

ANNUAL ARTS IN SCHOOLS REPORT

2006 - 2007



ANNUA

ARTS II

ANNUAL ARTS IN SCHOOLS REPORT

ARTSCOUNT

2006 - 2007

SCHOOL

Dear Public School Community,

Under the leadership of Mayor Bloomberg, New York City has, once again, made arts a priority for its public schools. Thirty years ago, the arts were virtually eliminated as a core program in our schools, but as this first *Annual Arts in Schools Report* clearly shows, many of these programs have been revived and there is much to be optimistic about. The arts enrich our children's lives and learning; all students deserve the opportunity to experience a rich arts education.

This Administration's focus on the arts began with the *Blueprint for Teaching and Learning in the Arts*, the City's first-ever set of clear standards for what students should know and be able to do in dance, music, theater, and visual arts. Last summer, we built on the progress we had made when we announced ArtsCount, an initiative designed to provide greater accountability for arts education in our schools.

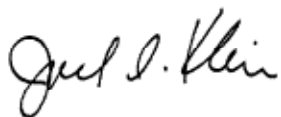
Now, with this first *Annual Arts in Schools Report*, we have collected unprecedented information about the arts programs our schools are offering and participation levels in the arts across our City's more than 1,400 schools.

Much of the data are encouraging, but we still have a long way to go. This report shows us where we are and makes clear what some of the challenges are that we face as we continue to improve arts education for our students. With this report as our guide, we will be able to address shortfalls with targeted supports. We will also be able to help schools expand access to the arts.

The success of this work will depend on our continued collaboration with our partners in this work: the arts community, the university community, and hard-working school faculty. In addition, none of this would be possible without our generous partners and supporters, including The Bank of America, The Shubert Foundation, and The Wallace Foundation, who play a critical role in strengthening arts education in New York City public schools.

I believe strongly that the arts are fundamental to education, and this report is an invaluable tool in helping us deliver a quality arts education to all of our students.

Sincerely,

A handwritten signature in black ink that reads "Joel I. Klein". The signature is written in a cursive, flowing style.

Joel I. Klein
Chancellor, New York City Department of Education

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INTRODUCTION

“An excellent arts education is essential to the creative and intellectual development of our students. ArtsCount ensures that all New York City students can take advantage of the city’s unparalleled cultural resources while participating in an arts program that enriches their lives.” - Mayor Bloomberg

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This is the first *Annual Arts in Schools Report*. It looks back at the 2006 - 2007 school year and provides a comprehensive profile of the state of arts education in New York City’s public schools. This report provides the Department of Education (DOE) with a baseline that we can use to target our improvements in arts education and to better understand how to strengthen the overall delivery of arts education.

Few districts nationwide have undertaken such a bold, forward-thinking initiative, identifying and working to overcome the challenges facing arts education. It signifies the importance of arts education to this Administration—and to the students of New York City.

Mayor Michael R. Bloomberg and Chancellor Joel I. Klein have been working since the start of the Children First reforms to enhance arts education in the City’s public schools. In 2003, they developed *The Blueprint for Teaching and Learning in the Arts* in conjunction with the city’s cultural community. The *Blueprint* outlines a PreK-12 arts education curriculum framework for the four arts disciplines: dance, music, theater, and visual arts.

In July 2007, New York City introduced ArtsCount, affirming the importance of the arts to students’ overall education. ArtsCount holds schools accountable for delivering high-quality arts instruction to our students. Providing metrics that measure the quality and availability of arts instruction in our schools, and the

participation of students in the arts programs, ArtsCount represents a broad and transparent view of arts education in our City.

This first-ever *Annual Arts in Schools Report* provides baseline data from the 2006 - 2007 school year, the year prior to the launch of ArtsCount. The Arts Education Task Force, composed of members of the arts and cultural community and school leaders, has played an important role in guiding the DOE in reporting these data. We have come a long way since the fiscal crisis of the mid-1970s when the arts were eliminated from the curriculum, but we have much more work to do to ensure that all children are receiving the arts education they deserve. The information in this report will help the DOE identify underserved schools and develop targeted supports for them. It will also help to improve the quality and quantity of arts instruction for all schools.

.....

“We demand results in math and English and are demanding the same in the arts as well. With ArtsCount we are taking arts education to a new level and holding schools accountable for providing all students with the arts instruction they need and deserve.” - Chancellor Klein

.....

In addition to this report, each school will have an individual *Annual Arts in Schools Report* posted on its Web site. Details about the new arts accountability measures are available in *ArtsCount: A Guide for Principals*, a recently published manual to support school leaders as they implement high-quality arts programs. The guide includes practical information, including New York State Education Department (NYSED) instructional requirements for the arts and, links principals to supports and resources to improve arts instruction at their schools. For more information, visit: www.nyc.gov/schools/artseducation.

KEY FINDINGS

New York City schools are providing students with a range of opportunities in the arts, offering instruction in dance, music, theater, and the visual arts. Our schools strive to meet and exceed the standards set by the New York State Education Department (NYSED), as described in the Appendix of this report. Our baseline findings illustrate that schools have a foundation for offering a variety of arts disciplines, but highlight the need for growth in student participation in these offerings. Following are some key findings of the report.¹

■ ELEMENTARY SCHOOLS

Elementary schools are striving toward the NYSED requirement of providing all four arts disciplines to all students. When elementary schools use a combination of school-based staff and arts and cultural organizations to deliver arts instruction, 98% of schools are able to offer at least one arts discipline, 91% offer at least two, 68% offer three, and 38% offer all four arts disciplines.

Although elementary schools are offering the arts, not all grades – and therefore not all students – receive the NYSED requirement of all four arts disciplines annually. More than two-thirds of elementary schools offer one arts discipline in each grade and 62% offer two arts disciplines in each grade. Far too few schools provide instruction in all four arts disciplines each year – only 4%.

■ MIDDLE SCHOOLS

A variety of arts opportunities are present throughout our middle schools: 84% of schools offer visual arts; 69% offer music; 36% offer dance; and 40% of schools offer theater.

While the arts are present in the significant majority of our middle schools, we must improve the level of our students' participation. At the middle school level, only 29% of our students meet the State requirement that calls for students to take two half-unit arts courses between the seventh and eighth grades.²

■ HIGH SCHOOLS

New York City is doing exceptionally well at the high school level, with almost half (46%) of our graduates taking three or more credits in the arts, exceeding the State graduation requirement of two credits. And, nearly 40% of our high schools provide a pre-professional track (a major sequence³) in one or more arts disciplines. These programs prepare students for advanced study in the arts and help students prepare to earn the Regents Diploma with Advanced Designation through the arts.

■ ARTS TEACHERS

At all grade levels, the percentage of schools that offer instruction in dance and theater seriously lag behind the percentage that offer visual arts and music. More than 80% of our schools have at least one certified arts teacher. Over 60% of schools have at least one visual arts teacher, and close to half have at least one music teacher. Fourteen percent of schools have at least one dance teacher, and 14% of schools have at least one theater teacher.

■ ARTS AND CULTURAL COMMUNITY

The arts programs at our schools are enriched by partnerships with the thriving arts and cultural community of New York City. Eighty-two percent of our schools work with one or more arts and cultural organizations, and a total of 343 arts and cultural organizations provide services to schools.

1. Please note that all statistics reflected in this report include only schools that completed an Annual Arts Education Survey or participated in our data verification process. For more detailed information please refer to the Methodology section.

2. The NYSED requirements state that students must take one half-unit in music and one half-unit in visual arts in grades 7 and 8. The New York City Department of Education has filed a waiver so that students can take one half-unit each in any two of the four arts disciplines.

3. The New York State Education Department defines an arts sequence as a minimum of three full years of developmental, sequential courses in an arts discipline. The courses must carry arts credits for a minimum of three units (equivalent to six credits in NYC).

ACCESS AND PARTICIPATION

STUDENT ACCESS TO AND PARTICIPATION IN ARTS EDUCATION IN 2006-2007

ELEMENTARY SCHOOL

Currently, elementary schools offer students a variety of arts education opportunities, but many schools do not provide students with the full scope and sequence we expect. At the elementary school level, all students should be learning about and participating in dance, music, theater, and visual arts in every grade—on a sequential basis.⁴ In working towards this goal, some schools have certified arts teachers on staff, some integrate the arts into their general classroom activities, and others partner with cultural organizations to deliver arts instruction.

■ ARTS TEACHERS

At the elementary level, the State recommends (but does not require) that arts classes be taught by certified arts teachers in order to provide students with the highest quality of arts experiences when studying these important subjects.

