

ANNUAL
ARTS
in SCHOOLS
REPORT • 2011-2012



Letter from the Chancellor

This year marks the sixth annual *Arts in Schools Report* and a continuing commitment by the New York City Department of Education (NYCDOE) to provide a high-quality arts education to all public school students. There is still considerable work to be done to realize our arts education goals, but when I think about the successes in arts education this year, I am reminded of several notable events and achievements.

I take personal pride in having initiated a Friday music performance series at Tweed, which on consecutive Fridays in June highlights student music groups and demonstrates the importance of arts education. We have hosted schools from all five boroughs, ranging from string ensembles to full choirs. The events honor the outstanding work of the students, their teachers and the support of dedicated school leaders.

Secondly, Mayor Bloomberg and I were proud to view our students' art work at the 10th annual PS Arts Exhibition opening at the Metropolitan Museum of Art. Not only was the work of the highest caliber, the students and their families had the unique opportunity to see their work shown in such an important setting.

This last year saw the full implementation of the Arts Achieve project, a federal Department of Education grant program in partnership with five extraordinary arts organizations. The NYCDOE's Office of Arts and Special Projects with the Studio in a School as the lead partner, ArtsConnection, Carnegie Hall, the Cooper-Hewitt Museum, and the 92nd Street Y/DEL program initiated performance assessments in seventy-nine city schools. These tasks capture students making and analyzing art and reflecting upon their successes and challenges. This innovative and important work has the potential to capture evidence of student learning in the arts citywide and provide a national model for arts assessments.



I would be remiss if I did not highlight the contributions and advice of the Arts Committee to the Panel on Educational Policy. This dedicated group of arts advocates has been an invaluable resource. Their thoughtful recommendations and encouragement have assured that arts education and concrete steps toward universal arts access and quality remain in the minds of the Panel on Educational Policy and the NYCDOE.

The *Annual Arts in Schools Report* offers us a chance to reflect upon our successes in arts education and to consider and address the gaps that still exist. We are committed to ongoing collaboration with our partners, and we share both the successes and the challenges with parents, our teachers, the arts community, higher education, and school leaders. We look forward to working together to achieve excellence in arts education for all of our students.

Dennis M. Walcott
Chancellor



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Introduction

This administration's focus on the arts began with the *Blueprints for Teaching and Learning in the Arts*, a curriculum framework for what students should know, understand, and be able to achieve in dance, music, theater, visual arts, and the moving image.

In addition to supporting the creation of the *Blueprints*, the mayor and the New York City Department of Education (NYCDOE) 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. With this sixth *Annual Arts in Schools Report*, for 2011-2012, 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.

"As a former musician, I can tell you that the arts require dedication and skill building, skills that are essential to the creative and intellectual development of our students. ... By supporting our students as young artists, we're helping them succeed in the larger world."

