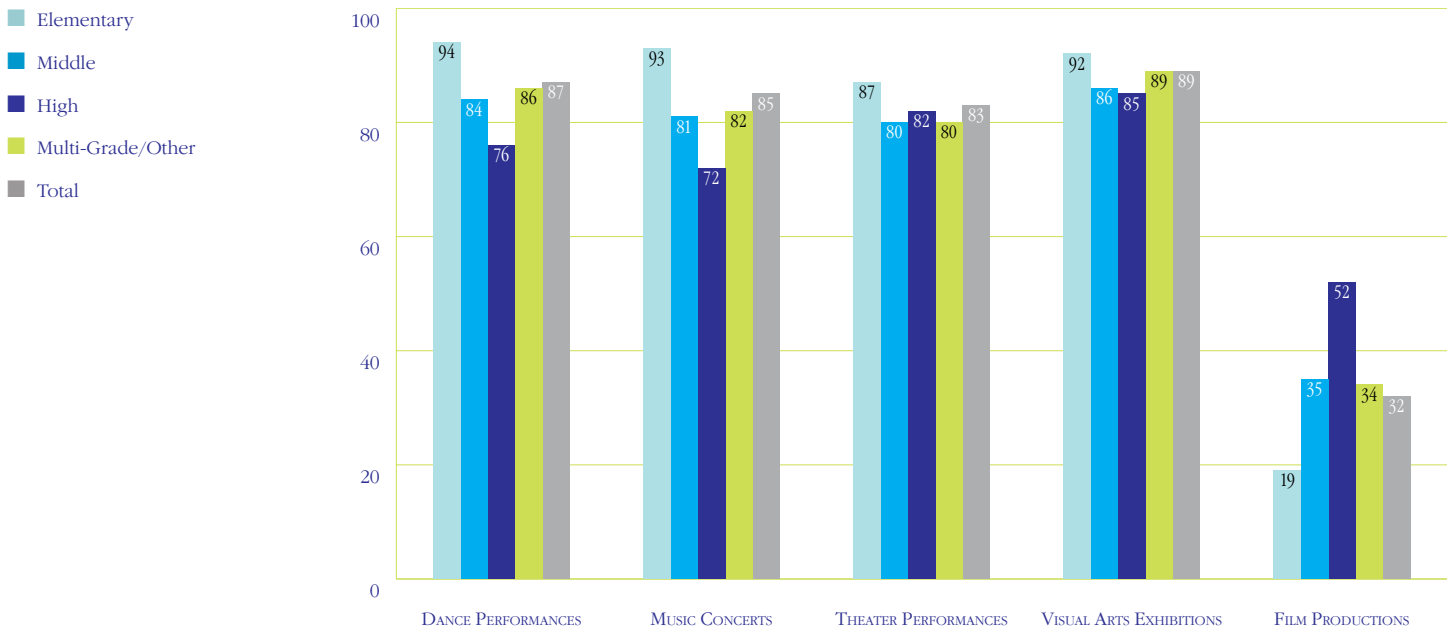
Student Participation and Achievement in the Arts

“Our goal for the school year 2007-08 was the overall improvement of the skills, strategies, and techniques needed to positively impact the level of achievement in dance, drama, music, and visual arts for kindergarten through grade 5 general education, ELLs, and students with disabilities.”

-Elementary School Principal

Student Participation

Percentage of Schools with Students Participating in Dance, Music, and Theater Performances; Visual Arts Exhibitions; and Film Productions by Level at the School Site



Assessment of Student Work

“Evaluation activities for the students include prepared rubrics, journals, performances, exhibitions, and portfolios.”

-Elementary School Principal, Brooklyn

Assessment Is Key: Student Progress in the Arts*

School leaders reported the following methods of evaluating student progress in the arts:

- 88% of schools reported the use of ongoing teacher assessment of student work.
- 75% of schools reported the use of performance task assessments.
- 55% of schools reported reviewing student portfolios.
- 55% of schools reported student/peer assessment.
- 53% of schools reported conferencing with students.

*These responses are to a new question on the survey.

“Professional development is key to the success of our arts program. The goal of our professional development program is to build the capacity to sustain arts education as an integral part of the core curriculum and as a vehicle for the understanding of other ways of looking at and telling about our experiences in the world.”

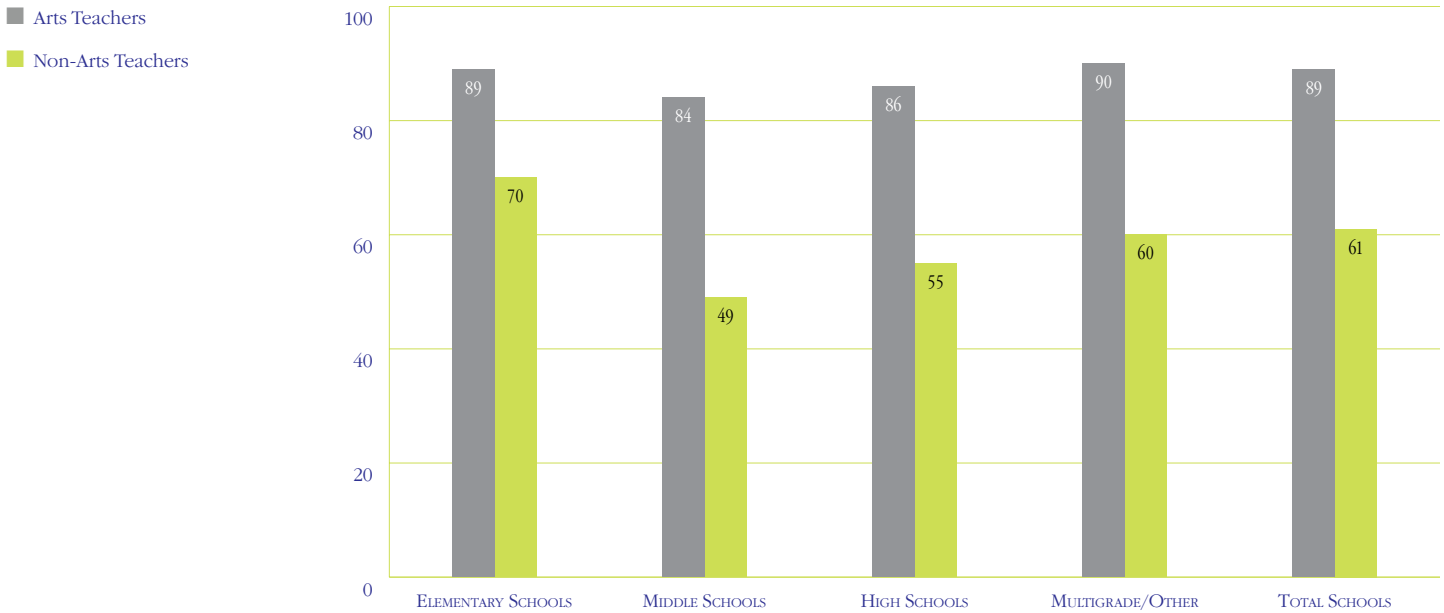
-Elementary School Principal, Brooklyn

Professional Development

School leaders demonstrate their commitment to quality teaching by investing staff time in professional learning opportunities delivered by a variety of providers.

The following charts represent data from new survey questions.

