

Annual Arts in Schools Report



2009-2010

Annual Arts in Schools Report 2009-2010



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Letter from the Chancellor

Dear Public School Community:

Under the leadership of Mayor Bloomberg, New York City has made an unprecedented commitment to providing all students with an excellent education that prepares them to succeed in school and beyond. We firmly believe that rich learning in the arts is a fundamental component of an outstanding education. Arts education engages students while cultivating creative thinking and innovation—qualities increasingly in demand across a range of career paths. Our students deserve a world-class arts education that takes full advantage of the incredible cultural resources this city offers, and under this Administration, we've taken steps to ensure that they are getting just that.

In New York City, the bar has been set very high for student learning in the arts. Arts instruction must be aligned with the rigorous performance indicators established in the New York City *Blueprints for Teaching and Learning in the Arts*. These *Blueprints* clearly define what students should know, understand, and be able to do in the arts at every grade level. They are widely recognized as a model for high-quality arts instruction by school districts across the country and even internationally. As a significant next step, we are committed to demonstrating improved student achievement by developing and implementing benchmark arts performance assessments in visual arts, music, dance, and theater for students in fifth grade, eighth grade, and high school. The Office of Arts and Special Projects was recognized by the United States Department of Education (USDOE) as a recipient of its Investing in Innovation (i3) Grant. *Arts Achieve: Impacting Student Success in the Arts* will support a balanced system of assessments in the arts that are aligned with content and promote classroom practices that meet the needs of all students.

With this fourth *Annual Arts in Schools Report*, we celebrate our dedicated school leaders and teachers. These talented educators maximize arts learning for their students, while overcoming the challenges they face in making quality arts education a reality for all students in all schools. The report documents our steady progress in improving access to arts education, but also reveals gaps which must be addressed going forward. It provides a solid foundation for us to renew our commitment to a continued and intensive collaboration with our partners in this work: parents, the arts community, the university community, school leaders, and our teachers. Together, we will deliver on the promise of access to an excellent education that includes access to rich and robust arts programs for every student.

Sincerely,



Joel I. Klein

Chancellor, New York City Department of Education



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Introduction

“Arts are an important component of a child’s education, and we are proud to see that the arts are flourishing in our schools even in difficult times.” *-Chancellor Joel I. Klein*

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 *Blueprints for Teaching and Learning in the Arts*, a curriculum framework for what students should know, understand, and be able to achieve in dance, music, moving image, theater, and visual arts.

In addition to supporting the creation of the *Blueprints*, the Mayor and Chancellor have demonstrated commitment to arts education by launching the ArtsCount initiative, the *Annual Arts in Schools Report*, and the Chancellor’s Arts Endorsed Diploma. The city developed ArtsCount in 2007 to provide greater accountability and transparency for arts education. As part of ArtsCount, schools are evaluated based on a series of arts education metrics, the results of which have an impact on schools’ *Annual Arts in Schools Reports*, Progress Reports, Quality Reviews, and principals’ performance evaluations.

With this fourth *Annual Arts in Schools Report* for 2009-2010, we have data to guide us in what we must do to provide quality arts education for every New York City public school student during these challenging fiscal times.

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

The *Annual Arts Education Survey* collects information about 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 responding school has its individual *Annual Arts in Schools Report* posted on its website. Details about the arts accountability measures are available in *ArtsCount: A Guide for Principals* to support school leaders as they implement high-quality arts programs. The guide includes New York State Education Department (NYSED) 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/artseducation>.

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*, provides valuable information for the decision-making vital to a quality arts education for all New York City public school students.

Supports for Arts Education 2009-2010

“A child’s education is not complete unless it includes the arts. In fact, the current iteration of the federal Elementary and Secondary Education Act of 1965 (ESEA) lists the arts among the core academic subjects, requiring schools to enable all students to achieve in the arts and to reap the full benefits of a comprehensive arts education. A vast body of scientific research shows that children who have comprehensive arts education as a part of their curriculum experience improved success in their studies, show better ability to work in teams, think creatively and critically, stay in school and go on to graduate from college.”

Opening Remarks, Report to the Panel for Educational Policy, by the Arts Advisory Committee, June 22, 2010

The New York City Department of Education and the Office of Arts and Special Projects (OASP) pursue excellence in arts education by creating supports to align arts teaching and learning with the *Blueprints for Teaching and Learning in the Arts* for our schools, students, and teachers.

The *Blueprints for Teaching and Learning in the Arts* were published in 2004-2005. These *Blueprints* set clear standards for what students should know and be able to do in dance, music, theater, and visual arts as they move through the school system from pre-kindergarten through twelfth grade. During the 2009-2010 school year, a fifth *Blueprint*—the *Blueprint for Teaching and Learning in the Moving Image*—was published, outlining film, television, and animation, and adding a new and exciting curriculum component to New York City public schools. These documents have been widely disseminated and are utilized not only in New York City but in other cities in the United States and in countries around the world.

The **ArtsCount** initiative, which brings accountability to the system, was the next step in the improvement plan. Implemented in 2007, ArtsCount holds all schools and principals accountable for providing a top-notch arts education, as required by the New York State Education Department (NYSED) standards.

In order to assess the state of arts education, each year the *Annual Arts Education Survey* collects information from each school regarding its arts instruction. This year, 95 percent (1,453) of our schools responded to the survey.

This report, the *Annual Arts in Schools Report 2009-2010*, is the fourth such report published. It serves

as an aggregate of the information submitted from each school as well as data from offices and reports at the central New York City Department of Education, including Human Resources, the Budget Office, the Learning Environment Survey, and the School Construction Authority. Each school has an individual *Annual Arts in Schools Report* posted on its own website, found under the heading “Statistics.”

Supporting outstanding arts education for each student in the New York City public schools is the mission of the **Office of Arts and Special Projects (OASP)**. With principals leading the way along with teachers, parents, cultural institutions, funders, and members of the community, we support the implementation of quality arts education in all our schools. By developing sequential opportunities for students to study the arts with the depth and rigor outlined in the *Blueprints*, coupled with alignment with NYSED Instructional Requirements for the Arts, a rich and diverse arts education picture emerges in our city.

Information regarding arts accountability measures is available in the *Arts Education Manual for School Leaders 2010-2011* and includes NYSED Arts Requirements, information about ArtsCount, and samples from the *Annual Arts Education Survey*. For further information, please visit our website at <http://schools.nyc.gov/artseducation>.

SUPPORTS FOR SCHOOLS AND SCHOOL LEADERS

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

- provide sequential arts learning based upon the NYC Department of Education’s *Blueprints for Teaching and Learning in the Arts*
- communicate the unique role of the arts in student learning and achievement
- support effective arts instruction and assessment in each of the five arts disciplines to improve student outcomes in the arts
- meet ArtsCount accountability for NYSED requirements in the arts

Through a generous grant from **The Shubert Foundation**, the OASP offered school leaders the opportunity to work with colleagues in **The Shubert Arts Leadership Institute**. This institute, now completing its second year, addresses issues and concerns relating to all aspects of high-quality arts education. It includes interactive workshops in dance, music, theater, and visual arts that investigate the unique role of the arts in student learning and achievement, guide the design of sequential arts learning based upon NYCDOE *Blueprints for Teaching and Learning in the Arts*, and show school leaders how to utilize the arts and cultural organizations and resources of New York City effectively in their schools.

Supports for Arts Education 2009-2010

continued

Targeted support for schools in particular need for developing arts education programs is one of the outcomes of individual School Arts Reports. These **ArtsCount Schools** were contacted by directors in our office, who scheduled follow-up site visits. Many of these school leaders participated in *The Shubert Arts Leadership Institute*.

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

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

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

Each school is asked to designate an **Arts Education Liaison** to serve as a **conduit for arts learning** in each school. The Liaison is the arts point person for his or her school, facilitating communications around the arts, and assisting with the arts survey as instructed by each principal. Establishing relationships with arts organizations and cultural institutions is another important aspect of the Arts Education Liaison's work. There are currently over 1,400 designated Arts Education Liaisons.

The Cultural Pass, providing access to over 50 arts and cultural organizations at no cost to the user, is provided to Arts Education Liaisons and school leaders to support and help initiate the development of relationships with the cultural community.

ArtsCount workshops, held in all five boroughs, were designed to assist Arts Education Liaisons in developing their important role in schools, while building skills to utilize the data from their *Annual Arts in Schools Survey* effectively.

In preparing for the new *Arts Survey* in the spring of 2010, technical assistance workshops were implemented as was an **ArtsCount training webinar**.

The Arts Education Reflection Tool was released in the fall of 2009* and is designed to promote excellence in teaching practice in dance, music, theater, and visual arts with school-level appropriate documents for elementary, middle, and high schools. The Arts Education Reflection Tool provides a guide for principals, school teams, arts and cultural organizations, teachers, teaching artists, and researchers to assess the quality of the delivery of arts education to students, pre-kindergarten through twelfth grade.

The Tool is organized into four essential components: Organizational Practice, Student Outcomes, Instructional Practice, and Arts and Cultural Service Providers. Each element lists a variety of reflective statements, many of which are art form and/or school-level specific.

*Designed as a project of the *Advisory Council for Arts Education*. See page 19 and Appendix 2.

SUPPORTING EDUCATIONAL QUALITY AND INNOVATION THROUGH CAPACITY BUILDING

The Office of Arts and Special Projects worked with cultural partners to submit proposals to the United States Department of Education. These proposals were funded and the OASP, in partnership with representative cultural partners, will design and implement authentic performance assessments in dance, music, theater and the visual arts, at fifth grade, eighth grade and high school benchmark levels. The goals of the *Arts Achieve* project are to improve student achievement in the arts through the development and implementation of balanced (formative and summative) arts assessments that are aligned to high student outcomes and academic achievement standards.

- **Investing in Innovation (i3) Grant**, entitled *Arts Achieve: Impacting Student Success in the Arts*, is funded by the U.S. Department of Education. Over the five-year grant period, arts assessments of benchmark years (grades 5, 8, and high school) in dance, music, theater, and the visual arts will be designed, tested, and scaled up, **enabling effective tools of arts assessment to improve teaching**, enhance learning, and support achievement and growth for all students. Along with the OASP, the partnership includes the Studio in a School Association (lead partner), Carnegie Hall (Weill Music Institute), The Cooper-Hewitt Museum (the Smithsonian's National Design Museum), the Dance Education Laboratory (92nd Street Y), and ArtsConnection.
- **Arts in Education Model Development and Dissemination (AEMDD)** project - *Arts Achieve: Impacting Student Success in the Arts*—will include the development of fifth grade benchmark arts assessments and the use of data from these to ensure that students have access to a rigorous arts program that is aligned with national, state, and local arts standards. The AEMDD project will assess whether the implementation of balanced (formative and summative) benchmark arts assessments—when accompanied by intensive professional development for school staff and rigorous, sequential instruction for students—leads to improved student achievement in the arts, improved student outcomes in **ELA and enhanced essential 21st century skills**. Along with the OASP, the partnership includes the Studio in a School Association, Carnegie Hall (Weill Music Institute), ArtsConnection and the Dance Education Laboratory (92nd Street Y).

Both grants will be evaluated by Metis Associates, a national research and evaluation firm located in New York City.

The **Shubert Elementary Theater Arts Partnership** provided on-site school support and theater residencies for select schools with arts programs in dance, music, and visual arts, but not theater in order to build school capacity to provide all four art forms.

The Armani Foundation provided arts residencies for six elementary schools in the Bronx along with consultancy visits and leadership workshops in order to build the capacity of underserved arts schools to provide arts instruction in conjunction with strong arts and cultural partners.

SUPPORTS FOR QUALITY TEACHING

Teacher effectiveness is imperative to quality arts education instruction. The Office of Arts and Special Projects continues to provide a continuum of professional learning to strengthen teacher quality as follows:

- The OASP facilitated a **citywide** three-part series of full-day workshops focused on Collaborative Inquiry Teams for groups of dance, music, theater, and visual arts teachers from schools across the city. Each participatory workshop served as a springboard for **addressing inquiry questions** related to pedagogical strategies and student achievement in the arts. Teacher learning was supported via ARIS Connect (the Achievement Reporting and Innovation System), which provides a single site where educators can access and share information to accelerate student learning.
- A United States Department of Education (USDOE) grant, **Artful Learning Communities: Assessing Learning in the Arts**, supported the development and dissemination of effective practices of formative assessment to improve teacher practice and student achievement in the arts.
- The introduction to the *Blueprint for Teaching and Learning in the Moving Image* was complemented by a three-day workshop series exploring classroom applications of the *Blueprint* with media teachers and media arts partners. The *Blueprint* publication and the associated professional development were sponsored by Chase. The workshops were designed by the NYCDOE along with the Tribeca Film Institute and the Mayor's Office of Film, Theater and Television. Workshop events were hosted by the Museum of Modern Art, the Museum of the Moving Image, and the Tribeca Film Festival.
- **New teachers of the arts** were able to participate in P-Credit courses. These courses—in dance, music, theater, and visual arts—focused on the *Blueprints for Teaching and Learning in the Arts*, modeling lessons and utilizing a wide variety of teaching strategies. Follow-up and guidance to these teachers continues as an ongoing function of the OASP.
- Developing the skills of arts teachers in the schools is supported by the OASP in a variety of meaningful ways, including: arranging **intervisitations** for new arts teachers and school leaders to see best practices; assisting schools to involve their arts teachers in developing joint **collaborative inquiry initiatives**; and **mentoring and guiding** arts teachers.
- **Making the Arts Count in Early Grades**, a three-session course for early elementary teachers (pre-kindergarten through third grade) in dance, theater, and visual arts, was designed and implemented to inform classroom teaching by providing skills and lessons that build capacity in the arts and increase ability to address New York State Education Department instructional requirements.
- **Arnhold Grant Programs** are administered as a series of related grant-supported programs, including a **New Dance Teacher Support Program**, a **Dance Fellows Program**, and a **DELTA Support Program**. The programs include first- and second-year teacher mentoring, and a fund to support the dance program in each Arnhold-funded school with resources to make classroom improvements, purchase

Supports for Arts Education 2009-2010

continued

equipment or instructional materials, invite guest artists to the school, and/or attend professional development. In addition, an instructional toolkit of supplies for dance teachers, support for fees incurred by Fellows adding the dance license to their teaching credentials, honoraria for the writing of exemplary units of dance study, and subsidized coursework at the 92nd Street Y's Dance Education Laboratory (DEL) are provided to participants.

- **Capezio Ballet Makers NYC Public School Dance Program**, an in-kind grant program, provided over 9,000 items of free student dancewear to 127 schools. Schools chosen via a competitive application process keep the donated items as dance instructional inventory.
- **The Shubert Theater Fellows Program** continued to provide current New York City Teaching Fellows with support to become certified theater teachers within the New York City public school system.
- **PS Art 2010** provided schools, teachers, and students the opportunity to participate in a citywide juried competition to be selected as part of the exhibition at The Metropolitan Museum of Art. A summer seminar was presented to educators based on this rich visual arts teaching experience.
- **The Shubert/MTI Broadway Junior Program** provided professional development in musical theater direction to 18 New York City middle schools and opportunities for hundreds of middle school students in musical theater. Additionally, with the support of the Shubert Foundation and the **Air Rights Grant** funded by the **Theater Sub-District Council**, all participating schools were featured in a student share at Broadway's Majestic Theater in May 2010.

CURRICULUM DEVELOPMENT

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

- Nineteen middle and high schools participated in the **American Voices**, an arts-integration project exploring American history in the 20th century through a theatrical lens. In addition, literacy and performance-based assessments on the American Voices curriculum were created and implemented.
- **Exemplary units of study** were posted online for use by teachers of the arts in various disciplines and levels.
- Catalogs for **PS Art 2010** and **Ezra Jack Keats Bookmaking Competition** were created as teaching tools for elementary and secondary teachers.
- Collaborated with **Ovation TV** in the writing and development of unit plans based on the lives and artwork of contemporary artists.
- Wrote *ELLs and the Visual Arts: Developing Self-Expression and Language Through Visual Arts*, a comprehensive painting, drawing, and collage unit for English language learners.

“The Arts Help Close the Achievement Gap. The arts make a tremendous impact on the developmental growth of every child, leveling the ‘learning field’ across socio-economic boundaries. The arts reach students not otherwise engaged, uniquely bridging the broad spectrum of learning styles. English Language Learners and children with special needs often become high achievers in arts learning settings. Their success in the arts classroom often transfers to achievement in other subject areas. Students who participate in the arts outperform those who do not on virtually every measure.”

Report to the Panel for Educational Policy by the Arts Advisory Committee, June 22, 2010

PARENT SUPPORT

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

The OASP has created supports for parents as follows:

- Facilitated a panel discussion on navigating the **applications process** for screened arts high schools in each arts discipline.
- Served as a **resource for information** related to citywide and borough-wide dance, music, theater, and visual arts programs.
- Authored a guide on **visiting art museums** with children, including pre-visit, museum visit, and post-visit activities, and disseminated the guide in eight languages to hundreds of parents at the June 2010 ELL conference at the Javits Center.
- Presented at various **Community Education Council (CEC)** meetings informing parents regarding arts education.

STUDENT ACHIEVEMENT IN THE ARTS

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

- **PS Art 2010** is an annual juried exhibition of exemplary pre-K through twelfth grade student artwork displayed at The Metropolitan Museum of Art’s Uris Center for Education.
- The **Third Annual Gallery Walk on Madison Avenue**, developed in collaboration with the Fund for Public Schools and Madison Avenue Business Improvement District, allows students and their families to enjoy pre-K through twelfth grade student artwork on display at over 20 gallery sites, including the HSBC Madison Avenue branch.
- **Comprehensive Examinations** in dance, music, theater, and visual arts were designed and implemented for high school seniors who have taken a major sequence. Students who passed the exam received either the Chancellor’s Arts Endorsed Diploma or a Certificate of Arts Achievement. Students awarded the endorsed diploma, as well as their families, were invited to attend an event in their honor on July 20, 2010 at Gracie Mansion.
- **Summer Arts Institute** provided a free, four-week intensive summer program for 275 auditioned middle and high school students in seven studios. Students were nurtured and challenged as they moved into their next phase of growth as young artists. The program, in its ninth year, was approved as an official summer school program carrying one elective arts credit. With support from **Exploring the Arts**, the venue changed its location this summer to the new Frank Sinatra School of the Arts building in Astoria, Queens.

Supports for Arts Education 2009-2010

continued

- Supported the **Saturday art career and portfolio workshops** for high school juniors with the School Art League in collaboration with the Art Directors Club.
- Created and supervised the **Art History Research Fellows Project**, funded by The Dedalus Foundation, in support of art history research at the high school level.
- Provided oversight for the implementation of **All-City and Salute to Music programs**.
- Participated in **New York State School Music consortiums** for the enhancement of school music programs statewide and citywide.

ARTS AND CULTURAL COMMUNITY

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

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

- Evaluating and scoring **Pre-Qualifying Solicitation Proposals** from the arts and cultural community for: 1) direct student services, 2) parent services, and 3) professional development services in the arts.
- Presenting the **25th Annual Arts and Cultural Services Fair** held at the Park Avenue Armory on September 24, 2009. One hundred and fourteen arts organizations and cultural institutions interfaced with school leaders, arts education liaisons, and teachers, giving them information regarding programs and resources for their students and schools.
- Conducting **Blueprint Orientation Workshops for Arts and Cultural Partners**, enabling new arts vendors to better understand the *Blueprints* and identify how this methodology is addressed in their work with students.
- Introducing arts organizations to the new **Quality Arts Reflection Tool** in an interactive reflective workshop setting at the citywide *Face to Face* conference on February 24, 2010.
- Collaborating with The Metropolitan Museum of Art on the **Ancient Egyptian Collection Audio Guide for Children** project. Fourth-grade students helped develop the Egyptian Art audio guide for children.
- Partnering with the Guggenheim Museum, enabling students from **23 schools to serve as guides** for the *Tino Seghal* installation, spring 2010.
- Participating in the selection process for **Academy of Carnegie Juilliard Weill Fellows** (ACJW). Collaborated with ACJW administrators in the creation of pedagogical materials for Fellows.

Supports for Arts Education 2009-2010

continued

- Collaborating with **NYC Arts in Education Roundtable** to co-produce **Royal Shakespeare Company** workshops integrating NYCDOE theater teachers and professional teaching artists.
- Partnering with **Broadway and off-Broadway productions** (*FELA!*, *Shrek*, *Memphis*, *Mary Poppins*, *The Fantasticks*) to secure quality live theatrical experiences for New York City public school students and teachers through significantly discounted or free tickets.

CULTURAL PASS EVENTS

These events are designed to give school leaders an opportunity to participate in a cultural event with their colleagues and to experience firsthand the genuine educational opportunity of audience participation.

The Cultural Pass event was held on Thursday, December 3, 2009, at the **Roundabout Theatre Company's American Airlines Theatre**, beginning with a dinner that featured guest artists from the Roundabout's production of *Bye Bye Birdie*. After dinner, the group of 150 school leaders enjoyed a performance of that production at the new Henry Miller Theatre.

ADVISORY COUNCIL FOR ARTS EDUCATION

The Advisory Council for Arts Education is composed of members of the arts and cultural community, members of the school community, foundation representatives, higher education representatives, and related citizens, all involved in providing expertise and supports to the schools. Through ongoing meetings, this council has worked in committees and has produced products, ideas, and strategies for strengthening arts education in our public schools. *The Arts Education Reflection Tool*, discussed earlier in this report, was created, in part, through this council. (Please see the list of Advisory Council for Arts Education members in Appendix 2.)

DISTRICT 75 SPECIAL EDUCATION

District 75 schools and Manhattan New Music were the recipients of a Federal DOE i3 grant. The i3 Everyday Arts for Special Education grant is a professional development program designed to improve student achievement in the areas of communication, socialization, academic learning and arts proficiency. It uses all four arts disciplines to provide multiple entry points for non-traditional learners. To better reflect arts programming in New York City's District 75 schools, the OASP has revised the 2009-2010 survey. District 75 schools serve students with disabilities, in both the general education environment and in more intensive environments through self-contained special education classes. The district also provides hospital instruction for students in both short-term and long-term care. To develop a better understanding of how well the *Annual Arts Education Survey* is aligned with the arts programming in District 75 schools, the OASP contracted with Metis Associates to elicit a focus group with District 75 school staff during spring 2010.

Outcomes of this focus group included District 75 schools reporting on the number of arts instructional hours grouped by grades 1-3, grades 4-5, and grade 6, instead by each class within each grade.



Key Findings

New York City schools are providing students with a range of opportunities in the arts, offering instruction in dance, music, theater, and visual arts. Our schools strive to meet and exceed the standards set by the New York State Education Department, as described in Appendix 1 of this report. Data from the *Annual Arts Education Survey 2009-2010* indicate that schools have a foundation for offering a variety of arts disciplines and continue to make progress in increasing student participation in these offerings. This section highlights key findings.

ELEMENTARY SCHOOLS

Elementary school data reporting has changed this year. In order to align with NYSED requirements, the 2009-2010 *Annual Arts Education Survey* did not collect data on the number of instructional hours in kindergarten. In this report, elementary school data from *Annual Arts Education Surveys* from 2006-2007 through 2009-2010 have been reported and analyzed for grades 1-5. 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:

TABLE 1. PERCENT OF RESPONDING ELEMENTARY SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED BY ARTS TEACHERS AND/OR CULTURAL ORGANIZATIONS TO ANY GRADE, 1-5

NUMBER OF ARTS DISCIPLINES	2006-07	2007-08	2008-09	2009-10
At Least One Arts Discipline	95%	97%	99%	99%
At Least Two Arts Disciplines	85%	91%	95%	96%
At Least Three Arts Disciplines	63%	76%	84%	86%
Four Arts Disciplines	35%	43%	58%	60%

When arts instruction is delivered through a combination of a classroom teacher, school-based arts teacher, or a cultural organization, 100 percent of all responding elementary schools reported that they offered at least one arts discipline, while 83 percent reported that they provide arts instruction in all four arts disciplines to *any grade* served by the school, grades one through five.

TABLE 2. PERCENT OF RESPONDING ELEMENTARY SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED BY CLASSROOM TEACHERS, ARTS TEACHERS, AND/OR CULTURAL ORGANIZATIONS TO ANY GRADE, 1-5

NUMBER OF ARTS DISCIPLINES	2008-09	2009-10
At Least One Arts Discipline	100%	100%
At Least Two Arts Disciplines	99%	99%
At Least Three Arts Disciplines	95%	95%
Four Arts Disciplines	82%	83%

Key Findings

continued

Of the responding elementary schools, 19 percent reported that they provide arts instruction in *all four* disciplines to *all grades* served (first through fifth) through a school-based arts teacher and/or a cultural organization.

TABLE 3. PERCENT OF RESPONDING ELEMENTARY SCHOOLS OFFERING ALL FOUR ARTS DISCIPLINES PROVIDED BY ARTS TEACHERS AND/OR CULTURAL ORGANIZATIONS TO ALL GRADES, 1-5

	2006-07	2007-08	2008-09	2009-10
All Four Arts Disciplines to All Grades Served	3%	9%	14%	19%

When instruction is provided through a combination of classroom teachers, school-based arts teacher, and/or a cultural organization, 51 percent of responding elementary schools reported that they provide arts instruction in *all four* disciplines to *all grades* served (first through fifth).

TABLE 4. PERCENT OF RESPONDING ELEMENTARY SCHOOLS OFFERING ALL FOUR ARTS DISCIPLINES PROVIDED BY CLASSROOM TEACHERS, ARTS TEACHERS, AND/OR CULTURAL ORGANIZATIONS TO ALL GRADES, 1-5

	2008-09	2009-10
All Four Arts Disciplines to All Grades Served	42%	51%

Of the responding elementary schools, more than 90 percent reported that they provide visual arts and/or music instruction to *any grade* served (first through fifth) through a school-based arts teacher and/or a cultural organization. Eighty-two percent of elementary schools reported that they provide dance, and 72 percent provide theater.

TABLE 5. PERCENT OF RESPONDING ELEMENTARY SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY ARTS TEACHERS AND/OR CULTURAL ORGANIZATIONS TO ANY GRADE, 1-5

ARTS DISCIPLINES	2006-07	2007-08	2008-09	2009-10
Dance	60%	72%	79%	82%
Music	82%	89%	92%	91%
Theater	48%	54%	71%	72%
Visual Arts	88%	91%	95%	96%

Key Findings

continued

When arts provided by classroom teachers, in addition to arts provided through a school-based arts teacher and/or cultural organization, is included in the analysis, more than 90 percent of the responding elementary schools in 2009-2010 reported that they provide dance, music, and/or visual arts to *any grade* served (first through fifth), and 89 percent provide theater.

TABLE 6. PERCENT OF RESPONDING ELEMENTARY SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY CLASSROOM TEACHERS, ARTS TEACHERS, AND/OR CULTURAL ORGANIZATIONS TO ANY GRADE, 1-5

ARTS DISCIPLINES	2008-09	2009-10
Dance	92%	91%
Music	98%	97%
Theater	88%	89%
Visual Arts	99%	100%

MIDDLE SCHOOLS

Of the responding middle schools in the 2009-2010 school year, almost all (99 percent) reported that they offer *at least one* arts discipline to *any grade* served (sixth through eighth) and more than one-third (37 percent) reported that they offer *all four* arts disciplines compared with 17 percent in the 2006-2007 school year.

TABLE 7. PERCENT OF RESPONDING MIDDLE SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED TO ANY GRADE, 6-8

NUMBER OF ARTS DISCIPLINES	2006-07	2007-08	2008-09	2009-10
At Least One Arts Discipline	92%	96%	97%	99%
At Least Two Arts Disciplines	79%	84%	83%	87%
At Least Three Arts Disciplines	43%	32%	61%	64%
Four Arts Disciplines	17%	33%	36%	37%

Greater percentages of the responding middle schools reported that they provide arts instruction to *any grade* served (sixth through eighth) in visual arts (92 percent) and/or music (77 percent) than in theater (60 percent) and/or dance (58 percent).

TABLE 8. PERCENT OF RESPONDING MIDDLE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, 6-8

ARTS DISCIPLINES	2006-07	2007-08	2008-09	2009-10
Dance	36%	57%	56%	58%
Music	69%	75%	74%	77%
Theater	40%	56%	57%	60%
Visual Arts	84%	91%	90%	92%

Key Findings

continued

Of the middle schools that responded to the survey, 59 percent reported that all eighth-grade graduated students met the NYSED arts requirement for 2010. (Based on October 2010 promotion data for eighth-grade students; does not include District 75 students.)

HIGH SCHOOLS

Of the high schools that responded to the 2009-2010 *Annual Arts Education Survey*, 79 percent reported that they provide instruction in *at least two* arts discipline to *any grade* served (ninth through twelfth), and 20 percent indicated that they provide *all four* arts disciplines.

TABLE 9. PERCENT OF RESPONDING HIGH SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED TO ANY GRADE, 9-12*

NUMBER OF ARTS DISCIPLINES	2006-07	2007-08	2008-09	2009-10
At Least Two Arts Disciplines	76%	79%	84%	79%
At Least Three Arts Disciplines	22%	38%	51%	47%
Four Arts Disciplines	9%	27%	23%	20%

The majority of high schools reported that they provide instruction in visual arts (90 percent) and/or music (68 percent) to *any grade* served (ninth through twelfth), while fewer than half reported providing instruction in theater (47 percent) and/or dance (37 percent).

TABLE 10. PERCENT OF RESPONDING HIGH SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, 9-12

ARTS DISCIPLINES	2006-07	2007-08	2008-09	2009-10
Dance	15%	42%	41%	37%
Music	74%	67%	76%	68%
Theater	21%	70%	46%	47%
Visual Arts	85%	86%	93%	90%

* The percent of high schools providing at least one arts discipline was not collected in the *Annual Arts Education Survey* for 2006-2007 or 2007-2008.

MULTI-GRADE SCHOOLS

Multi-grade schools (schools that serve K-2, K-8, 6-12, or K-12 students) represent a growing number of our schools.

MULTI-GRADE SCHOOLS SERVING GRADES 1-5

All of the multi-grade schools serving grades one through five and responding to the *Annual Arts Education Survey* in 2009-2010 reported providing *at least one* arts discipline to *any grade* served and half (50 percent) provide *all four* arts disciplines through a school-based arts teacher and/or cultural organization.

TABLE 11. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED BY ARTS TEACHERS AND/OR CULTURAL ORGANIZATIONS TO ANY GRADE, 1-5

NUMBER OF ARTS DISCIPLINES	2008-09	2009-10
At Least One Arts Discipline	87%	100%
At Least Two Arts Disciplines	81%	94%
At Least Three Arts Disciplines	64%	76%
Four Arts Disciplines	39%	50%

Of the multi-grade schools serving grades one through five, 100 percent of schools responded that they offered *at least one* arts discipline to *any grade* served and approximately three-quarters (74 percent) offered *all four* arts disciplines in 2009-2010 through a classroom teacher, a school-based arts teacher, and/or a cultural organization.

TABLE 12. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED BY CLASSROOM TEACHERS, ARTS TEACHERS, AND/OR CULTURAL ORGANIZATIONS TO ANY GRADE, 1-5

NUMBER OF ARTS DISCIPLINES	2008-09	2009-10
At Least One Arts Discipline	88%	100%
At Least Two Arts Disciplines	85%	99%
At Least Three Arts Disciplines	75%	88%
Four Arts Disciplines	58%	74%

In 2009-2010, 93 percent of responding multi-grade schools serving grades one through five reported that they provide visual arts, and 90 percent reported providing music to *any grade* served through an arts teacher and/or a cultural organization. Seventy-one percent of the multi-grade schools reported that they provided dance and 66 percent provided theater. (See Table 13 on page 27)

TABLE 13. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY ARTS TEACHERS AND/OR CULTURAL ORGANIZATIONS TO ANY GRADE, 1-5

ARTS DISCIPLINES	2008-09	2009-10
Dance	63%	71%
Music	76%	90%
Theater	51%	66%
Visual Arts	83%	93%

MULTI-GRADE SCHOOLS SERVING GRADES 6-8

In 2009-2010, almost all (98 percent) of responding multi-grade schools that serve grades six through eight reported providing *at least one* arts discipline to *any grade* served, and 47 percent provide *all four* arts disciplines.

TABLE 14. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED TO ANY GRADE, 6-8

NUMBER OF ARTS DISCIPLINES	2008-09	2009-10
At Least One Arts Discipline	87%	98%
At Least Two Arts Disciplines	73%	91%
At Least Three Arts Disciplines	49%	71%
Four Arts Disciplines	34%	47%

More of the responding multi-grade schools that serve grades six through eight reported providing visual arts (92 percent) and/or music (84 percent) than theater (67 percent) and/or dance (65 percent) in 2009-2010 to *any grade* served.

TABLE 15. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, 6-8

ARTS DISCIPLINES	2008-09	2009-10
Dance	51%	65%
Music	69%	84%
Theater	45%	67%
Visual Arts	79%	92%

MULTI-GRADE SCHOOLS SERVING GRADES 9-12

In 2009-2010, 95 percent of the responding multi-grade schools that serve grades nine through twelve reported that they provide *at least one* arts discipline to *any grade* served and 23 percent provide *all four* arts disciplines.