-CHANCELLOR DENNIS M. WALCOTT

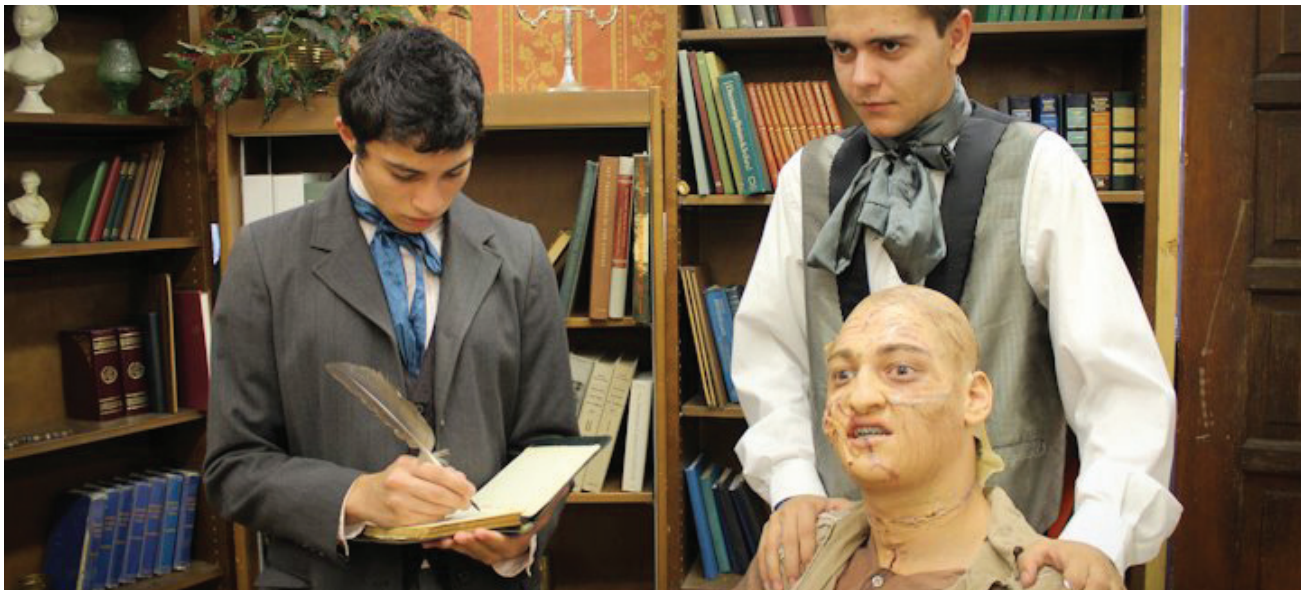
Quality arts education incorporates standards-based, sequential arts learning aligned with the *Blueprints for Teaching and Learning in the Arts*, and is focused on increasing student achievement in the arts at all levels.

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

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



Supports for Arts Education 2011-2012



Data from the 2006-12 *Annual Arts Education Surveys* and other NYCDOE databases for 2006-12 have yielded valuable information to school leaders, teachers, parents, and community-based organizations to expand students' access to and participation in the arts. Under the leadership of Mayor Bloomberg and Chancellor Walcott, the NYCDOE maintains a strong commitment to arts education for all students. The success of our endeavor to build the quality of arts instruction and equity of access across all schools, as articulated in the *Blueprints for Teaching and Learning in the Arts*, 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 school leaders and parents, the NYCDOE is fully committed to supporting 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.

The Office of Arts and Special Projects (OASP)—within the Office of School Programs and Partnerships, Division of Academics, Performance, and Support—continues to analyze arts education data to refine and develop strategies to address the findings of the *Annual Arts in Schools Report* and support arts education citywide. The following levers are key to supporting schools, networks, and clusters:

Support Rigorous Curriculum

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

Teacher Effectiveness

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

Assessment and Data

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

Structured Professional Collaboration

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

Structure

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

SUPPORTS FOR SCHOOLS AND SCHOOL LEADERS

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

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

Through the deep and ongoing generosity of **The Shubert Foundation**, the OASP offered school leaders the opportunity to work with colleagues in their cluster through **The Shubert Arts Leadership Institute**. This institute addresses issues 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. Participants were guests of *Peter and the Starcatcher* on Broadway, as were thousands of NYCDOE students. Thus, principals experienced firsthand the educational impact of attending live theater and how it illuminates and intersects with active learning of text, as the play is a prequel to the J. M. Barrie classic, *Peter Pan*.

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

Each school is asked to designate an **arts education liaison** 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 more than 1,463 designated arts education liaisons.

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

ArtsCount workshops 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 *Annual Arts in Schools Survey* in the spring of 2012, technical assistance workshops were implemented as was an **ArtsCount training webinar**.

The **Arts Education Reflection Tool**, developed in collaboration with the Advisory Council for Arts Education, is designed to promote excellence in teaching practice in dance, music, theater, and visual arts with school-level appropriate documents for elementary, middle, and high schools. The Arts Education Reflection Tool continues to



provide a guide for principals, school teams, arts and cultural organizations, teachers, teaching artists, and researchers to assess the quality of the delivery of arts education to students, pre-K through 12th 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.

SUPPORTING QUALITY AND INNOVATION

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

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

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 titled **Art as Text and Using Text to Support Art Making**. This alignment with the NYCDOE citywide instructional expectations supported the rollout of the Common Core Literacy Standards and the focus on the use of informational text

across content areas, including the arts. In the arts, the emphasis was on the authentic and appropriate use of informational text in the arts classroom. In addition, in spring of 2012, a series of several three-session courses were offered in each discipline. These short courses focused on discipline-specific and age-appropriate performance skills, content knowledge, and pedagogical approaches.