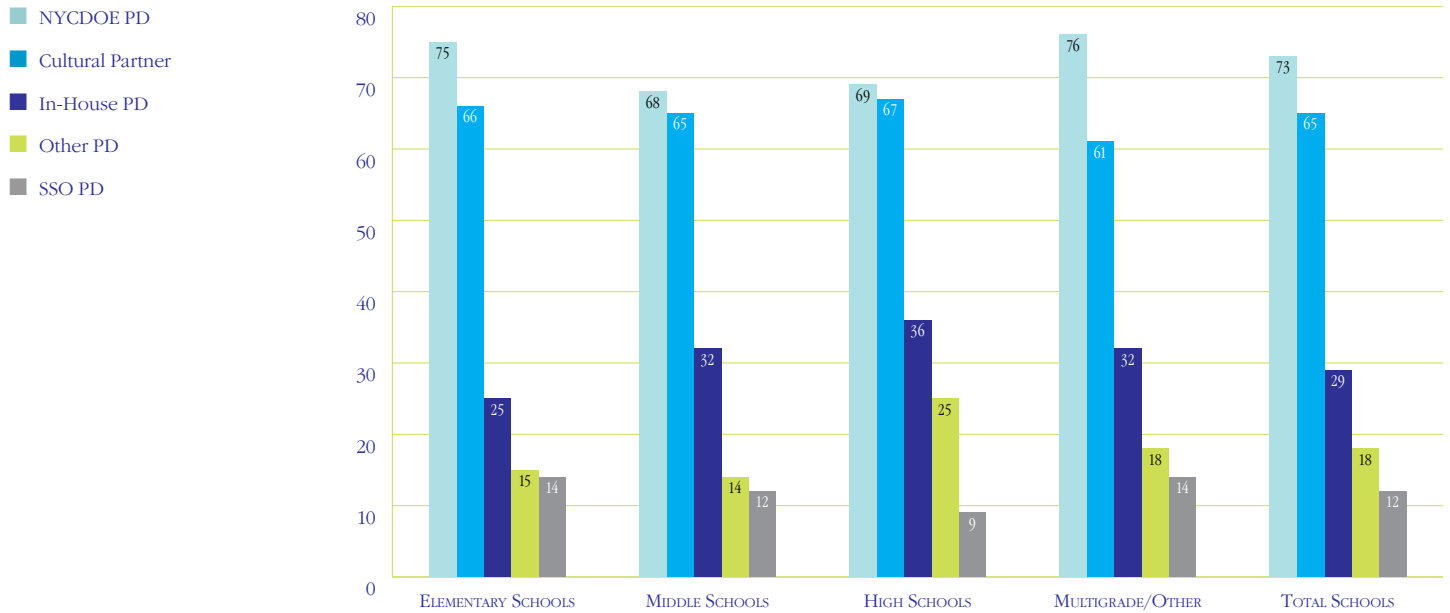
Percentage of Schools Reporting Teachers Attending Arts Professional Development: Arts and Non-Arts Teachers by Level 2007-08



Support for Quality Teaching

continued

Percentage of Schools Reporting Arts Teachers Attending Arts Professional Development by Provider and Level 2007-08



In addressing instructional needs and challenges in their schools, school leaders report that specific arts professional development opportunities would be valuable in the following areas:

- Engaging students in arts learning across all five *Blueprint* strands
- Assessing student learning in the arts
- Building content knowledge and skills
- Planning units and lessons
- Creating effective studio/classroom environments in the arts



Certified Arts Teachers

- The number of arts teachers increased by 10.9% from 2004-05 to 2007-08.
- In 2007-08, the number of arts teachers increased system-wide, while the number of arts teachers decreased at the middle school level by 2%.

Number of Certified Arts Teacher by Discipline for Years 2004-05 Through 2007-08

	DANCE	VISUAL ARTS	MUSIC	THEATRE	TOTAL
2004-05	138	1,189	882	60	2,269
2005-06	135	1,216	912	70	2,333
2006-07	157	1,263	957	81	2,458
2007-08	174	1,296	957	91	2,518
PERCENTAGE CHANGE FROM 2004-05 TO 2007-08	26%	9%	8.5%	51.7%	10.9%

Number of Certified Arts Teachers by Level for Years 2004-05 Through 2007-08

	ELEMENTARY	MIDDLE	HIGH	OTHER	TOTAL
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
PERCENTAGE CHANGE FROM 2006-07 TO 2007-08	6.4%	-2.1%	3.5%	0.3%	2.4%

* NYCDOE-audited register reports indicate a decrease in the number of middle school students from 209,509 students in 2006-2007 to 205,656 students in 2007-2008. Based upon contractual size limits and average number of classes taught by arts teachers, this change in register may account for decrease in number of middle school arts teachers.

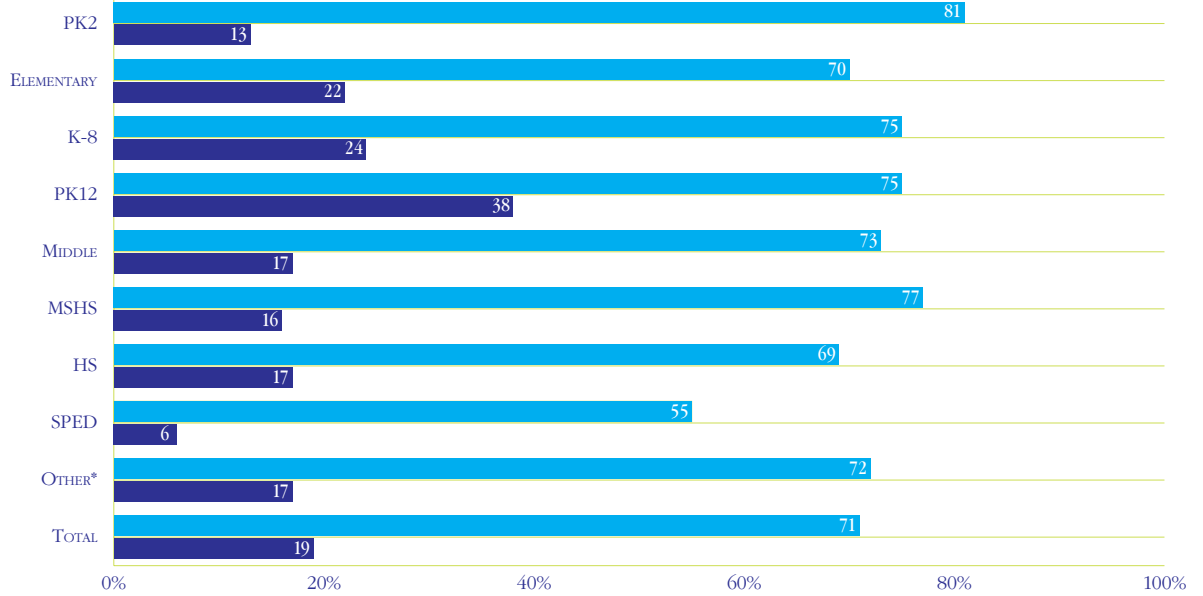
Certified Arts Teachers

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- Full-Time Arts Teachers
- Part-Time Arts Teachers