- 72% of elementary schools have certified arts teachers on their staff. Fifty-five percent and 44% of elementary schools have certified visual arts and music teachers respectively, while fewer have certified dance and theater teachers.
- Similarly, over 80% of elementary schools use school-based staff to provide instruction in visual arts and music, and only 43% and 32% of schools provide school-based instruction in dance and theater, respectively (see Figure 1).

■ ACCESS TO AND PARTICIPATION IN THE ARTS

While nearly every elementary school offers arts opportunities to its students, all four arts disciplines are not always available and not every student participates in these opportunities.

- Using both certified arts teachers and regular classroom teachers who incorporate arts into the curriculum, 97% of elementary schools offer at least one arts discipline to their students, and 84% offer at least two arts disciplines (see Figure 2).
- Although many elementary schools provide instruction in more than one arts discipline, many do not provide instruction in all grades. Sixty-seven percent of all elementary schools offer one arts discipline in each grade and 62% offer two disciplines in each grade. Only 10% of

schools offer three disciplines and 4% offer four in each grade (see Table 1).

■ ARTS AND CULTURAL ORGANIZATIONS

Elementary schools are working with arts and cultural organizations of our city to provide direct services to students, allowing the school to expand the arts learning opportunities students receive. When elementary schools use a combination of school-based staff and arts and cultural organizations to deliver arts instruction, students have access to more arts disciplines and added expertise.

- 77% of elementary schools receive direct student services from at least one arts or cultural organization.
- Including the help of arts and cultural organizations, the percent of schools offering at least two disciplines increases from 84% to 91% (see Figure 2).

■ PERFORMANCES AND EXHIBITIONS

Many elementary schools provide opportunities for their students to participate in performances (dance, music, and theater) and contribute to visual arts exhibitions.

- 84% of schools have students who contribute their artwork to student exhibitions.
- 80% of schools have students who participate in dance performances.
- 72% of schools have students who participate in theater performances.
- 68% of schools have students who participate in concerts.

4. For a year-by-year description of what arts learning should encompass, see <http://schools.nyc.gov/teachlearn/arts/whatshould.html>

Over two-thirds of schools offer visual arts and music in grades PreK – 5.

Table 1.

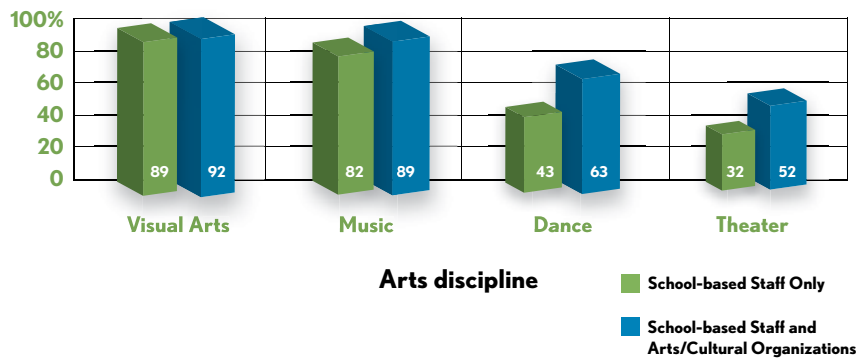
Percent of elementary schools that offer each arts discipline by grade

Grade	Visual Arts	Music	Dance	Theater
PreK	69%	69%	32%	21%
K	74%	72%	38%	27%
1	84%	74%	42%	31%
2	85%	75%	44%	33%
3	83%	75%	47%	34%
4	80%	74%	45%	39%
5	81%	75%	47%	40%
6	98%	78%	54%	35%

Over 50% of elementary schools offer opportunities for students to study dance and theater. This is note-worthy, as theater and dance education have historically been limited.

Figure 1.

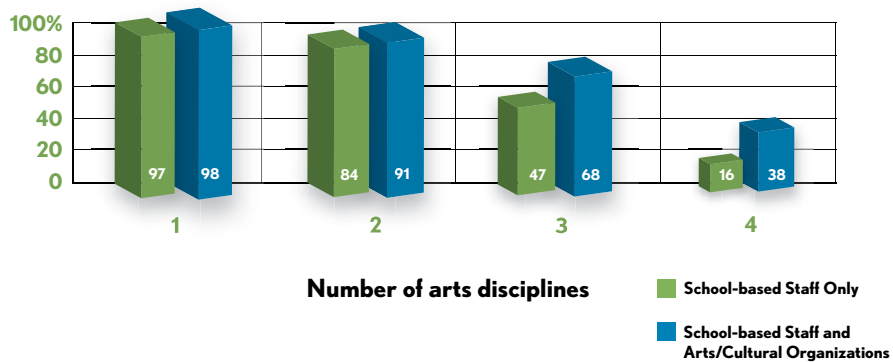
Percent of elementary schools that offer arts instruction by arts discipline by school-based staff and arts/cultural organization



When schools work with arts and cultural organizations, they are able to provide a greater number of arts disciplines to their students.

Figure 2.

Percent of elementary schools that offer one, two, three, and four arts disciplines by delivery method



MIDDLE SCHOOL

For students at the middle school level, the arts provide learning opportunities that are particularly suited to their developmental needs in these years. Middle school students prefer active over passive learning and are intensely curious. Arts education is interactive, intellectual, and physical, and allows students to work both independently and with their peers through collaborative project-based learning opportunities. Arts education takes students out of the classroom and into the community to experience the work of professional artists and performers, demonstrating for them their own potential in these fields. Middle school students make important decisions about their future through these experiences and, when properly supported, can begin preparing for advanced study in high school and beyond.

■ ARTS TEACHERS

At the middle school level, the NYSED requires that arts instruction is delivered by certified arts teachers in seventh and eighth grade.

- 85% of middle schools have certified arts teachers on their staff.
- Although over two-thirds of middle schools have certified visual arts teachers and over half of middle schools have certified music teachers, less than 20% of middle schools have certified dance and theater teachers.

■ ACCESS TO AND PARTICIPATION IN THE ARTS

Our middle schools offer students a mix of opportunities to study all four arts disciplines. Visual arts and music programs are strong, but dance and theater programs are not as robust (see Figure 3). And although middle schools are offering arts courses, not all students are participating in them. Ninety-two percent of middle schools offer at least one arts discipline and 79% offer two (see Figure 4), yet only 29% of middle school students have completed the NYSED arts requirement (two arts disciplines) for seventh and eighth grades.

- 44% of seventh-graders and 36% of eighth-graders receive visual arts instruction.
- 31% of seventh-graders and 25% of eighth-graders receive music instruction.
- Fewer students receive instruction in dance and theater, with 7% of both seventh- and eighth-graders receiving instruction in theater. Ten percent of seventh-graders and 7% of eighth-graders receive instruction in dance.
- On the 2006 – 2007 Learning Environment Survey⁵, middle school students reported that they have taken a range of arts courses. In 2006 – 2007, more than 40% of students in grades 6 – 8 reported that they took one or more courses in visual arts, and more than one-third of students reported that they took one or more courses in music. Fewer students reported taking dance and theater classes (see Figure 5).

■ 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.

- 48% of middle schools are providing students with an arts sequence.
- 20% of middle schools screen for the arts when they admit students.
- 27% of middle schools screen students for entry into arts programs after they are admitted to the school.

■ ARTS AND CULTURAL ORGANIZATIONS

Middle schools reported that they work closely with arts and cultural organizations and the teaching artists that represent them. These teaching partnerships bring expert arts practitioners into classrooms across the City—benefiting students, teachers, parents, and the school community-at-large (see Table 2).

- Of the teaching artists working in our middle schools, 69% team-teach with non-arts classroom teachers, and 49% team-teach with arts teachers.

■ PERFORMANCES AND EXHIBITIONS

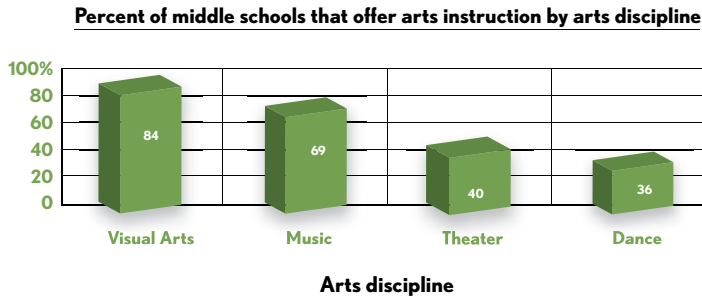
More than two-thirds of our middle schools have students that are participating in arts learning opportunities that include performances (dance, theater, and music) and visual arts exhibitions.

- 69% of middle schools have students participating in dance performances.
- 70% of middle schools have students participating in theater performances.
- 83% of middle schools have students contributing artwork to student exhibitions.
- 70% of middle schools have students participating in music concerts.