- A 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 for teachers of the arts in nearly 100 schools.
- **Artful Learning Communities II: Assessing Learning, Transforming Practice, Promoting Achievement**, a second USDOE grant to the OASP in collaboration with ArtsConnection, supported a new cohort of arts specialists citywide.

Arnhold Teacher Support Programs are administered as a series of related grant-supported programs, including a **New Dance Teacher Support Program** and a **Dance Fellows 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 invite guest artists to the school, purchase tickets for students to attend professional dance performances, and ensure that the dance teacher can attend professional development workshops and courses. In addition, an instructional toolkit of supplies for dance teachers, support for fees incurred by fellows adding the dance license to their teaching credentials, and subsidized coursework at the 92nd Street Y's Dance Education Laboratory (DEL) are provided to participants. Teachers in the program also attended two intervisitations—one each at the elementary and secondary level—to observe a seasoned master dance teacher in the classroom.

- **Capezio Ballet Makers NYC Public School Dance Program**, an in-kind grant program, provided over 11,000 items of free student

dancewear to 165 schools, enabling proper full range of motion for dance students. Schools chosen via a competitive application process keep the donated items as dance instructional inventory.

- **Media teachers and cultural partners** were engaged in a three-day professional development series aligned with the *Blueprint for the Moving Image* and the Common Core Learning Standards. The workshops were designed by the NYCDOE along with the Tribeca Film Institute and the Mayor's Office of Media. Workshop events were hosted by the Museum of the Moving Image, the Brooklyn Museum, and the National Museum of the American Indian. School media teachers were also offered free additional media artist residencies by the Tribeca Film Institute and additional skills-based media workshops. The Moving Image professional development and residencies were generously supported by Chase.
- **New teachers of the arts** were able to participate in a number of short courses offered in each arts discipline. These courses focused on the *Blueprints for Teaching and Learning in the Arts*, broadening arts skills and content knowledge, 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 collaborative inquiry, supporting the Common Core**, and **mentoring and guiding** arts teachers.
- **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 Shubert Theater Fellows Program** continued to provide current New York City Teaching Fellows with support for their theater programs within the New York City public school system.
- **The Shubert/MTI Broadway Junior Program** provided professional development in musical theater direction to 21 New York City middle schools and opportunities for hundreds of middle school students in musical theater.
- Theater teachers were engaged in the citywide professional development through **Theater as Text: The Play's the Thing (just not the only thing)**—exploring the deep implications of what is informational text in theater, including plays, reviews, performances themselves, artist's statements, etc. Playwright David Auburn led a master workshop on student playwriting as one of many sessions focused on text engagement, text analysis, and performance as text.
- **Teaching and Directing of Musical Theater** provided intensive professional development for theater teachers with Tony Graham, an internationally renowned Director for Youth Theatre. **The Digital Media and Theater** course focused encouraging teachers to explore how to use technology to engage students to create, research, and reflect using digital media. Teachers and students collaborated with schools in England, Africa, and Japan using new media.
- **PS Art 2012** provided schools, teachers, and students the opportunity to participate in a citywide juried competition resulting in the selection of over 60 works of student art, grades K-12, from all five boroughs, including District 75, to be part of a two-month-long exhibition at the Metropolitan Museum of Art. Student artists and their parents were granted free admission to the museum for the duration of the exhibition. A seminar for art educators based on this rich visual arts teaching experience was presented in July.

CURRICULUM DEVELOPMENT

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

- **Instructional materials** were created to enable teachers to align instruction in the dance, music, theater, and visual arts with **Common Core** ELA capacities for college- and career-ready students and Common Core Standards for Mathematical Practice.
- Dance, music, theater, and visual arts teachers and facilitators collaborated to create units that support citywide instructional expectations, and meaningful connections to Common Core capacities, the *Blueprints*, and other standards-based frameworks that will be available during the 2012-13 school year
- Theater teachers worked with the **Royal Shakespeare Company** to develop lesson plans for the teaching of Shakespeare in the classroom.
- **Catalogues for PS Art 2012 and the Ezra Jack Keats Bookmaking Competition** were created as teaching tools for elementary and secondary teachers. Both catalogues contained student comments relating to the art process. The PS Art 2012 catalogue additionally contained educator comments that reflected the strands and benchmarks of the *Blueprint for Teaching and Learning in Visual Arts*.