TABLE 16. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED TO ANY GRADE, 9-12

NUMBER OF ARTS DISCIPLINES	2008-09	2009-10
At Least Two Arts Disciplines	84%	84%
At Least Three Arts Disciplines	52%	52%
Four Arts Disciplines	21%	23%

In 2009-2010, a greater percentage of responding multi-grade schools that serve grades nine through twelve reported providing visual arts (89 percent) and/or music (79 percent) than those that reported providing theater (45 percent) and/or dance (40 percent) to *any grade* served.

TABLE 17. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, 9-12

ARTS DISCIPLINES	2008-09	2009-10
Dance	41%	40%
Music	77%	79%
Theater	44%	45%
Visual Arts	93%	89%

In 2009-2010, 34 percent of responding multi-grade schools that serve ninth through twelfth grades reported offering *at least one* 6 or 8-10+ credit sequence in visual arts, and 29 percent reported offering *at least one* sequence in music. Smaller proportions reported that they offered sequences in dance (13 percent), theater (13 percent), and/or film (5 percent).

DISTRICT 75

Of the District 75 schools that responded to the *Annual Arts Education Survey* in 2010, greater percentages reported that they offer visual arts (98 percent) and/or music (83 percent) than dance (52 percent), theater (41 percent), and/or film (31 percent).

TABLE 18. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED

ARTS DISCIPLINES	2008-09	2009-10
Dance	36%	52%
Music	66%	83%
Theater	28%	41%
Visual Arts	72%	98%
Film	13%	31%

SCHOOL BUDGETING FOR ARTS EDUCATION

Over the past two years, the deterioration of the national economy affected projected local revenues and all City agencies, including the Department of Education. Schools were asked to absorb budget cuts. The overall FY10 budget for the arts (aggregate school arts budgets) decreased by \$13,963,382 or 4.3 percent from FY09, while the percentage of school budgets spent on the arts remained nearly constant at 2.9 percent. In school year 2009-2010:

- Schools experienced a decrease in per capita budgeting for the arts (FY09 \$316 per student to FY10 \$301 per student), due to system-wide budget cuts.*
- Schools experienced a decrease in their arts budgeting on personnel by 3.8 percent (\$11,629,081).
- Schools experienced a decrease in their arts budgeting on arts and cultural vendors from \$22,466,763 in FY09 to \$17,792,773 in FY10 (\$4,673,990 or 20.8 percent).**
- Schools experienced a decrease in their arts budgeting in supplies/equipment from FY09 (e.g., materials, equipment repair, transportation) by 34.4 percent (\$1,185,085).

*Per capita based on following registers: FY09 register - 1,029,459, and FY10 audited register - 1,038,741 (<http://schools.nyc.gov/AboutUs/data/stats/default.htm>)

**Vendor spending based on contracted arts vendors FY10 as July 15, 2010; includes expenditures and open encumbrance.

Key Findings

continued

ARTS TEACHERS

Seventy-five percent of responding schools have at least one full-time certified arts teacher, while 22 percent reported having at least one part-time certified arts teacher.* Sixty percent of schools have at least one full-time certified visual arts teacher, and 44 percent have at least one full-time certified music teacher. Twelve percent of schools have at least one full-time dance teacher, and 9 percent of schools have at least one full-time theater teacher.

ARTS AND CULTURAL COMMUNITY

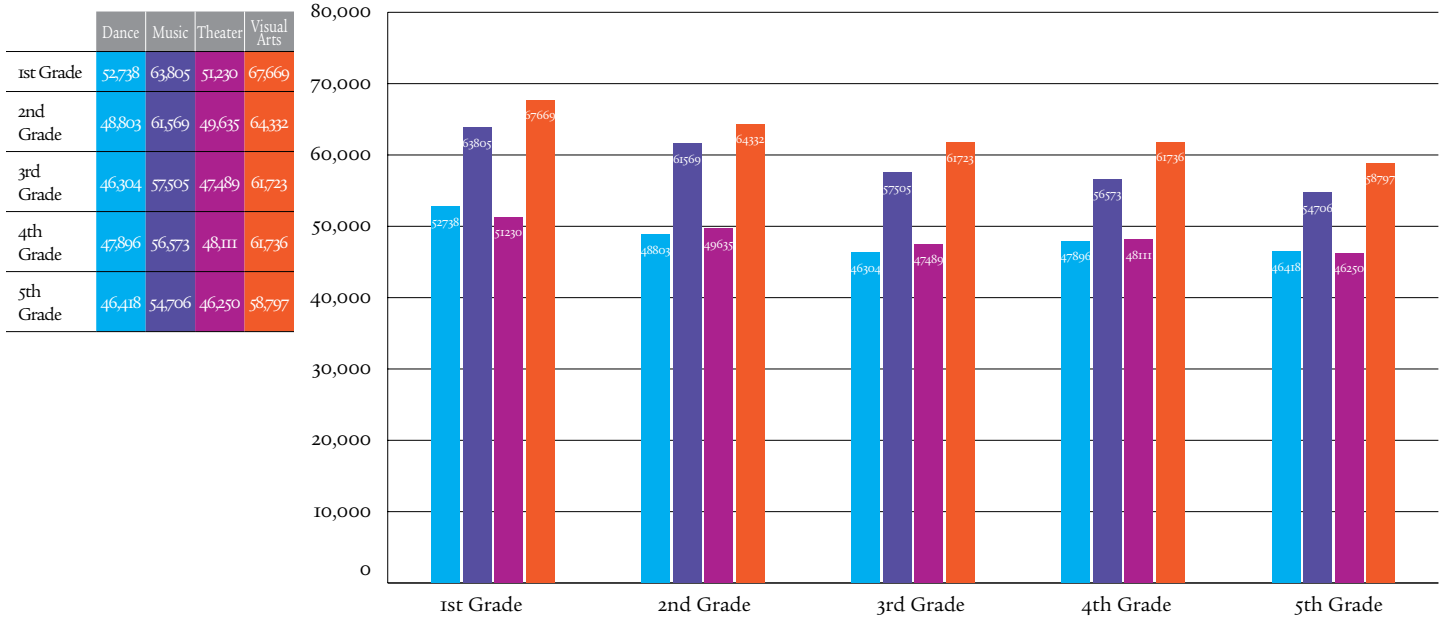
The arts programs in our schools are enriched by partnerships with the thriving arts and cultural community of New York City. Eighty-eight percent of our schools work with one or more arts and cultural organizations, and over 358 arts and cultural organizations provide services to schools.

*Data from 2009-2010 *Annual Arts Education Survey*.

Student Access/Participation in Arts Education 2009-2010

The New York City Department of Education is committed to providing a quality arts education for all New York City public school students. In addition to an analysis of information reported by school level, this report includes information about the total number of students participating in the arts at grades 1-5, 6-8, and 9-12, based upon the audited registers of responding schools as of October 2009.

FIGURE 1. NUMBER OF STUDENTS IN GRADES 1-5 PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE AS REPORTED BY SCHOOLS: SELECTED SCHOOL YEAR 2009-2010

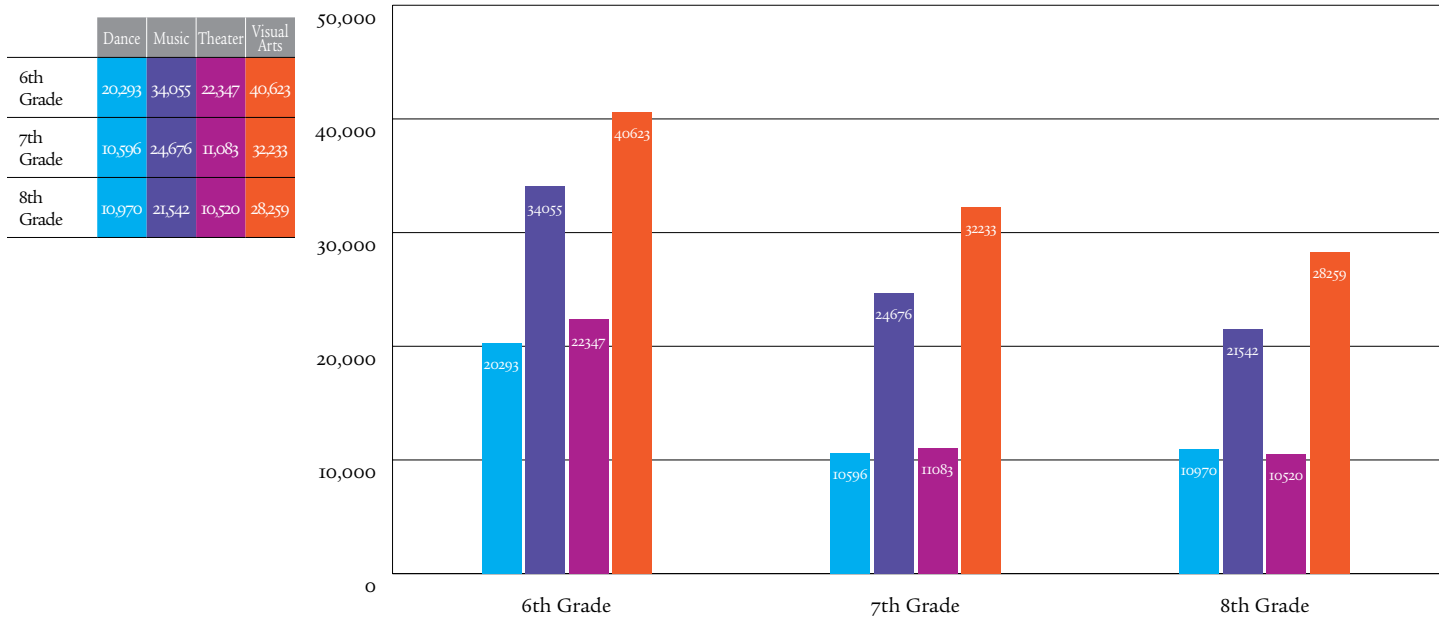


Note: Numbers of students do not include alternate assessment or District 75 students.

Student Access/Participation in Arts Education 2009-2010

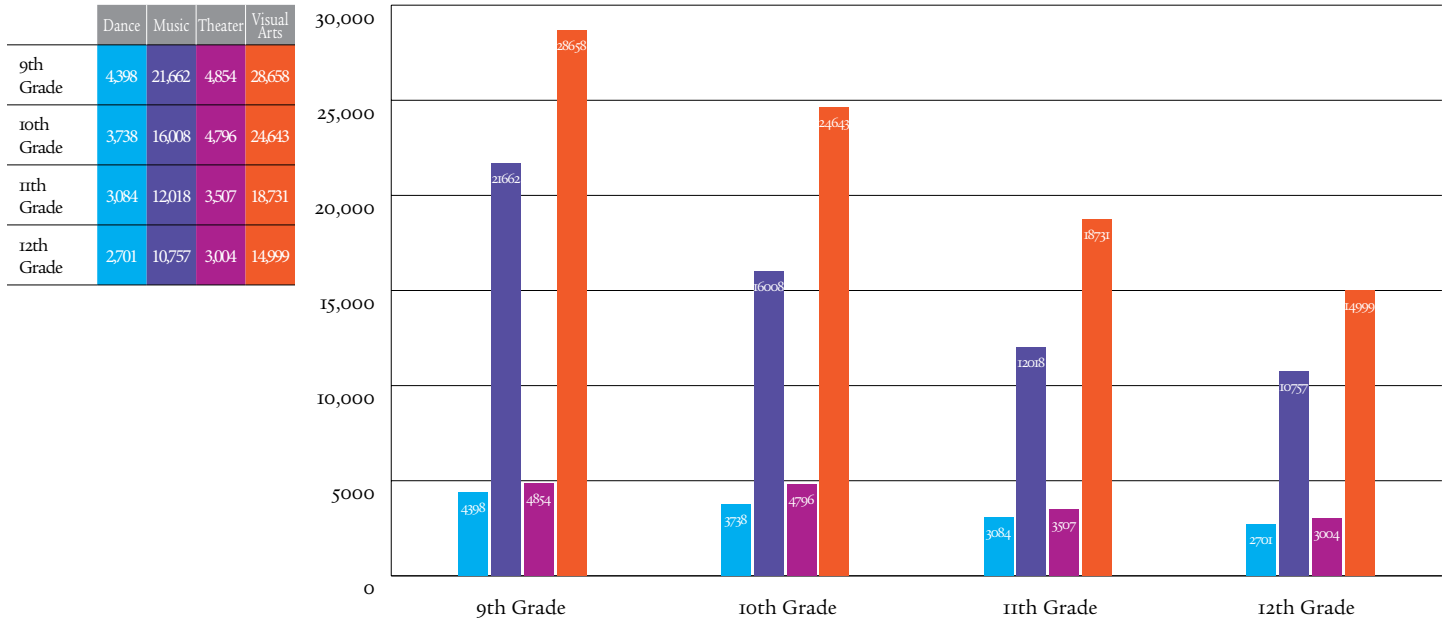
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FIGURE 2. NUMBER OF STUDENTS IN GRADES 6-8 PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE AS REPORTED BY SCHOOLS: SELECTED SCHOOL YEAR 2009-2010



Note: Numbers of students do not include alternate assessment or District 75 students.

FIGURE 3. NUMBER OF STUDENTS IN GRADES 9-12 PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE AS REPORTED BY SCHOOLS: SELECTED SCHOOL YEAR 2009-2010



Note: Numbers of students do not include alternate assessment or District 75 students.

Student Access/Participation in Arts Education 2009-2010 Elementary Schools

Elementary Schools

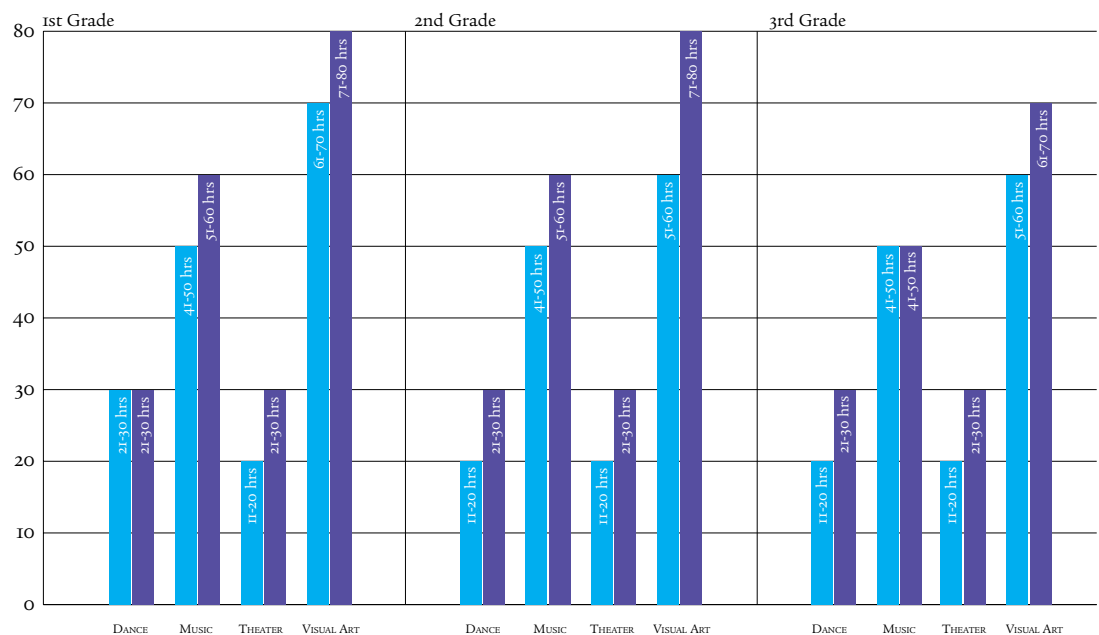
Elementary schools continue to make progress toward meeting the New York State Education Department requirement of providing all four arts disciplines to all students. When elementary schools use a combination of school-based staff, including classroom teachers, school-based arts teachers, and arts and cultural organizations, to deliver arts instruction, 100 percent of responding schools offer at least one arts discipline. (See Table 2.)

DELIVERY OF INSTRUCTIONAL HOURS AS REQUIRED BY NEW YORK STATE EDUCATION DEPARTMENT (NYSED)

Elementary school leaders reported on a range of instructional hours delivered not only by arts specialists and cultural organizations, but also hours of arts instruction taught by the classroom teacher in grades one through five. (See Appendix I for New York State requirements for arts instruction.)

FIGURE 4. AVERAGE ANNUAL ARTS INSTRUCTIONAL HOURS BY GRADE (1-3) AND ARTS DISCIPLINE PROVIDED IN ELEMENTARY SCHOOLS BY CLASSROOM TEACHERS, ARTS TEACHERS, AND/OR CULTURAL ORGANIZATIONS* (2008-2009 AND 2009-2010)

Grade	2008-09	2009-10
First		
Dance	21-30	21-30
Music	41-50	51-60
Theater	11-20	21-30
Visual Arts	61-70	71-80
Second		
Dance	11-20	21-30
Music	41-50	51-60
Theater	11-20	21-30
Visual Arts	51-60	71-80
Third		
Dance	11-20	21-30
Music	41-50	41-50
Theater	11-20	21-30
Visual Arts	51-60	61-70



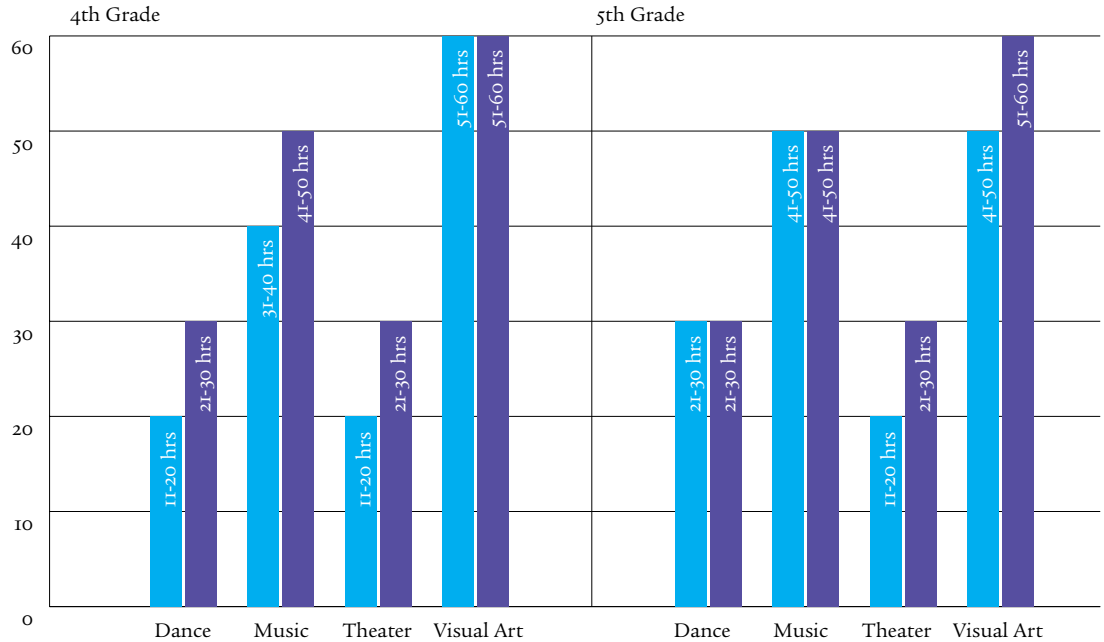
* On the 2008-2009 survey, the categories for the number of instructional hours ranged from 0 hours to a maximum of a 101+ hours. On the 2009-2010 survey, the number of categories increased to a maximum of 201+ hours. While this change was made in order to enable schools to provide more accurate indications of their hours, it should be taken into consideration when comparisons between the two years are made.

Student Access/Participation in Arts Education 2009-2010

Elementary Schools *continued*

FIGURE 5. AVERAGE ANNUAL ARTS INSTRUCTIONAL HOURS BY GRADE (4-5) AND ARTS DISCIPLINE PROVIDED IN ELEMENTARY SCHOOLS BY CLASSROOM TEACHERS, ARTS TEACHERS, AND/OR CULTURAL ORGANIZATIONS* (2008-2009 AND 2009-2010)

Grade	2008-09	2009-10
Fourth Grade		
Dance	11-20	21-30
Music	31-40	41-50
Theater	11-20	21-30
Visual Arts	51-60	51-60
Fifth Grade		
Dance	21-30	21-30
Music	41-50	41-50
Theater	11-20	21-30
Visual Arts	41-50	51-60



“Our goal is to cultivate learners who can demonstrate through the aesthetic process of art making that they are able to master their own learning experiences by engaging in meaningful and sequential learning that promotes interaction with peers, the community, and their environment. The goals and indicators of the curriculum are aligned to City and State standards and are arranged sequentially for all grade levels to include creative work, forms and techniques, history, performance and production, aesthetics, and criticism.”

-Elementary School Principal, Brooklyn

* On the 2008-2009 survey, the categories for the number of instructional hours ranged from 0 hours to a maximum of a 101+ hours. On the 2009-2010 survey, the number of categories increased to a maximum of 201+ hours. This change was made in order to enable schools to provide more accurate indications of their hours. However, this change in the survey should be taken into consideration when comparisons between the two years are made.

Student Access/Participation in Arts Education 2009-2010

Elementary Schools *continued*

PRE-KINDERGARTEN AND KINDERGARTEN

The survey also yielded information about arts offerings in pre-kindergarten, kindergarten, and grades one through five.

FIGURE 6. PERCENT OF RESPONDING SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED STAFF TO PRE-KINDERGARTEN

	Dance	Music	Theater	Visual Arts
2006-07	32	69	21	69
2007-08	39	67	26	68
2008-09	45	70	31	75
2009-10	55	79	39	83

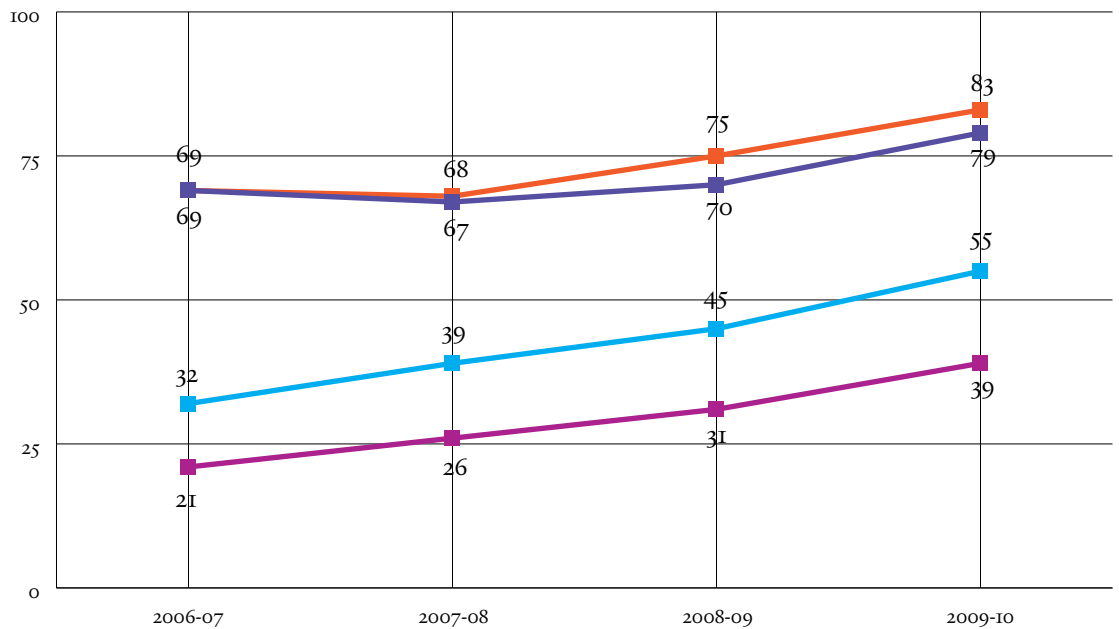
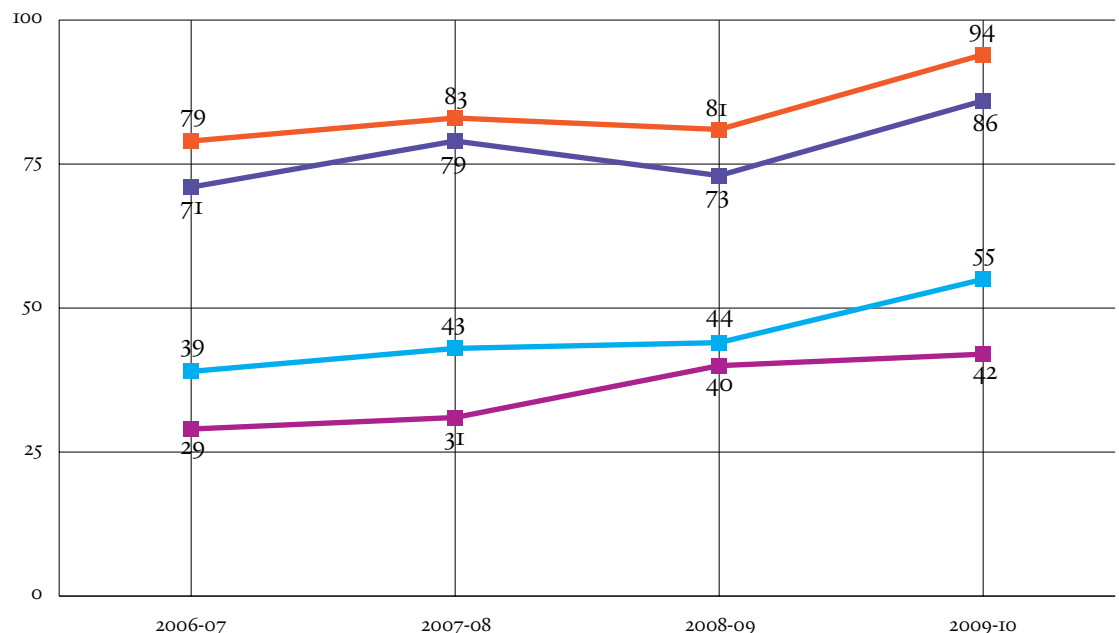


FIGURE 7. PERCENT OF RESPONDING SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED STAFF TO KINDERGARTEN

	Dance	Music	Theater	Visual Arts
2006-07	39	71	29	79
2007-08	43	79	31	83
2008-09	44	73	40	81
2009-10	55	86	42	94



Student Access/Participation in Arts Education 2009-2010

Elementary Schools *continued*

GRADES 1 THROUGH 5

FIGURE 8. PERCENT OF RESPONDING ELEMENTARY SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY ARTS TEACHERS TO ANY GRADES, 1-5

	Dance	Music	Theater	Visual Arts
2006-07	37	73	26	82
2007-08	31	75	23	82
2008-09	28	74	24	81
2009-10	31	76	27	84

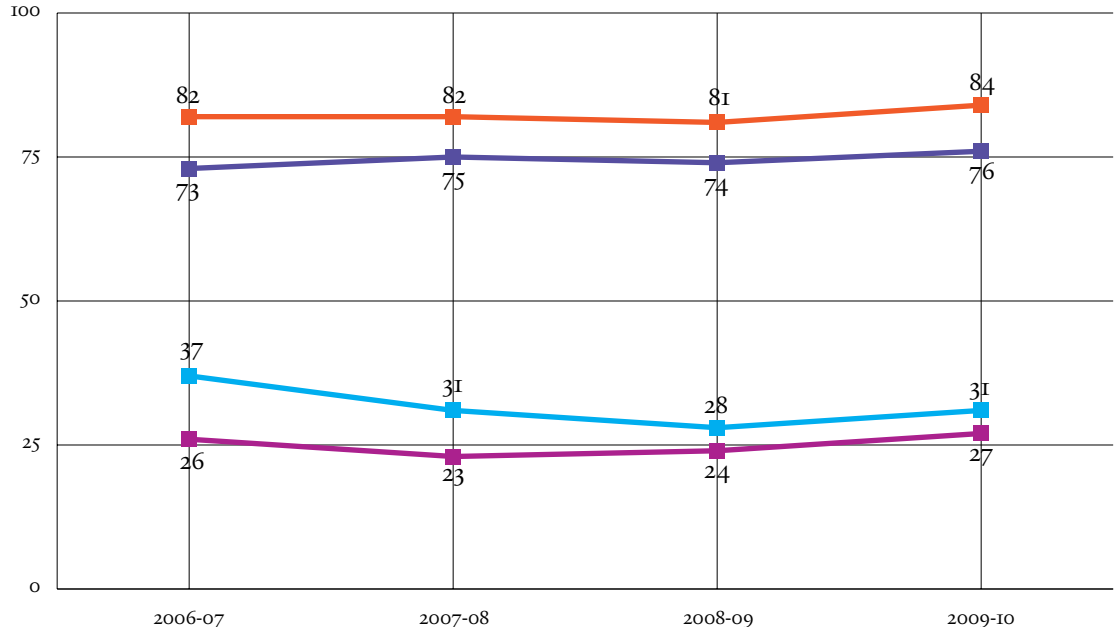
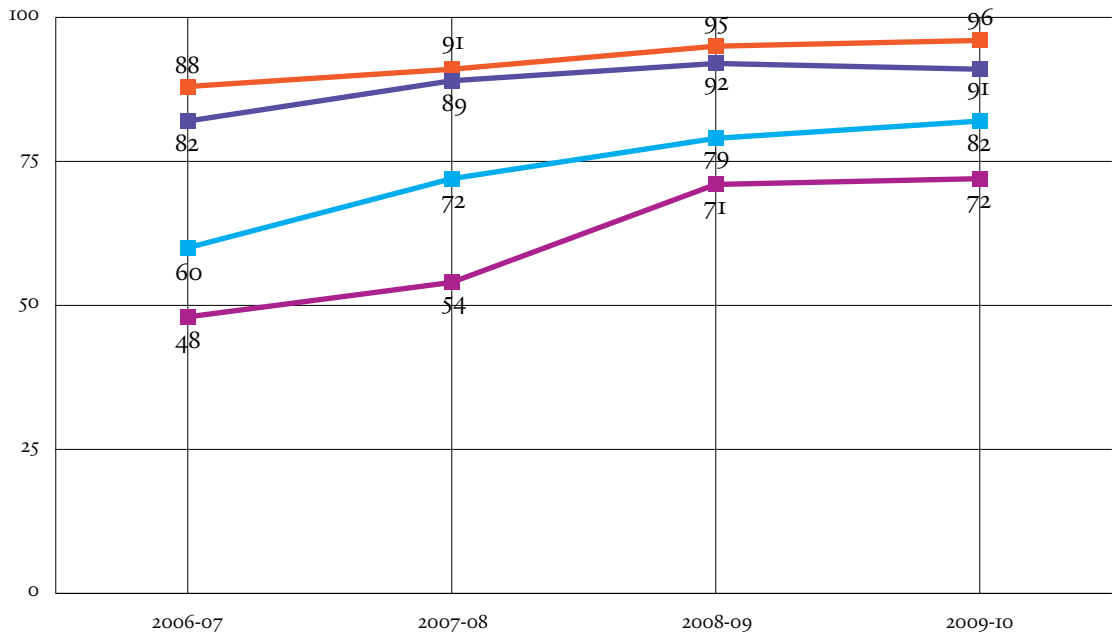


FIGURE 9. PERCENT OF RESPONDING ELEMENTARY SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY ARTS TEACHERS AND/OR CULTURAL ORGANIZATIONS TO ANY GRADE, 1-5

	Dance	Music	Theater	Visual Arts
2006-07	60	82	48	88
2007-08	72	89	54	91
2008-09	79	92	71	95
2009-10	82	91	72	96

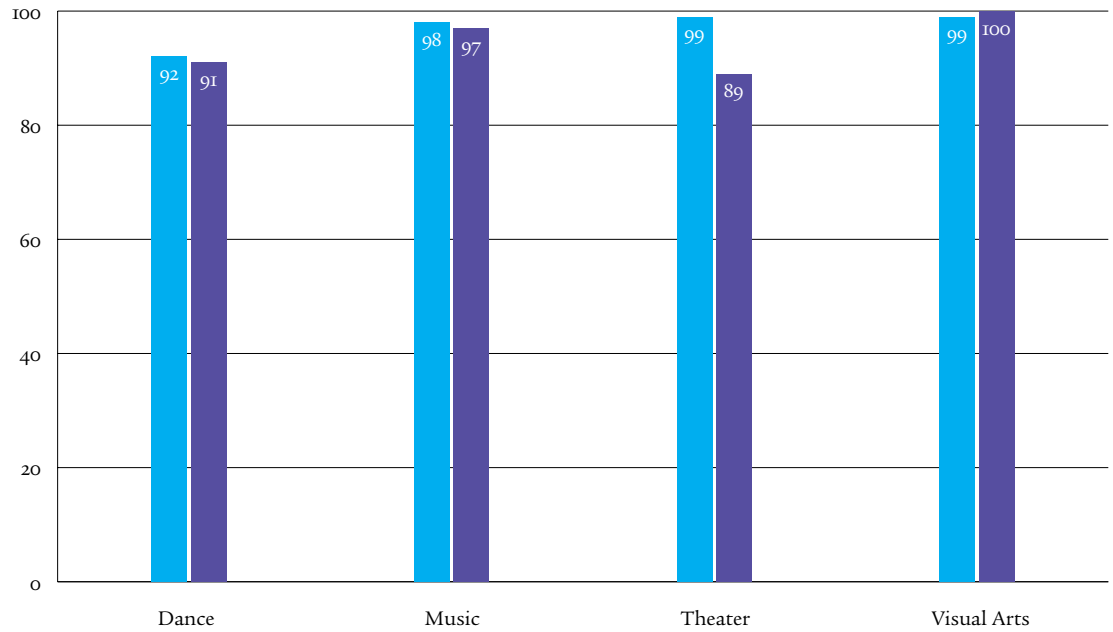


Student Access/Participation in Arts Education 2009-2010

Elementary Schools *continued*

FIGURE 10. PERCENT OF RESPONDING ELEMENTARY SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY CLASSROOM TEACHERS, ARTS TEACHERS, AND/OR CULTURAL ORGANIZATIONS TO ANY GRADE, 1-5

	2008-09	2009-10
Dance	92	91
Music	98	97
Theater	99	89
Visual Arts	99	100



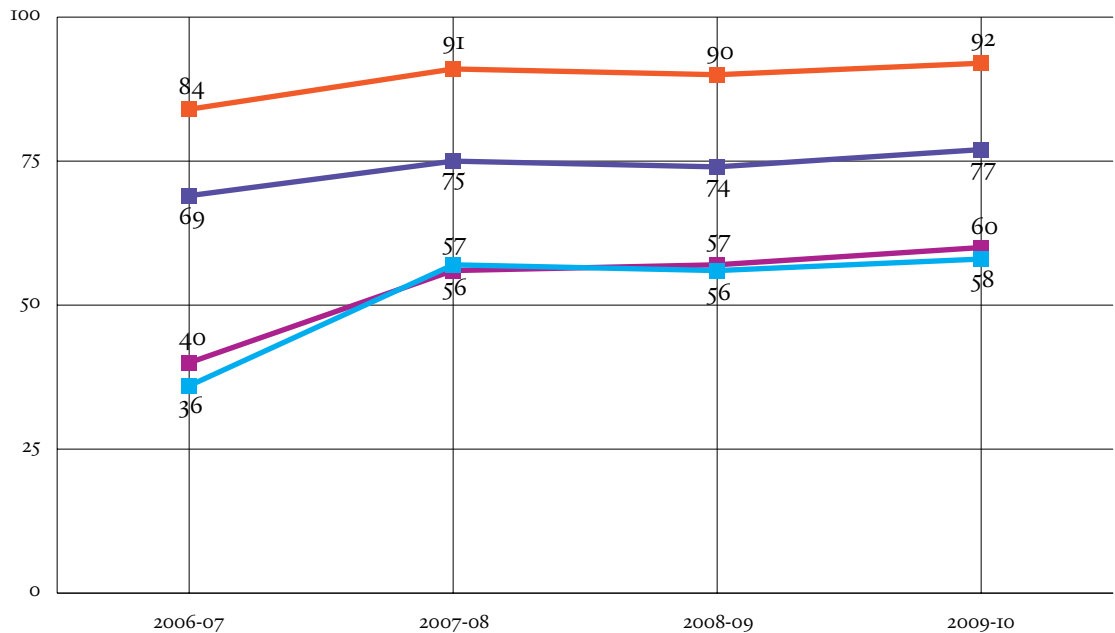
Student Access/Participation in Arts Education 2009-2010 Middle Schools

Middle Schools

The following are the percentages of responding schools and the arts offerings reported:

FIGURE 11. PERCENT OF RESPONDING MIDDLE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, 6-8

	Dance	Music	Theater	Visual Arts
2006-07	36	69	40	84
2007-08	57	75	56	91
2008-09	56	74	57	90
2009-10	58	77	60	92



“We believe that an arts education is a vital component to a child’s development both academically and emotionally. We seek to provide every child with the opportunity to experience the arts and use that experience to find his/her voice and express him or herself in ways that promote cultural literacy. With the Blueprints for Learning in the Arts as our guide, we have structured our arts curriculum to ensure that our goals are achieved.”