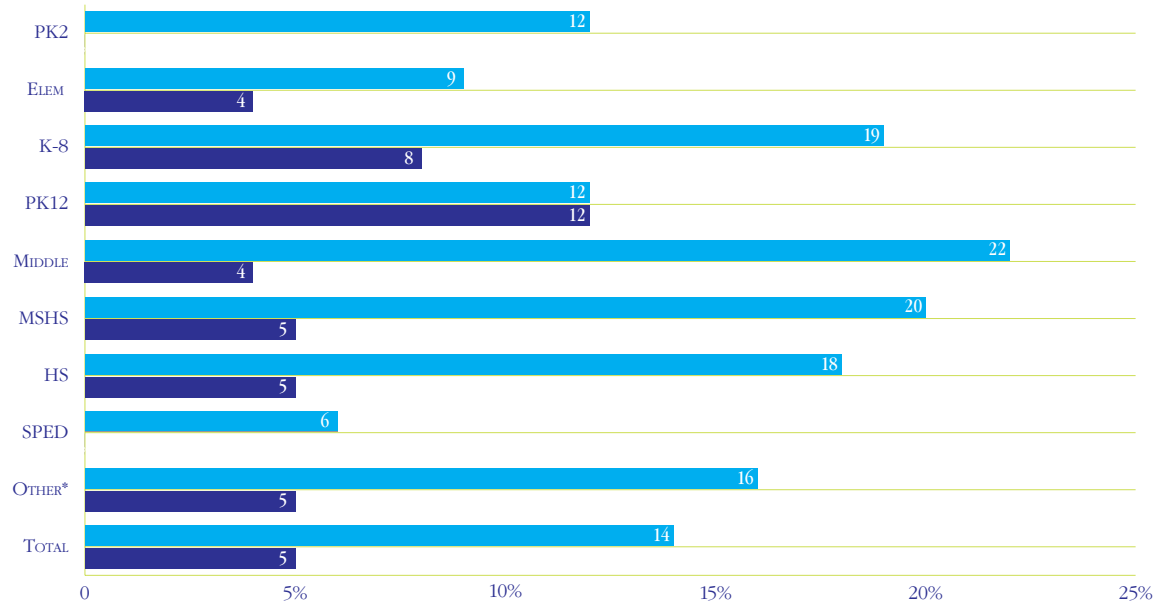
Percentage of Schools with At Least One Full-Time and/or Part-Time Certified ARTS Teacher (Performing or Visual Arts and Film) by Level



*Accounts for those schools with parameters outside of the categories specified.

- Full-Time Arts Teachers
- Part-Time Arts Teachers

Percentage of Schools with Full-Time and/or Part-Time Certified DANCE Teachers by Level



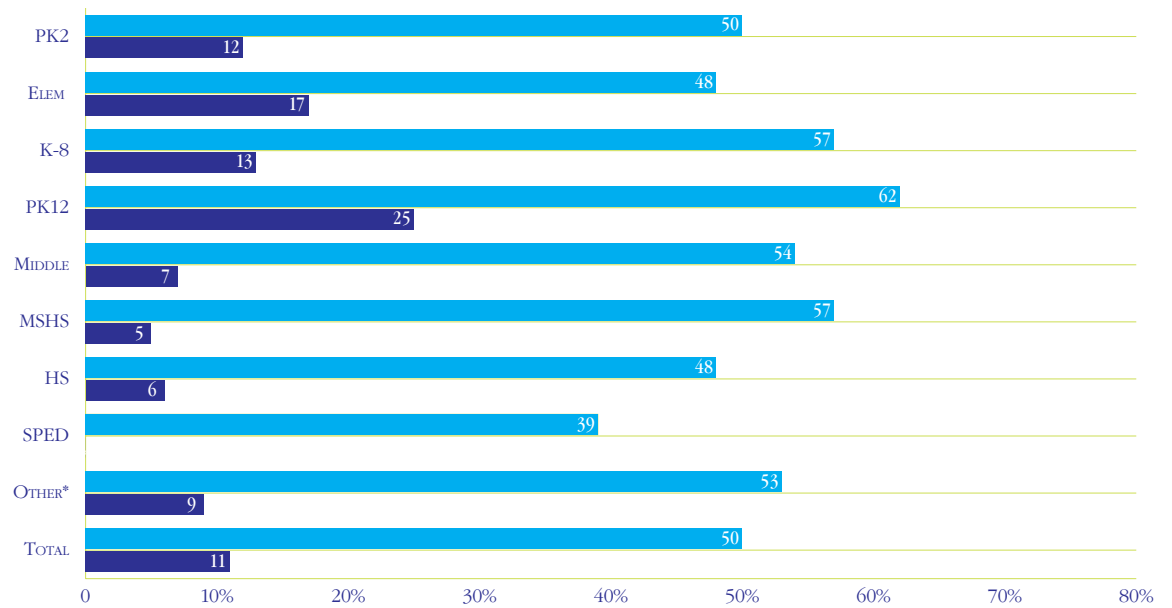
*Accounts for those schools with parameters outside of the categories specified.

Certified Arts Teachers

continued

■ Full-Time Arts Teachers
 ■ Part-Time Arts Teachers

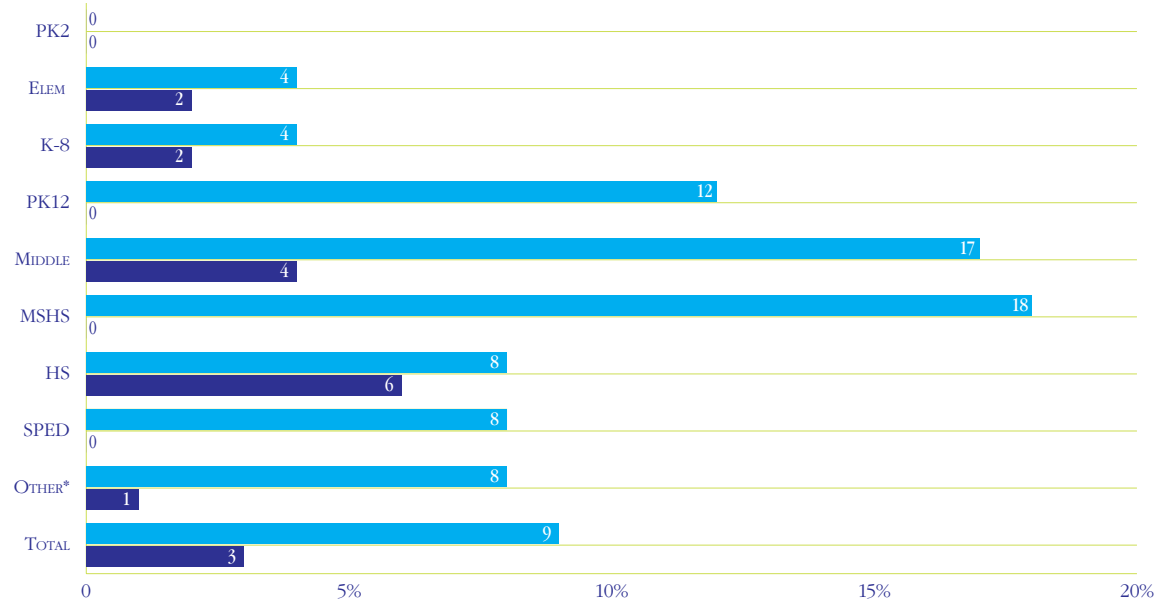
Percentage of Schools with Full-Time and/or Part-Time Certified MUSIC Teachers by Level



*Accounts for those schools with parameters outside of the categories specified.