PARENT SUPPORT

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

The OASP has created supports for parents as follows:

- Facilitating a panel discussion on navigating the **applications process** for screened arts high schools in each arts discipline
- Serving as a **resource for information** related to citywide and borough-wide dance, music, theater, and visual arts programs.

STUDENT ACHIEVEMENT IN THE ARTS

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

- **Comprehensive examinations** in dance, music, theater, and visual arts were designed and imple-

mented for high school seniors who have taken a major sequence. Nine hundred and ninety-seven students who passed the exam received either the Chancellor's Arts Endorsed Diploma or a Certificate of Arts Achievement. Students awarded the Arts Endorsed diploma, as well as their families, were invited to attend an event in their honor on July 16, 2012 at Gracie Mansion.

- **Summer Arts Institute** provided a free four-week intensive summer program for 330 auditioned middle and high school students in dance, drama, film, instrumental and vocal music, photography, and visual arts. The program, held at Frank Sinatra School of the Arts in Astoria, Queens, nurtured and challenged students as they moved into their next phase of growth as young artists. The program, in its 11th year, is an as an official summer school program carrying one elective arts credit. The 2012 Summer Arts Institute was made possible through generous support from Exploring the Arts, the David Rockefeller Fund, Con Edison, the Madison Avenue Business Improvement District, and the Peter Jay Sharp Foundation.
- **All-City High School and Borough-Wide Salute to Music Programs** afforded year-long extra-curricular music instruction and performance opportunities for approximately 800 students

across the five boroughs. Under the leadership of licensed music specialists, students were auditioned for participation in a variety of vocal and instrumental ensembles. Seven culminating concert performances were held for parents and the general public. Coverage by local media outlets was provided for several of the performances.

- **Select All-City High School Music Program** students were awarded \$3,000 in scholarships for outstanding accomplishments in music. These scholarships were provided by the Ryu Goto Excellence in Music Award and the Peter J. Wilhousky and Bernard Donovan Foundations.
- **Middle school band students** performed, and music teachers observed, a demonstration master class taught by acclaimed **musician and educator Wynton Marsalis**.
- Student performers of all schools involved in **The Shubert Foundation/MTI Broadway Junior Program** were featured in a student share on Broadway hosted by Nick Jonas.
- **PS Art 2012**, an annual juried exhibition of exemplary student artwork, pre-K through 12th grade, was displayed at the Metropolitan Museum of Art's Uris Center for Education.
- **The 26th Annual Ezra Jack Keats Bookmaking Competition**, sponsored by the OASP and underwritten by the **Ezra Jack Keats Foundation**, resulted in over 120 school-wide medal winners. Of those, 21 students, grades 3-12, were honored with medals and additional awards as citywide and borough-wide winners at a ceremony at the **Brooklyn Public Library**.
- Under the sponsorship of New York Yankee Curtis Granderson's **Grand Kids Foundation** and Triumph Books, artwork was created by elementary school students, representing 20 schools from all five boroughs and District 75, to illustrate Curtis Granderson's children's picture book **All You Can Be**. Through this project, students experienced the way in which book illustrators work.
- In coordination with the **Art Directors Club** and the **School Art League**, during the fall and spring, 30 students per semester had the opportunity to

attend Saturday art-career workshops, meeting designers and building their own portfolios.

- Through partnership with the **School Art League**, the **School of Visual Arts, Pratt Institute**, the **Fashion Institute of Technology**, and the **Art Directors Club**, the OASP disseminated information about student award programs to schools. Over 100 medals, plus five scholarships and various awards, were given to graduating seniors.
- Through art portfolio and art history competitions sponsored by the **Dedalus Foundation** and the **Mark Rothko Foundation**, 13 graduating seniors received scholarship awards.
- **Art History Research Fellows Project**, funded by the **Dedalus Foundation**, fostered art history research at the high school level.