5. In May 2007, the New York City Department of Education launched the first annual Learning Environment Survey, inviting parents, teachers, and students to evaluate how well each school supports student learning.

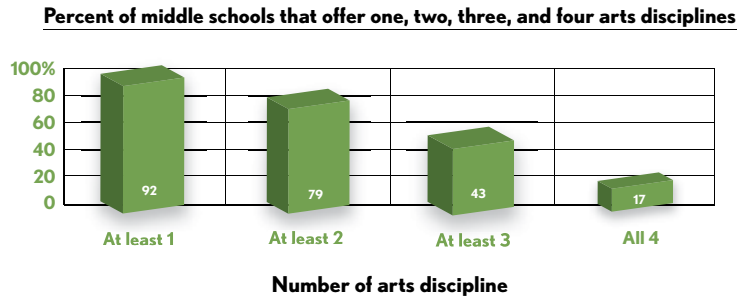
Visual arts offerings are strong in our middle schools.

Figure 3.



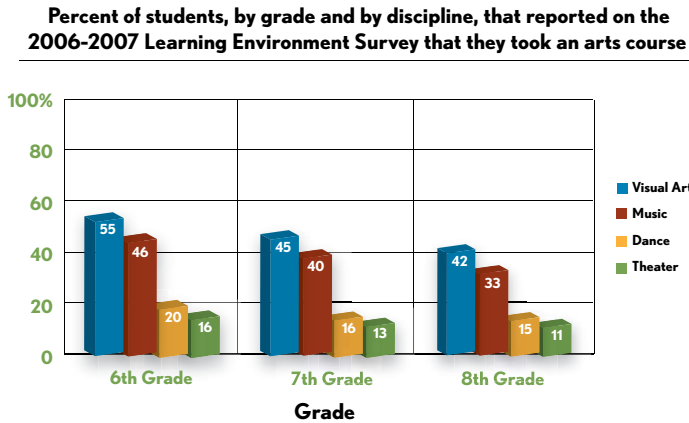
92% of our middle schools offer one arts discipline.

Figure 4.



Middle school students report taking more visual arts and music courses than dance and theater courses.

Figure 5.



Arts and cultural organizations are working with New York City's schools to provide arts education opportunities for our students.

Table 2.

Arts Discipline	Number of Arts and Cultural Organizations Providing Direct Service to Middle School Students
Dance	38
Music	46
Theater	48
Visual Arts	22
Multi	55
Other	17

HIGH SCHOOL

For high school students, the arts provide a creative outlet and a path by which students are able to develop critical inquiry skills, articulate ideas, hone their artistic voice, and deepen their understanding of potential career paths. At the high school level, the arts can provide options for elective credit and they can become major areas of study in preparation for continued postsecondary study. When students graduate from New York City's high schools, they will have taken a minimum of one year of study in the arts (dance, music, theater, or visual arts). Additionally, New York City aims to provide students with the opportunity to undertake a three- or five-unit sequence in any one of all four art disciplines in a school within every district community leading to a Regents Diploma with Advanced Designation through the Arts.

■ ARTS TEACHERS

At the high school level, schools are required to deliver arts instruction with certified arts teachers.

- 82% of high schools have certified arts teachers on their staff. The largest number of certified arts teachers in the high schools are teaching visual arts (65%) and music (45%), while fewer schools have dance (20%) and theater (29%) teachers.

■ ACCESS TO AND PARTICIPATION IN THE ARTS

High school students are provided with a wealth of opportunities to study the arts and almost half of our students graduate having exceeded the State requirements.

- 46% of high school students have taken three or more credits in the arts, exceeding the State requirements for graduation.
- 85% of New York City's high schools offer instruction in visual arts, 74% offer instruction in music, 21% in theater, and 15% in dance (see Figure 6).
- 86% of high schools offer instruction in one arts discipline, and 76% offer instruction in two arts disciplines. Fewer schools offer instruction in three (22%) and four (9%) arts disciplines.
- When students reported their arts participation on the 2006 - 2007 Learning Environment Survey, over 60% of students reported that they had taken a visual arts or music course during the 2006 - 2007 school year, and far fewer students reported that they had taken a dance or theater course during the 2006 - 2007 school year (see Figure 7).
- Some high schools offer programs that are selective based on student talent and achievement. Twelve

percent of high schools screen students prior to admittance. Thirteen percent of high schools screen students into specialized arts programs once admitted.

■ HIGH SCHOOL ARTS SEQUENCE

NYSED recommends that each school district offer a sequence in each of the four arts disciplines. As a single New York City district, we satisfy this requirement. However, we are committed to ensuring that every community school district offers this opportunity to their students. Sequential programs allow students to pursue the arts disciplines that interest them and may include arts majors and career and technical education sequences. It is our goal to assist high schools in building appropriate sequential programs in one or more arts disciplines to provide students with access to these areas of study close to their homes. Students taking more than one year (one unit) in an arts discipline can work toward a Regents Diploma with Advanced Designation through the Arts.

- 29% of high schools offer at least one 3- to 5-year sequence in the arts. Almost a third of these sequences are in visual arts and music, with fewer schools offering dance and theater sequences (see Figure 8).
- 17% of high school students pursued a sequence in music, 16% in visual arts, 4% in dance, and 4% in theater in 2006 - 2007.
- Of all the boroughs, Staten Island has the greatest percent of high schools that offer arts sequences. The Bronx has the lowest percent of high schools offering an arts sequence (see Figure 9).

Visual arts are the most robust offering at the high school level. More high school students reported that they take arts courses in grades 11 and 12.

Figure 6.

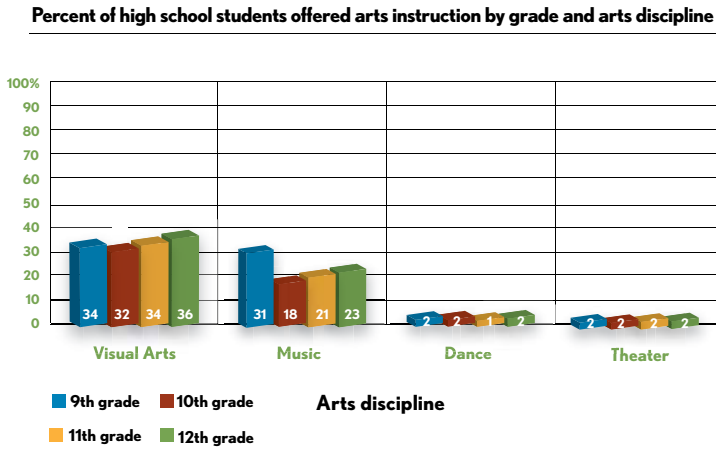
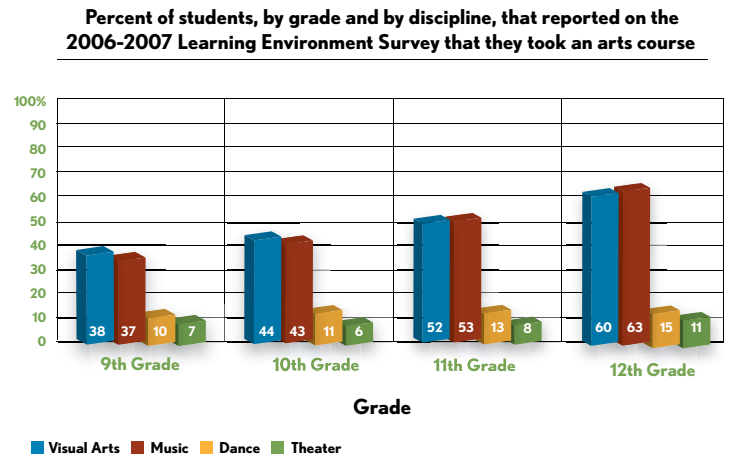
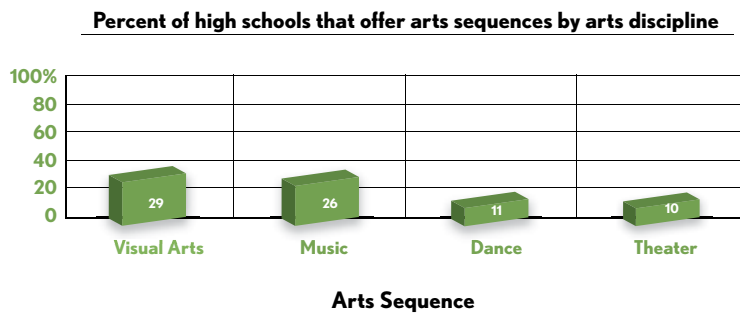


Figure 7.



We must work to create more arts sequences in all four disciplines.