■ Full-Time Arts Teachers
 ■ Part-Time Arts Teachers

Percentage of Schools with Full-Time and/or Part-Time Certified THEATER Teachers by Level



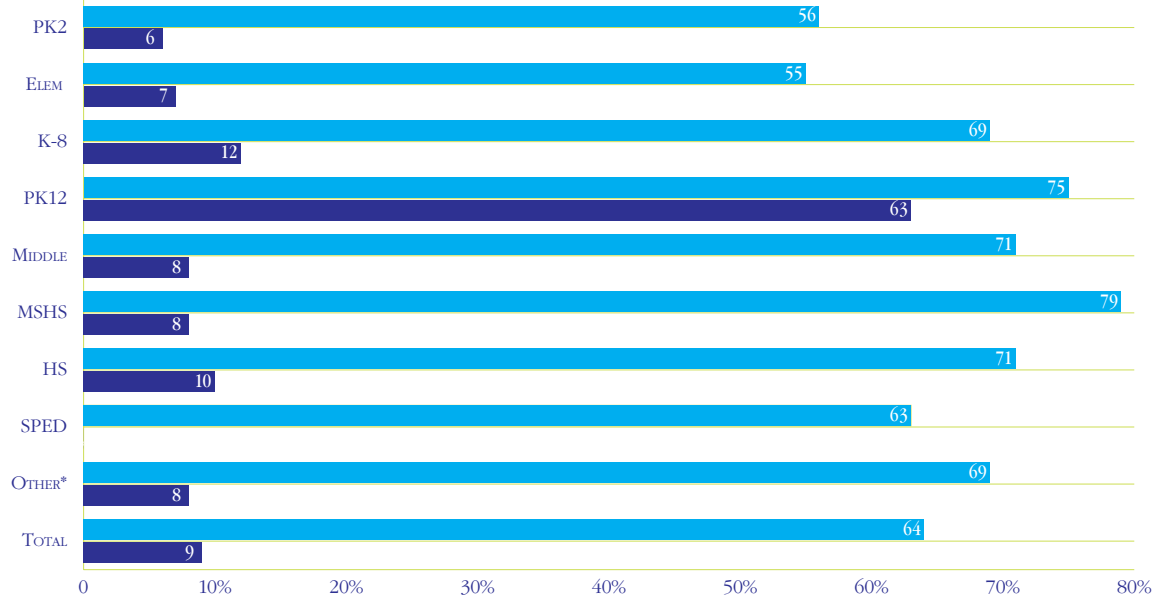
*Accounts for those schools with parameters outside of the categories specified.

Certified Arts Teachers

continued

■ Full-Time Arts Teachers
 ■ Part-Time Arts Teachers

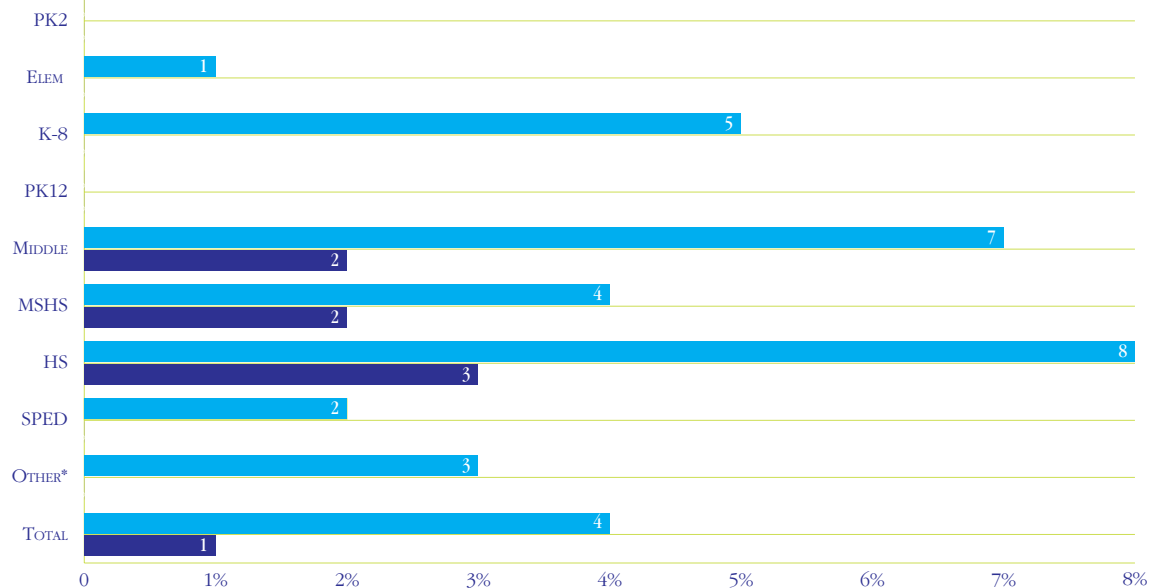
Percentage of Schools with Full-Time and/or Part-Time Certified VISUAL ARTS Teachers by Level



*Accounts for those schools with parameters outside of the categories specified.

■ Full-Time Arts Teachers
 ■ Part-Time Arts Teachers

Percentage of Schools with Full-Time and/or Part-Time Certified FILM Teachers by Level



*Accounts for those schools with parameters outside of the categories specified.

Arts and Cultural Organizations

“Outside teaching artists supplement the scope of the arts program. These teaching artists conduct hands-on workshops for our students and build arts education capacity in our teachers. Staff development includes demonstration of arts-based techniques in the classroom and mentoring of teachers.”

-Manhattan Elementary School Principal



New York City’s arts and cultural organizations are a tremendous asset to the public schools, providing students and teachers with access to world-class performances and exhibitions, and bringing professional artists and performers into schools to work directly with students. New York City schools are taking advantage of these opportunities to provide students with rich learning experiences. The arts and cultural organizations of New York City contribute to our work by helping schools reach all of the goals and benchmarks of the *Blueprint for Teaching and Learning in the Arts*, including, but not limited to, the fourth strand—Working with Community and Cultural Resources. These myriad arts and cultural institution experiences engage students in their studies by providing first-hand experiences with the dynamics of live performances and opportunities to interpret objects and collections.

The following percentages represent schools that send their arts teachers to arts professional development conducted by arts and cultural organizations:

- 66% of elementary schools
- 65% of middle schools
- 67% of high schools
- 61% of multi-grade schools

The following percentages account for all schools that send their non-arts teachers to arts professional development with cultural partners:

- 67% of elementary schools
- 69% of middle schools
- 65% of high schools
- 65% of multigrade schools

Arts and Cultural Organizations

continued



Percentage of Schools with Students Attending Arts and Cultural Opportunities Outside School Building for 2006-07* and 2007-08