-Middle School Principal, Queens

LEARNING ENVIRONMENT SURVEY

On the 2009-2010 *Learning Environment Survey*, middle school students reported that they have taken a range of arts courses. In 2010, an average of 46 percent of students in grades sixth through eighth reported that they took one or more courses in visual arts, and an average of 35 percent of students reported that they took one or more courses in music. On average, fewer students reported taking dance (18 percent) and theater (15 percent) classes.

TABLE 19. PERCENTAGE OF STUDENTS WHO REPORTED PARTICIPATING IN THE ARTS BY DISCIPLINE AND GRADE THROUGH THE 2010 LEARNING ENVIRONMENT SURVEY

Grade	DANCE		MUSIC		THEATER		VISUAL ARTS	
	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10
6	19%	20%	38%	39%	17%	17%	50%	51%
7	15%	17%	34%	35%	13%	15%	46%	47%
8	16%	16%	28%	30%	13%	13%	39%	39%

Student Access/Participation in Arts Education 2009-2010

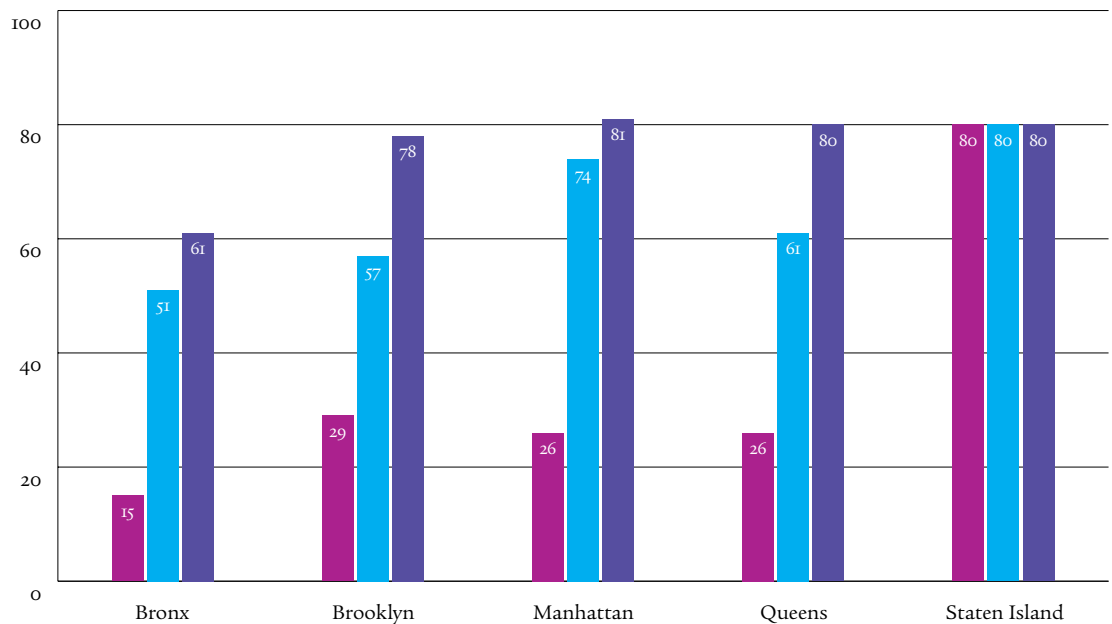
Middle Schools *continued*

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 that build on the knowledge and skills taught in each previous course.

FIGURE 12. PERCENT OF RESPONDING MIDDLE SCHOOLS THAT OFFER AT LEAST ONE ARTS SEQUENCE BY BOROUGH

	2007-08	2008-09	2009-10
Bronx	15	51	61
Brooklyn	29	57	78
Manhattan	26	74	81
Queens	26	61	80
Staten Island	80	80	80



MIDDLE SCHOOL SCREENED ARTS PROGRAMS

Some middle schools give students the opportunity to audition for a screened arts program. Middle schools with screened arts programs provide motivated students access to sequential instruction.

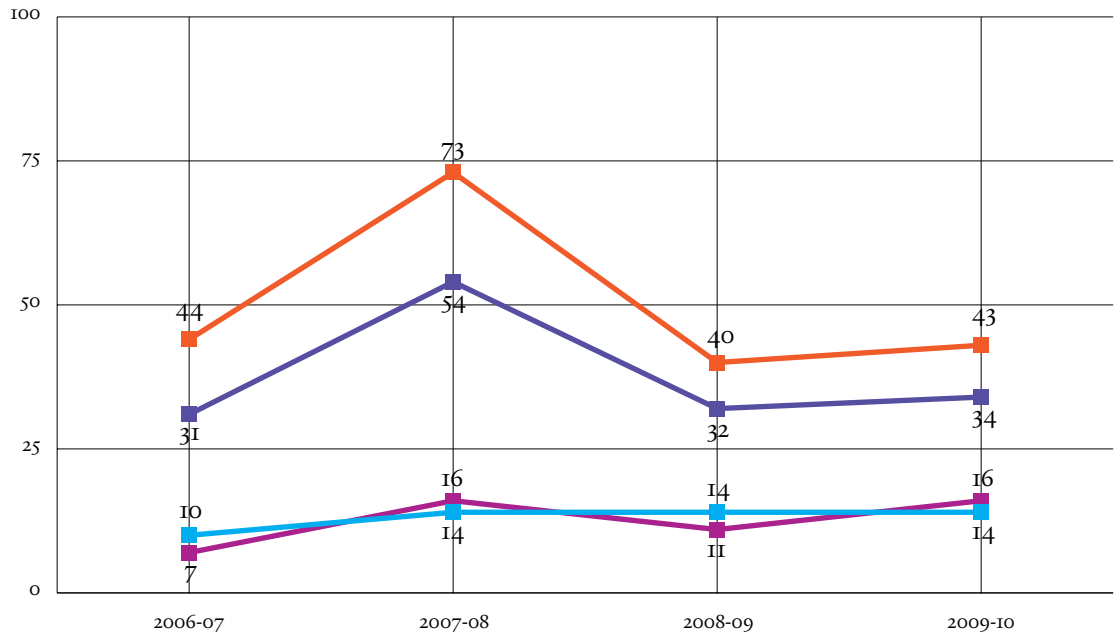
- 12% of middle schools screen for the arts when they admit students.
- 28% of middle schools screen students for entry into arts programs after they are admitted to the school.

Student Access/Participation in Arts Education 2009-2010

Middle Schools *continued*

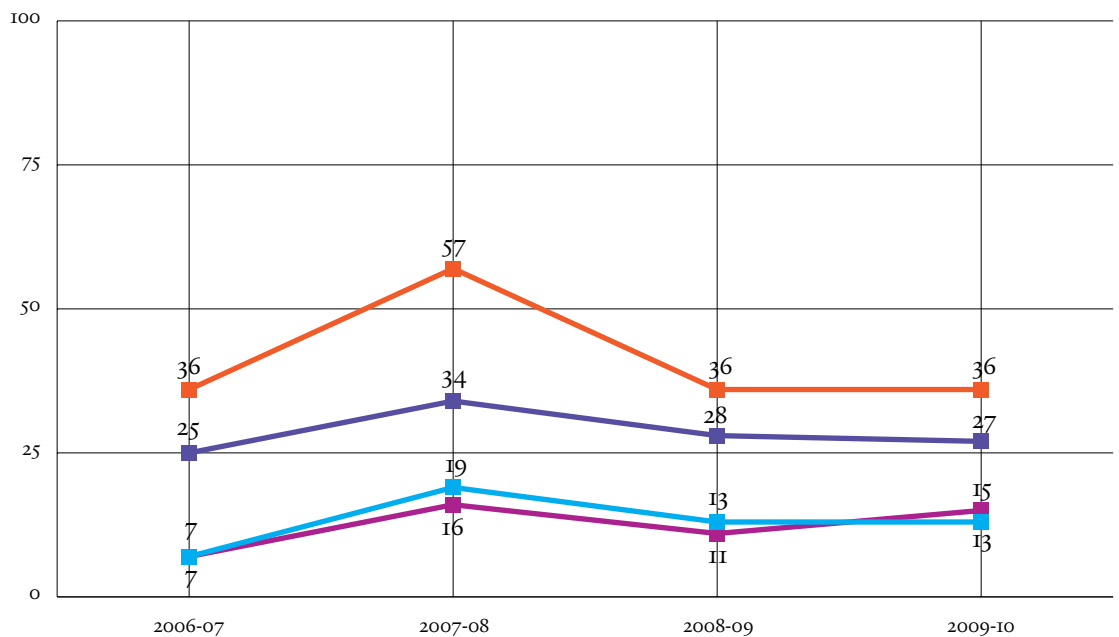
	Dance	Music	Theater	Visual Arts
2006-07	10	31	7	44
2007-08	14	54	16	73
2008-09	14	32	11	40
2009-10	14	34	16	43

FIGURE 13. PERCENT OF 7TH GRADE STUDENTS IN MIDDLE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE*



	Dance	Music	Theater	Visual Arts
2006-07	7	25	7	36
2007-08	19	34	16	57
2008-09	13	28	11	36
2009-10	13	27	15	36

FIGURE 14. PERCENT OF 8TH GRADE STUDENTS IN MIDDLE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE*



* On the 2006-2007 and 2007-2008 surveys, schools were asked to indicate the *percent* of students participating in arts by discipline directly. In 2008-2009 and 2009-2010, schools were asked to indicate the *number* of students participating in art. The percentages shown in this report were calculated based on the numbers of students that were provided by respondents.

Student Access/Participation in Arts Education 2009-2010

High Schools

“Our goal is to expose our students to the arts—visual, music and theater—developing their talents and abilities within the arts as well as other academic areas. We aim to prepare our students who wish to pursue a career in the arts to gain entry into a post-secondary arts program.”

-High School Principal, Queens

High Schools

High school students are provided with numerous opportunities to study the arts. In addition to the minimum state requirement for study of the arts, most high schools offer students access to sequential learning in one or more arts disciplines. The most rigorous course of study has been recognized through the Chancellor’s Arts Endorsed Diploma, awarded June 2010 to 857 high school students who had successfully demonstrated a high degree of proficiency in the arts by completing a 10-credit sequence of study in dance, music, theater, or visual arts, as well as earning a passing grade on a rigorous commencement exam in that discipline of study. In addition, 37 graduating seniors completed a five-credit sequence in an arts discipline and received a Certificate of Achievement. A total of 1,273 students at 43 high schools participated in the Commencement Assessments in 2010.

LEARNING ENVIRONMENT SURVEY

High school students reported their arts participation on the 2009-2010 *Learning Environment Survey*. On average, 42 percent of students indicated that they had taken a visual arts course and 33 percent indicated that they had taken a music course during the 2009-2010 school year. Fewer students reported that they had taken a dance (12 percent) or theater (12 percent) course during the 2009-2010 school year.

TABLE 20. PERCENTAGE OF STUDENTS WHO REPORTED PARTICIPATING IN THE ARTS BY DISCIPLINE AND GRADE THROUGH THE 2010 LEARNING ENVIRONMENT SURVEY

Grade	DANCE		MUSIC		THEATER		VISUAL ARTS	
	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10
9	11%	10%	29%	28%	9%	10%	36%	34%
10	13%	11%	34%	30%	10%	11%	43%	39%
11	14%	13%	39%	36%	12%	12%	47%	46%
12	16%	16%	44%	40%	14%	15%	52%	50%

Student Access/Participation in Arts Education

High Schools *continued*

HIGH SCHOOL PARTICIPATION

Responding high schools reported student participation by grade level and discipline.

FIGURE 15. PERCENT OF 9TH GRADE STUDENTS IN HIGH SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE*

	Dance	Music	Theater	Visual Arts
2006-07	2	31	2	34
2007-08	14	31	18	47
2008-09	5	24	4	33
2009-10	5	24	5	32

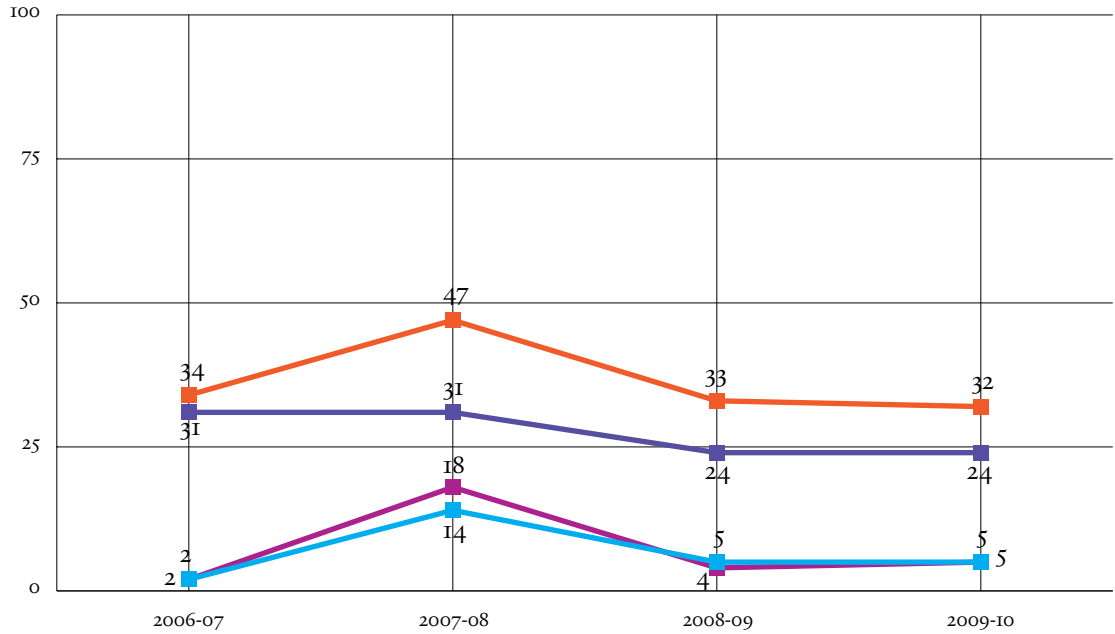
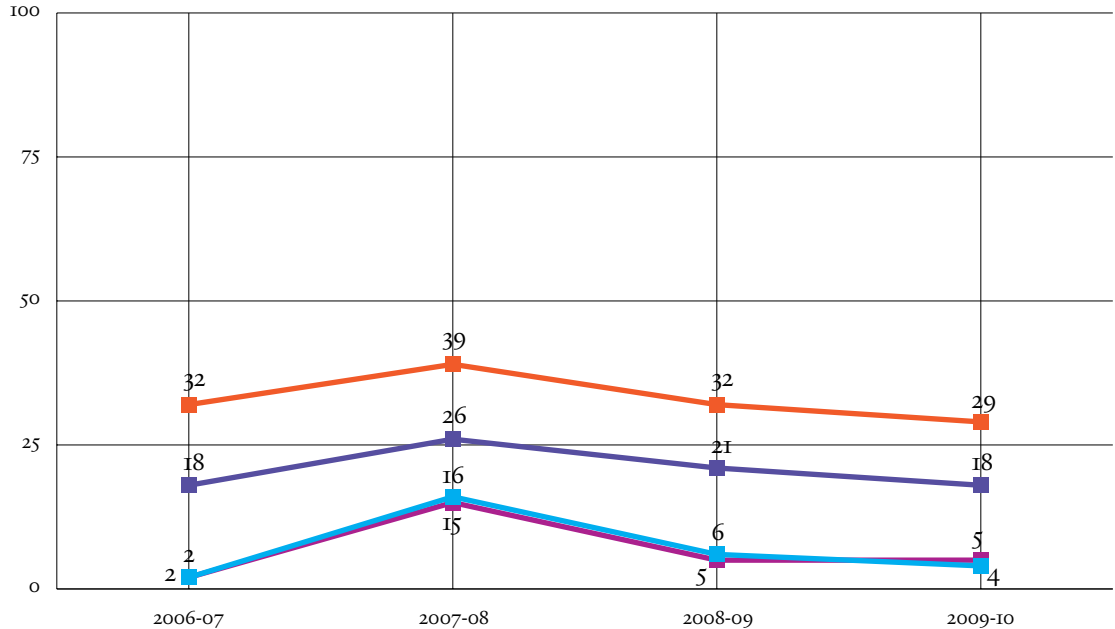


FIGURE 16. PERCENT OF 10TH GRADE STUDENTS IN HIGH SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE*

	Dance	Music	Theater	Visual Arts
2006-07	2	18	2	32
2007-08	16	26	15	39
2008-09	6	21	5	32
2009-10	4	18	5	29



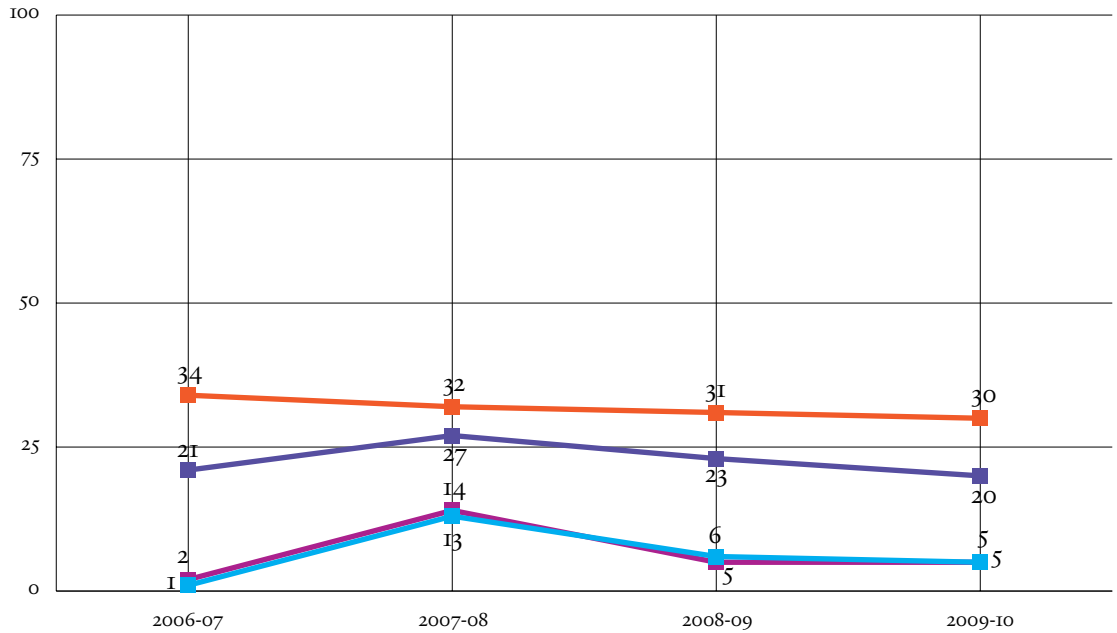
* On the 2006-2007 and 2007-2008 surveys, schools were asked to indicate the *percent* of students participating in arts by discipline directly. In 2008-2009 and 2009-2010, percentages were calculated based on the number of students participating in arts instruction by discipline.

Student Access/Participation in Arts Education 2009-2010

High Schools *continued*

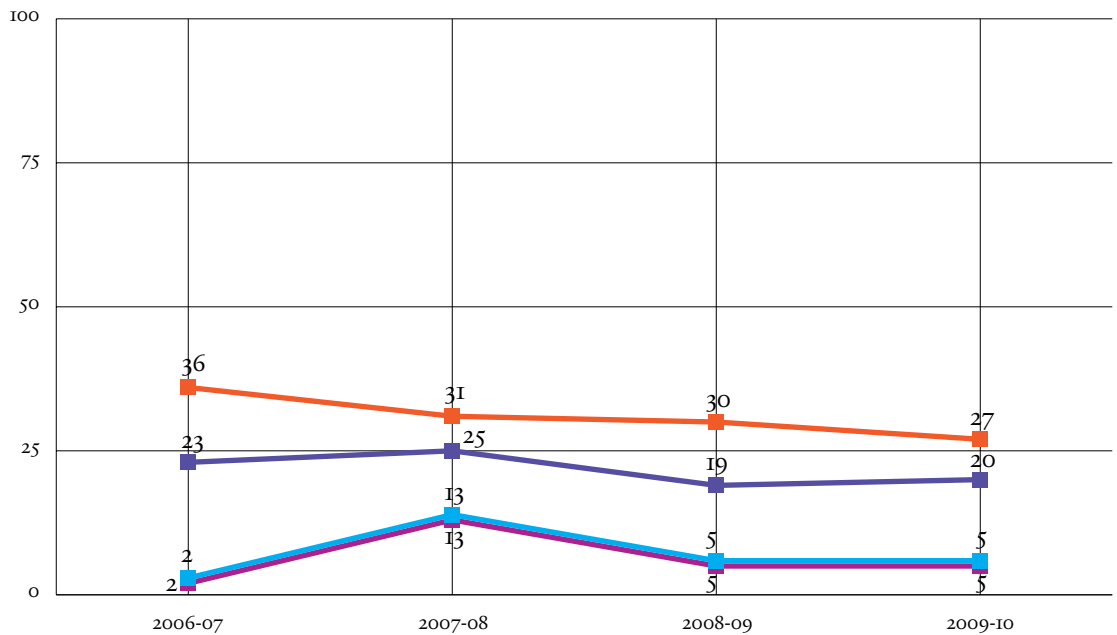
	Dance	Music	Theater	Visual Arts
2006-07	1	21	2	34
2007-08	13	27	14	32
2008-09	6	23	5	31
2009-10	5	20	5	30

FIGURE 17. PERCENT OF 11TH GRADE STUDENTS IN HIGH SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE*



	Dance	Music	Theater	Visual Arts
2006-07	2	23	2	36
2007-08	13	25	13	31
2008-09	5	19	5	30
2009-10	5	20	5	27

FIGURE 18. PERCENT OF 12TH GRADE STUDENTS IN HIGH SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE*



* On the 2006-2007 and 2007-2008 surveys, schools were asked to indicate the *percent* of students participating in arts by discipline directly. In 2008-2009 and 2009-2010, percentages were calculated based on the number of students participating in arts instruction by discipline.

Student Access/Participation in Arts Education 2009-2010

High Schools *continued*

TABLE 21. PERCENT OF STUDENTS IN HIGH SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE AND GRADE*

ARTS DISCIPLINES	2006-07				2007-08				2008-09				2009-10			
	9 th	10 th	11 th	12 th	9 th	10 th	11 th	12 th	9 th	10 th	11 th	12 th	9 th	10 th	11 th	12 th
Dance	2%	2%	1%	2%	14%	16%	13%	13%	5%	6%	6%	5%	5%	4%	5%	5%
Music	31%	18%	21%	23%	31%	26%	27%	25%	24%	21%	23%	19%	24%	18%	20%	20%
Theater	2%	2%	2%	2%	18%	15%	14%	13%	4%	5%	5%	5%	5%	5%	5%	5%
Visual Arts	34%	32%	34%	36%	47%	39%	32%	31%	33%	32%	31%	30%	32%	29%	30%	27%

HIGH SCHOOL ARTS SEQUENCES

In 2010, 43 percent of high school graduates from high schools that responded to the survey graduated with three or more credits in the arts. This percentage increased from 32 percent to 43 percent from 2008 to 2010. Nearly a quarter (24 percent) of the responding high schools for 2009-2010 reported that they offer a 6 or 8-10+ credit sequence in visual arts. Fewer high schools reported that they offer sequences in music (17 percent), theater (8 percent), dance (7 percent), and film (7 percent).

TABLE 22. PERCENT OF GRADUATES FROM RESPONDING HIGH SCHOOLS THAT GRADUATED WITH THREE OR MORE CREDITS IN THE ARTS

2007-08	2008-09	2009-10
32%	36%	43%

TABLE 23. PERCENT OF RESPONDING HIGH SCHOOLS OFFERING AT LEAST ONE ARTS SEQUENCE OF SIX OR MORE CREDITS BY DISCIPLINE

ARTS DISCIPLINES	2007-08	2008-09	2009-10
Dance	4%	8%	7%
Music	9%	18%	17%
Theater	5%	9%	8%
Visual Arts	11%	27%	24%
Film	2%	7%	7%

* On the 2006-2007 and 2007-2008 surveys, schools were asked to indicate the *percent* of students participating in arts by discipline directly. In 2008-2009 and 2009-2010, percentages were calculated based on the number of students participating in arts instruction by discipline.

Student Access/Participation in Arts Education 2009-2010

High Schools *continued*

TABLE 24. PERCENT OF RESPONDING HIGH SCHOOLS OFFERING AT LEAST ONE ARTS SEQUENCE OF SIX OR MORE CREDITS IN DANCE BY BOROUGH

DANCE				
Borough	6 Credits		8-10+ Credits	
	2008-09	2009-10	2008-09	2009-10
Bronx	5%	4%	3%	2%
Brooklyn	5%	1%	3%	4%
Manhattan	10%	5%	5%	5%
Queens	3%	6%	5%	2%
Staten Island	11%	10%	0%	0%

TABLE 25. PERCENT OF RESPONDING HIGH SCHOOLS OFFERING AT LEAST ONE ARTS SEQUENCE OF SIX OR MORE CREDITS IN MUSIC BY BOROUGH

MUSIC				
Borough	6 Credits		8-10+ Credits	
	2008-09	2009-10	2008-09	2009-10
Bronx	9%	2%	8%	10%
Brooklyn	8%	6%	13%	8%
Manhattan	13%	8%	9%	8%
Queens	13%	9%	13%	17%
Staten Island	30%	10%	40%	40%

TABLE 26. PERCENT OF RESPONDING HIGH SCHOOLS OFFERING AT LEAST ONE ARTS SEQUENCE OF SIX OR MORE CREDITS IN THEATER BY BOROUGH

THEATER				
Borough	6 Credits		8-10+ Credits	
	2008-09	2009-10	2008-09	2009-10
Bronx	2%	1%	3%	2%
Brooklyn	4%	1%	7%	5%
Manhattan	5%	3%	8%	7%
Queens	10%	2%	5%	7%
Staten Island	22%	30%	22%	10%

Student Access/Participation in Arts Education 2009-2010

High Schools *continued*

TABLE 27. PERCENT OF RESPONDING HIGH SCHOOLS OFFERING AT LEAST ONE ARTS SEQUENCE OF SIX OR MORE CREDITS IN VISUAL ARTS BY BOROUGH

VISUAL ARTS				
Borough	6 Credits		8-10+ Credits	
	2008-09	2009-10	2008-09	2009-10
Bronx	14%	10%	6%	4%
Brooklyn	20%	12%	11%	11%
Manhattan	18%	10%	19%	14%
Queens	23%	11%	13%	22%
Staten Island	11%	10%	56%	60%

Student Access/Participation in Arts Education 2009-2010

Multi-Grade Schools

Multi-Grade Schools

MULTI-GRADE SCHOOLS (K-2, K-8, 6-12, & K-12)

Multi-grade schools provide students with an array of offerings across the arts disciplines.