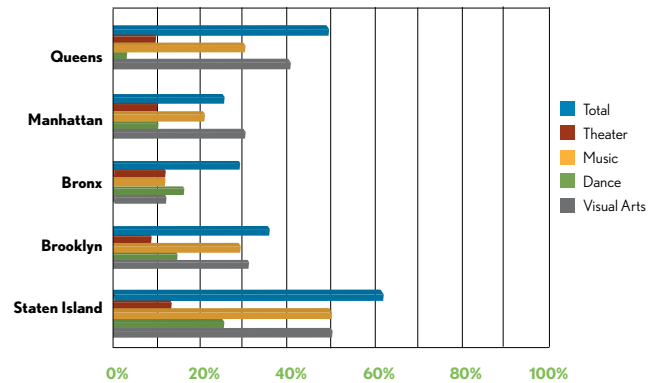
Figure 8.



Staten Island and Queens have the greatest percentage of high schools that offer arts sequences.

Figure 9.

Percentages of schools that offer 3- and 5-year arts sequences by borough and by arts discipline



RESOURCES

RESOURCES TO SUPPORT ARTS EDUCATION IN 2006-2007

TEACHERS

PROGRESS: The number of full-time certified arts teachers increased by 9% between 2004 - 2005 and 2006 - 2007. At the elementary level, the number of full-time certified arts teachers increased 21% between 2004 - 2005 and 2006 - 2007.

Certified arts teachers provide schools with the expertise necessary to help students achieve the goals of the *Blueprint for Teaching and Learning in the Arts*. At the elementary level, the State recommends, but does not require, that certified arts teachers deliver arts instruction. The NYSED requires that middle and high school arts courses be taught by certified teachers of the arts.

■ CERTIFIED ARTS TEACHERS

More than 80% of our schools have at least one certified arts teacher.

- In 2006 - 2007, there were 2,458 full-time certified arts teachers in New York City public schools. Of these, 1,263 were visual arts teachers, 957 were music teachers, 157 were dance teachers, and 81 were theater teachers.⁶
- 61% of schools have certified visual arts teachers and 45% have certified music teachers. Fewer schools have dance and theater certified teachers (see Figure 10).
- Over 80% of schools send their arts teachers to professional development opportunities provided by the DOE, arts and cultural organizations, and universities (see Figure 11).
- Many schools deliver arts instruction through interdisciplinary work. At all levels (elementary, middle, high, and multi/other⁷), more than 40% of schools have certified arts teachers who team teach with classroom teachers for this purpose (see Figure 12).

■ STUDENT-TEACHER RATIO

Appropriate student/teacher ratios differ by arts discipline and often by school level.

- The average student/teacher ratio for all schools and arts teachers is one arts teacher for 406 students.
- The lowest average student/teacher ratio is found in visual

arts (564:1). The average student/teacher ratio for music is 625:1; and for dance and theater, the average student/teacher ratios are 929:1 and 923:1, respectively.

■ ARTS TEACHERS' OPINIONS

Overall, arts teachers reported that they were well supported by their school leaders.

- On the 2006 - 2007 Learning Environment Survey, arts teachers' responses were similar to all teachers when answering questions about how supported they felt (see Figure 13).

■ STUDENT PROGRESS AND THE ARTS

New York City public schools should be tracking student progress in the arts by setting goals for student learning and providing evidence of student growth and achievement.

- 78% of schools evaluate student progress in the arts through teacher-prepared assignments, evaluations of students' performance and portfolios, and students' grades.

6. Theater teachers are underreported in the NYC Human Resource database and do not include teachers holding the K-12 Theater License.

7. The term multi/other refers to schools that serve students in the following grade configurations: K-8, 6-12, K-2, K-12, early childhood centers, and special education schools.

We need to recruit more certified dance and theater teachers.

Our teachers are supported by myriad professional development opportunities.

Figure 10

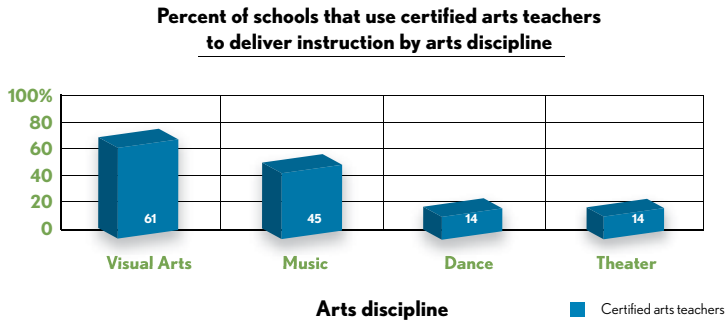
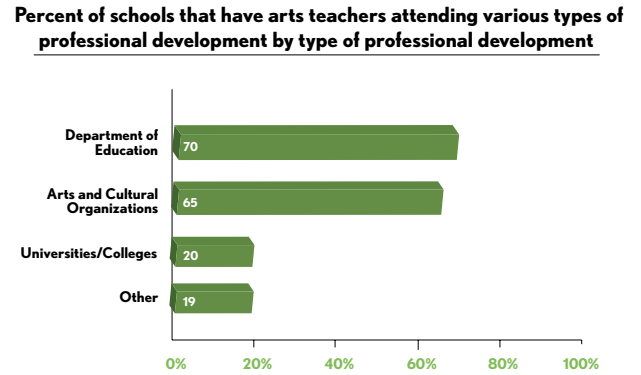


Figure 11



Many schools have teachers and teaching artists working in partnership.

Arts teachers self-report that they feel supported by their school leaders.

Figure 12

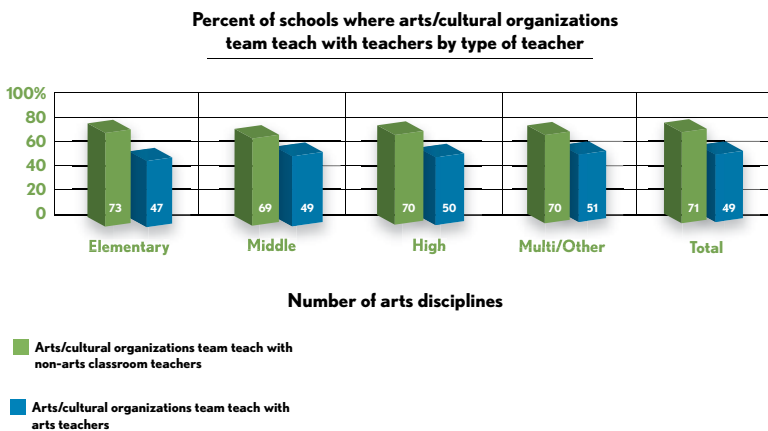
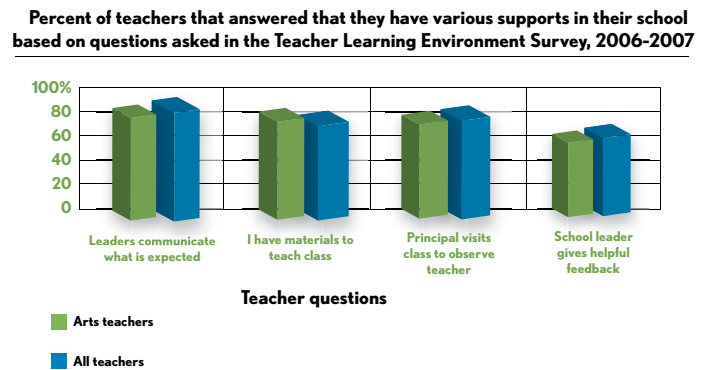


Figure 13



BUDGETING

PROGRESS: The number of schools purchasing arts education services and supplies from arts and cultural organizations has increased 21% between 2004 - 2005 and 2006 - 2007.

School spending is often used as a gauge of the vitality of a school's arts program, but the amount spent by a school on the arts, or any subject, does not necessarily determine the number of hours or quality of instruction. In support of arts education, schools spend their funds on personnel, equipment, supplies, and support from external organizations, including representatives of the City's arts and cultural organizations. These organizations provide invaluable support that help schools to enhance the arts learning opportunities provided to their students.

■ PUBLIC FUNDING

The total amount spent by the DOE to support arts education in 2006 - 2007 was over \$316 million, which is a combination of \$3.1 million spent centrally and \$313 million spent by schools.

- On average, schools are spending 3% of their total school budget on the arts.⁸ Of that, schools are spending 90% on personnel, 7% on services or other supports, and 3% on supplies or equipment (see Figures 14, 15, and 16).

■ EXTERNAL FUNDING

Schools also receive external funding to support arts education for their students.

- On average, schools are raising \$12,650 from external funding sources⁹ to support arts education. Approximately 2% of total spending on arts education came from external funding sources¹⁰
- Schools report that most external funding comes from the Parent-Teacher Associations (20%); followed by private funds (15%); State, local, and county arts agencies (11%); and State grants (10%).