	2006-07	2007-08
ATTENDED DANCE PERFORMANCE		
ELEMENTARY	76%	85%
MIDDLE SCHOOL	69%	75%
HIGH SCHOOL	60%	69%
TOTAL	71%	79%

ATTENDED MUSIC CONCERT		
ELEMENTARY	77%	92%
MIDDLE SCHOOL	70%	80%
HIGH SCHOOL	73%	80%
TOTAL	75%	85%

ATTENDED THEATER PERFORMANCE		
ELEMENTARY	82%	93%
MIDDLE SCHOOL	83%	82%
HIGH SCHOOL	78%	87%
TOTAL	77%	89%

ATTENDED VISUAL ARTS EXHIBITION/GALLERY		
ELEMENTARY	84%	96%
MIDDLE SCHOOL	82%	88%
HIGH SCHOOL	77%	92%
TOTAL	68%	93%

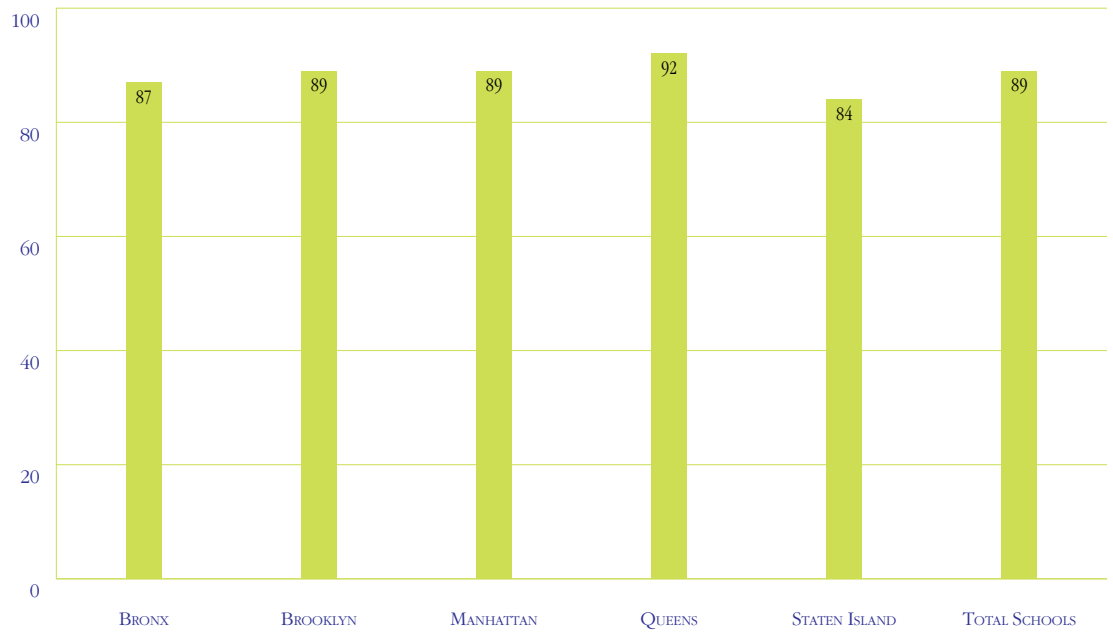
*As reported in the *Annual Arts in Schools Report 2006-2007*

Arts and Cultural Organizations

continued



Percentage of Schools with At Least One Cultural Partner by Borough 2007-08

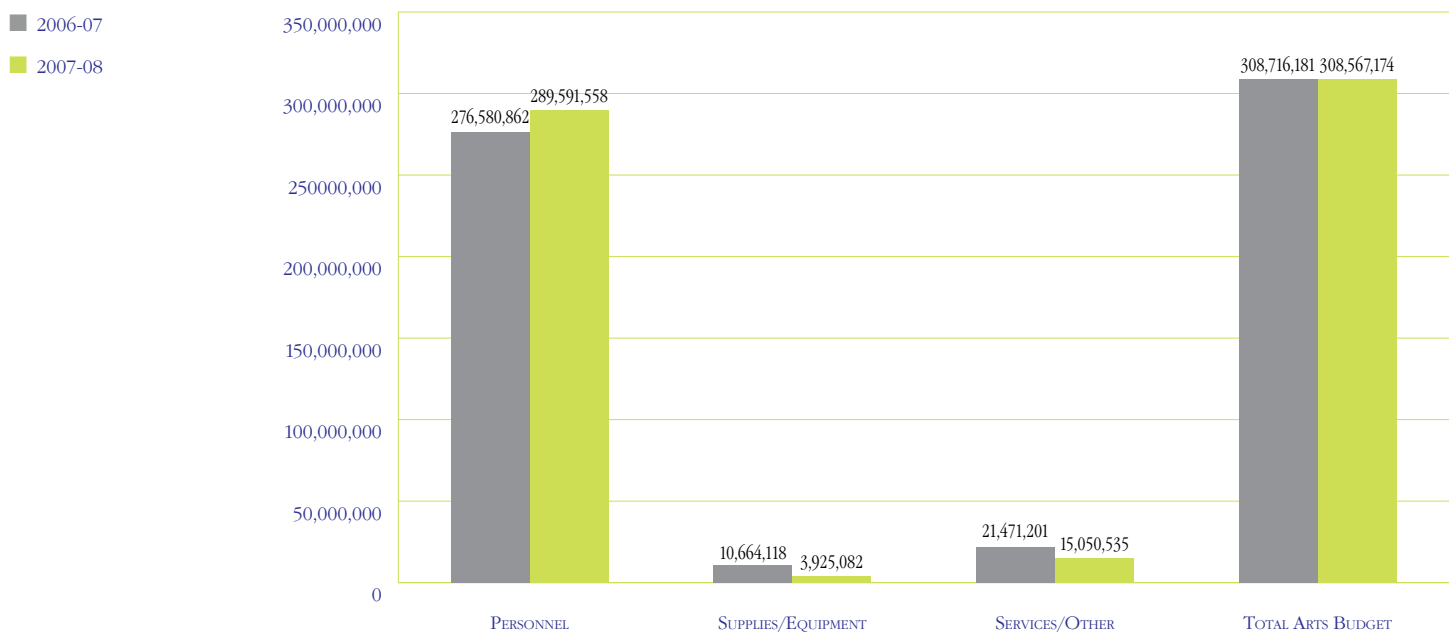


Arts Budgeting by Schools

In support of arts education, schools budget their funds on personnel, equipment, and supplies. Schools also supplement with funding from external sources.

Since ArtsCount was announced in July 2007, schools have increased their budgeting for personnel and decreased their budgeting for supplies/equipment. In FY07, schools on average allocated 3.12 percent of the overall school budget to arts education. In FY08, schools on average allocated 2.88 percent of their budget to arts education.

Total NYCDOE Budget for Arts Education: FY07 and FY08



Note: Includes Central Administrative Arts Budget.

Arts Vendor Spending

- Arts education vendor spending for FY07 was \$25,171,093, which decreased by \$556,476 to \$24,614,617 (-2.2%) in FY08.