FIGURE 19. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY ARTS TEACHERS TO ANY GRADE, 1-5

	2008-09	2009-10
Dance	29	33
Music	56	73
Theater	15	25
Visual Arts	75	81

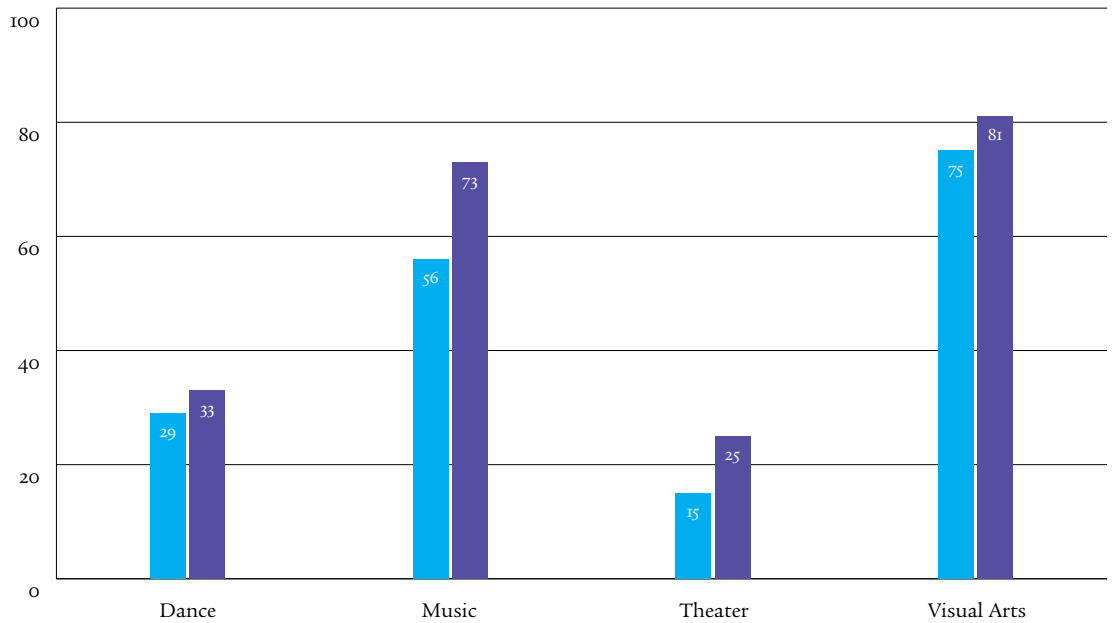
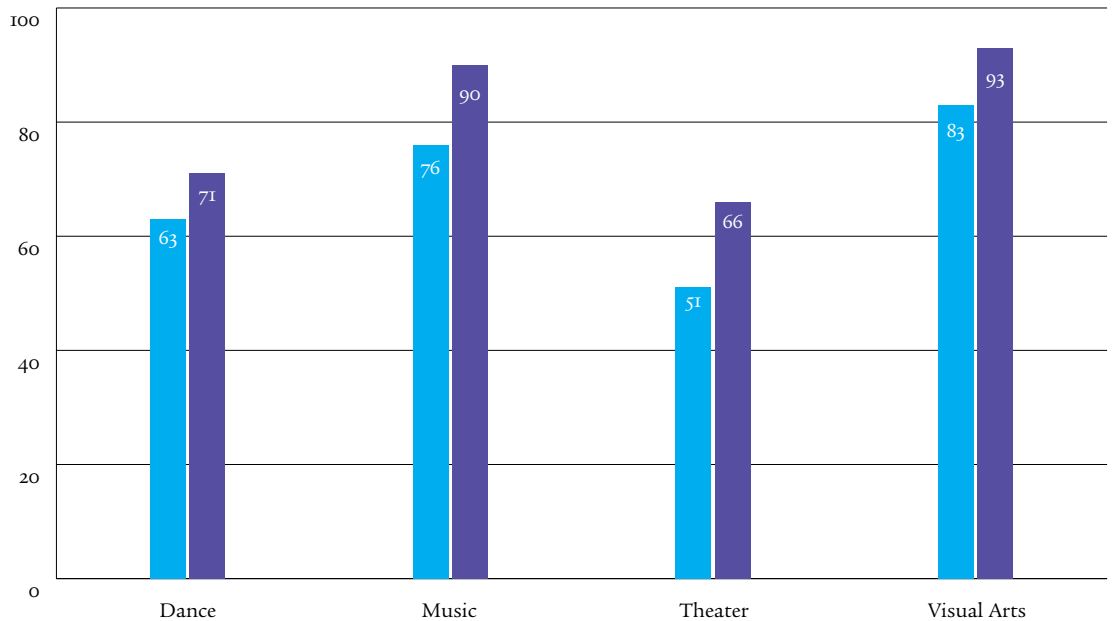


FIGURE 20. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY ARTS TEACHERS AND/OR CULTURAL ORGANIZATIONS TO ANY GRADE, 1-5

	2008-09	2009-10
Dance	63	71
Music	76	90
Theater	51	66
Visual Arts	83	93



Student Access/Participation in Arts Education 2009-2010

Multi-Grade Schools *continued*

FIGURE 21. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY CLASSROOM TEACHERS, ARTS TEACHERS, AND/OR CULTURAL ORGANIZATIONS TO ANY GRADE, 1-5

	2008-09	2009-10
Dance	74	85
Music	81	96
Theater	64	82
Visual Arts	87	99

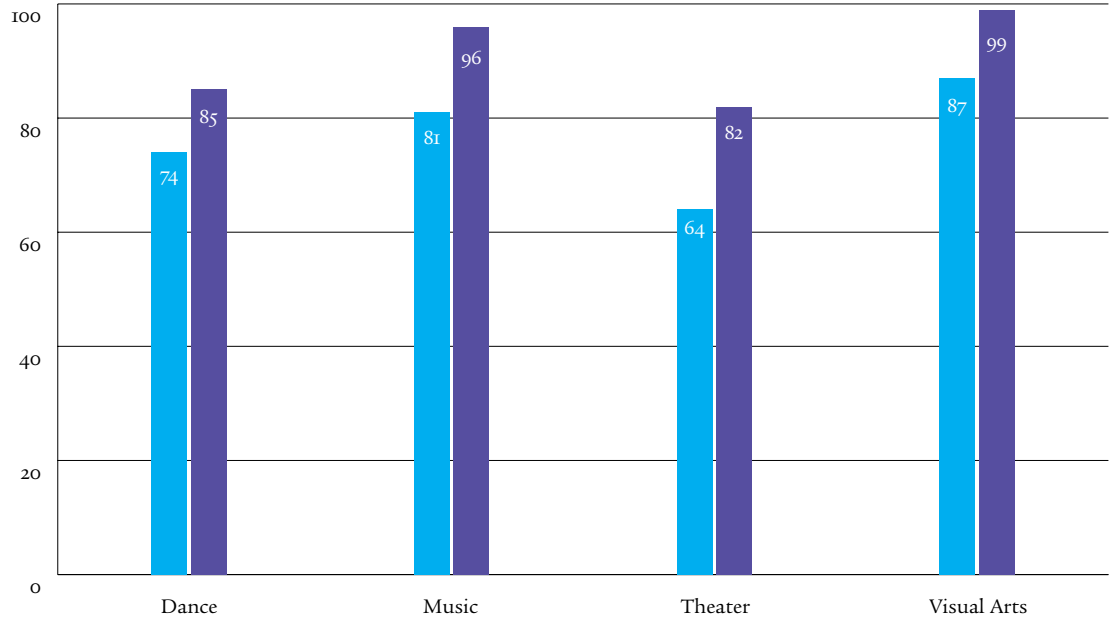


TABLE 28. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS THAT PROVIDE ALL FOUR ARTS DISCIPLINES TO ALL GRADES SERVED GRADES, 1-5

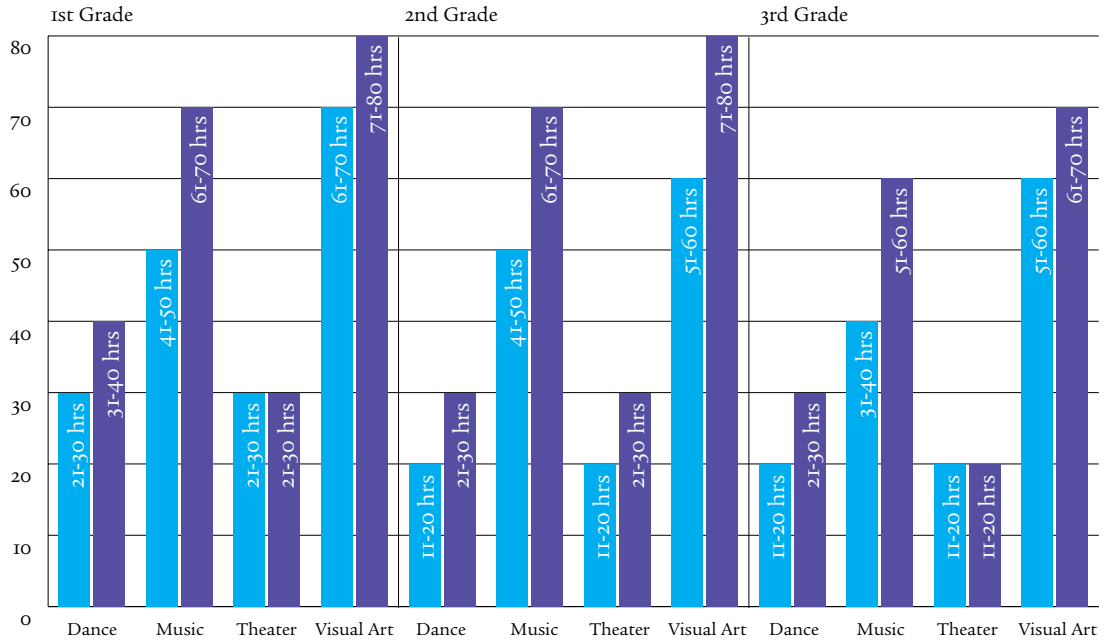
	2008-09	2009-10
Arts Teachers and Cultural Organizations	14%	20%
Classroom Teachers, Arts Teachers, and Cultural Organizations	34%	50%

Student Access/Participation in Arts Education 2009-2010

Multi-Grade Schools *continued*

FIGURE 22. AVERAGE ANNUAL ARTS INSTRUCTIONAL HOURS BY GRADE (1-3) AND ARTS DISCIPLINE PROVIDED IN MULTI-GRADE SCHOOLS BY CLASSROOM TEACHERS, ARTS TEACHERS, AND/OR CULTURAL ORGANIZATIONS*

Grade	2008-09	2009-10
First		
Dance	21-30	31-40
Music	41-50	61-70
Theater	21-30	21-30
Visual Arts	61-70	71-80
Second		
Dance	11-20	21-30
Music	41-50	61-70
Theater	11-20	21-30
Visual Arts	51-60	71-80
Third		
Dance	11-20	21-30
Music	31-40	51-60
Theater	11-20	11-20
Visual Arts	51-60	61-70



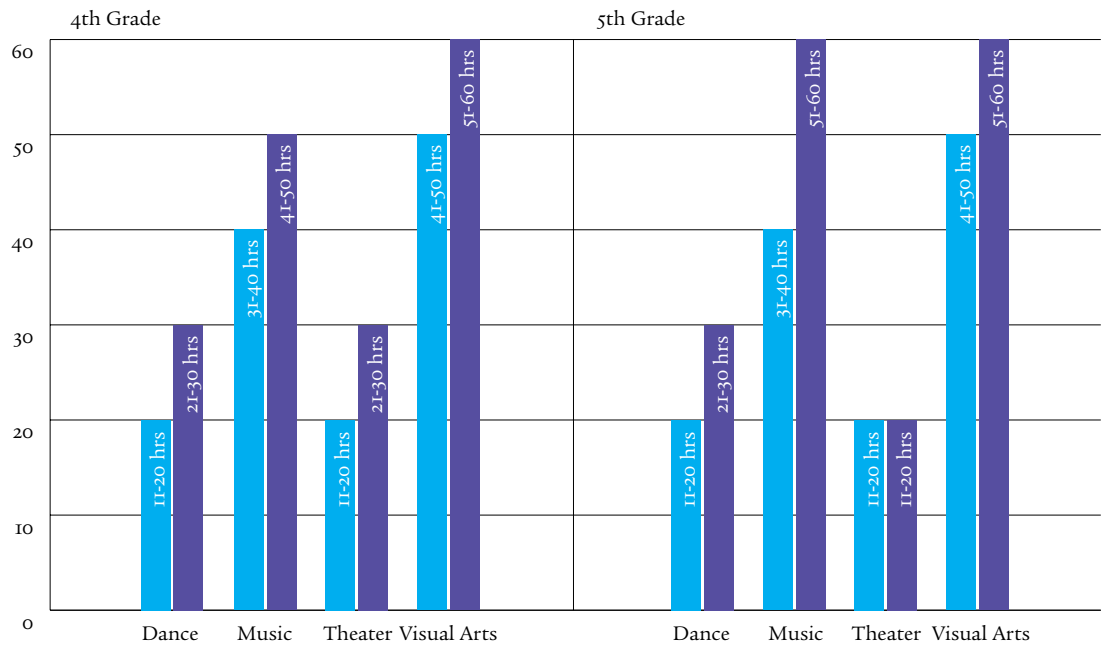
* On the 2008-2009 survey, the categories for the number of instructional hours ranged from 0 hours to a maximum of a 101+ hours. On the 2009-2010 survey, the number of categories increased to a maximum of 201+ hours. This change was made in order to enable schools to provide more accurate indications of their hours. However, this change in the survey should be taken into consideration when comparisons between the two years are made.

Student Access/Participation in Arts Education 2009-2010

Multi-Grade Schools *continued*

FIGURE 23. AVERAGE ANNUAL ARTS INSTRUCTIONAL HOURS BY GRADE (4-5) AND ARTS DISCIPLINE PROVIDED IN MULTI-GRADE SCHOOLS BY CLASSROOM TEACHERS, ARTS TEACHERS, AND/OR CULTURAL ORGANIZATIONS*

Grade	2008-09	2009-10
Fourth		
Dance	11-20	21-30
Music	31-40	41-50
Theater	11-20	21-30
Visual Arts	41-50	51-60
Fifth		
Dance	11-20	21-30
Music	31-40	51-60
Theater	11-20	11-20
Visual Arts	41-50	51-60



“We believe that the arts are a vehicle by which many of our students get the opportunity to experience success, cultivate their interests, and develop positive self esteem. Therefore, we stand committed to taking on the challenge of developing and maintaining a robust, sequential arts education program that reaches all of our students.”

-Multi-Grade (K-8) School Principal, Brooklyn

* On the 2008-2009 survey, the categories for the number of instructional hours ranged from 0 hours to a maximum of a 101+ hours. On the 2009-2010 survey, the number of categories increased to a maximum of 201+ hours. This change was made in order to enable schools to provide more accurate indications of their hours. However, this change in the survey should be taken into consideration when comparisons between the two years are made.

Student Access/Participation in Arts Education 2009-2010

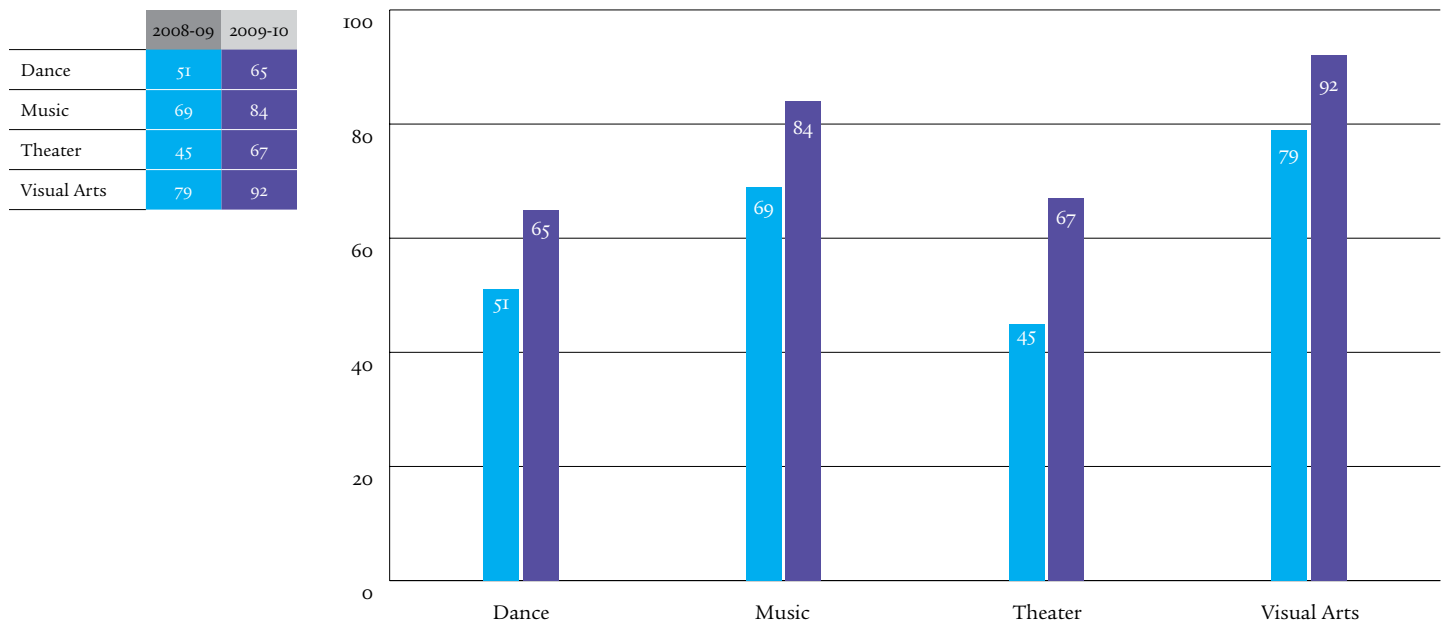
Multi-Grade Schools *continued*

MULTI-GRADE SCHOOLS SERVING GRADES 6-8

TABLE 29. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED TO ANY GRADE, 6-8

NUMBER OF ARTS DISCIPLINES	2008-09	2009-10
At Least One Arts Discipline	87%	98%
At Least Two Arts Disciplines	73%	91%
At Least Three Arts Disciplines	49%	71%
Four Arts Disciplines	34%	47%

FIGURE 24. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, 6-8



Student Access/Participation in Arts Education 2009-2010

Multi-Grade Schools *continued*

FIGURE 25. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS THAT OFFER AT LEAST ONE ARTS SEQUENCE TO GRADES 6-8 BY BOROUGH

	2008-09	2009-10
Bronx	55	65
Brooklyn	55	68
Manhattan	54	67
Queens	34	62
Staten Island	100	100

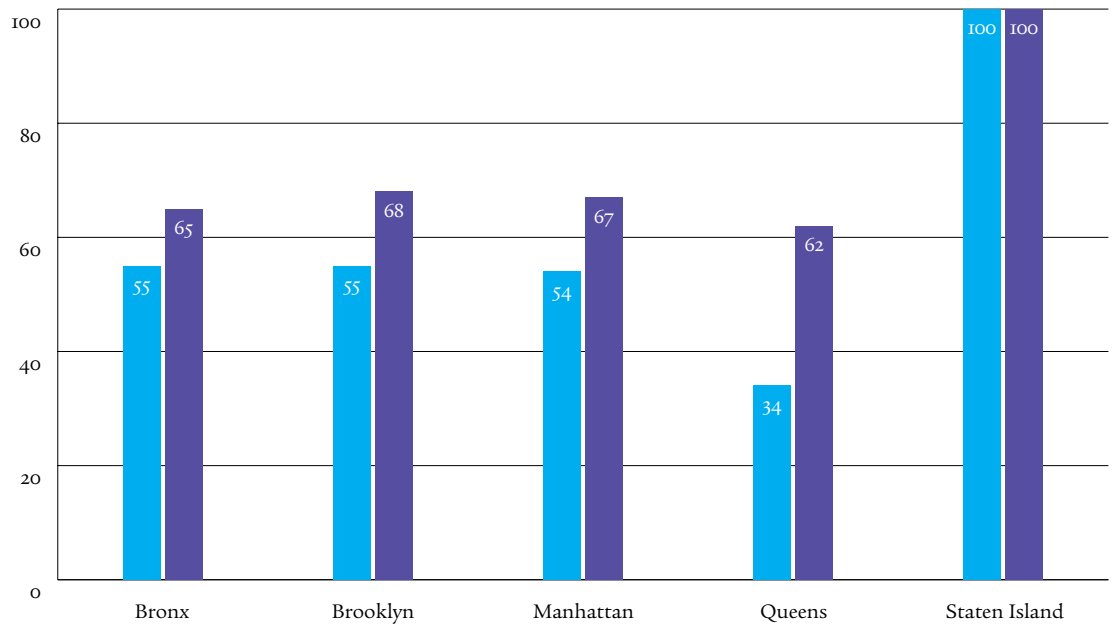


TABLE 30. PERCENT OF 7TH AND 8TH GRADE STUDENTS IN RESPONDING MULTI-GRADE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE: SELECTED SCHOOL YEAR 2009-2010

ARTS DISCIPLINES	7TH GRADE	8TH GRADE
Dance	25%	27%
Music	50%	47%
Theater	18%	18%
Visual Arts	69%	63%

TABLE 31. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS THAT SCREEN STUDENTS IN THE ARTS IN GRADES 6-8

SCREENING	2008-09	2009-10
Before Admission	4%	4%
After Admission	15%	16%

Student Access/Participation in Arts Education 2009-2010

Multi-Grade Schools *continued*

MULTI-GRADE SCHOOLS SERVING GRADES 9-12

TABLE 32. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED TO ANY GRADE, 9-12

NUMBER OF ARTS DISCIPLINES	2008-09	2009-10
At Least Two Arts Disciplines	84%	84%
At Least Three Arts Disciplines	52%	52%
Four Arts Disciplines	21%	23%

FIGURE 26. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, 9-12

	2008-09	2009-10
Dance	41	40
Music	77	79
Theater	44	45
Visual Arts	93	89

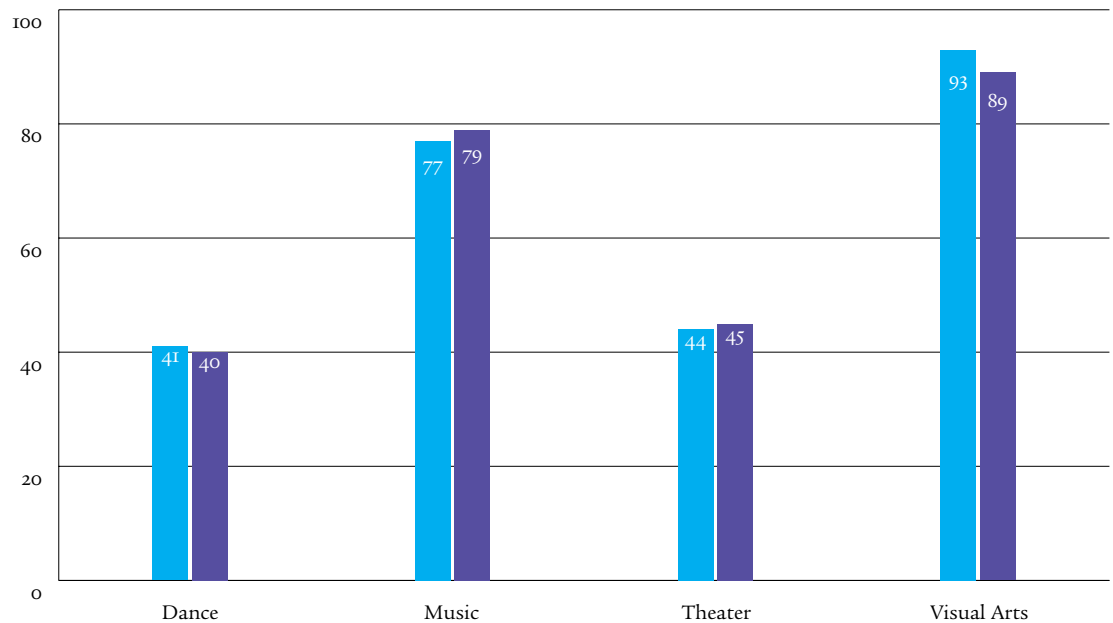


TABLE 33. PERCENT OF 9TH-12TH GRADE STUDENTS IN RESPONDING MULTI-GRADE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE: SELECTED SCHOOL YEAR 2009-2010

ARTS DISCIPLINES	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
Dance	9%	10%	10%	9%
Music	32%	34%	21%	20%
Theater	7%	11%	10%	11%
Visual Arts	44%	43%	40%	31%

Student Access/Participation in Arts Education 2009-2010 District 75 Schools

TABLE 34. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS THAT OFFER AT LEAST ONE ARTS SEQUENCE OF SIX OR MORE CREDITS TO GRADES 9-12 BY DISCIPLINE

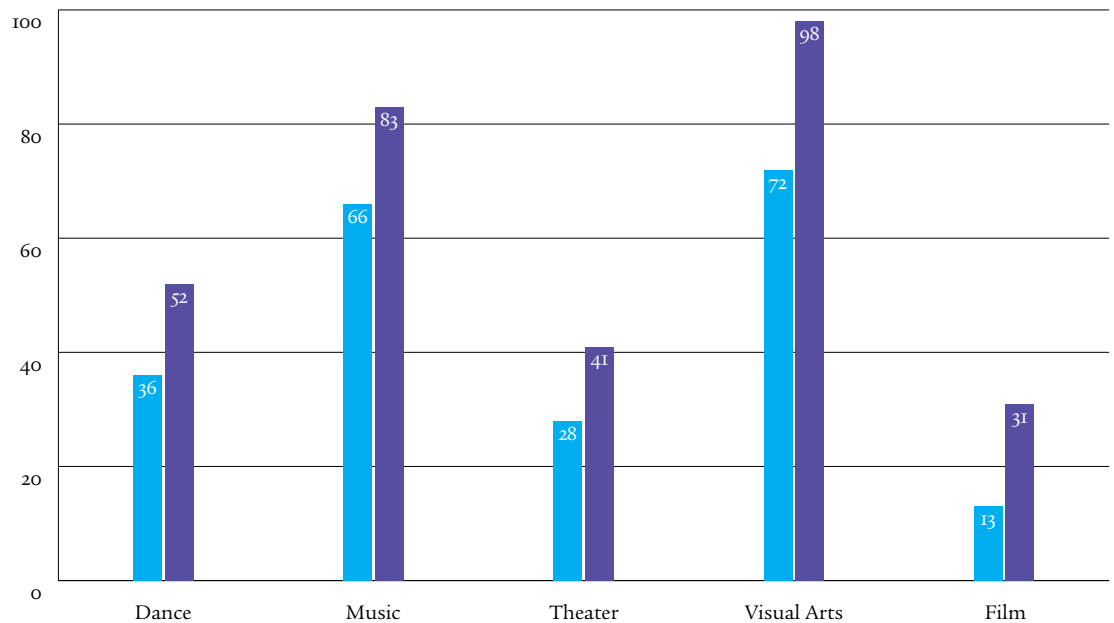
ARTS DISCIPLINES	2008-09	2009-10
Dance	8%	13%
Music	19%	29%
Theater	9%	13%
Visual Arts	26%	34%

DISTRICT 75 SCHOOLS

Many District 75 schools offer arts disciplines every year.

FIGURE 27. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED

	2008-09	2009-10
Dance	36	52
Music	66	83
Theater	28	41
Visual Arts	72	98
Film	13	31



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

Student Access/Participation in Arts Education 2009-2010

District 75 Schools *continued*

FIGURE 28. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE DANCE TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL GOAL TO GRADES PREK-2

	2008-09	2009-10
Academic	23	24
Differentiation	21	38
Social	38	53
Self-Management	36	53
Physical Development	43	53
Fine Motor	38	45

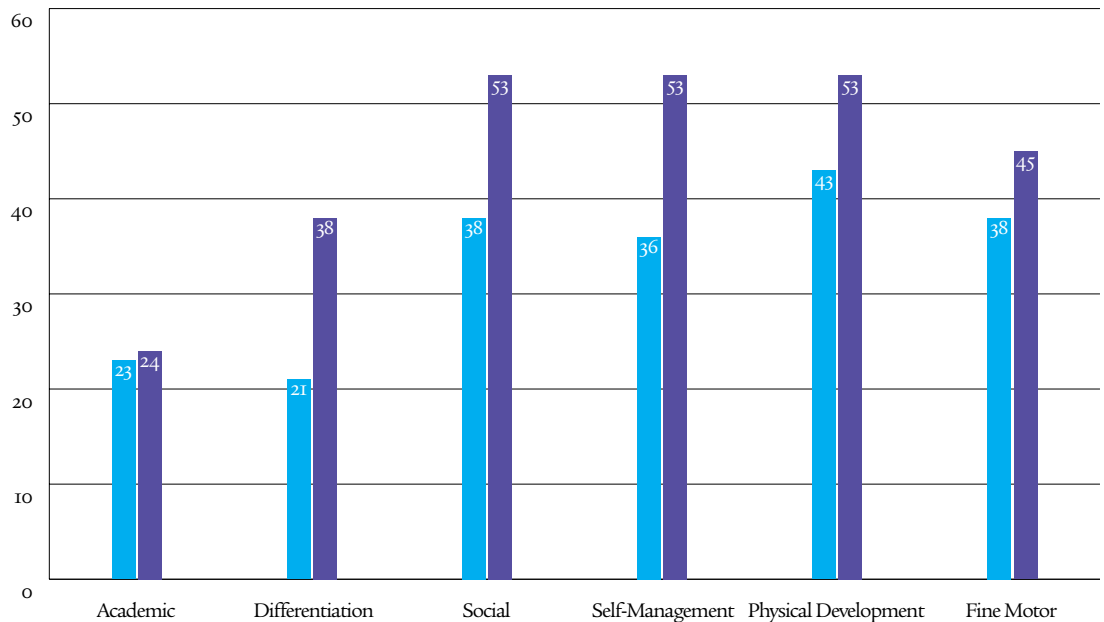
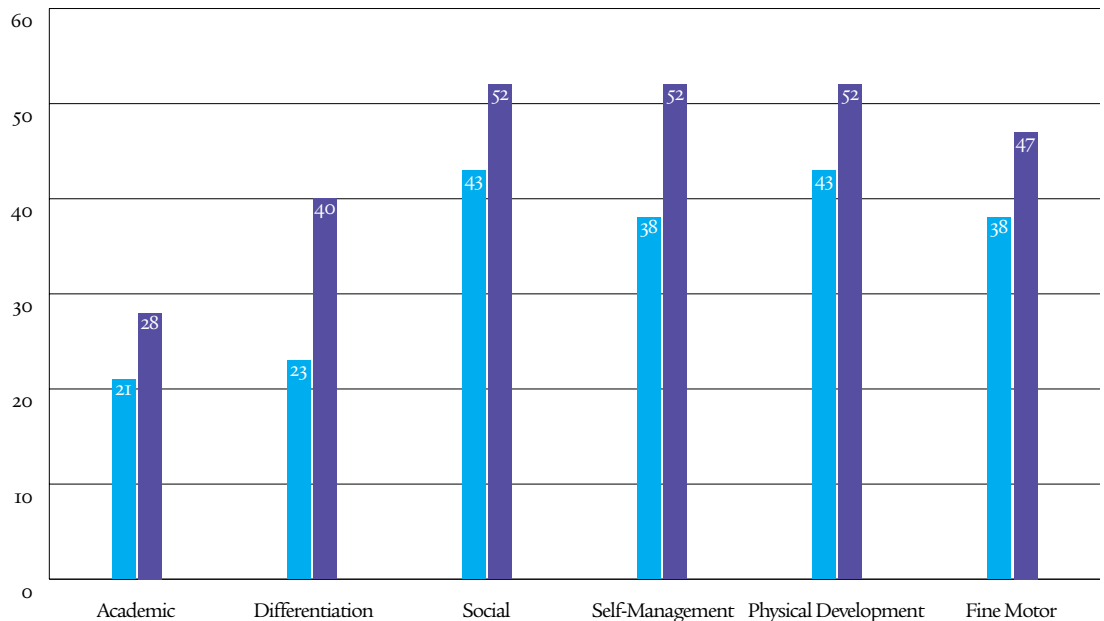


FIGURE 29. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE DANCE TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL GOAL TO GRADES 3-5

	2008-09	2009-10
Academic	21	28
Differentiation	23	40
Social	43	52
Self-Management	38	52
Physical Development	43	52
Fine Motor	38	47



Student Access/Participation in Arts Education 2009-2010

District 75 Schools *continued*

FIGURE 30. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE DANCE TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL GOAL TO GRADES 6-8

	2008-09	2009-10
Academic	23	28
Differentiation	19	33
Social	36	50
Self-Management	32	50
Physical Development	36	52
Fine Motor	32	45

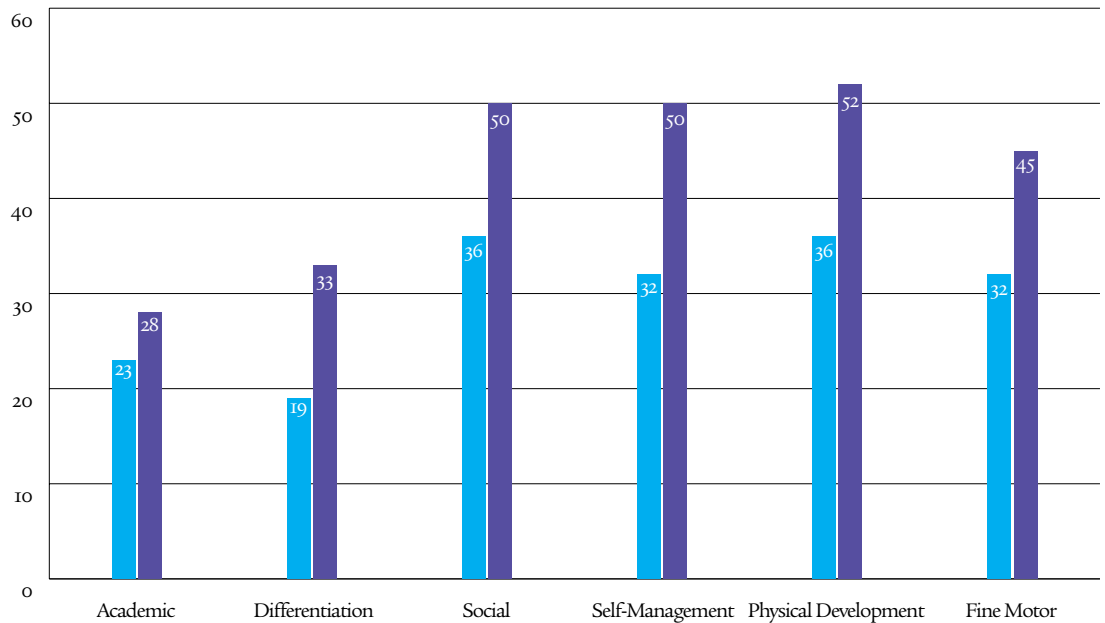
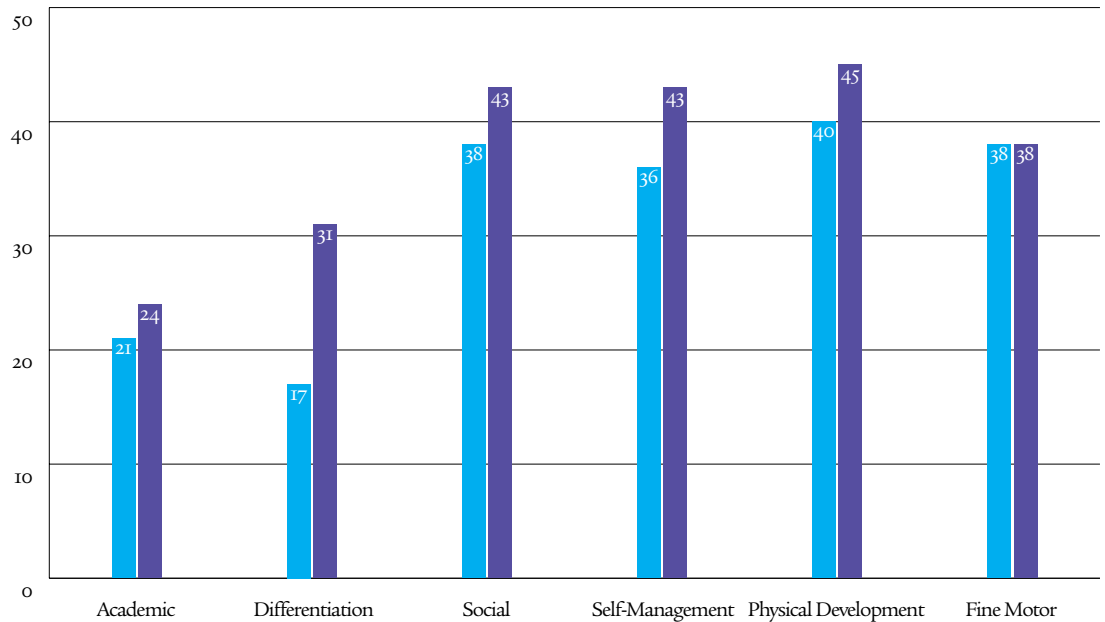