■ PER-PUPIL SPENDING

On average, schools budget \$312 per pupil on the arts from both their DOE budgets and external funding sources.

- Schools designated as "multi-grade" or "other" have the highest average per pupil budget for arts spending (\$327); followed by middle (\$366), high (\$295), and elementary (\$292).
- Elementary schools are spending more than middle and high schools on arts and cultural organization services, since elementary schools are able to meet NYSED requirements through the purchase of services to support the arts instructional programs in their schools.

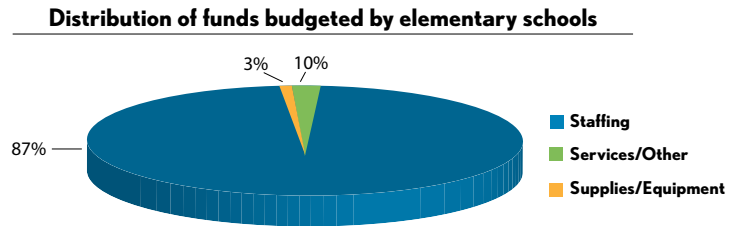
8. This does not include private funds raised from external (non-public) sources.

9. External sources include non-tax levy funds raised from private foundations, local businesses, Parent Teacher Associations, federal and state grants, state, local and county arts agencies, in-kind contributions, and other outside funds.

10. Although only 295 schools provided data for total external funds raised, if we take into account these external funds for these schools, 5.5% of their total budget was used to support arts education.

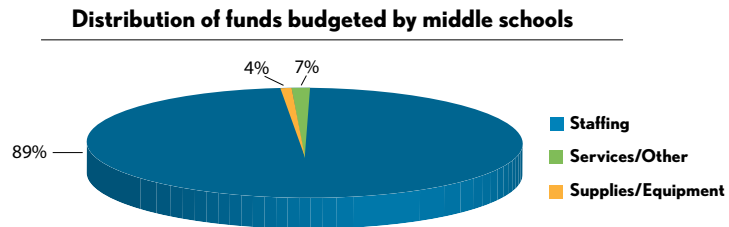
Elementary schools budgeted more than high schools and middle schools on arts services.

Figure 14



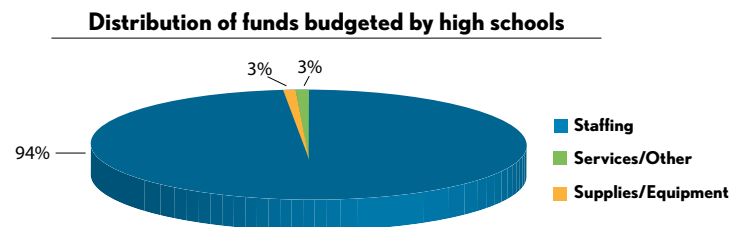
Middle schools budgeted the most on supplies and equipment.

Figure 15



High schools budgeted the most on staffing.

Figure 16



ARTS AND CULTURAL ORGANIZATIONS

PROGRESS: New York City public schools have developed rich and significant partnerships with arts and cultural organizations. Between the 2004 - 2005 and 2006 - 2007 school years, the number of arts and cultural organizations providing services increased by 38%, and school spending on these services increased by 19%.

New York City's arts and cultural organizations are a tremendous asset to the public schools, providing students and teachers with access to world-class performances and exhibitions, and bringing professional artists and performers into schools to work directly with students. When teachers of the arts, general classroom teachers, or other subject-area specialists work with teaching artists, museum educators, design educators, or other arts experts, the walls of the classroom expand to encompass multiple perspectives. This provides students with richer learning experiences. New York City schools are taking advantage of these opportunities.

ARTS AND CULTURAL EVENTS

New York City's public school students are attending cultural events in all four arts disciplines.

- 81% of schools are taking students to see theater performances.
- 80% of schools are taking students to museums or galleries.
- 75% of schools are taking students to see concerts.
- 71% of schools are taking students to see dance performances.
- The type of events that students attend varies by school level¹³ (see Figure 17).

ARTS AND CULTURAL ORGANIZATIONS

The arts and cultural organizations of New York City contribute to our work by helping schools enhance all of the goals and benchmarks of the *Blueprint for Teaching and Learning in the Arts*, including, but not limited to, the fourth strand—Working with Community and Cultural Resources.¹⁴

- Over 343 arts and cultural organizations are working with our

schools and 82% of schools worked with one or more arts and cultural organizations in 2006 - 2007 (see Figures 18 and 19).

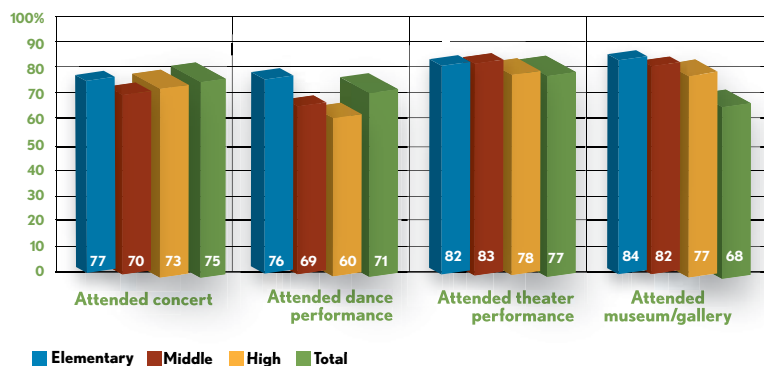
- Although the depth and breadth of services varies, arts and cultural organizations served on average 194 students and worked with schools for an average of 186 hours during the 2006 - 2007 school year. These averages are greatest at the elementary school level, where the average is 231 hours per school year with an average of 218 students served.
- A greater percentage of elementary schools (90%) work with one or more arts and cultural organization than middle schools (74%), high schools (57%) and multi-grade/other schools (87%).

ARTS ACROSS THE CITY

- 86% of schools in Staten Island work with one or more arts and cultural organization, followed by 84% of Manhattan schools, 82% of Bronx schools, 81% of Queens schools, and 79% of Brooklyn schools.

Figure 17

Percent of schools that have students participating in arts and cultural opportunities outside of the school building by level



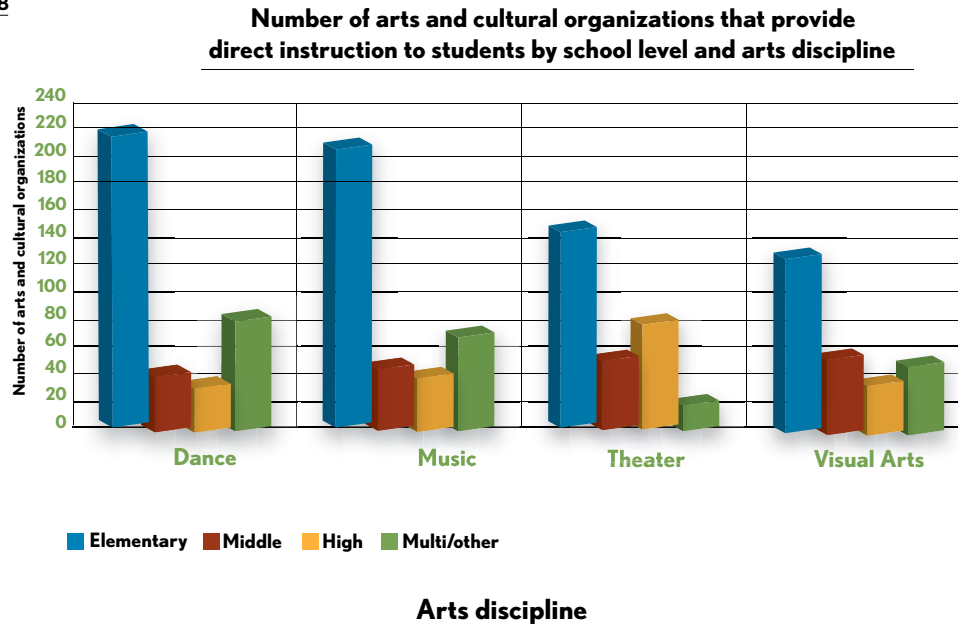
New York City's vibrant culture provides exciting opportunities for students.

13. School level refers to elementary, middle, high, and multi/other grade schools.

14. The *Blueprint for Teaching and Learning in the Arts* provides schools with a comprehensive framework for offering sequential arts instruction, PreK-12. The *Blueprint* outlines five key strands: art making; developing arts literacy; making connections; working with community and cultural resources; and exploring careers and lifelong learning.