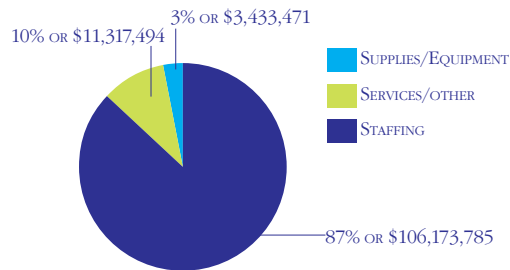
Arts Budgeting by Schools

continued

Distribution of Funds Budgeted for the Arts by School Level

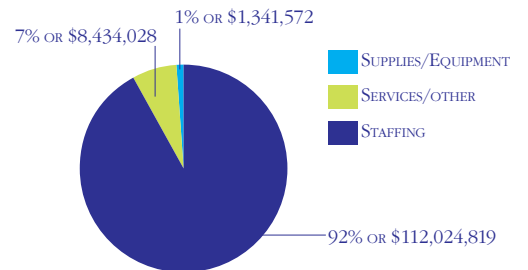
2006-07

ELEMENTARY

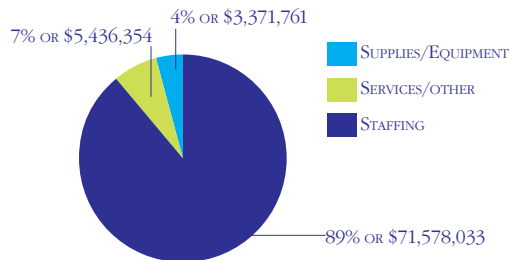


2007-08

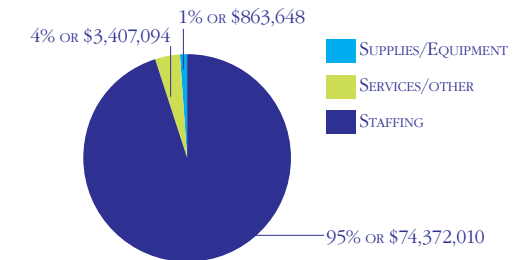
ELEMENTARY



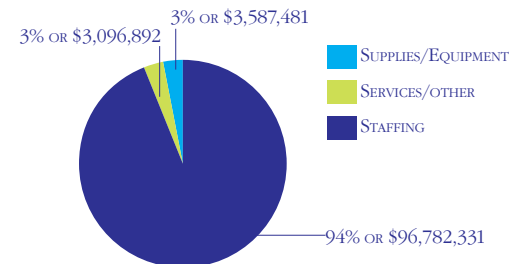
MIDDLE



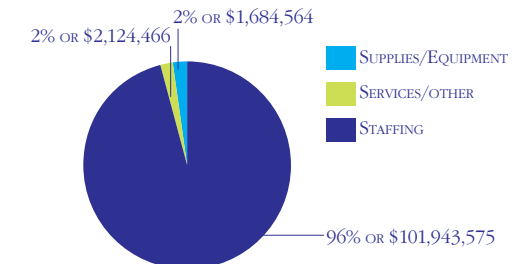
MIDDLE



HIGH



HIGH



External Funding for Arts Education

“We are also seeking a grant with one of our current partners to give students the opportunity to write and produce their own play.”

-Elementary School Principal, Brooklyn

In addition to tax levy funds, school leaders actively seek external funding to support arts education for their students.

Percentage of Schools Reporting Use of External Funding for Arts Education by Source and Level*

	ELEMENTARY	MIDDLE	HIGH	MULTI-GRADE/OTHER
TYPE OF FUNDING				
PRIVATE FOUNDATIONS	21%	17%	28%	26%
LOCAL BUSINESSES	7%	5%	12%	7%
PTA/PA	34%	21%	13%	24%
STATE, LOCAL, COUNTY ARTS AGENCIES	17%	8%	11%	14%
EDUCATION ASSOCIATIONS	6%	5%	6%	5%
FEDERAL GRANTS	7%	12%	10%	8%
STATE GRANTS	11%	12%	11%	20%
CITY COUNCIL	22%	10%	8%	13%
IN-KIND FROM CULTURAL ORGANIZATIONS	25%	16%	23%	21%
IN-KIND FROM BUSINESS PARTNERS	4%	3%	9%	4%

*This chart reflects additional funding categories not captured in the *Annual Arts in School Report 2006-2007*.

“We will have an auditorium, music room, and art room. The music program will be expanded, and we will be able to plan and rehearse theater in our auditorium.”

-High School Principal, Brooklyn



The ideal physical environment for arts learning is one that is dedicated to the arts discipline and is appropriately equipped with the specific equipment and supplies needed to optimize students’ experiences. As of March 2008, the School Construction Authority reported that 92 percent of our school buildings have arts rooms.

Schools offering specific arts programs report the following about dedicated space:

Dance Studios

- 49% of the 782 schools with dance programs have dedicated dance space.

Music Classrooms

- 51% of the 1,024 schools with music programs have dedicated instrumental music rooms, 62% have dedicated vocal music rooms, and 57% have dedicated core/general music rooms.

Theater Spaces

- 84% of the 755 schools with theater programs have auditoriums and 27% have dedicated theater classrooms.

Visual Arts Classrooms

- 79% of the 1,149 schools with visual arts programs have dedicated studios.

Percentage of Schools with Specific Arts Programs That Have Dedicated Space* for That Arts Discipline and/or Properly Equipped Classrooms**

	DEDICATED SPACE	PROPERLY EQUIPPED CLASSROOM
ARTS DISCIPLINE		
DANCE	49%	73%
MUSIC/INSTRUMENTAL	51%	51%
MUSIC/VOCAL	62%	35%
MUSIC/GENERAL OR CORE	57%	44%
THEATER	27%	18%
VISUAL ARTS	79%	69%

* A dedicated arts classroom is a classroom that is only used for dance, music, theater, and visual arts.

**Appropriately equipped classrooms have the proper materials and equipment needed to teach the art form effectively.

“Parents are an integral part of our arts program as their commitment to any endeavor greatly increases their child’s interest and success in that pursuit.”

-Elementary School Principal, Brooklyn

The *2008 Learning Environment Survey* asked parents to cite the single most important improvement they would like their school to make. Seven percent of parents chose more or better arts programs. In addition, 19 percent chose more or better enrichment programs and 15 percent chose more or better hands-on learning—two areas that include arts programs and instruction.

Learning Environment Survey: Parent Report

The *Learning Environment Survey* asks questions about the learning environment in each school. In 2008, 347,829 parent surveys were completed. On the *2008 Learning Environment Survey* parents reported that their child participates in arts courses during the regular school day:

- 46% of parents report that their child participates in art.
- 39% of parents report that their child participates in music.
- 17% of parents report that their child participates in dance.
- 8% of parents report that their child participates in theater.

Please refer to page 19 for middle school and page 22 for high school for school reported information about student participation.

Annual Arts Survey

Parents are involved in a variety of arts activities at schools. The following chart represents the “great or moderate” extent of parent involvement reported by school leaders.

Percentage of Schools That Report Great to Moderate Parent Involvement in Arts Programs for Level 2006-07* and 2007-08

	ELEMENTARY		MIDDLE		HIGH		TOTAL	
	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08
ATTEND IN-SCHOOL EVENTS	86%	96%	73%	81%	51%	65%	77%	85%
ATTEND OUT-OF-SCHOOL EVENTS	42%	69%	36%	39%	39%	21%	40%	48%
VOLUNTEER	30%	53%	27%	25%	29%	11%	30%	66%
DONATE MATERIALS	23%	37%	19%	19%	24%	7%	23%	25%
ATTEND WORKSHOPS	32%	59%	30%	24%	29%	12%	32%	38%
SPONSOR FUNDRAISING	25%	35%	18%	22%	22%	89%	22%	25%

* As reported in the *Annual Arts in Schools Report 2006-2007*

Challenges

“We are also moving to a new building that will contain a dedicated performance arts space. We hope to be able to equip that space with materials for the dance and theater curricula.”

-Brooklyn High School Principal

The following chart represents data from new survey questions.

Percentage of Schools Leaders Reported the Following Challenges:

CHALLENGE	PERCENT OF SCHOOL LEADERS
FUNDING	75%
SPACE	59%
SCHEDULING	54%
MEETING STATE REQUIREMENTS	53%
SHARING SPACES	48%
INTEGRATING TECHNOLOGY	43%
PURCHASING FROM VENDORS	41%
HIRING CERTIFIED ARTS SPECIALISTS	40%
EVALUATING THE QUALITY OF ARTS INSTRUCTION	26%

The Office of Arts and Special Projects will continue to support school leaders as they strive to address these challenges. Many of these supports are addressed in the Next Steps section, which follows.



Next Steps



This is the second *Annual Arts in Schools Report*. The data from the *Annual Arts Education Survey 2007-2008* and other NYCDOE databases for 2006-08 have provided valuable information to school leaders, teachers, and parents to expand students' access to and participation in the arts.