FIGURE 31. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE DANCE TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL GOAL TO GRADES 9-12

	2008-09	2009-10
Academic	21	24
Differentiation	17	31
Social	38	43
Self-Management	36	43
Physical Development	40	45
Fine Motor	38	38



Student Access/Participation in Arts Education 2009-2010

District 75 Schools *continued*

FIGURE 32. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE MUSIC TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL GOAL TO GRADES PREK-2

	2008-09	2009-10
Academic	40	50
Differentiation	43	62
Social	55	67
Self-Management	53	67
Physical Development	53	66
Fine Motor	53	66

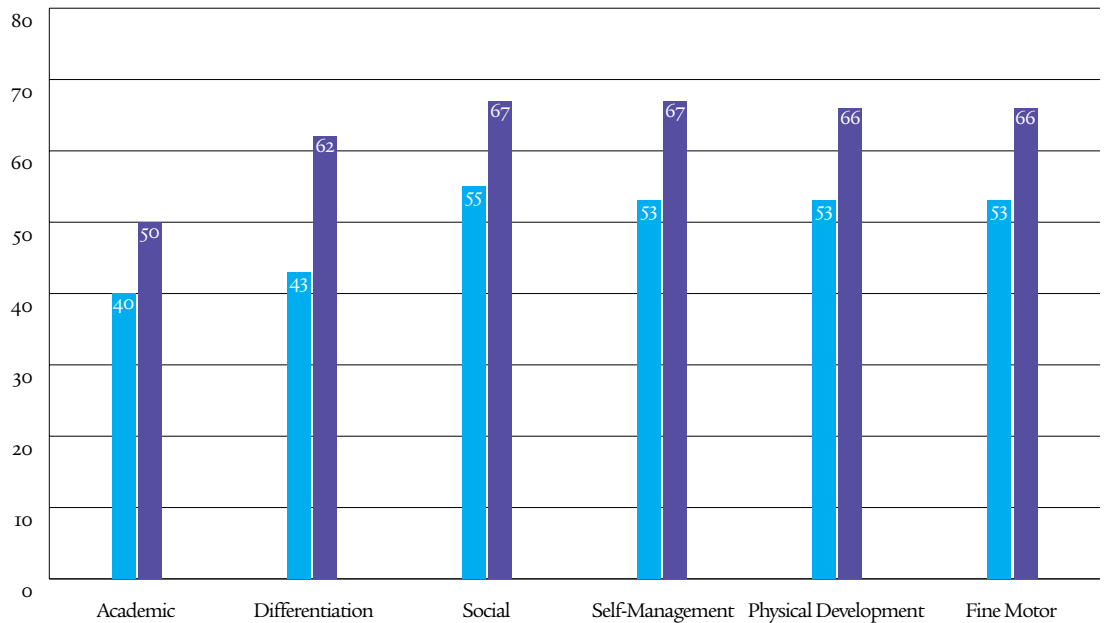
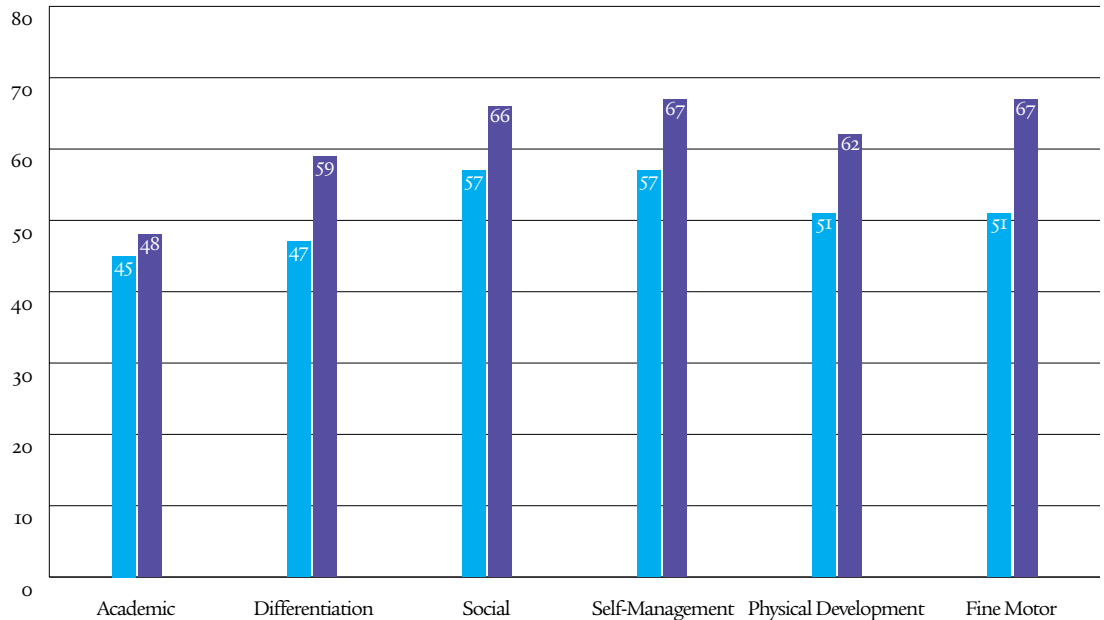


FIGURE 33. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE MUSIC TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL GOAL TO GRADES 3-5

	2008-09	2009-10
Academic	45	48
Differentiation	47	59
Social	57	66
Self-Management	57	67
Physical Development	51	62
Fine Motor	51	67



Student Access/Participation in Arts Education 2009-2010

District 75 Schools *continued*

FIGURE 34. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE MUSIC TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL GOAL TO GRADES 6-8

	2008-09	2009-10
Academic	43	57
Differentiation	49	66
Social	53	72
Self-Management	51	74
Physical Development	45	66
Fine Motor	45	64

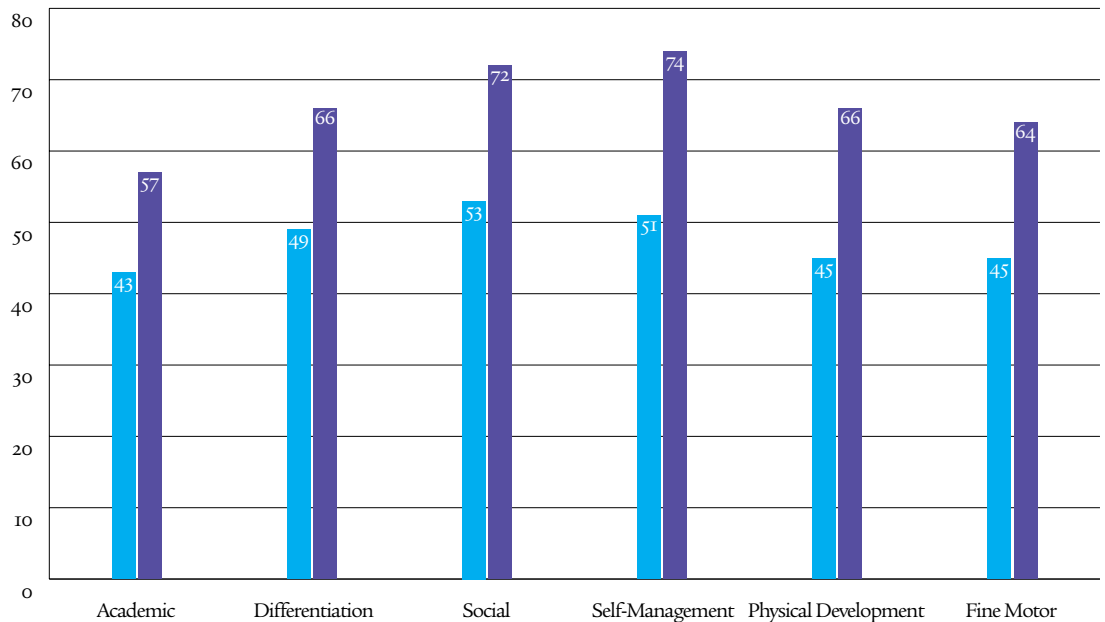
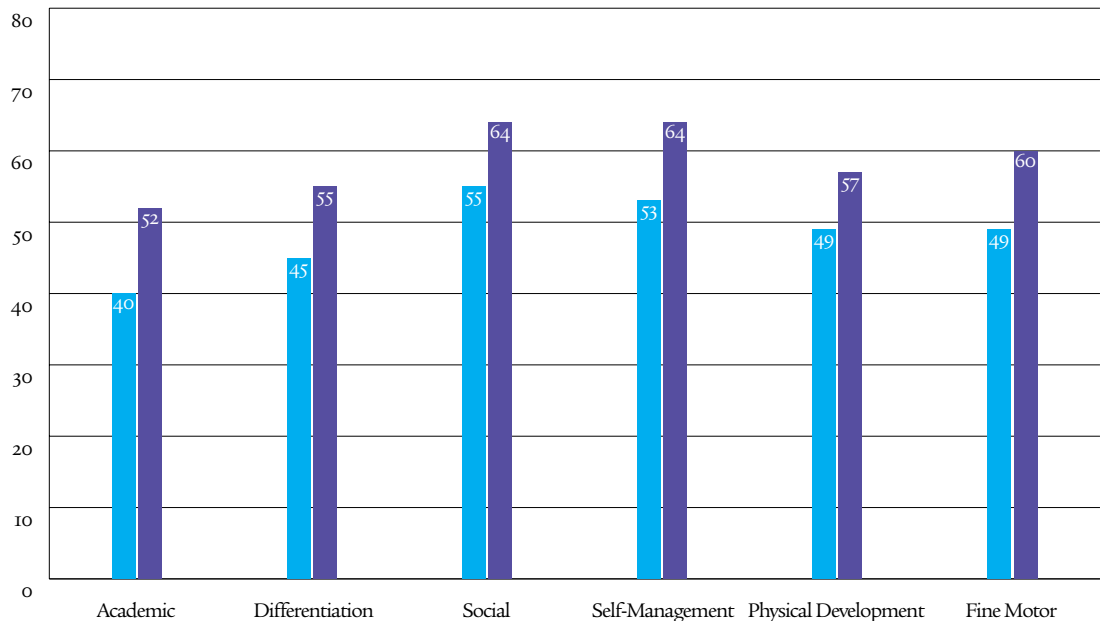


FIGURE 35. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE MUSIC TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL GOAL TO GRADES 9-12

	2008-09	2009-10
Academic	40	52
Differentiation	45	55
Social	55	64
Self-Management	53	64
Physical Development	49	57
Fine Motor	49	60



Student Access/Participation in Arts Education 2009-2010

District 75 Schools *continued*

FIGURE 36. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE THEATER TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL GOAL TO GRADES PREK-2

	2008-09	2009-10
Academic	17	24
Differentiation	21	26
Social	30	43
Self-Management	30	35
Physical Development	28	38
Fine Motor	28	35

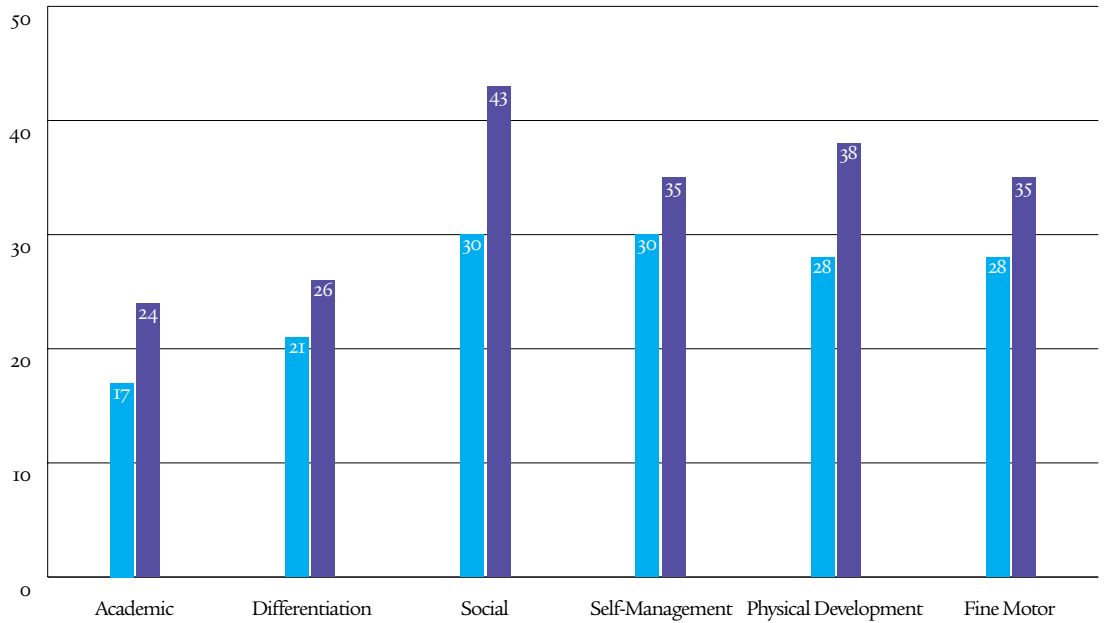
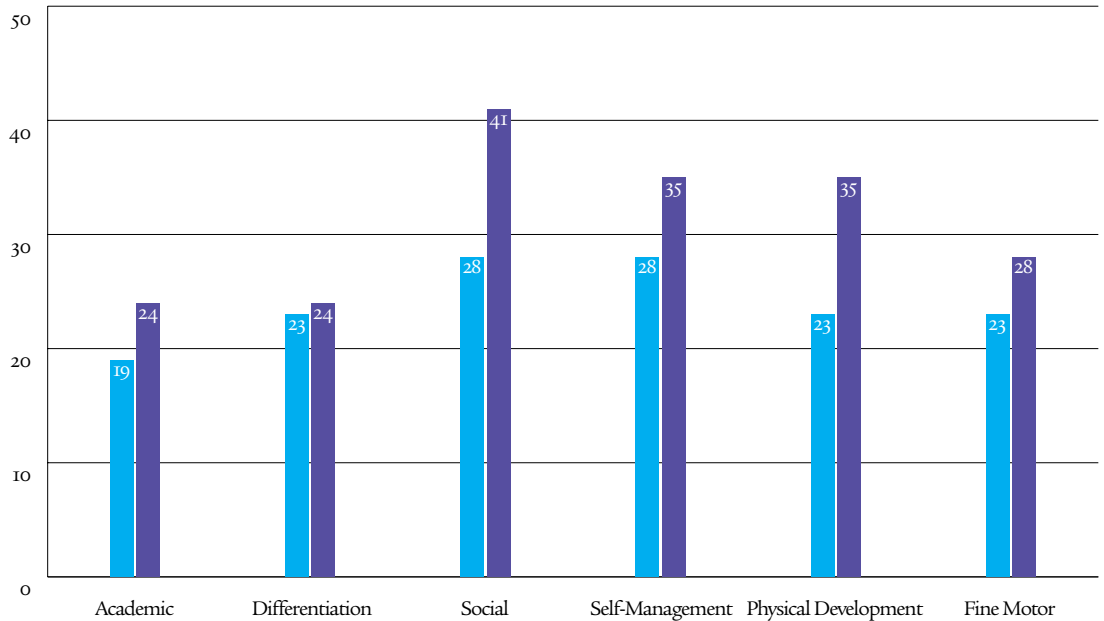


FIGURE 37. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE THEATER TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL GOAL TO GRADES 3-5

	2008-09	2009-10
Academic	19	24
Differentiation	23	24
Social	28	41
Self-Management	28	35
Physical Development	23	35
Fine Motor	23	28



Student Access/Participation in Arts Education 2009-2010

District 75 Schools *continued*

FIGURE 38. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE THEATER TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL GOAL TO GRADES 6-8

	2008-09	2009-10
Academic	21	31
Differentiation	18	35
Social	28	45
Self-Management	32	38
Physical Development	21	40
Fine Motor	21	31

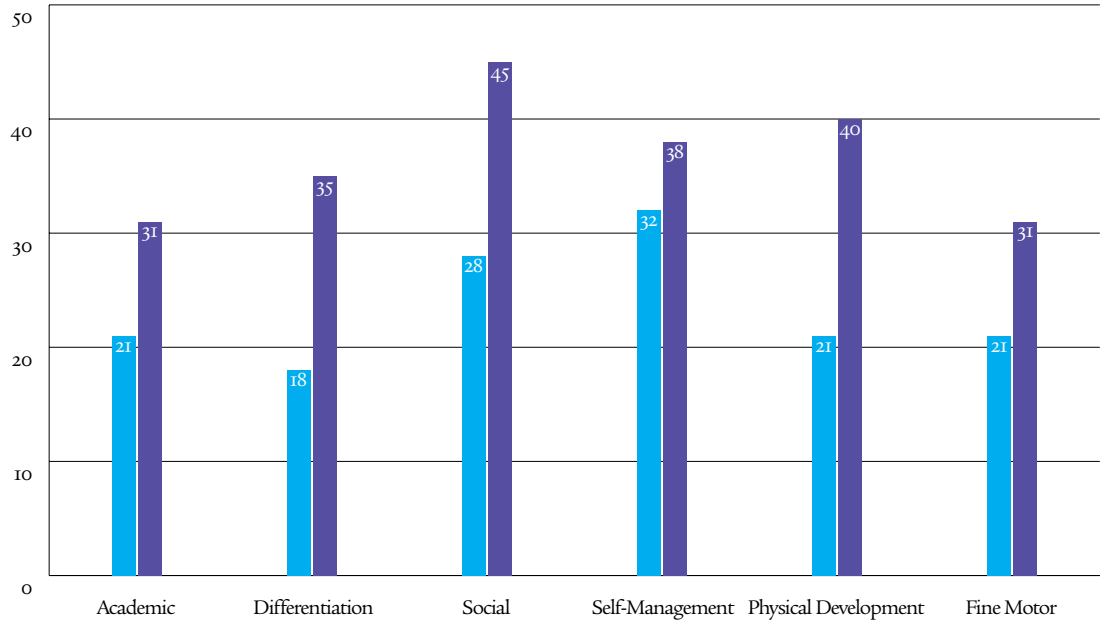
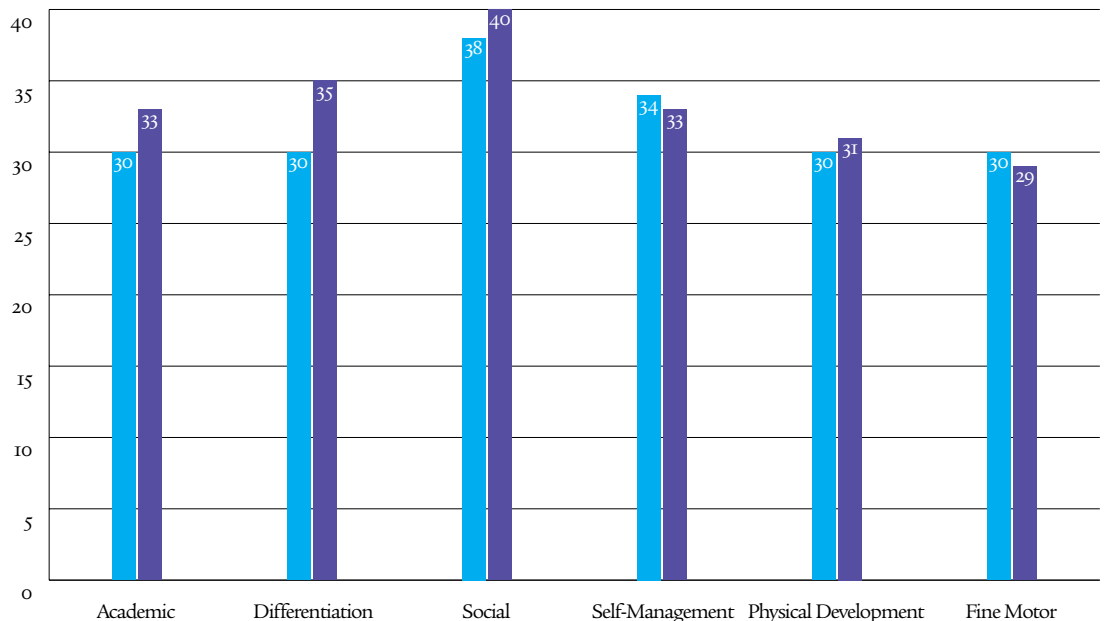


FIGURE 39. PERCENTAGE OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE THEATER TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL GOAL TO GRADES 9-12

	2008-09	2009-10
Academic	30	33
Differentiation	30	35
Social	38	40
Self-Management	34	33
Physical Development	30	31
Fine Motor	30	29



Student Access/Participation in Arts Education 2009-2010

District 75 Schools *continued*

FIGURE 40. PERCENTAGE OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE VISUAL ARTS TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL GOAL TO GRADES PREK-2

	2008-09	2009-10
Academic	53	64
Differentiation	60	69
Social	60	67
Self-Management	55	71
Physical Development	55	66
Fine Motor	64	69

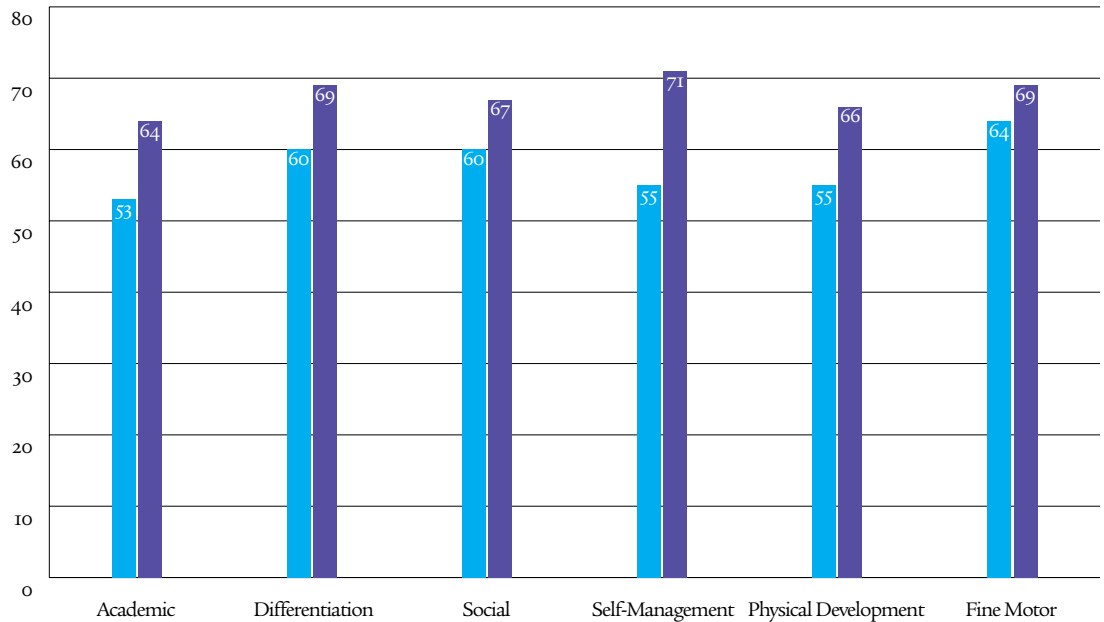
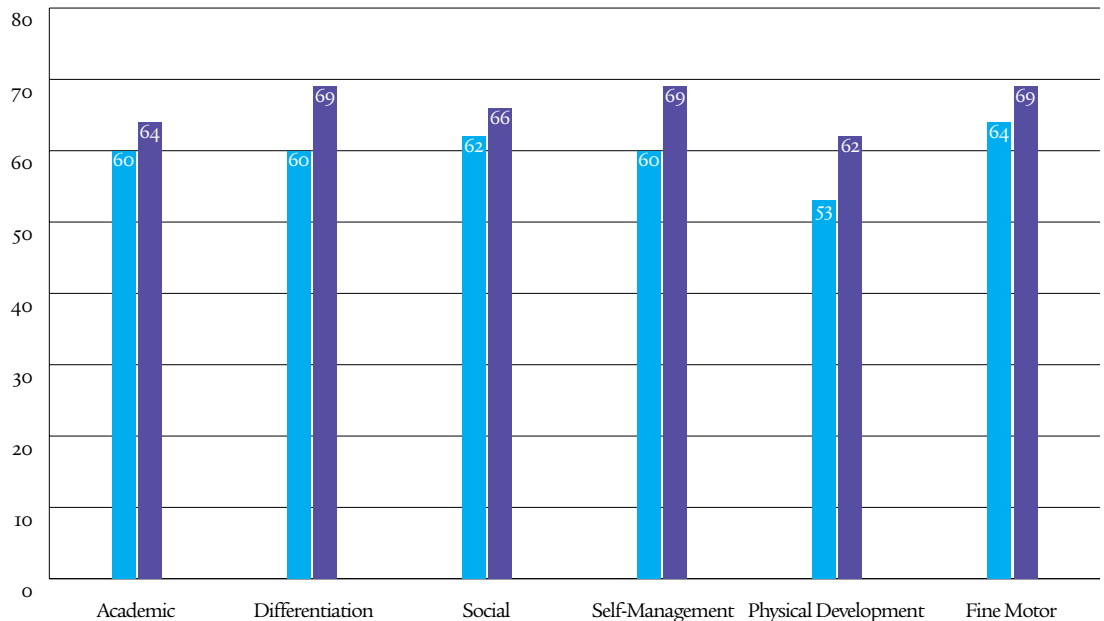


FIGURE 41. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE VISUAL ARTS TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL GOAL TO GRADES 3-5

	2008-09	2009-10
Academic	60	64
Differentiation	60	69
Social	62	66
Self-Management	60	69
Physical Development	53	62
Fine Motor	64	69



Student Access/Participation in Arts Education 2009-2010

District 75 Schools *continued*

FIGURE 42. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE VISUAL ARTS TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL GOAL TO GRADES 6-8

	2008-09	2009-10
Academic	62	71
Differentiation	64	74
Social	64	76
Self-Management	64	76
Physical Development	55	71
Fine Motor	60	76

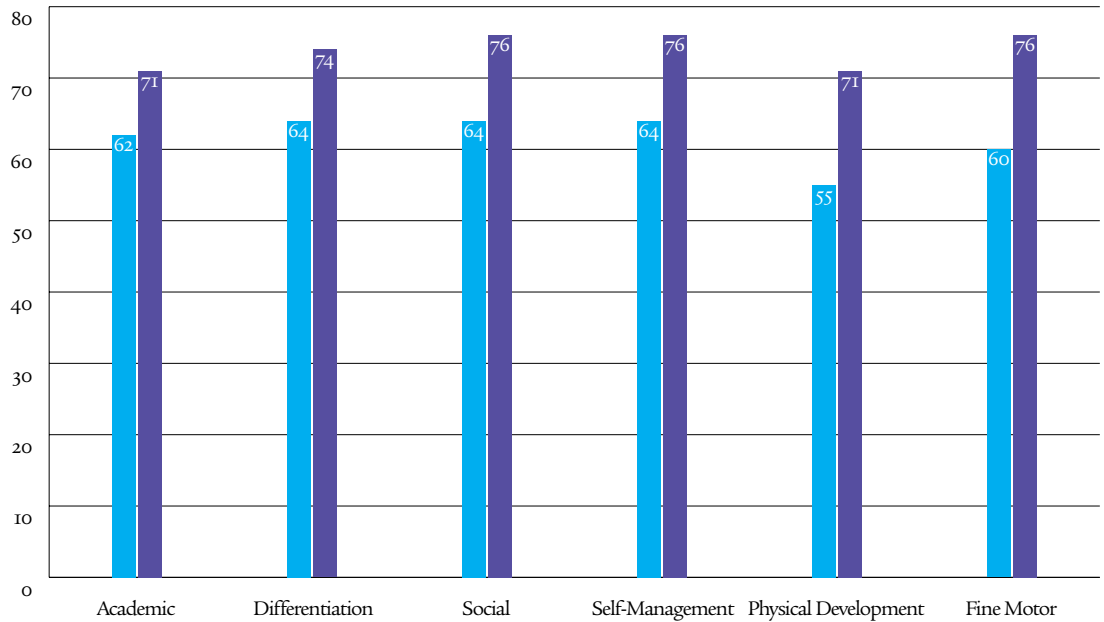
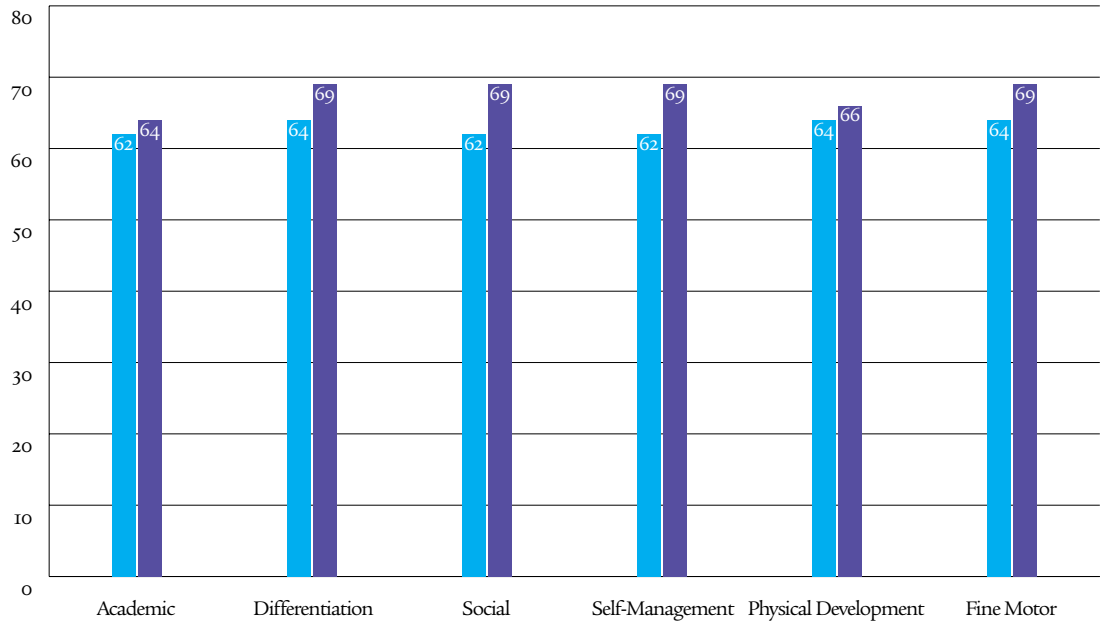


FIGURE 43. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE VISUAL ARTS TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL GOAL TO GRADES 9-12

	2008-09	2009-10
Academic	62	64
Differentiation	64	69
Social	62	69
Self-Management	62	69
Physical Development	64	66
Fine Motor	64	69



Quality Arts Education

“Our arts program recognizes that all students have the right to an arts education as a fundamental part of their basic education. It enables students to discover their own innate capacity for communicating ideas, thoughts, and feelings through the arts, recognizing the arts as a powerful educational device for meeting the physical, intellectual, emotional, and social needs of all students.”