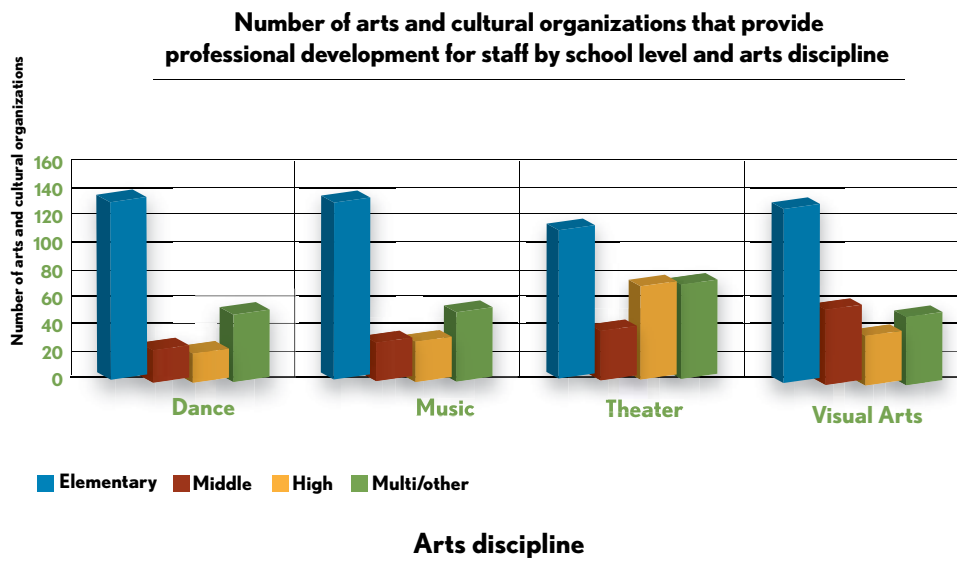
Arts and cultural organizations serve larger numbers of elementary school students.

Figure 18



Arts and cultural organizations deliver professional development to teachers in all four arts disciplines.

Figure 19



SPACE

PROGRESS: Between 2004 – 2005 and 2006 – 2007, the number of school buildings with arts rooms increased 3%, and the total number of arts rooms increased 1%.

The ideal physical environment for arts learning is one that is dedicated to the arts discipline and is appropriately and comfortably equipped with the specific equipment and supplies needed to optimize students' experiences. New York City schools have a variety of space constraints and space is often difficult to come by. These constraints affect the arts. Lack of available in-school arts space was one of the top three challenges to implementing arts education reported by all schools in our 2006 – 2007 Arts Education Survey. When schools share campuses, they also typically share arts facilities. School building councils address these issues internally, and some schools turn to their communities for additional space.

ARTS SPACES OVERALL

According to the School Construction Authority, 92% of our school buildings have arts rooms.

- There are 1,068 school buildings with arts rooms out of a total of 1,167 school buildings. Some schools have more than one arts-related room. In all, there are 3,187 arts rooms in our schools.
- Although a school may have an equipped arts room, the room may not be dedicated for arts use or it may be used for multiple purposes. On average, each school building has three dedicated arts classrooms. Seventy-one percent (832 out of 1,167) of our school buildings have dedicated arts rooms.

DANCE STUDIOS

Of the 537 schools that have dance programs, 27% have dedicated and well-equipped space, including sprung floors, mirrors, and barres.

MUSIC CLASSROOMS

Of the 877 schools that have music programs, 37% have dedicated and well-equipped space for general music¹¹, 41% have dedicated and well-equipped space for instrumental music, and 32% have dedicated and well-equipped space for vocal music.

VISUAL ARTS CLASSROOMS

Of the 957 schools that have visual arts programs, 59% have dedicated and well-equipped space for visual arts classrooms.

- 10% of schools that have visual arts programs have appropriate space for design, 7% have appropriate space for ceramics, and 6% of schools that have visual arts programs have appropriate space for photography.

THEATER SPACES

Of the 504 schools that have theater programs, 18% have dedicated and well-equipped theater classrooms. In addition, 5% have blackbox theaters¹² and 70% have auditoriums.

¹¹ General music is a broad-based study of music that includes music making, literacy, connections to world cultures, community resources and careers, and life-long learning.

¹² A blackbox theater is a simple, unadorned performance space, usually a large square room with black walls and a flat floor.

PARENT INVOLVEMENT

Research and common sense tell us that when parents are involved in schools, students are able to learn more. The arts have been shown to engage parents and families in the school's culture and increase their involvement in their children's education. Our Learning Environment Surveys, which started in the 2006 - 2007 school year, recognize the importance of parents in school communities and their potential to help schools and students succeed.

■ PARENT INVOLVEMENT

In our 2006 - 2007 Arts Education Survey, more than 75% of schools reported parent involvement in arts activities.

- Parent involvement is more likely in the early grades, with 80% of elementary schools reporting parent involvement in the arts through in-school activities.
- Parent involvement includes attending or helping with student exhibits, theater and dance performances, and music concerts (see Table 3).
- 40% of schools reported parent involvement in the arts through attending out-of-school activities sponsored by schools. These activities may include visits to museums, or attending concerts and performances out of the school building (see Table 3).

■ WHAT PARENTS WANT

The 2006 - 2007 Learning Environment Survey asked parents to cite the single most important improvement they would like their school to make.

- 5.4% of parents chose more or better arts programs. In addition, 19% chose more or better enrichment programs and 13% chose more or better hands-on learning—two areas that include arts programs and instruction.

■ WHAT PARENTS THINK

On the 2006 - 2007 Learning Environment Surveys, parents perceived the arts opportunities their children are offered as less than what the students themselves reported they receive before, during, or after the school day. Parents of children in pre-kindergarten through grade 5 report more available arts classes than parents of children in grades 6 through 12.

Parents are involved in a variety of arts activities at schools including attending in-school and out-of-school events, workshops, donating materials, sponsoring fundraising activities, and volunteering.

Table 3. Percent of schools where parents have great or moderate involvement in various arts programs at the school by type of program and school level

Type of involvement	Elementary	Middle	High	Multi Grade/ Other	Total
Attend in school activities	86%	73%	51%	83%	77%
Attend out of school activities	42%	36%	39%	34%	40%
Volunteering	30%	27%	29%	34%	30%
Donating materials	23%	19%	24%	23%	23%
Attend workshops	32%	30%	29%	35%	32%
Sponsor fundraising	25%	18%	22%	24%	22%

NEXT STEPS

This is our first *Annual Arts in Schools Report*. Using these baseline data from 2006 – 2007, a targeted set of strategies have been formulated to assist schools in expanding students' access to and participation in the arts. The success of this endeavor will depend on our continued collaboration with the arts and cultural community and the university community to build the quality of arts instruction across all schools as articulated in the *Blueprint for Teaching and Learning in the Arts*. We will improve our schools' ability to track students' progress in the arts and provide the means to ascertain the quality of arts education programs and services so that in future years we will be able to ensure our students receive a rich and robust arts education. The strategies that will be implemented going forward include the following:

Expand Student Access to and Participation in the Arts. Our findings clearly point to the necessity of expanding student access to and participation in arts education opportunities from preK-12.

■ ELEMENTARY SCHOOLS

Key findings: Although elementary schools are providing arts opportunities to students, all four arts disciplines are not available in every school and not every student is participating in these opportunities. At the elementary level, arts education is delivered through a collaborative approach and can be taught through a combination of certified arts teachers, classroom teachers, and community arts resources. Targeted strategies for elementary schools include the following:

- *New Blueprint-based units for classroom teachers.* The Office of the Arts and Special Projects (OASP) will create a set of *Blueprint*-based curriculum units in all four arts disciplines for use in grades K-6. OASP will introduce these units through a corresponding professional development series for elementary classroom teachers.
- *Blueprint toolkits.* These toolkits will include sample instructional schedules, *Blueprint*-based units of study including assessments, an enhanced guide to arts and cultural services, and facilitated visits to schools demonstrating best practices in arts instruction, management of arts programs, and partnerships with arts and cultural organizations.
- *Seminars for school leaders in developing and managing arts programs.* OASP will collaborate with the School Support Organizations (SSOs) to provide school leaders and school-based arts education liaisons¹⁵ with supports needed to build arts programs, prioritize and optimize school resources, and expand access to arts learning for all students. Targeted seminars for school leaders will help address space, scheduling, and staff constraints (the three main challenges that principals report as impediments to achieving universal arts education), as well as developing and managing arts partnerships with arts and cultural service providers.
- *Annual arts and cultural services fairs for school leaders.* These programs showcase New York City's extensive arts and cultural organizations and the services that schools can purchase to bolster their arts instructional programs.

¹⁵ Arts education liaisons are the school-based coordinators of arts education activities and programs. They serve as the conduit for information about the arts.