The success of this endeavor to build the quality of arts instruction across all schools, as articulated in the *Blueprint for Teaching and Learning in the Arts*, will depend on the essential support of our school leaders, teachers, and parents as well as on our continued collaboration with the arts and cultural community and the higher education community.

Working with the New York State Education Department (NYSED), the arts and cultural community and the higher education community, we will continue to improve our schools' ability to provide sequential arts learning to all students, track our students' progress in the arts, and provide the means to evaluate the quality of programs and services.

In FY08, the Office of Arts and Special Projects (OASP) created a strategic plan to address findings of the *Annual Arts in Schools Report 2006-2007*. The goals of the plan are:

Goal 1

- Ensure student achievement in the arts.

Goal 2

- 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.

Goal 3

- Support all schools to meet NYSED requirements.

Goal 4

- Continue to collect data and disseminate results through transparent and ongoing reporting and communication with schools regarding accountability metrics.

Below are the key strategies by school level to address stated goals.

Elementary Schools

- The NYCDOE will work with the New York State Education Department to address challenges presented by the requirements for the early elementary classroom to assure that quality early elementary arts instruction is being provided. **(Addresses Goals 2 and 3.)**
- **Arts education professional development for classroom teachers.** The OASP will conduct a professional development series for early elementary (K-3) classroom teachers beginning in fall 2008. Teachers will be introduced to elements of arts instruction that they can successfully introduce into their classrooms, and will be given resources, including *Blueprint*-based arts lesson and unit plans that align with elementary core curriculum goals. **(Addresses Goal 2.)**

Middle Schools

■ **The Campaign for Middle School Success:** At the middle school level, schools participating in the NYCDOE's Campaign for Middle School Success will be offered arts consultation services and support for creating credit-bearing extended-day courses in the arts. Additionally, as the NYCDOE engages in more widespread reform efforts to improve achievement at the middle school level, the arts will be an important component of the resulting strategy. **(Addresses Goals 1 and 3.)**

■ **Middle school arts requirements:** The OASP will work with the New York State Education Department to explore the revision of the arts requirements for New York City so as to best provide a continuum of learning experiences for students at the middle school level. **(Addresses Goals 1 and 3.)**

High Schools

■ **Grade 12 arts exit exams.** Beginning in 2009 commencement examinations in all four arts disciplines will ensure a consistent and rigorous course of study across all of our high schools. These exams will allow students who have taken a three- or five-year sequence and passed this test to graduate with a Regents Diploma with Advanced Designation through the Arts. In addition, we will introduce a nationally normed technical theater career and technical education exam. This will make it possible for students to graduate with a Regents Diploma that is certified in Career and Technical Education and go on to careers in theatrical trades as well as postsecondary theater programs. **(Addresses Goal 1.)**

Supports For All Schools PreK-12

■ **Arts Education Manual: A Blueprint for School Leaders.** This manual, to be included in a *Blueprint* tool kit for school leaders, is a guide to the invaluable resources now available to principals for implementing and sustaining quality school arts programs. Examples of these resources include: a *Quality Rubric* for evaluating arts programming; information about the high school arts comprehensive examinations; sample school arts budgets; options for instructional schedules; and an enhanced guide to arts and cultural services. **(Addresses Goals 1 and 2.)**

■ **Supports for school leaders in developing and managing arts programs.** The OASP will collaborate with the School Support Organizations (SSOs) to provide school leaders and arts education liaisons with the following supports needed to build quality arts programs:

- **Targeted seminars** addressing budget, space, scheduling, and staffing—the main challenges that principals report as impediments to achieving universal arts education. **(Addresses Goal 2.)**
- **Arts and cultural services events** showcasing New York City’s extensive arts and cultural organizations, highlighting the services that schools can purchase to bolster their arts instructional programs, and assisting school leaders in developing and managing arts partnerships with arts and cultural service providers. **(Addresses Goals 2 and 3.)**
- **Facilitated visits to schools** demonstrating best practices in arts instruction, management of arts programs, and partnerships with arts and cultural organizations. **(Addresses Goals 1 and 2.)**

■ **Experts more easily available to schools.** The OASP has issued a Pre-Qualification Solicitation (PQS) for professional development. The PQS for professional development will provide schools with a catalog of pre-approved experts in scheduling, space, program evaluation and assessment, budgeting, staffing, and arts education content. Schools can enlist these experts to help to build and manage effective arts programs. **(Addresses Goals 2 and 3.)**



Cultural Organizations

■ **Annual Cultural Pass Program** The Cultural Pass provides school leaders and arts education liaisons with free general admission or other free services to more than 50 arts and cultural organizations across the city. This program acquaints school leaders and arts education liaisons with the services that are available to their schools and also encourages them to continue their own arts learning. (Addresses Goal 2.)

■ **New York City Leadership Academy (NYCLA).** The OASP will work with the NYCLA to convene a meeting with first-year principals so that they can build meaningful relationships with the arts community. The NYCLA will also disseminate the *Arts Education Manual: A Blueprint for School Leaders* to all aspiring and first-year principals. (Addresses Goal 2.)

Arts Teachers

■ **Convene a postsecondary working group.** The NYCDOE has convened the deans and department heads of New York City's colleges and universities to explore opportunities to partner in the development of teachers with arts certification. The goal of these discussions is to form a working group to assist the NYCDOE in increasing the number of certified arts teachers in our schools. (Addresses Goals 2 and 3.)

■ **Bolster the arts teacher pipeline.** We will build on the work we are currently doing to support the certification process for theater teachers through the Shubert Theater Fellows program in order to provide new solutions for increasing the number of dance and music teachers. This program also provides supports and resources for new theater teachers and grants to schools that hire these teachers. (Addresses Goals 2 and 3.)

Budgeting and Space

■ **Disseminate model arts budgets.** Budget models from schools that are delivering comprehensive arts education will be shared in seminars and through school intervisitation programs. (Addresses Goal 2.)

■ **Identify community arts spaces.** We will continue to investigate space issues at our schools and work with the SSOs to identify community spaces that can be used as resources for our schools. (Addresses Goals 1 and 2.)

- **Identify private funding to support arts classroom and performance-space renovation.**

Continuing the work of the arts SPACE (Space for Performing and Creative Education) grants, a multi-year initiative to renovate performing arts and studio spaces in schools, the OASP and the Fund for Public Schools have launched a fourth round of renovations for the 2008-09 school year. (Addresses Goals 1 and 2.)

- **Building Campus Tool Kit.** The OASP has posted a document at <http://schools.nyc.gov/offices/teachlearn/arts/images/campustoolkit.pdf> to assist schools in making optimum collaborative use of studio and performance spaces in a shared building. (Addresses Goals 1 and 2.)

Ensuring and Measuring the Quality of Arts Education

To ensure that students receive outstanding arts instruction, the NYCDOE will assist schools in establishing methods to measure the quality of arts education through the following strategies:

- **Arts Education Quality Rubric.** The Arts Education Task Force has created a rubric for evaluating quality in arts education programs. New York University's Institute of Education and Social Policy is overseeing the field-testing of this document in our schools. This rubric addresses both instructional practice and programmatic structure. (Addresses Goals 1 and 2.)

- **Best Practices Video.** The OASP has produced a *Best Practices in Arts Education* video to provide school leaders and teachers with a demonstration of quality teaching practice and student achievement at each school level and in each arts discipline. (Addresses Goals 1 and 2.)