-Elementary School Principal, Brooklyn



Quality Arts Education

School Leaders' Support for Quality Arts Education

“Our arts program offers sequential arts instruction for all students in grades K-5. We also offer interdisciplinary connections to help build on the students’ learning inside the classroom. Through observation, discussion, and analysis, students learn the arts. They learn to understand how others express ideas in dance and visual arts. Students learn to shape ideas and emotions into images and actions. As our students create, they become more imaginative, and strengthen their problem-solving skills.”

-Elementary School Principal, Bronx

School Leaders' Support for Quality Arts Education

School leaders are essential in defining the vision and in taking on the challenges of designing an arts-rich school where each child is assured access to an outstanding arts education. Rigorous and sequential arts education includes:

- providing adequate resources for arts learning, including quality arts instruction, budgets for supplies, and appropriate space;
- scheduling appropriate instructional time for the arts;
- utilizing arts and cultural institution partners as an integral component of arts instruction; and
- understanding the *Blueprints for Teaching and Learning in the Arts* and using them as the basis for sequential teaching, learning, and assessment of arts instruction.



Quality Arts Education

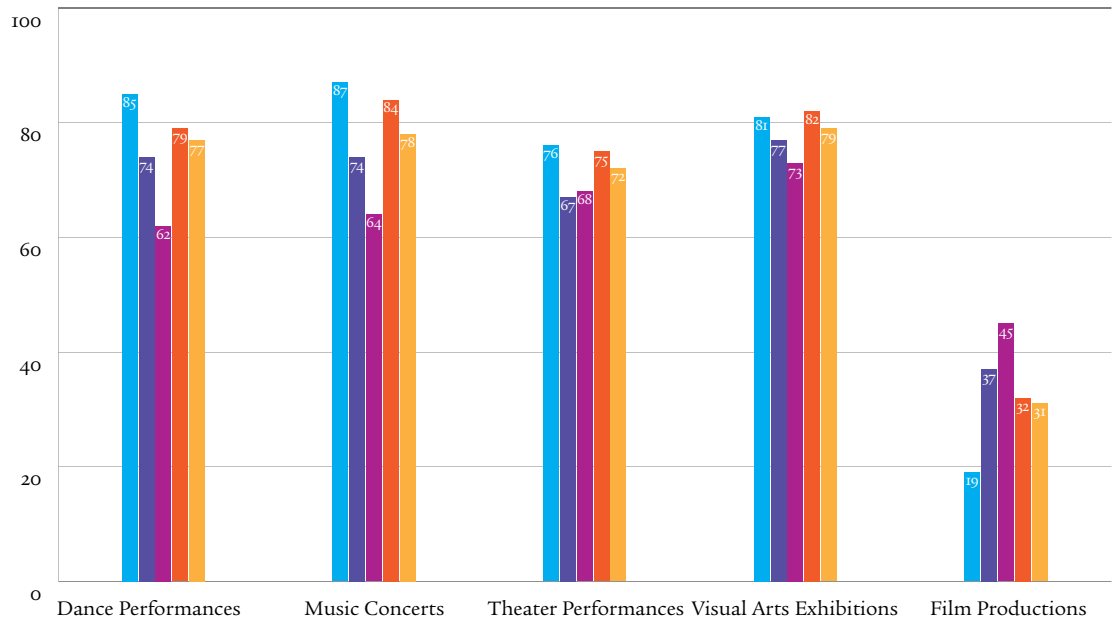
Student Participation and Achievement in the Arts

Student Participation and Achievement in the Arts

Student engagement and participation in the arts are essential to a well-rounded education. Responding schools reported on the level of participation for students in dance, music, theater, and visual arts.

	Elem.	Mid.	High
Dance Performances	85	74	62
Music Concerts	87	74	64
Theater Performances	76	67	68
Visual Arts Exhibitions	81	77	73
Film Productions	19	37	45
	Multi-Grade	All Schools	
Dance Performances	79	77	
Music Concerts	84	78	
Theater Performances	75	72	
Visual Arts Exhibitions	82	79	
Film Productions	32	31	

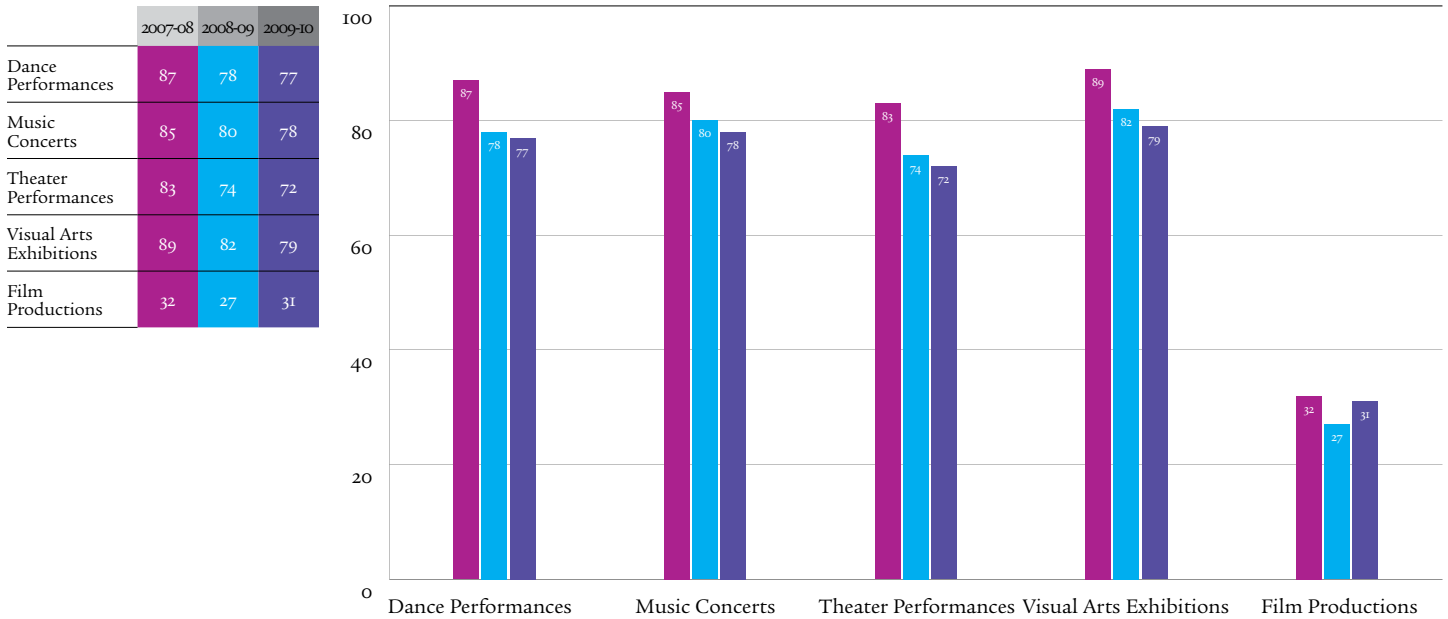
FIGURE 44. PERCENT OF RESPONDING SCHOOLS WITH STUDENTS PARTICIPATING IN DANCE, MUSIC, OR THEATER PERFORMANCES; VISUAL ARTS EXHIBITIONS; OR FILM PRODUCTIONS AT THE SCHOOL SITE BY LEVEL DURING THE 2009-2010 SCHOOL YEAR



Quality Arts Education

Student Participation and Achievement in the Arts *continued*

FIGURE 45. PERCENT OF RESPONDING SCHOOLS WITH STUDENTS PARTICIPATING IN DANCE, MUSIC, OR THEATER PERFORMANCES; VISUAL ARTS EXHIBITIONS; OR FILM PRODUCTIONS AT THE SCHOOL SITE DURING THE 2007-2008, 2008-2009, AND 2009-2010 SCHOOL YEARS



“We believe that the arts are a vehicle by which many of our students get the opportunity to experience success, cultivate their interests, and develop positive self-esteem. Therefore, we stand committed to taking on the challenge of developing and maintaining a robust, sequential arts education program that reaches all of our students.”

-K-8 School Principal, Brooklyn

Quality Arts Education

Student Participation and Achievement in the Arts *continued*

“Our School’s Arts Program is based on the Blueprints for Teaching and Learning in the Arts, which provide a standards-based, rigorous approach to teaching the arts. In music, we follow the five strands of learning: Music Making, Music Literacy, Making Connections, Community and Cultural Resources, and Careers and Lifelong Learning. We focus on the middle school students and the Grade 8 Benchmark, where the students develop their physical/social, cognitive, aesthetic, and meta-cognitive skills and understandings. In visual arts, we follow the strands of that Blueprint: Art Making, Art Literacy, Making Connections, Community and Cultural Resources, and Careers and Lifelong Learning. The teachers have the students focus on becoming literate in art; making social, cultural, and historical connections; engaging in learning beyond the classroom; sharing in the rich diversities in their communities; and becoming lifelong learners and advocates for art.”

-Middle School Principal, Queens

PULL-OUT OR MULTI-GRADE ACTIVITIES DURING THE SCHOOL DAY

TABLE 35. PERCENT OF RESPONDING SCHOOLS SERVING GRADES K-5 IN WHICH STUDENTS PARTICIPATED IN PULL-OUT AND/OR MULTI-GRADE ACTIVITIES DURING THE SCHOOL DAY DURING THE 2008-2009 AND 2009-2010 SCHOOL YEARS

ARTS DISCIPLINES	2008-09	2009-10
Dance	28%	32%
Music	41%	48%
Theater	31%	22%
Visual Arts	38%	30%



Quality Arts Education Support for Quality Teaching

“The goal of the arts program at our school is to expand children’s experiences and enjoyment of the arts. Students learn to be keen observers, are able to make connections, critique, analyze, and express creatively. While broadening understanding and appreciation of the arts, unique talents and interests blossom within our young learners as confidence soars and creative expression is born. We strive to provide a variety of arts experiences to support the unique talents of each student.”

-Elementary School Principal,
Staten Island

Support for Quality Teaching

ASSESSMENT IS KEY: STUDENT PROGRESS IN THE ARTS

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

TABLE 36. PERCENT OF RESPONDING SCHOOLS THAT USED THE FOLLOWING METHODS OF EVALUATING STUDENT PROGRESS IN THE ARTS DURING THE 2008-2009 AND 2009-2010 SCHOOL YEARS

ASSESSMENTS	2008-09	2009-10
Culminating projects	83%	84%
Teacher observations with descriptive feedback to students	73%	74%
Conferences with students	68%	66%
Student portfolios	66%	65%
Arts performance assessments	66%	64%
Student self and peer assessments	55%	56%
Scaled rubrics with criteria	53%	55%
Written assessments	51%	52%
Student arts journals	30%	34%

Quality Arts Education Support for Quality Teaching *continued*

“Our school includes and extends arts professional development that will enable our teachers to build upon their repertoire of skills and increase their confidence in the knowledge that they bring to the students. The combination of partnership, internal arts teachers, and professional development opportunities are targeted to provide consistent arts educational programs for all students.”

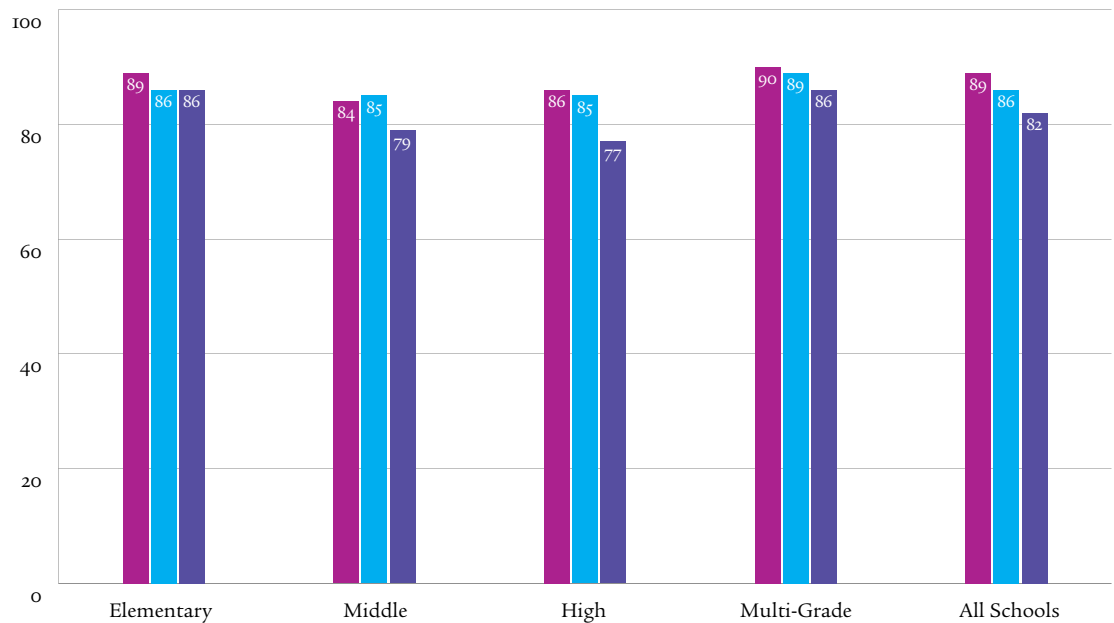
-Elementary School Principal,
Brooklyn

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 figures represent the participation of both arts teachers and non-arts teachers in professional development in the arts:

FIGURE 46. PERCENT OF RESPONDING SCHOOLS REPORTING THAT ARTS TEACHERS ATTENDED ARTS PROFESSIONAL DEVELOPMENT BY LEVEL DURING THE 2007-2008, 2008-2009, AND 2009-2010 SCHOOL YEARS



	2007-08	2008-09	2009-10
Elementary	89	86	86
Middle	84	85	79
High	86	85	77
Multi-Grade	90	89	86
All Schools	89	86	82

Quality Arts Education

Support for Quality Teaching *continued*

FIGURE 47. PERCENT OF RESPONDING SCHOOLS REPORTING THAT NON-ARTS TEACHERS ATTENDED ARTS PROFESSIONAL DEVELOPMENT BY LEVEL DURING THE 2007-2008, 2008-2009, AND 2009-2010 SCHOOL YEARS

	2007-08	2008-09	2009-10
Elementary	70	67	42
Middle	49	56	26
High	55	51	23
Multi-Grade	60	68	33
All Schools	61	62	33

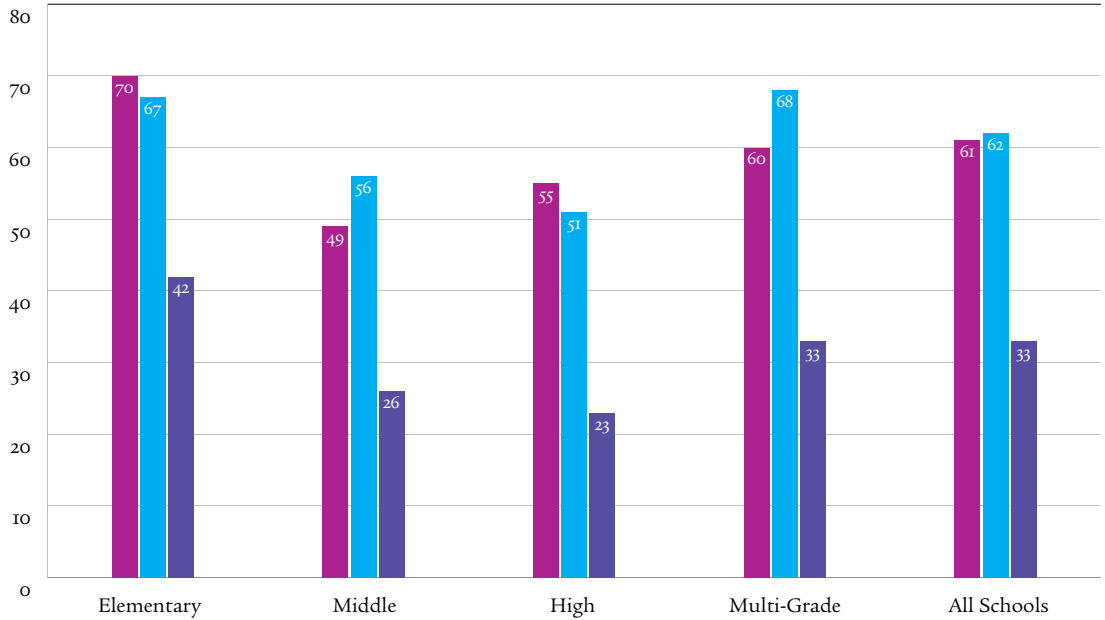
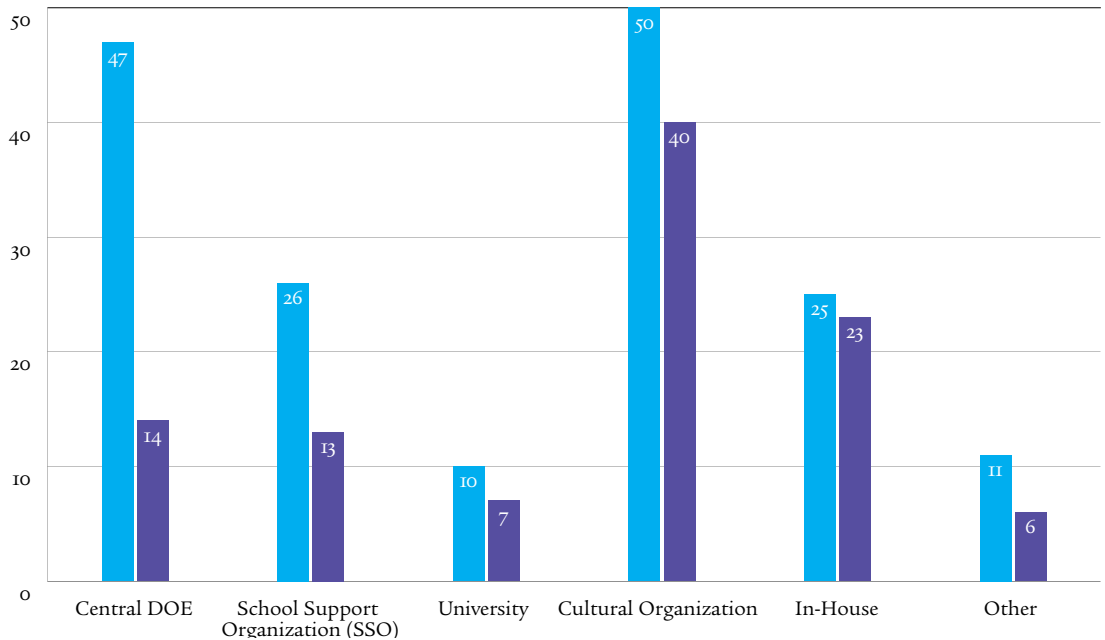


FIGURE 48. PERCENT OF RESPONDING SCHOOLS IN WHICH ARTS TEACHERS OR NON-ARTS TEACHERS ATTENDED ARTS PROFESSIONAL DEVELOPMENT BY PROVIDER DURING THE 2009-2010 SCHOOL YEAR

	Art Teachers	Non-Art Teachers
Central DOE	47	14
SSO	26	13
University	10	7
Cultural Organization	50	40
In-House	25	23
Other	11	6



Note: SSOs, or School Support Organizations, provide support to networks of schools.

Quality Arts Education

Support for Quality Teaching *continued*

TABLE 37. PERCENT OF RESPONDING ELEMENTARY SCHOOLS IN WHICH ARTS TEACHERS ATTENDED ARTS PROFESSIONAL DEVELOPMENT BY PROVIDER DURING THE 2007-2008, 2008-2009, AND 2009-2010 SCHOOL YEARS

	2007-08	2008-09	2009-10
Central DOE	75%	54%	53%
School Support Organization (SSO)	14%	32%	28%
University*	--	8%	5%
Cultural Organization	66%	55%	52%
In-House	25%	20%	18%
Other	15%	10%	9%

TABLE 38. PERCENT OF RESPONDING MIDDLE SCHOOLS IN WHICH ARTS TEACHERS ATTENDED ARTS PROFESSIONAL DEVELOPMENT BY PROVIDER DURING THE 2007-2008, 2008-2009, AND 2009-2010 SCHOOL YEARS

	2007-08	2008-09	2009-10
Central DOE	68%	52%	43%
School Support Organization (SSO)	12%	36%	31%
University*	--	8%	12%
Cultural Organization	65%	53%	48%
In-House	32%	27%	29%
Other	14%	10%	7%

TABLE 39. PERCENT OF RESPONDING HIGH SCHOOLS IN WHICH ARTS TEACHERS ATTENDED ARTS PROFESSIONAL DEVELOPMENT BY PROVIDER DURING THE 2007-2008, 2008-2009, AND 2009-2010 SCHOOL YEARS

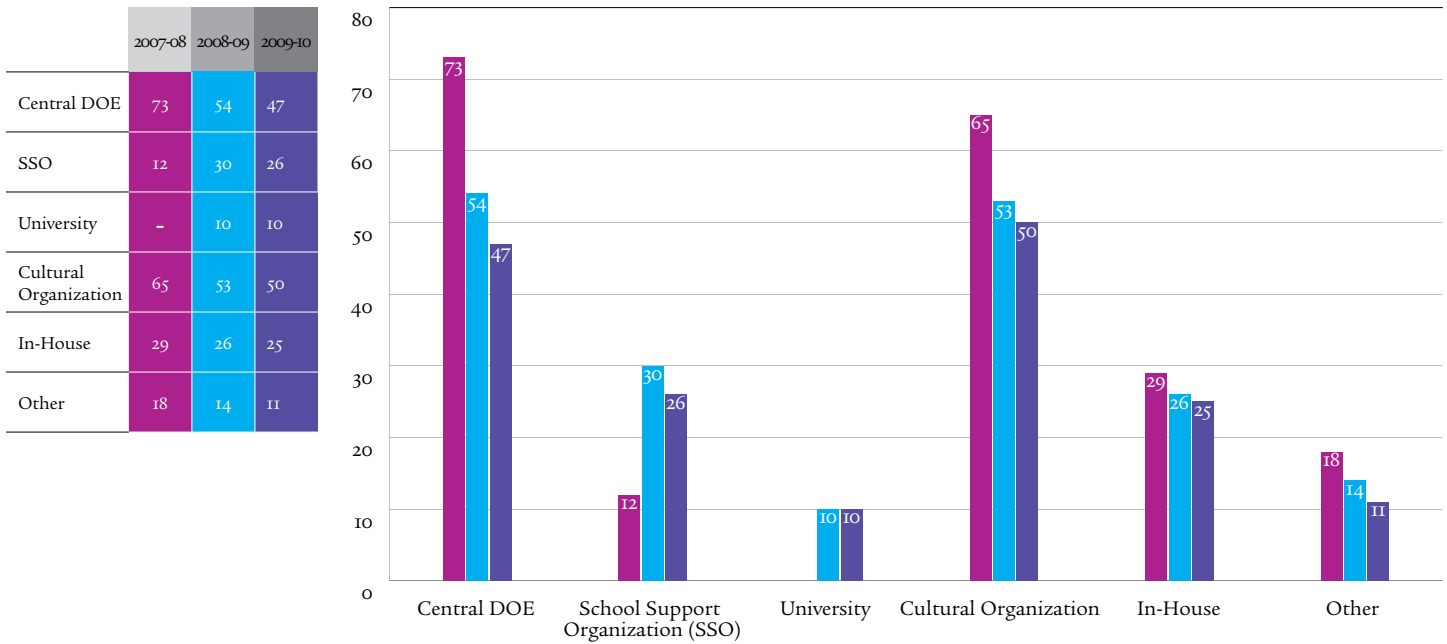
	2007-08	2008-09	2009-10
Central DOE	69%	48%	36%
School Support Organization (SSO)	9%	20%	17%
University*	--	18%	15%
Cultural Organization	67%	53%	46%
In-House	36%	37%	30%
Other	25%	21%	15%

* Professional Development provided by a university was not included as a response in the 2007-2008 survey.

Quality Arts Education

Support for Quality Teaching *continued*

FIGURE 49. PERCENT OF ALL RESPONDING SCHOOLS IN WHICH ARTS TEACHERS ATTENDED ARTS PROFESSIONAL DEVELOPMENT BY PROVIDER* DURING THE 2007-2008, 2008-2009, AND 2009-2010 SCHOOL YEARS



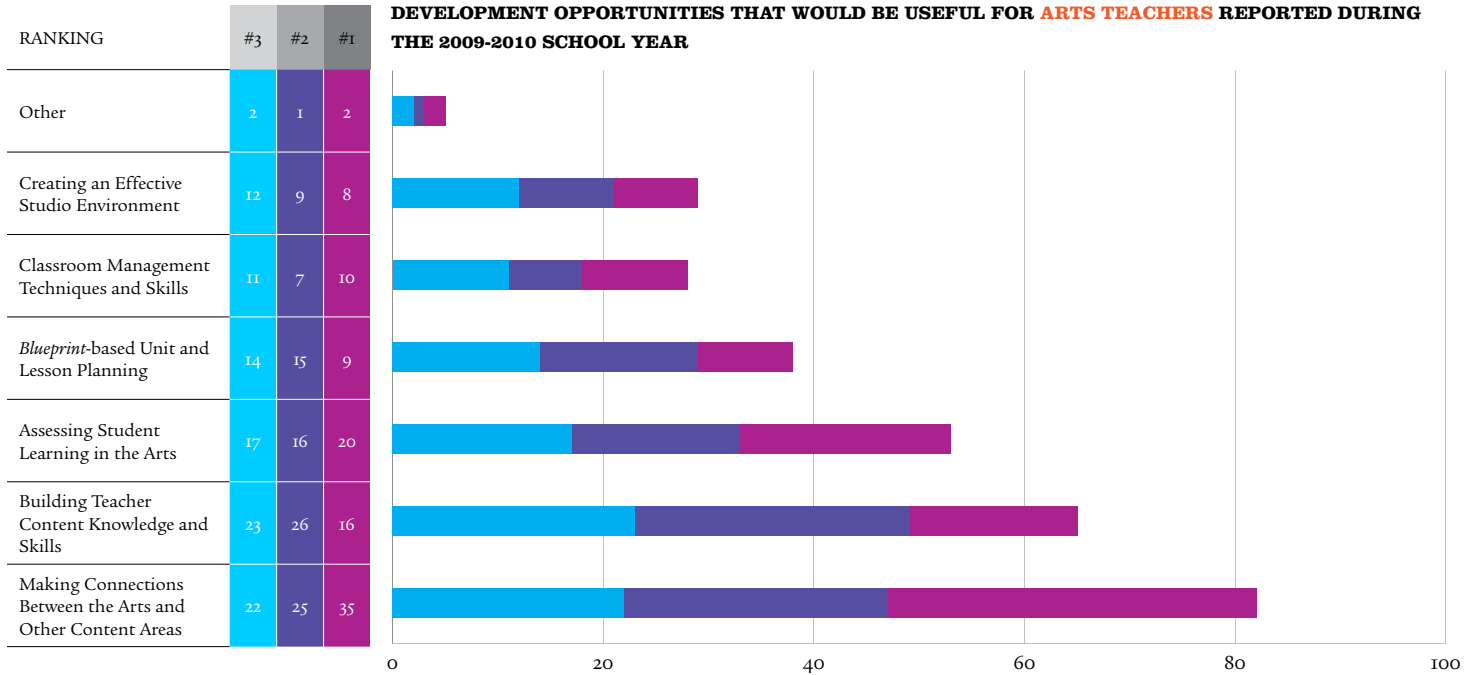
* Professional development provided by a university was not included as a response in the 2007-2008 survey.

Quality Arts Education

Support for Quality Teaching *continued*

In addressing instructional needs and challenges in their schools, school leaders were asked to report their priorities for professional development in the arts for both arts teachers and non-arts teachers. The following figures reflect those priorities:

FIGURE 50. PERCENT OF RESPONDING SCHOOLS THAT REPORTED ARTS PROFESSIONAL DEVELOPMENT OPPORTUNITIES THAT WOULD BE USEFUL FOR ARTS TEACHERS REPORTED DURING THE 2009-2010 SCHOOL YEAR



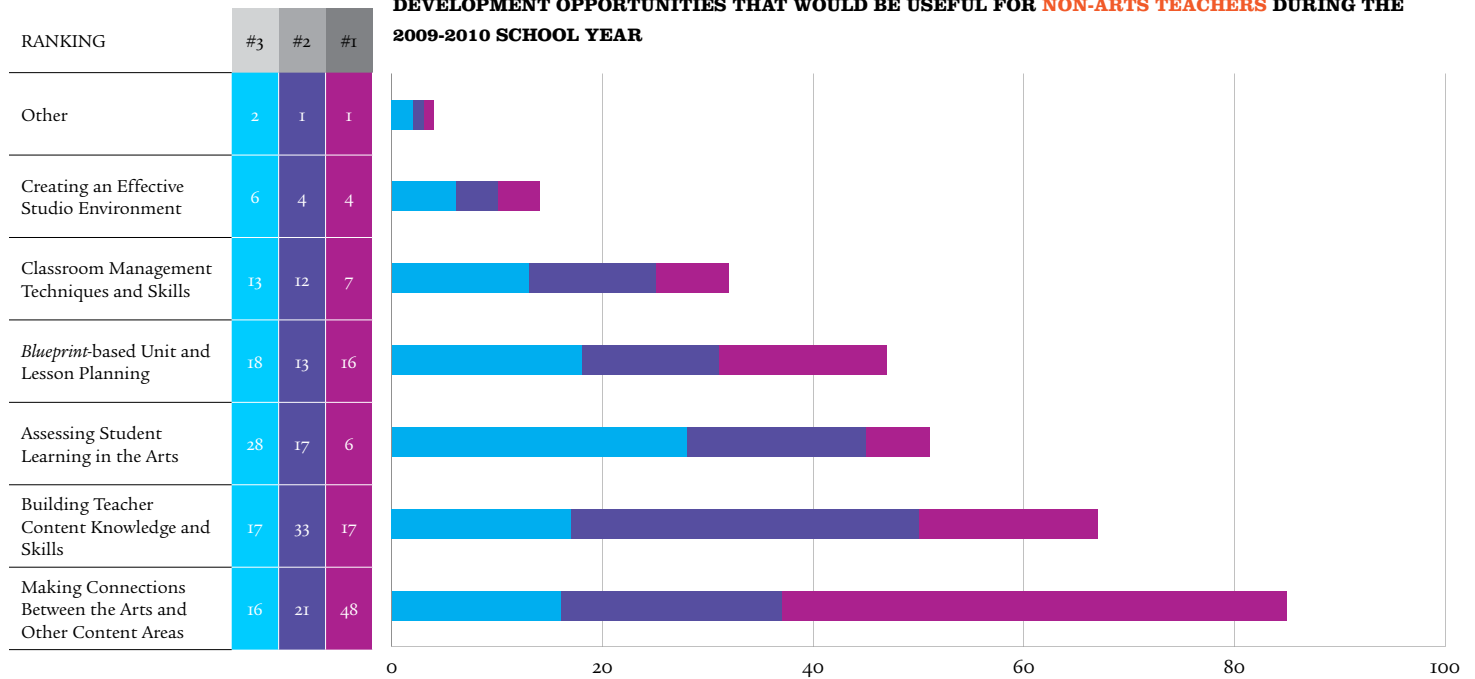
Note: #1 ranking represents the most useful professional development opportunity.



Quality Arts Education

Support for Quality Teaching *continued*

FIGURE 51. PERCENT OF RESPONDING SCHOOLS THAT REPORTED ARTS PROFESSIONAL DEVELOPMENT OPPORTUNITIES THAT WOULD BE USEFUL FOR NON-ARTS TEACHERS DURING THE 2009-2010 SCHOOL YEAR



Note: #1 ranking represents the most useful professional development opportunity.

On average, responding schools reported that their *arts teachers* and *non-arts teachers* received 7-12 hours of arts professional development during the school year.

Quality Arts Education Certified Arts Teachers

“Through the talents and dedication of our arts teachers, it is the goal and desire of our school to help students develop an appreciation of the arts, from the fine arts to the performing arts, and to nurture students who display an interest in developing their talents.”

-Multi-Grade (1-12) School Principal,
Bronx

Certified Arts Teachers

Certified arts teachers play a critical role in the delivery of quality arts instruction. The total number of certified arts teachers increased by 8.5 percent from 2004-2005 to 2009-2010.

In 2009-2010, the number of certified arts teachers decreased by 5.2 percent overall from 2008-2009. However, the number of theater teachers increased by 16.7 percent. The New York City Department of Education (NYCDOE) Division of Human Resources provided the following data:

TABLE 40. THE NUMBER OF CERTIFIED ARTS TEACHERS BY DISCIPLINE FOR SCHOOL YEARS 2004-2005 THROUGH 2009-2010

SCHOOL YEARS	DANCE	MUSIC	THEATER	VISUAL ARTS	TOTAL
2004-05	138	882	60	1,189	2,269
2005-06	135	912	70	1,216	2,333
2006-07	157	957	81	1,263	2,458
2007-08	174	957	91	1,296	2,518
2008-09	190	974	102	1,331	2,597
2009-10	183	907	119	1,253	2,462

TABLE 41. NUMBER OF CERTIFIED ARTS TEACHERS BY LEVEL FOR THE SCHOOL YEARS 2004-2005 THROUGH 2009-2010

SCHOOL YEARS	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	1003	307	2,458
2007-08	599	573	1038	308	2,518
2008-09	634	557	1,056	350	2,597
2009-10	566	510	850	536	2,462

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

Note: For the 2009-2010 school year, there were less high schools than in previous years as many schools were re-classified to different categories due to a re-alignment in Human Resources data and school phase outs.