■ MIDDLE SCHOOLS

Key findings: There are still too many students who do not consistently complete courses in the arts and meet State requirements at the middle school level. While over three quarters of our schools provide instruction in two required disciplines, not every student is receiving this instruction. At the same time, although the number of certified arts teachers has increased overall in the past four years, at the middle school level the number of certified arts teachers has decreased. These issues will be addressed by:

- *Inclusion of the arts in the Middle School Initiative.* At the middle school level, schools participating in the DOE's current Middle School Initiative will be offered arts consultation services and support for creating credit-bearing extended day courses in the arts. Additionally, as the DOE engages in more widespread reform efforts to improve achievement at the middle school level, the arts will be an important component of the resulting strategy.
- *Experts more easily available to schools.* OASP will issue a Pre-Qualification Solicitation (PQS) for professional development. The PQS for professional development will provide schools with a catalog of pre-approved experts (including arts and cultural organizations and other experts in scheduling, space, program evaluation and assessment, budgeting, and staffing) that schools can engage to help build and manage of effective arts programs.

■ HIGH SCHOOLS

Key findings: Forty-six percent of our students are graduating having exceeded the State requirements at the high school level, and 29% of our schools are offering 3- to 5-year sequences in the arts. To encourage even more schools to offer arts sequences the DOE will provide seminars for high schools to learn how to create these sequences and provide students with access to arts sequences. The DOE will also implement:

- *Twelfth-grade arts exit exams.* The creation of commencement examinations in all four arts disciplines will ensure a consistent and rigorous course of study across all of our high schools. These exams will allow students who have taken a 3- to 5- year sequence and passed this test to graduate with a Regents Diploma with Advanced Designation through the Arts. In addition, we will also introduce a nationally-normed technical theater career and technical education exam that will allow students to graduate with a Regents Diploma that is certified in Career and Technical Education and go on to careers in theatrical trades as well as postsecondary theater programs.

■ CULTURAL ORGANIZATIONS

Key findings: Over 80% of our schools engage the services of our city's extraordinary arts and cultural organizations. In order to strengthen these relationships between schools and cultural organizations and nurture the growth of new partnerships, our school leaders need to become better consumers. Toward this end, the DOE has developed the following:

- *Annual Cultural Pass Program for school leaders and arts education liaisons.* The Cultural Pass provides school leaders and arts education liaisons with free general admission or other free services to more than 50 arts and cultural organizations across the City. This program acquaints school leaders with the services that are available to their schools and also encourages them to continue their own arts learning.
- *New York City Leadership Academy (NYCLA).* OASP will work with the NYCLA to convene a meeting of arts partners with aspiring and first-year principals so that they can build even more meaningful relationships with the arts community. NYCLA will also disseminate a best practices manual designed by OASP and the Arts Education Task Force to all aspiring and first-year principals.

■ ARTS TEACHERS

Key findings: As described earlier, the number of middle school arts teachers has decreased 11% between 2004-2005 and 2006-2007. In addition, the number of dance and theater teachers in our system represents only 2% of our total arts teachers. In order to achieve universal access to arts education in fulfillment of the State requirements we will work to increase the number of qualified, certified arts teachers available to all schools in general, and in particular to the middle schools. We also will focus on the areas of dance, music, and theater where certified teachers are fewest in number. Toward this end the DOE will:

- *Convene postsecondary working group.* The DOE has convened the deans and department heads of New York City's colleges and universities to explore opportunities to partner in the development of teachers with arts certification. The goal of these discussions is to form a working group to assist the DOE in increasing the number of certified arts teachers in our schools.
- *Bolster arts teacher pipeline.* We will build on the work we are currently doing to support the certification process for theater teachers in order to provide new solutions for dance and music teachers. This program also provides supports and resources for new theater teachers and grants to schools that hire these teachers to help offset their production costs.

■ BUDGETING AND SPACE

Key findings: Spending on arts education per pupil varies across schools. It is our goal to understand the real cost of per-pupil arts education so that schools can make effective decisions as they budget for their arts programs. In addition, OASP will provide a speaker series for principals on budgeting for the arts.

- *Disseminate model arts budgets.* We will create budget models for schools using examples from schools delivering comprehensive arts instructional programs. These models will be able to shared with other schools and at school intervisitations.

Key findings: While arts spaces have increased over the past three years, principals continue to cite space as a barrier to implementing arts programs.

- *Identify community arts spaces.* We will continue to investigate space issues at our schools and work with the SSOs to identify community spaces that can be used as resources for our schools.

Ensure and Measure the Quality of Arts Education. While increasing student participation in and access to arts education is our primary goal based on baseline findings, we also want to ensure that the arts education students are receiving is of the highest quality. To accomplish this goal, the DOE will assist schools in establishing methods to measure the quality of arts education through the following three strategies:

- *Rubric for measuring quality arts education.* The Arts Education Task Force is working with New York University's Institute of Education and Social Policy to create a rubric for evaluating quality in arts education programs. This rubric will address both instructional practice and programmatic structure. As these quality metrics are introduced, future *Annual Arts in Schools Reports* will report on the quality of arts programming in our schools.
- *Best practice videos.* OASP will produce a series of best practices videos to provide school leaders and teachers with a demonstration of age-appropriate student outcomes in arts education at each school level and in each arts discipline.
- *Blueprint-based student assessments.* OASP will create sample student *Blueprint*-based assessments that more fully articulate the student outcomes for teaching and learning in the four arts disciplines in the fifth- and eighth-grade benchmark years. Principals and teachers will be able to use these tools to develop teacher-prepared assessments that will allow schools to measure student progress.

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

- *Annual Arts in Schools Reports* – both this system-wide report and the individual school reports posted on each school's Web site – will allow the public (including parents, teachers, and community members) to understand how and to what extent each school is providing all students with access to arts education. This new information will allow principals to make informed decisions about arts education.
- *Accountability Measures.* In addition, we will continue to include the arts as a key component of the DOE accountability system. As outlined in *ArtsCount*, the arts will be included on the following components:

- Principal Performance Review
- Parent, Student, and Teacher Learning Environment Survey
- School Quality Review
- *Data Collection Consultancy.* We will identify an independent partner to work with the DOE on data collection for the 2007-2008 *Annual Arts in Schools Report* and Annual Arts Education Survey in order to establish a system for longitudinal data collection, including indicators of quality.

The second *Annual Arts in Schools Report* will cover 2007-2008, our current school year. When we issue the next Report, we will be able to draw comparisons between years and analyze progress made. We look forward to the many exciting ways our schools will expand students' access to and participation in rigorous arts education.

METHODOLOGY

Methodology for the Annual Arts in Schools Aggregate and Individual School Reports

The *Annual Arts in Schools Reports* (Aggregate and Individual School Reports) are based on a combination of data sources which include: the Annual Arts Education Survey, Department of Education (DOE) databases, DOE Learning Environment Survey, and school verification of preliminary reports. This section describes (a) the data sources used during data analysis, (b) how data sources were used to produce the reports' data points, and (c) the school verification process.

STUDENT PARTICIPATION IN THE ARTS

Student Participation Data Sources

Annual Arts Education Survey 2006-2007

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

Response rates by school level¹⁵

Level	Response Rate	N	Total
Elementary	73%	453	617
Middle School	67%	147	219
High School	74%	144	195
Multi-Grade/Other ¹⁶	92%	195	213
Total	75%	939	1244

High School Scheduling and Transcripts (HSST)

Many schools with students in grades 6-12 enter their scheduling information into the HSST voluntary database system. The system tracks student registration in all subject areas, including the arts. It is the most widely used scheduling system for New York City high schools.

■ 80% of schools with students in grades 9-12 use HSST.

■ 29% of schools with students in grades 7-8 use HSST

15. All new schools, conversion programs, and charter schools have been excluded.

16. The Multi-grade/Other category includes early childhood centers (75% response rate), middle school/high schools (58% response rate), elementary school/middle schools (47% response rate), and special education schools (76% response rate).

Automate the Schools (ATS)

Many schools with students in grades 6-8 enter their scheduling information into the ATS database system, although in 2006-2007, they were not required to do so. The system also tracks student registration in all subject areas, including the arts. It is the most widely used scheduling system for New York City middle schools.

- 67% of schools with at least one student in grades 7-8 use ATS.

All new schools, conversion programs, and charter schools have been excluded.

The Multi-grade/Other category includes early childhood centers (75% response rate), middle school/high schools (58% response rate), elementary school/middle schools (47% response rate), and special education schools (76% response rate).

Learning Environment Survey

The Learning Environment Survey 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. In 2006-2007, 95% of schools had enough survey responses to allow full, equal weighting of student, parent, and teacher perceptions. The surveys include questions about participation in the arts and access to arts courses and activities.