Measure Progress

The NYCDOE will continue to hold schools accountable for arts education and collect and report on our progress. We will accomplish this in the following ways:

- **Annual Arts in Schools Reports.** Both this system-wide aggregate report and the individual school reports posted on each school's Web site will allow the public (including parents, teachers, and community members) to understand how and to what extent each school is providing all students with access to arts education. This new information will allow principals to make informed decisions about arts education. (Addresses Goal 4.)

■ **Accountability Measures.** The arts will continue to be a key component of the NYCDOE accountability system. As outlined in ArtsCount, the arts will be included on the following components:

- *Principal Performance Review*
- *Parent, Student, and Teacher Learning Environment Survey*
- *School Quality Review*

(Addresses Goal 4.)

■ **Data Collection Consultancy.** An independent partner will be identified to work with the NYCDOE on data collection for the *Annual Arts in Schools Report 2008-2009* and *Annual Arts Education Survey 2008-2009* in order to establish a system for longitudinal data collection. Additionally, the data collection for 2008-09 will need to include an effective tool for capturing elementary school arts instruction provided by classroom teachers. (Addresses Goal 4.)

Arts Education Task Force



The Arts Education Task Force, composed of members of the arts and cultural community and school leaders, has played an important role in guiding the NYCDOE, shaping the development of the *Annual Arts Education Survey* and *Quality Rubric*, and in reporting the data through the efforts of its two working groups, Data and Quality:

Data Working Group contributed to:

- *Annual Arts Education Survey* revision (completed)
- Development of individual school reports for the *Annual Arts in Schools Report*

Quality Working Group contributed to:

- *Quality Rubric* for principals to use as an evaluative tool for arts education programming. The *Quality Rubric* was field-tested by NYU's Institute of Education and Social Policy. Continued field-testing is slated for fall 2008.

Tools and Resources for Schools

Tools and resources to support schools will be available on the Office of Arts and Special Projects Web site: <http://schools.nyc.gov/artseducation>.

- *Blueprints for Teaching and Learning in the Arts*
- *Arts Education Manual: A Blueprint for School Leaders*
- *Quality Rubric*
- *Blueprint-aligned Unit Plans*
- *Best Practices in Arts Education Video*
- *Arts and Cultural Education Services Guide*



Methodology

The *Annual Arts in Schools Report* and the individual school reports are based on a combination of data sources including the *Annual Arts Education Survey* databases and the NYCDOE *Learning Environment Survey*. These data sources provide information on student participation in the arts and arts education resources such as budgeting and human resources information as described below.

- Comparison data is based upon survey data reported in *Annual Arts in Schools Report 2006-2007*. Due to improved survey and data collection mechanisms for the *Annual Arts Education Survey 2007-2008*, additional data is provided in this year's aggregate report.
- Please note that, except where otherwise noted, "arts teacher" for the purpose of the *Annual Arts in Schools Report 2007-2008* is defined as a teacher assigned to teach the arts.
- Numbers and percentages of allocated spaces and appropriately equipped arts classrooms are based on *Annual Arts Education Survey 2007-2008* responses.
- Numbers and percentages of licensed arts teachers are based on two sources: the Division of Human Resources licensed arts teacher data and responses on the *Annual Arts Education Survey 2007-2008*.
- Arts spending was calculated using Galaxy data.

Student Participation Data Source

Annual Arts Education Survey 2007-2008

Each spring, all schools are asked to complete the *Annual Arts Education Survey*. The survey includes questions about student participation in arts courses provided by school-based staff and cultural organizations; arts sequences; student activities in the arts; certified teachers; spaces allocated for the arts; financial resources; parent engagement and support for the arts; challenges to providing arts education; professional development for arts teachers; and high-level student achievement in the arts as well as principals' vision for their arts programs.

The Office of Arts and Special Projects (OASP) contracted WorldAPP to assist with survey distribution, data collection and data verification for the *Annual Arts Education Survey 2007-2008*. For the first time this year, OASP staff conducted technical assistance seminars, including a Webcast, to prepare school leaders and arts education liaisons to complete the survey. The survey and the individual school report templates were revised in collaboration with the Arts

Education Task Force. Data on special education students was collected for the first time as a pilot to be included in the individual school reports for District 75 schools and in the *Annual Arts Education Survey*.

Response Rate

Data for the 2007-08 aggregate report is based on 1,275 schools (89 percent) responded as compared to 939 (75 percent) schools for last year. Schools received the 2008 survey via e-mail on May 6, 2008 and were given a May 27, 2008 response deadline.

Learning Environment Survey

The *Learning Environment Survey* (LES) 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 survey includes questions about participation in the arts and access to arts courses and activities. For the 2007-08 school year, 410,708 (78 percent) middle and high school students and 347,829 (40 percent) parents responded to the LES survey. The parent and student responses on the arts are included in the aggregate report. In addition, the *Learning Environment Survey* data is incorporated into the Individual School Reports.

Student Participation Data Analysis

- Student arts participation for grades PreK-6 is calculated based on school responses about student participation in arts courses by school-based staff and cultural organizations. For grades 7-12, student arts participation is calculated based on school responses about student participation in arts courses by school-based staff only.
- Arts sequence information was collected through the *Annual Arts Education Survey*.



Resources Data Sources

Human Resources Database

The Division of Human Resources of the New York City Department of Education tracks licensed teachers' annual school placements and provided 2007-08 data for visual arts, music, dance, and theater teachers.

Budget Data

The Division of Budget Operations and Review 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.

The accuracy of aggregate and individual budget reporting depends upon the specificity of wording used by schools while entering items. Arts expenditures entered under general categories are not captured as budgeted arts expenses. Similarly, many school-level expenses do not have art-specific titles but contribute to arts programs.

Appendices

Appendix 1: City and State Requirements and Guidelines¹

PreK-K

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 activities in such programs shall include dramatic play, creative art, and music activities.

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 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

During grades 4, 5, and 6, all students shall receive instruction that is designed to facilitate their attainment of the 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 between 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, 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. New York City allows schools to offer any two of the four arts disciplines to their students to fulfill the grades 7-8 requirement.

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).

Appendix 1 Footnotes

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. 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.
3. Ibid.
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 grade 7-8 required instruction in grade 6.
5. Grades 7-8: 186 instructional days/year; unit of study equals 180 minutes/week; 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; unit is the equivalent of 90 minutes/week throughout the year.

Arts Education Task Force Members

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William Bassell	Long Island City High School
Jamie Bennett	New York City Department of Cultural Affairs
Mary M. Braebeck	New York University
Karen Brooks Hopkins	Brooklyn Academy of Music
John Buffa	PS 084 Steinway
Thomas Cahill	Studio in a School
Sarah Calderon	Consultant, New York City Department of Education
Ana Maria Correra	American Ballroom Theatre Dancing Classrooms
Paul Cothran	VH-1 Save the Music Foundation
David Dik	The Metropolitan Opera Guild
Amy Dorfman	The Shubert Foundation
Marsha Drummond	The Metropolitan Opera
Stephanie Dua	The Fund for Public Schools
Jason Duchin	DreamYard
Pierre Dulaine	American Ballroom Theatre
Sharon Dunn	New York City Department of Education
Deborah Effinger	Bronx Theatre High School
Brian Ellner	New York City Department of Education
Carol Fineberg	CF Associates
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Joan Finkelstein	New York City Department of Education
Peter Gelb	The Metropolitan Opera
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Arts Education Task Force Members *continued*

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Tim Lord	DreamYard
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Yvonne Marceau	American Ballroom Theatre Dancing Classroom
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