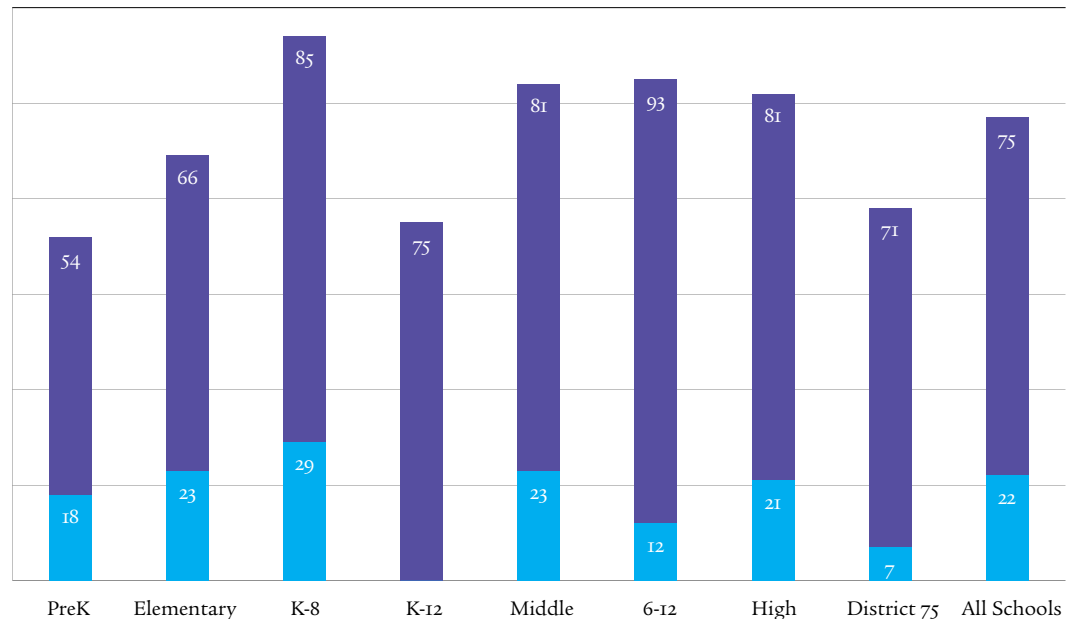
Quality Arts Education

Certified Arts Teachers *continued*

The following charts show the percent of schools reporting at least one full-time and/or part-time certified arts teacher. The data were derived from the NYCDOE Division of Human Resources and the 2009-2010 *Annual Arts Education Survey*. The number of full-time certified arts teachers was pre-populated into the survey, using human resources data, and verified by the responding schools; the number of part-time certified arts teachers was reported by the responding schools.

FIGURE 52. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE PART-TIME AND/OR FULL-TIME CERTIFIED ARTS TEACHER BY LEVEL DURING THE 2009-2010 SCHOOL YEAR

■ Part-Time
■ Full-Time



“We are a school devoted exclusively to English Language Learners and believe that the arts are an important way for our recent immigrant students to be able to express themselves creatively in non-verbal ways. All students at our school receive three full years of arts education classes (visual arts, drama, and music); they receive as much art as they do math, science, social studies, and English during each of those three years. Arts teachers work closely with other content area instructors to provide rich interdisciplinary projects where students can demonstrate content knowledge and skills in new and creative ways.”

-High School Principal, Brooklyn

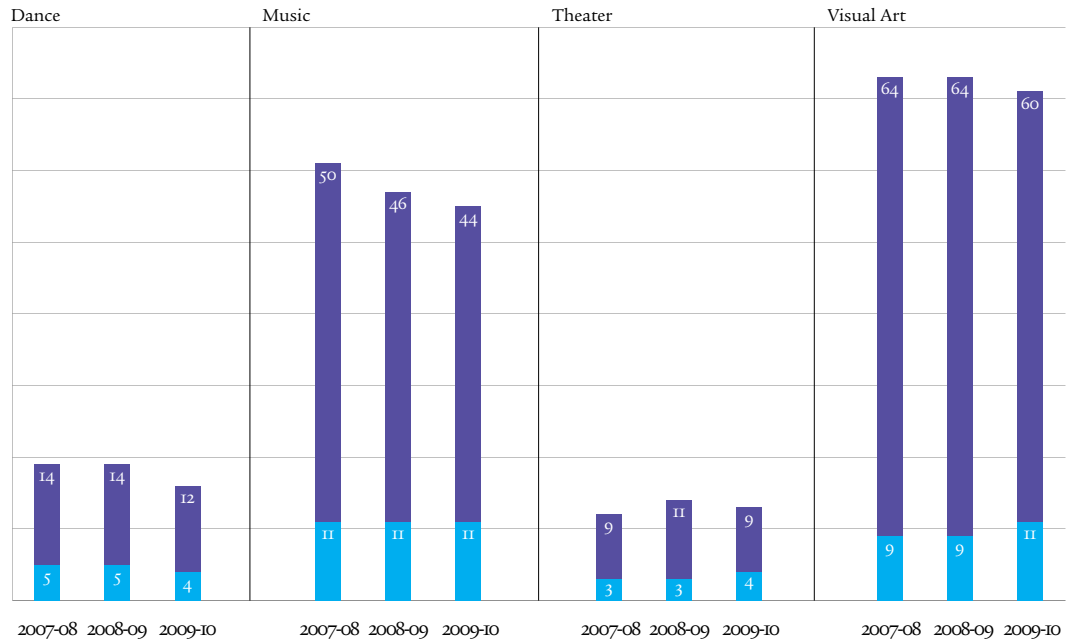
On average, three-quarters of all responding schools in 2010 reported having *at least one full-time* certified arts teacher. By school level, the percentages range from 54 percent in PreK-2 schools to 93 percent in grades 6-12 schools.

Quality Arts Education

Certified Arts Teachers *continued*

FIGURE 53. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE PART-TIME AND/OR FULL-TIME CERTIFIED ARTS TEACHER BY ARTS DISCIPLINE DURING THE 2007-2008, 2008-2009, AND 2009-2010 SCHOOL YEARS

■ Part-Time
■ Full-Time



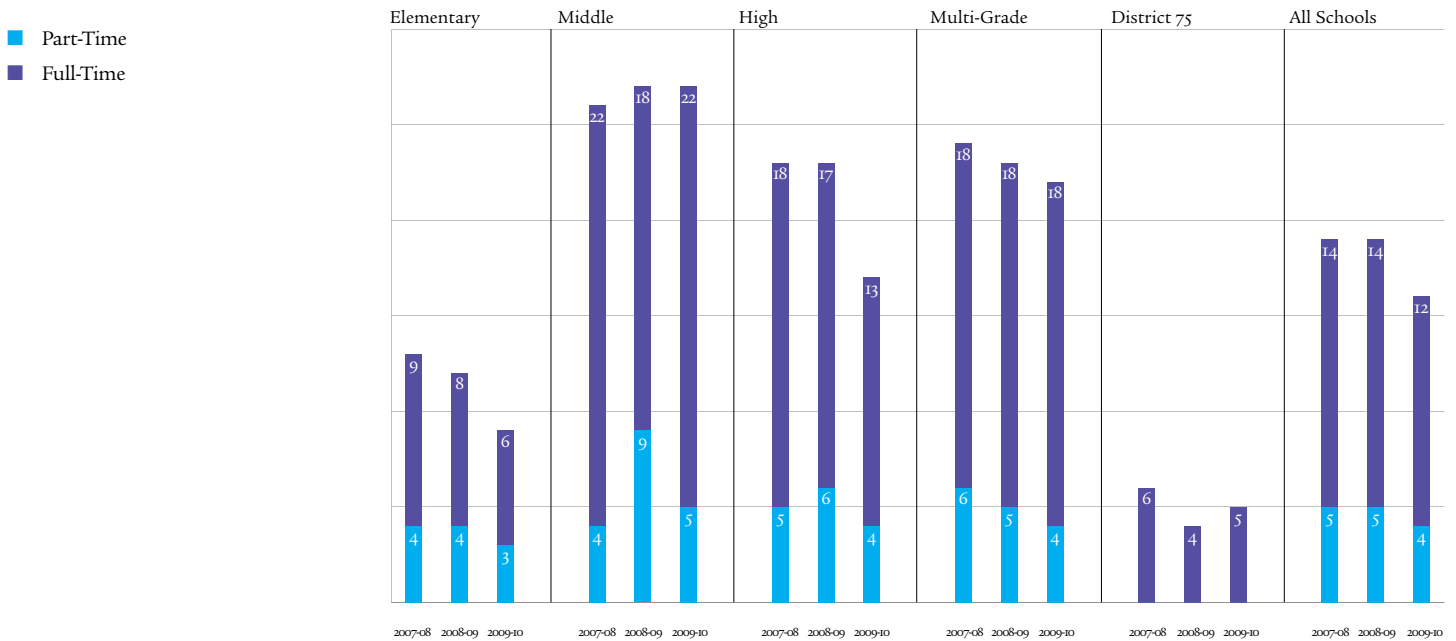
Quality Arts Education

Certified Arts Teachers *continued*

TABLE 42. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE FULL-TIME AND/OR PART-TIME CERTIFIED ARTS TEACHER BY LEVEL DURING THE 2007-2008, 2008-2009, AND 2009-2010 SCHOOL YEARS

SCHOOL LEVEL	2007-08		2008-09		2009-10	
	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time
PreK-2	13%	81%	19%	78%	18%	54%
Elementary	22%	70%	23%	74%	23%	66%
K-8	24%	75%	18%	79%	29%	85%
K-12	17%	72%	50%	100%	0%	75%
Middle	17%	73%	19%	77%	23%	81%
6-12	16%	77%	17%	89%	12%	93%
High	17%	69%	20%	85%	21%	81%
District 75	6%	55%	0%	68%	7%	71%
All Schools	19%	71%	20%	78%	22%	75%

FIGURE 54. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE FULL-TIME AND/OR PART-TIME CERTIFIED DANCE TEACHER BY LEVEL DURING THE 2007-2008, 2008-2009, AND 2009-2010 SCHOOL YEARS



Quality Arts Education

Certified Arts Teachers *continued*

FIGURE 55. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE FULL-TIME AND/OR PART-TIME CERTIFIED MUSIC TEACHER BY LEVEL DURING THE 2007-2008, 2008-2009, AND 2009-2010 SCHOOL YEARS

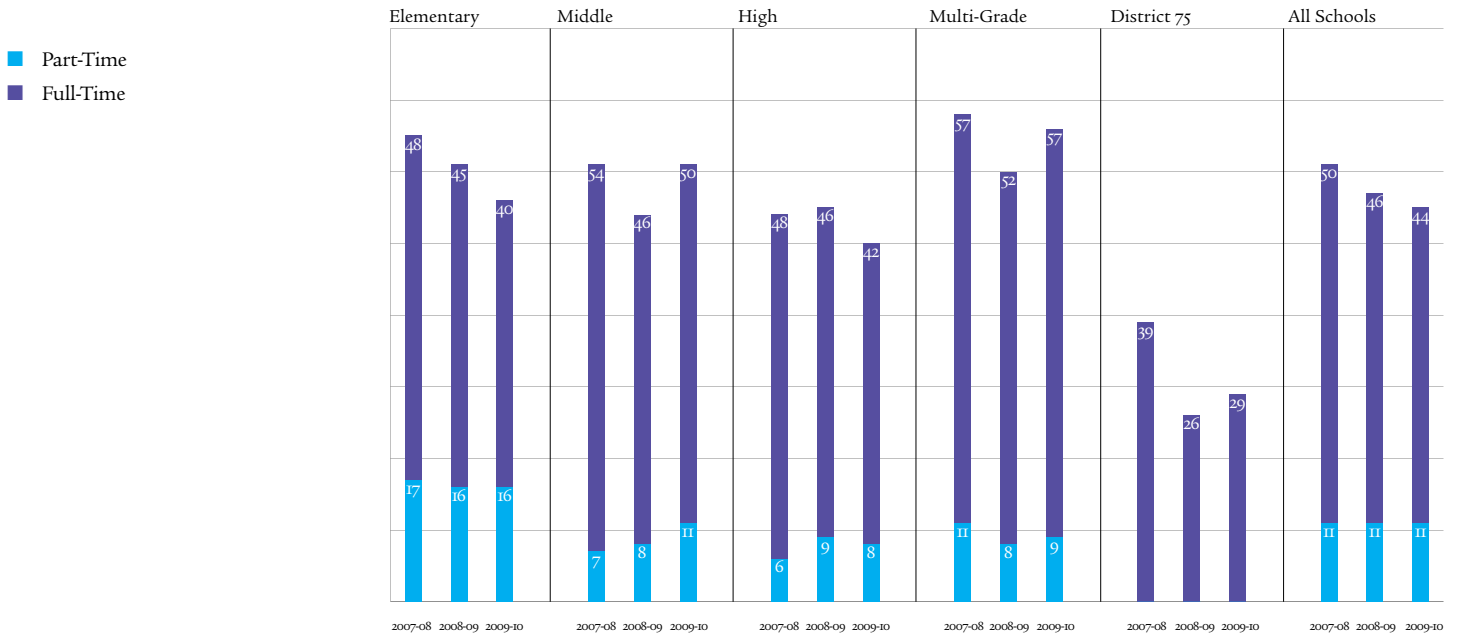
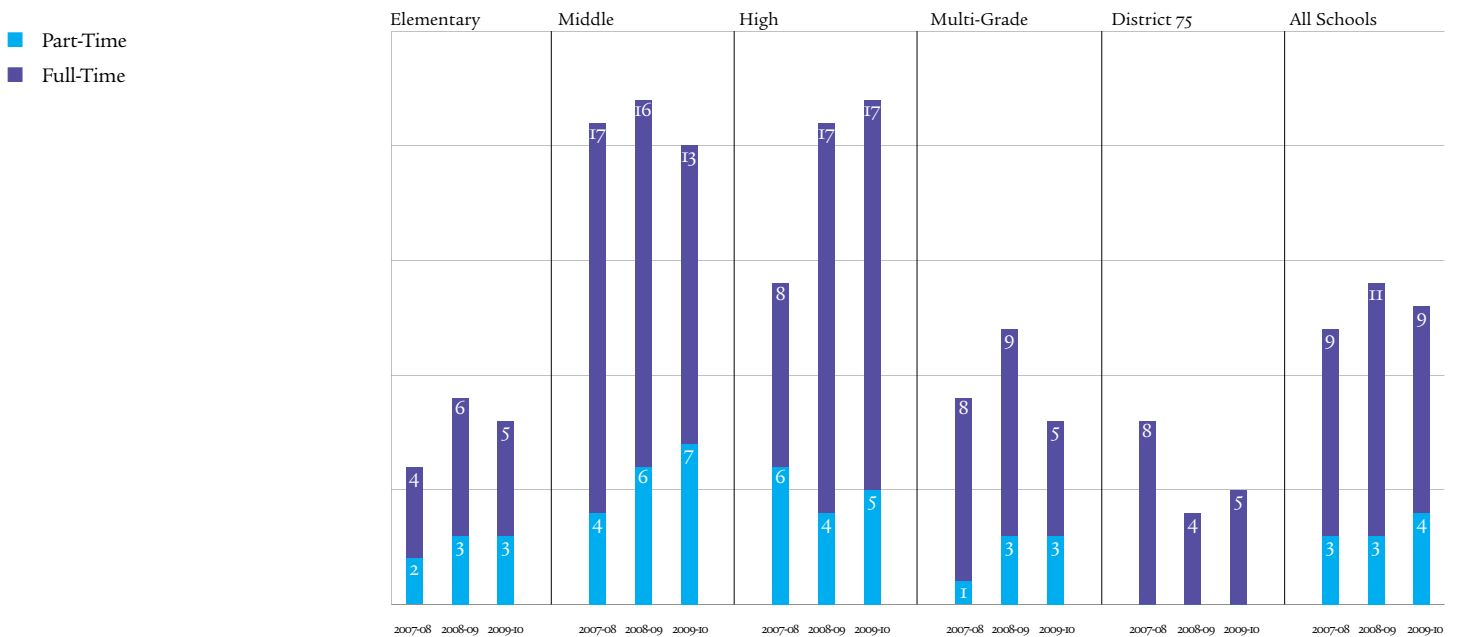


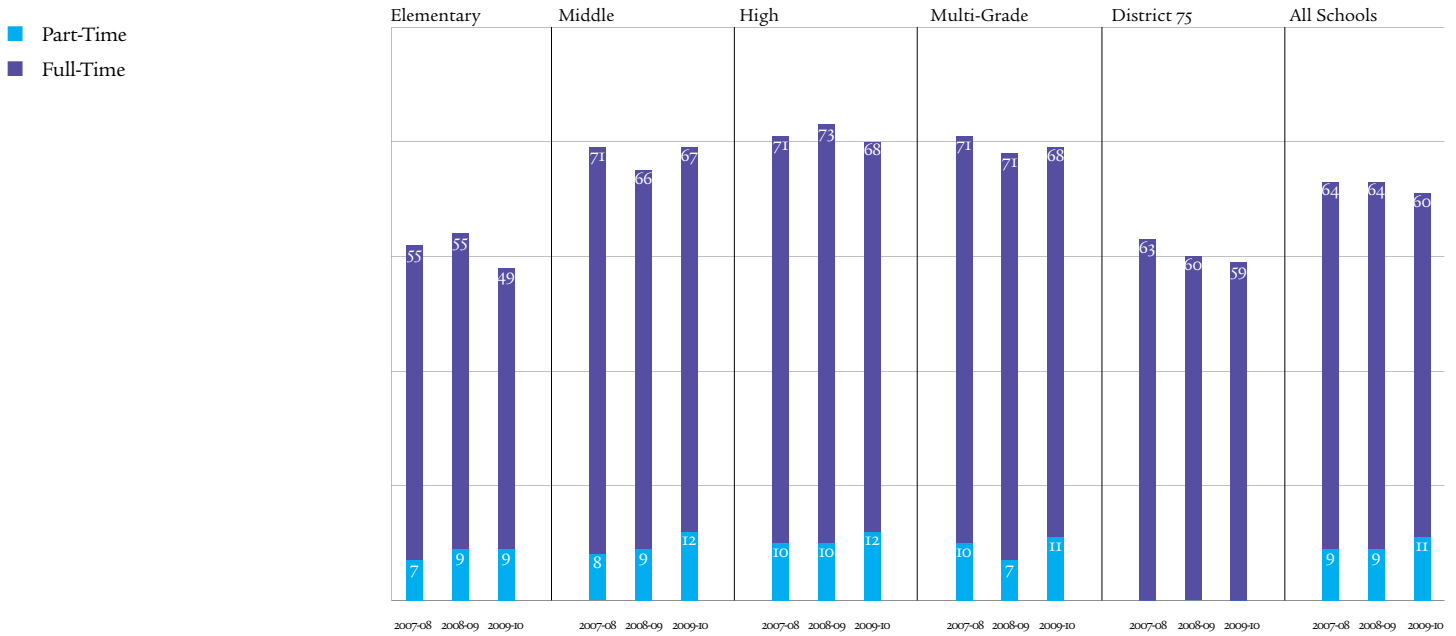
FIGURE 56. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE FULL-TIME AND/OR PART-TIME CERTIFIED THEATER TEACHER BY LEVEL DURING THE 2007-2008, 2008-2009, AND 2009-2010 SCHOOL YEARS



Quality Arts Education

Certified Arts Teachers *continued*

FIGURE 57. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE FULL-TIME AND/OR PART-TIME CERTIFIED VISUAL ARTS TEACHER BY LEVEL DURING THE 2007-2008, 2008-2009, AND 2009-2010 SCHOOL YEARS



Quality Arts Education

Arts and Cultural Organizations

“Our arts program consists of exploratory courses in the four arts disciplines—music, dance, theater, and visual arts—during the sixth year, and deepening the arts sequential experience in seventh and eighth grade. These courses are supplemented with our teaching artists’ performances and discussions on career choices and fostering experiences with professional artists at work, including gallery exhibits, music and dance performances, and attending theater productions.

As our arts program has improved and expanded, we believe it is correlated with our increase in attendance. We are trying to create tools that can measure this impact. We also have expanded our partners to include more local cultural organizations. We have expanded our arts opportunities beyond the school, including Broadway, local cultural shows at Pregones Theater, and musicians, actors, singers performing at the school.”

-Middle School Principal, Bronx

Arts and Cultural Organizations

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. The dynamic of live performance in our theaters, dance performance spaces, and concert halls as well as firsthand interpretation of objects and collections in our museums and galleries enable an innovative exploration of ideas, understandings, and knowledge. Professional artists and performers work directly in our schools to engage students in exciting and rigorous arts 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 *Blueprints for Teaching and Learning in the Arts*. The fourth strand—Working with Community and Cultural Resources—clearly outlines this vitally important partnership.

Many school leaders send their arts teachers to professional development conducted by cultural partners. The following percentages account for all schools that send their arts teachers to arts professional development conducted by arts and cultural organizations:

- 52% of elementary schools
- 48% of middle schools
- 46% of high schools
- 53% of multi-grade schools

During the 2009-2010 school year, 88 percent of our schools partnered with at least one of the more than **358 plus arts providers working in our schools.**

TABLE 43. PERCENT OF RESPONDING SCHOOLS THAT PARTNERED WITH AT LEAST ONE ARTS EDUCATION PROVIDER DURING THE 2007-2008, 2008-2009, AND 2009-2010 SCHOOL YEARS

	2007-08	2008-09	2009-10
At Least One Arts Provider	89%	81%	88%

TABLE 44. NUMBER OF ARTS EDUCATION PROVIDERS PARTNERED WITH SCHOOLS AS REPORTED BY SCHOOLS DURING THE 2007-2008, 2008-2009, AND 2009-2010 SCHOOL YEARS

	2007-08	2008-09	2009-10
	396	420 plus*	358 plus

*This number was inaccurately calculated and reported as 305 in the 2008-2009 *Annual Arts in Schools Report*.

Quality Arts Education

Arts and Cultural Organizations *continued*

“Our arts program seeks to deepen students’ understanding of both current and historical issues through the arts. We also provide students with multiple opportunities to explore New York City’s vast cultural resources in order to enrich the curriculum.”

-High School Principal, Brooklyn

TABLE 45. PERCENT OF RESPONDING SCHOOLS THAT PARTNERED WITH AT LEAST ONE ARTS EDUCATION PROVIDER REPORTING CONTINUATION OF SERVICE WITH ARTS EDUCATION PROVIDERS DURING THE UPCOMING 2010-2011 SCHOOL YEAR

RESPONSE	%
Yes School Will Continue Service with At Least One Arts Education Provider.	68%
No School Will Discontinue Service with At Least One Arts Education Provider.	4%
Uncertain School is Uncertain about Continuation of Services with At Least One Arts Education Provider.	23%

TABLE 46. PERCENT OF RESPONDING SCHOOLS REPORTING REASONS FOR DISCONTINUATION OF SERVICE WITH ARTS EDUCATION PROVIDER FOR THE UPCOMING 2010-2011 SCHOOL YEAR

RESPONSE	%
High Cost of Services	6%
Limited Capacity of Provider	4%
Reduced School Budget	50%
Unsatisfactory Quality of Services	5%
Other	22%

Of the schools that reported they will not continue service with *at least one* of their arts education service providers during the 2010-2011 school year, half explained their decision was due to a reduced school budget, and 22 percent reported “Other,” including the ending of a grant, a school phasing out, or a school closing.

TABLE 47. PERCENT OF REPORTING SCHOOLS THAT PARTNERED WITH AT LEAST ONE ARTS EDUCATION PROVIDER BY BOROUGH DURING THE 2007-2008, 2008-2009, AND 2009-2010 SCHOOL YEARS

BOROUGH	2007-08	2008-09	2009-10
Bronx	87%	74%	85%
Brooklyn	89%	80%	87%
Manhattan	89%	85%	89%
Queens	92%	83%	89%
Staten Island	84%	85%	89%

Quality Arts Education

Arts and Cultural Organizations *continued*

The majority of responding schools in each borough reported working with *at least one* arts education provider during the 2009-2010 school year, ranging from 85 percent in the Bronx to 89 percent in Manhattan, Queens, and Staten Island.

	Elem.	Mid.	High
Dance Performances	70	52	48
Music Concerts	72	61	60
Theater Performances	86	67	77
Visual Arts Exhibitions	88	80	83
Film Productions	43	51	53
	Multi-Grade	All Schools	
Dance Performances	62	60	
Music Concerts	68	66	
Theater Performances	81	80	
Visual Arts Exhibitions	89	86	
Film Productions	53	49	

FIGURE 58. PERCENT OF REPORTING SCHOOLS WITH STUDENTS PARTICIPATING IN DANCE, MUSIC, OR THEATER PERFORMANCES; VISUAL ARTS EXHIBITIONS; OR FILM PRODUCTIONS OUTSIDE THE SCHOOL SITE BY LEVEL DURING THE 2009-2010 SCHOOL YEAR

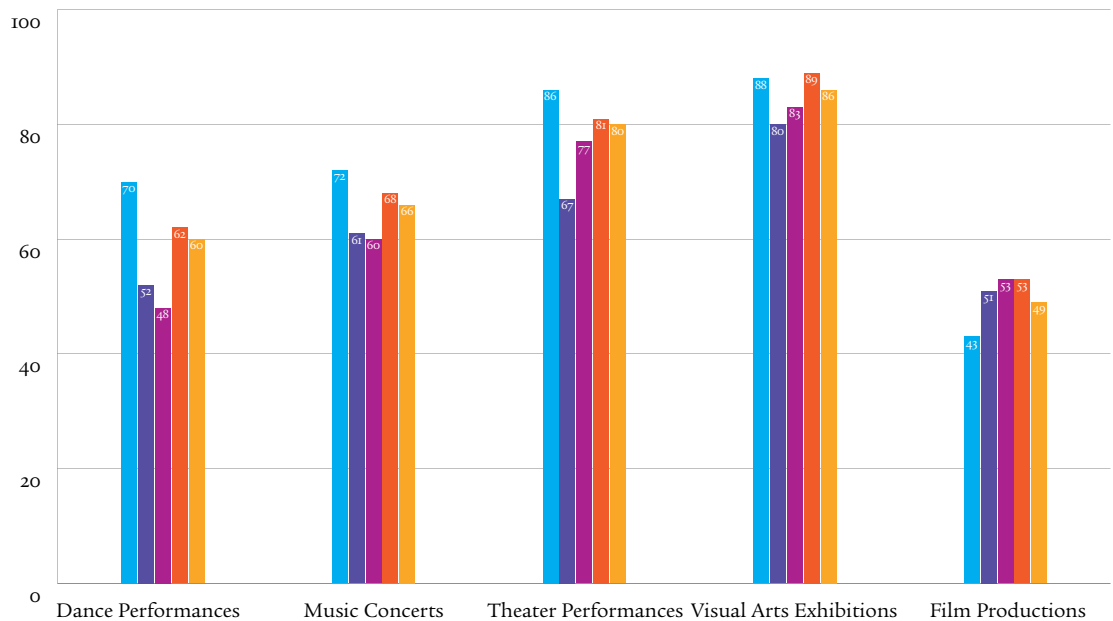


TABLE 48. PERCENT OF SCHOOLS WITH STUDENTS PARTICIPATING IN DANCE, MUSIC, OR THEATER PERFORMANCES; VISUAL ARTS EXHIBITIONS; OR FILM PRODUCTIONS OUTSIDE THE SCHOOL SITE DURING THE 2007-2008, 2008-2009, AND 2009-2010 SCHOOL YEARS

SCHOOL LEVEL	DANCE PERFORMANCES			MUSIC CONCERTS			THEATER PERFORMANCES			VISUAL ARTS EXHIBITIONS		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Elementary	85%	71%	70%	92%	74%	72%	93%	86%	86%	96%	89%	88%
Middle	75%	61%	53%	80%	65%	61%	82%	70%	67%	88%	80%	80%
High	69%	51%	48%	80%	64%	60%	87%	79%	77%	92%	84%	83%
Multi-Grade *	--	63%	62%	--	68%	68%	--	79%	81%	--	85%	89%
All Schools	79%	63%	60%	85%	69%	66%	89%	80%	80%	93%	85%	86%

* Student participation data outside the school site was not collected for multi-grade schools in the *Annual Arts in Schools Report 2008-2009*.

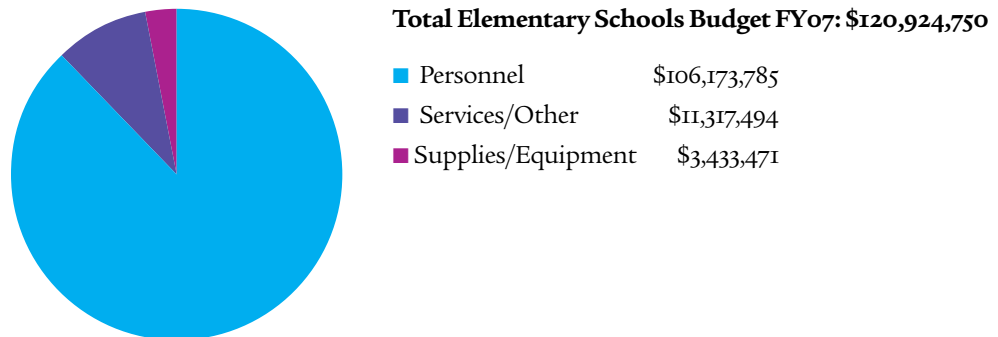
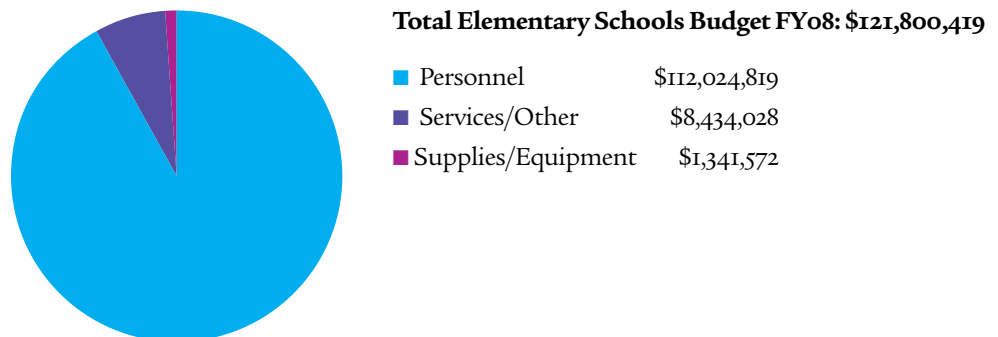
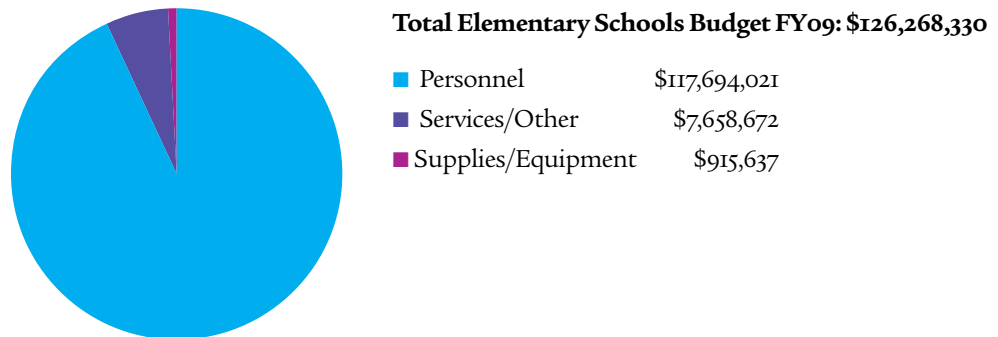
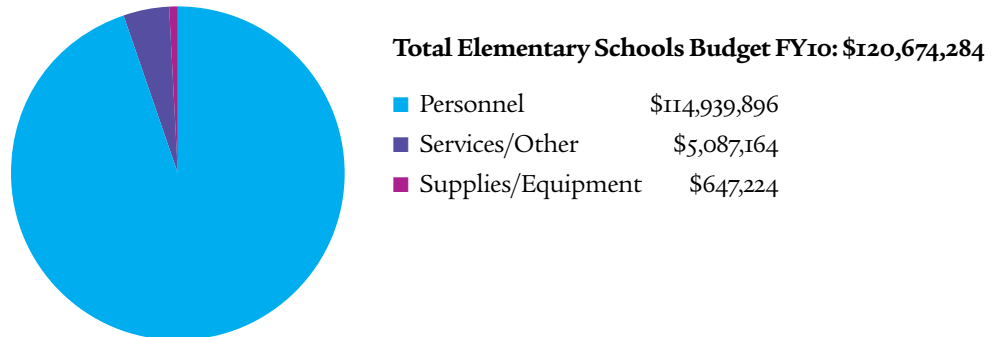
Quality Arts Education

Arts Budgeting by Schools

Arts Budgeting by Schools

School budgets support arts programming in the schools. Staff salaries, equipment, supplies, and programs with arts and cultural partners are paid for from the school budget.