Student Participation Data Analysis

- Student arts participation for grades PreK-6 is calculated based on Annual Arts Education Survey responses about student participation in arts courses by school-based staff and cultural organizations. The percentages of schools offering all four art forms to all grades are based on comparisons of grade offerings to reported participation of students in each grade in visual art, music, dance, and theater courses.
- Student arts participation for grades 7-8 is based on ATS and HSST course registration and Annual Arts Education Survey responses about student participation in arts courses and activities through cultural organizations. The percentages of middle school graduates meeting State requirements by eighth grade are based on the percentages of 2006-2007 eighth grade students registered for at least one credit in each of two arts disciplines during grades 7 and 8.
- Student arts participation for grades 9-12 is based on HSST course registration and Annual Arts Education Survey responses about student participation in arts activities through cultural organizations. The percentages of students meeting and exceeding state requirements are based on the percentages of 2006-2007 high school graduates registered for at least two credits of visual art, music, dance, or theater during grades 9-12.
- Arts sequence information was collected through the Annual Arts Education Survey.

- In addition to the Annual Arts Education Survey data, we have incorporated Learning Environment Survey data on the individual school reports.

ARTS EDUCATION RESOURCES

Resources Data Sources

Human Resources Database

The Division of Human Resources (DHR) of the Department of Education tracks licensed teachers' annual school placements and provided 2006-2007 data for visual arts, music, dance, and theater teachers.

Budget Data

The Division of Budget Operations and Review (DBOR) collects information from schools on all budgeted dollars through the Galaxy data system. Schools input budgeted expenditures, including arts staffing, services, and supplies. Galaxy inputs do not capture actual spending and cannot be considered definitive expenditures.

The accuracy of aggregate and individual budget reporting depends upon the specificity of wording used by schools while entering items. Arts expenditures entered under general categories would not be captured as budgeted arts expenses. Similarly, many school-level expenses do not have art-specific titles, but contribute to arts programs. For example, common branches elementary teachers frequently spend substantial periods of time teaching art, but those teachers would not be considered arts expenditures through Galaxy.

Resources Data Analysis

- Numbers and percentages of licensed arts teachers are based on two sources: the Division of Human Resources licensed arts teacher data and responses on the Annual Arts Education Survey. Any inconsistencies between the data sources were rectified during principals' responses during the data verification process.
- Arts spending was calculated using Galaxy data. The personnel spending data incorporate a 27% fringe rate.
- Numbers and percentages of allocated spaces and appropriately equipped arts classrooms are based on Annual Arts Education Survey responses.

Data Verification

Schools had two opportunities to review and verify their individual *Annual Arts in Schools Reports*. During these reviews, schools which had not previously completed Arts Education Surveys were given the opportunity to provide information for those data points.

The first data verification process yielded corrections from 42% of schools, and the second data verification process yielded

corrections from an additional 27% of schools. Eighty-five percent of schools had either originally completed an Annual Arts Education survey or sent corrections during the data verification process. If schools did not complete an Annual Arts Education Survey or provide feedback during at least one of the two data verification processes, they were excluded from the analyses in this report. Therefore, the population used to calculate all statistics was 1,079 schools or 85% of the total eligible population. Although the excluded schools were given opportunities to view their reports, we were unable to conclude that their lack of response meant that all survey-based sections of their reports should be considered “zeros”.

Individual school data used for the aggregate report may not exactly match the data provided on individual school reports. This discrepancy exists because we did not accept individual school revisions for the aggregate data set after February 12, 2008, but continued to alter individual school reports after that cut-off date. We do not anticipate significant changes in aggregate percentages based on school-level revisions due to our substantial sample size.

APPENDIX

APPENDIX

Appendix 1.

Grade Level	State & City Requirements and Guidelines
PreK - K	Each school operating a pre-kindergarten or kindergarten program shall establish and provide an educational program based on and adapted to the ages, interests, and needs of the children. Learning activities in such programs shall include dramatic play, creative art, and music activities.
Grades 1 - 3	<p>NYSED REQUIREMENTS GRADES 1-3²</p> <p>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.</p> <p>NYSED GUIDELINES GRADES 1-3</p> <p>In grades 1 through 3, 20% 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 between dance, music, theater, and visual arts.</p>
Grades 4 - 6	<p>NYSED REQUIREMENTS GRADES 4-6³</p> <p>During grades 4, 5, and 6, all students shall receive instruction that is designed to facilitate their attainment of the State Intermediate learning standards in the arts, including dance, music, theater, and visual arts.</p> <p>NYSED GUIDELINES GRADES 4-6</p> <p>In grades 4, 5, and 6, 10% 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.</p>
Grades 7 - 8	<p>NYSED REQUIREMENTS GRADES 7-8</p> <p>Except as otherwise provided herein, all students shall be provided instruction designed to enable them to achieve, by the end of 8th grade, State intermediate learning standards in the arts, including one half-unit of study in the visual arts and one half-unit of study in music. In New York City, one half-unit is the equivalent of approximately 55 hours of instruction by a certified arts teacher. New York City allows schools to offer any two of the four arts disciplines to their students to fulfill the grade 7-8 requirement.</p>
Grades 9 - 12	<p>NYSED REQUIREMENTS GRADES 9-12</p> <p>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.</p>
Availability of Arts Sequences	A public school district shall offer students the opportunity to complete a three- or five-unit sequence in the arts (music, dance, theater, or visual arts).

APPENDIX 1 FOOTNOTES

1. The State Requirements & Guidelines listed are derived from the Summary of the Arts Provisions and New York State Standards, Provisions in the Part 100 of the Regulations of the Commissioner of Education. (C.R. 100.3) Summary of the Arts Provisions are derived from the New York State Standards, Provisions in the Part 100 of the Regulations of the Commissioner of Education. Requirements have the force and effect of law. Policy statements indicate the basis from which the Education Department carries out the intent of the Requirements. Guidelines are provided as recommendations and should not be interpreted as requirements.
2. Grades 1 – 6: 186 instructional days/year; 5 instructional hours/day = 93 total instructional hours/year in grades 1 – 4. State guidelines recommend 20% of total instructional time to be equivalent of 93 hours per year; 186 Instructional Days/Year; 5 instructional hours/day = 93 total instructional hours/year.
3. *Ibid*
4. Since there are requirements for arts instruction in grades 5 – 6 (C.R. 100.4(b)(1)(v)) it is not appropriate to meet the grade 7 – 8 required instruction in grade 6.
5. Grades 7 – 8: 186 instructional days/year; unit of study equals 180 minutes/week; ½ unit of study = 36 minutes/day for 93 days (½ 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.
7. The DOE is considered one school district by the NYSED.

Appendix 2.**ARTS EDUCATION TASK FORCE**

Andrew Ackerman	Children's Museum of Manhattan
Jody Arnhold	Dance Education Laboratory
William Bassell	Long Island City High School
Mary M. Brabeck	New York University
Thomas Cahill	Studio in a School
Sarah Calderon	NYC Department of Education
David Dik	Metropolitan Opera Guild
Amy Dorfman	The Shubert Foundation
Pierre Dulaine	Dancing Classrooms
Stephanie Dua	The Fund for Public Schools
Sharon Dunn	NYC Department of Education
Deborah Effinger	Bronx Theatre High School
Carol Fineberg	CF Associates
Tom Finkelppearl	Queens Museum of Modern Art
Peter Gelb	The Metropolitan Opera
Clive Gillinson	Carnegie Hall
Thelma Golden	The Studio Museum of Harlem
Radiah Harper	Brooklyn Museum
Karen Brooks Hopkins	Brooklyn Academy of Music
Caroline Kennedy	The Fund for Public Schools
Richard Kessler	Center for Arts Education
Joel I. Klein	NYC Department of Education
Kate D. Levin	NYC Department of Cultural Affairs
Julia C. Levy	Roundabout Theatre Company
Tim Lord	DreamYard
Sharon Luckman	Alvin Ailey American Dance Theatre
S. Zuri McKie	Jamaica Center for Arts and Learning
Scott Noppe-Brandon	Lincoln Center for the Performing Arts
Bonnie Rosenberg	Office of the Mayor, Out-of-School Time Initiative
Jerrold Ross	St. John's University
Laurie Schopp	VH-1 Save the Music Foundation
John G. Schultz	Young Audiences New York
David Shookhoff	Manhattan Theatre Club
Lorie A. Slutsky	New York Community Trust
Sonnet Takahisa	World Trade Center Memorial Foundation
Shirley Taylor	Apollo Theater Foundation, Inc.
Steve Tennen	Arts Connection
Joseph P. Versace	Alliance for the Arts
George Young	P.S. 46, Arthur Tappan School