FIGURE 59. TOTAL NYCDOE BUDGET FOR ARTS EDUCATION: FY07, FY08, FY09, FY10



Note: Fiscal years correspond to school

years as follows:

- FY07/2006-07

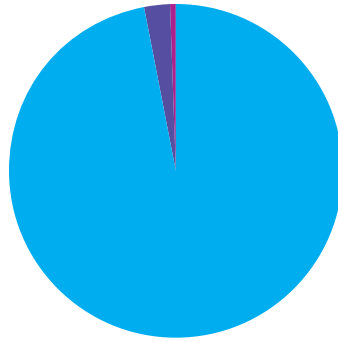
- FY08/2007-08

- FY09/2008-09

- FY10/2009-10

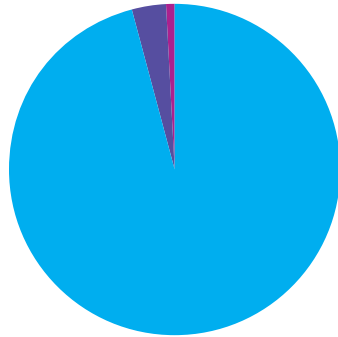
Quality Arts Education

Arts Budgeting by Schools *continued*



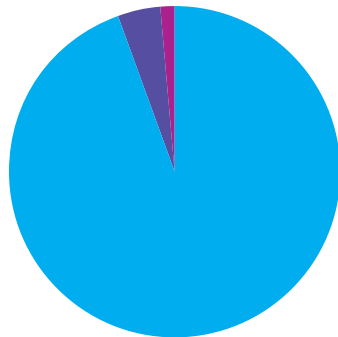
Total Middle Schools Budget FY10: \$78,482,875

■ Personnel	\$76,288,689
■ Services/Other	\$1,802,529
■ Supplies/Equipment	\$391,657



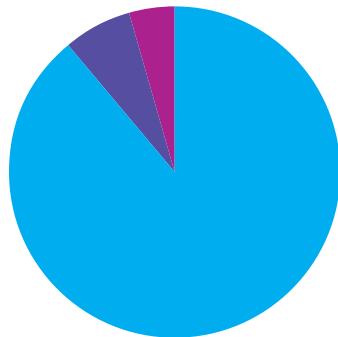
Total Middle Schools Budget FY09: \$87,738,012

■ Personnel	\$84,191,939
■ Services/Other	\$2,850,472
■ Supplies/Equipment	\$695,601



Total Middle Schools Budget FY08: \$77,642,752

■ Personnel	\$73,372,010
■ Services/Other	\$3,407,094
■ Supplies/Equipment	\$863,648

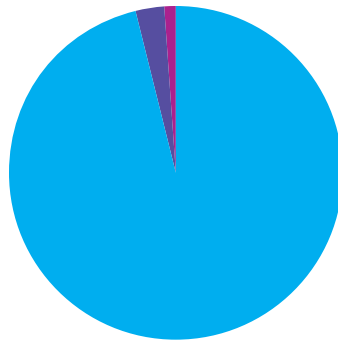


Total Middle Schools Budget FY07: \$80,386,148

■ Personnel	\$71,578,033
■ Services/Other	\$5,436,354
■ Supplies/Equipment	\$3,371,761

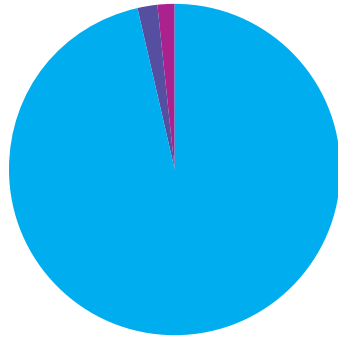
Quality Arts Education

Arts Budgeting by Schools *continued*



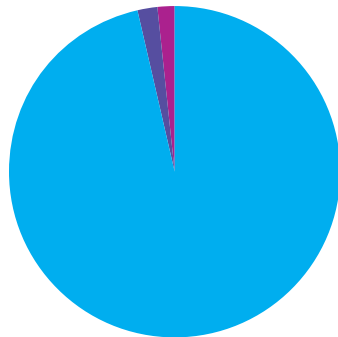
Total High Schools Budget FY10: \$107,919,128

■ Personnel	\$103,879,912
■ Services/Other	\$2,885,553
■ Supplies/Equipment	\$1,153,663



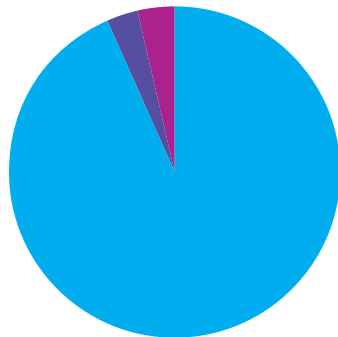
Total High Schools Budget FY09: \$108,642,259

■ Personnel	\$104,840,264
■ Services/Other	\$2,009,711
■ Supplies/Equipment	\$1,792,284



Total High Schools Budget FY08: \$105,752,605

■ Personnel	\$101,943,575
■ Services/Other	\$2,124,466
■ Supplies/Equipment	\$1,684,564



Total High Schools Budget FY07: \$103,466,704

■ Personnel	\$96,782,331
■ Services/Other	\$3,096,892
■ Supplies/Equipment	\$3,587,481

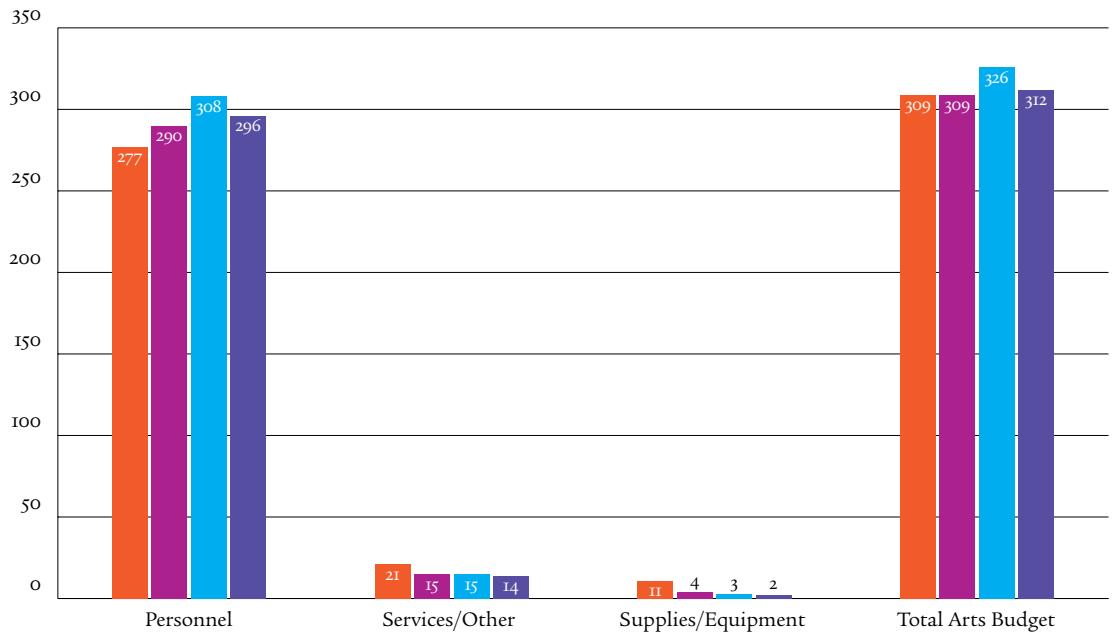
Quality Arts Education

Arts Budgeting by Schools *continued*

For FY10, schools experienced a decrease in their budgeting across arts personnel, services, supplies, and equipment, with a 4.3 percent decrease from the previous year in the total arts spending.

FIGURE 60. DISTRIBUTION OF FUNDS BUDGETED FOR THE ARTS BY SCHOOL LEVEL*

	2006-07	2007-08	2008-09	2009-10
Personnel	277	290	308	296
Services/Other	21	15	15	14
Supplies/Equipment	11	4	3	2
Total Arts Budget	309	309	326	312



*in millions

Quality Arts Education

External Funding for Arts Education

“We believe in the arts; we cannot imagine a school without the arts. Our visual arts program is an integral part of our instructional program. We have a rich visual arts program within the school that has exposed our students to a variety of art media. Our children have learned that art is all around us, that art is expressive, imaginative, creative, and inventive. Art is a tool that heals, that touches the heart and brings peace and harmony to our lives. Our goal is to continue to grow the arts. This year we were awarded the Century 21 Century Community Learning Grant. This grant has afforded us the opportunity to develop an after school enrichment program that has exposed our students to violins, band, drums, theater, and dance. Our school community believes that the arts impact learning, help fulfill academic goals and tap into artistic potential that would otherwise go unnoticed. The arts are food for the soul.”

-Elementary School Principal,
Manhattan

External Funding for Arts Education

External funding is sought by school leaders in support of the arts education instruction in their schools.

TABLE 49. PERCENT OF RESPONDING SCHOOLS REPORTING USE OF EXTERNAL FUNDING FOR ARTS EDUCATION BY SOURCE AND LEVEL

FUNDING SOURCE	ELEMENTARY		MIDDLE		HIGH		MULTI- GRADE		ALL SCHOOLS	
	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10
Private Foundation	11%	18%	10%	14%	12%	21%	15%	19%	12%	18%
Local Business or Corporation	6%	8%	3%	5%	6%	11%	4%	6%	5%	8%
PTA/PA	27%	35%	13%	28%	8%	13%	16%	28%	18%	27%
State, County, Local Arts Organization or Agencies	8%	20%	2%	17%	9%	18%	6%	20%	7%	18%
Education Associations	2%	5%	3%	7%	2%	6%	2%	5%	2%	5%
Federal Grants	6%	11%	7%	16%	6%	12%	7%	12%	7%	12%
State Grants	8%	15%	5%	18%	6%	10%	9%	17%	7%	15%
City Council	18%	31%	10%	16%	6%	9%	14%	19%	13%	20%
Cultural Organizations	23%	39%	8%	23%	15%	24%	21%	34%	18%	32%
Other	11%	7%	7%	7%	9%	9%	11%	9%	10%	8%

Quality Arts Education

Arts Space

“We currently have a dedicated dance studio with a dance teacher on our faculty. We are always trying to expand the opportunities in the arts that we make available to our students. We are working on expanding our music education course offerings, and we are planning to expand our instrumental music as well as choral opportunities. Every term, students put on a performance consisting of dance, instrumental music, choral music, and poetry reading. Parents and students are invited and encouraged to attend each performance. These are our most highly attended parent events.”

-High School Principal, Brooklyn

Arts Space

Appropriately equipped, dedicated arts space is the ideal environment for teaching each art form. Equipment and supplies are necessary for rigorous teaching and learning instruction. The following information was reported from responding schools:

TABLE 50. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE APPROPRIATELY EQUIPPED ARTS CLASSROOM BY LEVEL DURING THE 2009-2010 SCHOOL YEAR

	ELEMENTARY	MIDDLE	HIGH	MULTI-GRADE	ALL SCHOOLS
Dance	10%	31%	33%	23%	22%
General Music	37%	36%	40%	38%	37%
Music—Instrumental	43%	50%	41%	49%	44%
Music—Vocal	33%	36%	32%	34%	33%
Theater	9%	16%	20%	10%	13%
Auditorium	75%	63%	56%	60%	66%
Visual Arts	63%	62%	69%	69%	66%
Film Studio	1%	7%	12%	4%	5%



Quality Arts Education

Arts Space *continued*

TABLE 51. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE APPROPRIATELY EQUIPPED ARTS CLASSROOM DURING THE 2008-2009 AND 2009-2010 SCHOOL YEARS

CLASSROOMS USED FOR ARTS INSTRUCTION	2008-09	2009-10
Dance	21%	22%
General Music	37%	37%
Music—Instrumental	39%	44%
Music—Vocal	32%	33%
Theater	13%	13%
Auditorium	61%	66%
Visual Arts	57%	66%
Film Studio	6%	5%

The School Construction Authority reports the following information regarding arts rooms in school buildings. Arts instruction is also provided through a push-in model delivered by arts specialists or arts and cultural providers independent of arts room availability.

TABLE 52. NUMBER OF ARTS ROOMS AS REPORTED BY THE SCHOOL CONSTRUCTION AUTHORITY

ITEM	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	% change vs. 2008-09/2009-10
Number of School Buildings with Arts Rooms	1,018	1,039	1,068	1,051	1,070	1,096	2%
Number of Arts Rooms	2,864	3,159	3,187	2,888	3,104	3,327	7%
Average Number of Arts Rooms per Building	2.8	3.0	3.0	2.7	2.9	3.0	3%

Quality Arts Education

Parent Involvement

“We believe all of the arts enhance instruction and learning. We believe all children need to be exposed to the many arts opportunities that we have available that include the visual arts, music—choral and instrumental—theater, and, of course, dance. We have made it a priority to keep the arts alive in our school as part of our normal school day as well as in after-school programs funded by our Parents’ Association and City Council money.”

-Elementary School Principal,
Brooklyn

“Our school has made a strong commitment to the arts because it believes that the arts are immensely beneficial to improving academic achievement, necessary language and social skills, and self-confidence. In addition to the daytime arts programs, we have school-sponsored after-school arts activities such as a competitive fife and drum corps, a school chorus, a ballroom dance club, and a Chinese lion dance club. Parents support our programs by volunteering and raising funds for necessary equipment and instruments.”

-Elementary School Principal,
Manhattan

Parent Involvement

The 2009-2010 *Learning Environment Survey* asked parents to cite the single most important improvement they would like their school to make. **Eight percent** of parents chose more or better arts programs. In addition, **17 percent** chose more or better enrichment programs, and **14 percent** chose more or better hands-on learning—two areas that include arts programs and instruction.

Parents are involved in a variety of arts activities at schools. The following table represents the percent of schools who reported a “medium to high” amount of parent involvement:

TABLE 53. PERCENT OF RESPONDING SCHOOLS THAT REPORT MEDIUM TO HIGH PARENT INVOLVEMENT IN ARTS PROGRAM BY LEVEL

PARENTAL INVOLVEMENT	ELEMENTARY		MIDDLE		HIGH		ALL SCHOOLS	
	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10
Attending School Arts Events	95%	93%	80%	70%	70%	57%	84%	78%
Volunteering in Arts Programs or Classrooms	53%	45%	19%	16%	13%	7%	34%	27%
Donating Arts Materials or Supplies	38%	36%	23%	20%	9%	9%	26%	25%
Attending School-Sponsored Arts Workshops	59%	50%	19%	19%	15%	12%	37%	32%
Attending School-Sponsored Weekday and/or Weekend Trips to Cultural Organizations	65%	63%	43%	34%	23%	18%	47%	43%
Sponsoring Fund Raising Activities for Arts Programs	40%	36%	24%	19%	15%	14%	29%	24%



Challenges

Challenges

School leaders were asked to rank challenges in providing arts education. The figure below shows the percent of school leaders that ranked each item as the #1, #2, or #3 challenge encountered.

FIGURE 61. PERCENT OF ALL RESPONDING SCHOOLS THAT REPORTED THE FOLLOWING CHALLENGES IN PROVIDING ARTS EDUCATION: SELECTED SCHOOL YEAR 2009-2010



Note: #1 ranking represents the greatest challenge.

Report from the Arts Advisory Committee

REPORT FROM THE ARTS ADVISORY COMMITTEE

“Fostering creativity and innovation has never been more important for our nation’s students. As this country works to strengthen its foothold in the 21st century global economy, the arts equip students with a creative, competitive edge. The arts provide the skills, knowledge, and understanding students need to develop the creativity and determination necessary for success in today’s global information age. A recent Conference Board Report revealed that 74 percent of employers agree that creativity, a key component of arts learning, is increasingly important in U.S. workplaces. In addition, teamwork and critical thinking skills ranked in the five most important skills for new work force entrants. Yet, more than half of employers stated that the recent workforce entrants were deficient in these skill sets.”

Opening Remarks
Report to the Panel for Educational Policy
by the Arts Advisory Committee
June 22, 2010

ARTS ADVISORY COMMITTEE ESTABLISHED

The Chancellor recommended the establishment of an Arts Advisory Committee in February 2010 with the following powers and duties:

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

ARTS ADVISORY COMMITTEE

Arts Committee recommendations to the Panel for Educational Policy (PEP)

In presenting its recommendations concerning arts education to the Panel for Educational Policy (PEP) on June 20, 2010, the committee developed its thoughts in the context of the success of the first two terms of Mayor Bloomberg's administration and Chancellor Joel Klein's direction of the city's schools. Their recognition that the arts "prepare students for school, work, and life," that they "strengthen the learning environment," and "help close the achievement gap," has been notable in underscoring the Chancellor's often-stated comments that well-prepared teachers make the difference, that outstanding facilities should be available to all disciplines, and that principals are accountable for arts education of students. All of this is with a view that such education be continued through all the grades as preparation for a lifetime of experiences as creators or consumers of the arts.

RECOMMENDATIONS

Recommendation #1: Equitable Access to Arts Instruction. A system and structure for shared/ itinerant full-time teachers of the arts should be established across school sites and community school districts. In order to fully serve all students and provide instruction in all arts forms, "... principals should work together to share arts instructors."

Recommendation #2: Establish Arts Education Cluster Directors. Cluster arts directors are needed to "... develop capacity which will sustain and increase the current level of arts instruction." The Office of Arts and Special Projects (OASP) does not have sufficient staff to carry out this needed support.

Recommendation #3: Provide Quality Arts Education for Every Child in Every Grade. The current teacher training sessions offered by the OASP should be expanded to create a series of 30 hours of instruction, in collaboration with the vibrant cultural partners in New York City, to increase the skills and pedagogical knowledge of all those who provide arts instruction in the schools. The *Blueprints* would form the basis for such training.

Recommendation #4: Retention of Space and School Rooms Designed for Arts Instruction.

The schools must retain dedicated arts spaces, created at enormous expense to the taxpayer and avoid the “... inclination to convert dedicated arts spaces to classrooms ... as buildings grow to encompass several campuses sharing the same physical plant.” In their current state, they should be shared by the students and teachers in all large buildings, “... using them for the purposes for which they were built and intended.” Further, “... an inventory of such spaces should be created and dedicated arts spaces should be incorporated into the designs of all new schools.”

Recommendation #5: Enhance Arts Education in the School Progress Report. A “... more balanced school progress report that tracks multiple indicators of good schools,” including measurements of quality arts instruction.

Recommendation #6: Require Compliance with State Arts Standards in All New York City Public Schools. Schools that are out of compliance with these standards should be required to create a plan to reach compliance over a reasonable amount of time.

Conclusion: As New York City is the cultural capital of the world, so should it also be the model for arts instruction in its schools, using the richness of all the available cultural and educational resources of the city. At this critical time in our nation’s history, the arts should not become “... the exclusive right of a fortunate few.” They should be available to all children, in all schools, and at all grade levels.

Committee Members:

Jody Gottfried Arnhold

David Montgomery

Aurelia Curtis

Jerrold Ross

Anita Franklin

Jennifer Strycharz

Kathy Giaimo

Steven Tennen

Laurie Lock

Diane Volk

Valerie Louzonis

George Young

Next Steps

“Fostering creativity and innovation has never been more important for our nation’s students. As this country works to strengthen its foothold in the 21st century global economy, the arts equip students with a creative, competitive edge. The arts provide the skills, knowledge, and understanding students need to develop the creativity and determination necessary for success in today’s global information age.”

-Arts Advisory Committee Report to the Panel for Educational Policy



This is the fourth *Annual Arts in Schools Report*. The data from the 2006-2010 *Annual Arts Education Surveys* and other NYCDOE databases for 2006-2010 have yielded valuable information to school leaders, teachers, parents, and community organizations to expand students' access to and participation in the arts. Under the leadership of Mayor Bloomberg and Chancellor Klein, the NYCDOE maintains a strong commitment to arts education for all students. The success of our endeavor to build the quality of arts instruction and equity of access across all schools, as articulated in the *Blueprints for Teaching and Learning in the Arts*, will depend on our continued collaboration with the arts and cultural community, the higher-education community, and other City and State agencies. Working with the New York State Education Department (NYSED), the arts and cultural community, and the higher education community, along with our school leaders and parents, the NYCDOE is fully committed to support quality arts education, even in the face of the most severe fiscal crisis in 40 years, and will continue to:

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

Leading the work to support arts education in our schools, the Office of Arts and Special Projects (OASP) within the Division of School Support and Instruction continues to analyze arts education data to refine and develop strategies to address the findings of the *Annual Arts in Schools Report*. Most significantly, the OASP will work to sustain progress to date and address identified gaps through coordination with the Division of School Support and Instruction and its key levers of supports to schools citywide through network and cluster organizations.

CURRICULUM

- Collaborate with cluster organizations and networks to support each school's ability to provide quality standards-based arts instruction for students.
- Enhance instructional coherence around NYCDOE *Blueprints for Teaching and Learning in the Arts*, instruction, and assessments for arts learning.

TEACHER EFFECTIVENESS

- Support cluster and network Professional Learning Communities and Collaborative Inquiry to develop capacity of all teachers of the arts.

ASSESSMENT AND DATA

- Design and pilot performance assessments in dance, music, theater, and visual arts at benchmark fifth grade, eighth grade, and high school levels.

- Align arts performance-based assessments with the Common Core Standards to promote rigorous student achievement and career and college readiness.
- Strengthen school accountability in the arts by including measures of arts quality that capture a more robust measurement of teaching and learning in the arts in each school's *Annual Arts in Schools Report* through the *Annual Arts Education Survey*.

STRUCTURED PROFESSIONAL COLLABORATION

- Extend the professional learning of The Shubert Arts Leadership Institute to support school leaders in innovating, expanding, and strengthening arts education in their schools, and in developing strategic arts partnerships.
- Align leadership development of networks and clusters to support equity, access, and quality arts learning for students.
- Support clusters and networks in collaboration with arts and cultural partners to structure professional collaboration and development around teaching practice that promotes instructional coherence and increased student achievement in the arts.

STRUCTURE

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



Tools and Resources for Schools

Tools and Resources for Schools

The NYCDOE Office of Arts and Special Projects (OASP) offers many resources related to arts education. Many of these resources are available online at: <http://schools.nyc.gov/artseducation>. Some of these resources are as follows:

- *Arts Education Reflection Tool*
- *Blueprint*-aligned Unit Plans
- *Arts and Cultural Education Services Guide*. This online, searchable guide devotes a page to each of approximately 250 arts organizations, containing descriptive information about their arts education programs, their vendor and contract numbers (when available) and a link to the organization's website.
- What Counts in Elementary Classroom Teacher-Led Arts Instruction
- Arts Tracking Tool for Elementary School Leaders
- Arts Toolkit for School Leaders
- All five *Blueprints for Teaching and Learning in the Arts* (Dance, Music, Moving Image, Theater, and Visual Arts) along with accompanying wall charts
- *Quality Arts Education in New York City* DVD that demonstrates exemplary teaching practices in the arts at all levels
- *Arts Education Manual: A Blueprint for School Leaders 2010-2011* (<http://schools.nyc.gov/offices/teachlearn/arts/SchoolLeadersManual.html>). This manual includes the following:
 - » *Campus Toolkit*. This document outlines best practices for productive sharing of arts staff, space, schedules, and resources in a campus housing several schools in one building. (<http://schools.nyc.gov/offices/teachlearn/arts/Campustoolkit.html>)
 - » Learning Walk-Through for the Arts (<http://schools.nyc.gov/offices/teachlearn/arts/LearningWalkThru.html>)
 - » Viewing, Assessing, and Supporting Effective Arts Instruction (<http://schools.nyc.gov/offices/teachlearn/arts/assessments2.html>)
- Arts Learning Grade by Grade, and Major Sequence Guidelines: An overview of the content and instructional time for elementary, middle, and high school, and suggested coursework for major arts sequences, are posted in the Curriculum section.
- Sample Units: Teacher-generated *Blueprint*-aligned arts units are posted and updated on an ongoing basis.
- Assessment Information: Information about the commencement examinations in the four art forms is accessible online. Relevant procedures and deadlines related to these exams are posted in a timely manner.



Methodology

Methodology

The *Annual Arts in Schools Report* and each school's individual *Annual Arts in Schools Report* are based on a combination of data sources that include: the *Annual Arts Education Survey*, New York City Department of Education (NYCDOE) databases, and the NYCDOE *Learning Environment Survey (LES)*. These sources provide information on student participation in the arts and arts education resources such as budgeting and human resources information as described below.

2009-2010 ANNUAL ARTS EDUCATION SURVEY

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

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

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

Response Rate

Out of a total of 1,533 schools, 95 percent (1,453) completed the *Annual Arts Education Survey* in spring 2010 compared with 94 percent (1,403) in spring 2009, 89 percent (1,275) in spring 2008, and 75 percent (939) in spring 2007. The table below reports the total number of schools that responded to the 2009-2010 *Annual Arts Education Survey* by school level.

TABLE 54: TOTAL RESPONSES TO 2009-2010 ANNUAL ARTS EDUCATION SURVEY BY SCHOOL LEVEL

SCHOOL LEVEL	NUMBER RESPONDED
Elementary Schools	579
Middle Schools	261
High Schools	342
Multi-Grade Schools	213
District 75 Schools	58
Total Survey Responses	1,453

Changes to 2009-2010 Annual Arts Education Survey

Each year, the OASP modifies the *Annual Arts Education Survey* to further align the data collection with the New York State Arts Requirements and to improve the accuracy of the survey responses. There were two major changes made to the survey this year. One change included revising questions about arts instruction provided to kindergarten students to better align with the State Arts Requirements (which focus on instructional hours for students in grades 1-5). In previous surveys, school administrators were asked to report on number of hours of arts instruction for kindergarten students using the same format asked for grades 1-5. In the current survey, school administrators reported only on which disciplines were provided to kindergarten students by school-based staff (following the same format that is used for pre-kindergarten students) rather than the number of instructional hours by arts discipline. The second change increased the categories for the number of instructional hours to more accurately measure the total number of arts instructional hours across all four disciplines in grades 1-3. On the 2008-2009 survey, the categories ranged from 0 hours to a maximum of 101-plus hours. On this year's survey, the number of categories increased to a maximum of 201-plus hours.

Calculation of Mean Arts Instructional Hours

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

LEARNING ENVIRONMENT SURVEY

The *Learning Environment Survey* (LES) is an annual survey, first administered in the 2006-2007 school year. It collects information from all New York City public school teachers, parents, and students (in grades 6-12) on school-level academic expectations, communication, engagement, safety, and respect. The surveys include questions about participation in the arts and access to arts courses and activities. For the 2009-2010 school year, 427,162 (82 percent) middle and high school students responded to the LES survey and 433,651 (49 percent) parents responded. Parent and

student responses on the arts are included in the Aggregate Report. In addition, the *LES* data are incorporated into each school's *Annual Arts in Schools Report*.

HUMAN RESOURCES DATA

The Division of Human Resources of the NYCDOE tracks full-time, licensed arts teachers' annual school placements, and provided 2009-2010 data on visual arts, music, dance, and theater teachers for this report.

BUDGET DATA

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

ARTS EDUCATION VENDOR DATA

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

Notes:

Except where otherwise noted, "arts teacher" for the purpose of the *Annual Arts in Schools Report 2009-2010* 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* responses, as well as data provided by School Construction Authority.

Numbers and percentages of licensed arts teachers are based on two sources: the Division of Human Resources licensed arts teacher data and responses to the *Annual Arts Education Survey*.

Arts budgeting information was calculated by the Division of Budget Operations and Review using Galaxy data. Additional information on external funding sources is reported on the *Annual Arts Education Survey*.

Data on contracted vendors for arts education services is provided by the Division of Contracts and Purchasing Management.

In 2009-2010, the *Annual Arts Education Survey* asked principals to comment on their school's arts program. These comments appear on the individual school's *Annual Arts in Schools Report* and selected samples have been included in this report.



Eric Carle
De la cabeza
a los pies

¡Colecciónalos todos!

Appendices

Appendix 1

CITY AND STATE REQUIREMENTS AND GUIDELINES¹

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

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 experiences in such programs shall include dance, music, theater, and visual arts.

Grades 1-3

NYSED Requirements Grades 1-3²

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

NYSED Guidelines Grades 1-3

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

Grades 4-6

NYSED Requirements Grades 4-6³

In grades 4, 5, and 6, all students shall receive instruction that is designed to facilitate their attainment of the 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.

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 grades 7-8 required instruction in grade 6.

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. In ongoing collaboration with the New York State Education Department, a variance for middle schools was approved, allowing New York City public schools to meet the arts instructional requirement through any two of the four art forms by certified arts teachers in grades 7 and 8. In addition to music and visual arts, middle school students may now fulfill the arts instructional requirements in any two of the four art forms.

Grades 9-12

NYSED Requirements Grades 9-12⁶

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

Availability of Arts Sequences

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

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; ½ unit is the equivalent of 90 minutes/week throughout the year which equals 18 minutes/day for 180 days which equals 54 hours.

Appendix 2

ADVISORY COUNCIL FOR ARTS EDUCATION

Andrew Ackerman, Children's Museum of Manhattan

Photeine Anagnostopoulos, New York City Department of Education

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

William Bassell, Long Island City High School

Nefertari Bey, Apollo Theater Foundation, Inc.

Ellen Black, Children's Museum of Manhattan

Katharine Boies, Brooklyn Academy of Music

Mary M. Braebeck, New York University

Karen Brooks Hopkins, Brooklyn Academy of Music

Thomas Cahill, Studio in a School

Ana Maria Correa, American Ballroom Theatre Dancing Classroom

Paul E. Cothran, VH-1 Save the Music Foundation

Rob Davidson, VH-1 Save the Music Foundation

David Dik, The Metropolitan Opera Guild

Amy Dorfman, Shubert Foundation

Marsha Drummond, The Metropolitan Opera

Stephanie Dua, The Fund for Public Schools

Jason Duchin, DreamYard

Pierre Dulaine, American Ballroom Theatre Dancing Classroom

Deborah Effinger, Bronx Theater High School

Alexa Fairchild, Brooklyn Museum

Carol Fineberg, CF Associates

Tom Finkelppearl, Queens Museum of Art

Joan Finkelstein, New York City Department of Education

Thom Freeman, New York University

Peter Gelb, The Metropolitan Opera

Clive Gillinson, Carnegie Hall

Eileen Goldblatt, New York City Department of Education

Thelma Golden, The Studio Museum of Harlem

Kathleen Grimm, New York City Department of Education

Barbara Gurr, Consultant

Radia Harper, Brooklyn Museum

Geri Hayes, New York City Department of Education

Madeleine F. Holzer, Lincoln Center Institute

Kashif Iqbal, Jamaica Center for Arts and Learning

Sarah Johnson, Carnegie Hall

William Kasuli, New York City Department of Education

Caroline Kennedy, The Fund for Public Schools

Richard Kessler, Center for Arts Education

Paul King, New York City Department of Education

Jennifer Kozel, Children's Museum of Manhattan

Tamar Laks, New York City Department of Education

Kate D. Levin, New York City Department of Cultural Affairs

Julia C. Levy, Roundabout Theatre Company

Hilary Ley, The Metropolitan Opera

Laurie Lock, VH-1 Save the Music Foundation

Gabrielle Lopez, The Studio Museum of Harlem

Tim Lord, DreamYard

Sharon Luckman, Alvin Ailey American Dance Theater

Yvonne Marceau, American Ballroom Theatre Dancing Classroom

Monica Martinez, New York University, Wagner

Heather McCartney, Alvin Ailey American Dance Theater

Greg McCaslin, Roundabout Theatre Company

Barbara Murray, New York City Department of Education

Scott Noppe-Brandon, Lincoln Center Institute

Maria Palma, New York City Department of Education

Eva Pataki, ICI LSO
Bonnie Rosenberg, Office of the Mayor, NYC
Karen Rosner, New York City Department of
Education
David Ross, New York City Department of Education
Jerrold Ross, St. John's University
Lauren Schloss, Queens Museum of Art
John G. Schultz, Young Audiences New York
David Shookhoff, Manhattan Theatre Club
Claire Stringer, Queens Museum of Art
Sonnet Takahisa, National September 11 Memorial &
Museum at the WTC
Santiago Taveras, New York City Department of
Education
Shirley Taylor, Apollo Theater Foundation, Inc.
Steve Tennen, Arts Connection
Noelle Thorn, The Metropolitan Opera
Misty Tolle, Carnegie Hall
Carol Varikos, New York City Department of
Education
Joseph P. Versace, Bernstein
Meryle Weinstein, New York University
George Young, PS 46

Annual Arts in Schools Report 2009-2010

Making the Arts Count for Every New York City Student



“Reading and writing are essential tools, but so is the ability to think critically, to understand abstract concepts, to create, to innovate. These are skills that our students need to compete in a 21st century economy... and these are exactly the kinds of skills that a strong arts education will develop.”

-Mayor Michael R. Bloomberg



**Department of
Education**

Joel I. Klein, Chancellor