ARTS AND CULTURAL COMMUNITY

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

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

- Evaluating and scoring **Pre-Qualifying Solicitation Proposals** from the arts and cultural community for: 1) direct student services; 2) parent services; and 3) professional development services in the arts
- Presenting the **26th Annual Arts and Cultural Services Fair**, held at St. Francis College, where arts organizations and cultural institutions interfaced with school leaders, arts education liaisons, and teachers, giving them information regarding programs and resources for their students and schools.
- Conducting **Blueprint Orientation Workshops for Arts and Cultural Partners**, enabling new



arts vendors to better understand the *Blueprints* and identify how this methodology is addressed in their work with students

- Introducing arts organizations to the alignment of the **Arts and the Common Core** in an interactive reflective workshop setting at the citywide **NYC Arts in Education Roundtable** “Face to Face” conference
- Coordinating efforts to enable high school student instrumentalists to perform on stage at Avery Fisher Hall with the **United States Army Band**
- Enabling Salute to Music program middle school instrumentalists to perform side-by-side with the **New York Pops** as part of the Pops’ annual gala concert at Carnegie Hall
- Organizing High School vocal students who rehearsed and performed side-by-side with members of the **Collegiate Chorale** for their gala concert at Carnegie Hall
- Participating in the selection process for **Academy of Carnegie Juilliard Weill Fellows** (ACJW), and collaborating with ACJW administrators in the creation of pedagogical materials for academy fellows
- Participating in **New York State School Music consortiums** for the enhancement of school music programs statewide and citywide
- Collaborating with the **Broadway producers of *The Gershwins’ Porgy and Bess*** and the **Theater Development Fund (TDF)** to fund and co-produce interactive workshops preparing students to attend performances of the American musical masterpiece on Broadway.
- Partnering with **Broadway and Off-Broadway productions** (*War Horse*, *Traces*, *Private Lives*, *The Mountaintop* [about Martin Luther King Jr.], *Peter and the Starcatcher*, *How to Succeed in Business Without Really Trying*, *Stick Fly*, *Memphis*, *Sister Act*, *The Fantasticks*) to secure quality live-theatrical experiences for New York City public school students and teachers through significantly discounted or free tickets
- Collaborating with the **Metropolitan Museum of Art’s curatorial and conservation staff** to arrange visits for students from five high schools to receive a behind-the-scenes look at the museum and interview museum staff, including Morrison Heckscher, Chairman of the American Wing
- Collaborating with the **Solomon R. Guggenheim Museum** to present the annual Art History Symposium for high school juniors and seniors

Working with the **Museum of Modern Art** and the **Metropolitan Museum of Art** to develop museum-based components of the P-Credit course for new and newer art teachers

- Advising **New York City Art Teachers Association (NYCATA)** on the content and development of their annual conference for New York City art teachers

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 are implementing Year 2 of a USDOE i3 grant. The i3 Everyday Arts for Special Education grant is a professional development program designed to improve student achievement in the areas of communication, socialization, academic learning, and arts proficiency. It uses all four arts disciplines to provide multiple entry points for non-traditional learners. District 75 schools serve students with disabilities, in both the general education environment and in more intensive environments, through self-contained special education classes. The district also provides hospital instruction for students in both short-term and long-term care.

An Overview Of Arts Education In New York City Public Schools: A THREE-YEAR SNAPSHOT



This summary provides a three-year snapshot of arts education in New York City public schools from the 2009-10 through 2011-12 school years. The data are based on information collected from each year's *Annual Arts Education Survey*, which school administrators complete in the spring of each school year. The survey collects information on student participation in the arts and the supports provided for a quality arts education, such as the number of certified school-based arts teachers and cultural arts organization partnerships. Data from each year are based on the proportion of schools that responded during that school year. In the 2009-10 school year, 95 percent (N=1,453) of all NYC public schools responded to the survey; in 2010-11, 98 percent (N=1,527) responded; and in 2011-12, 98 percent (N=1,528) responded.

STUDENT ACCESS AND PARTICIPATION IN ARTS EDUCATION

"Student Access and Participation in Arts Education" is organized by grade levels served (i.e., schools serving grades PreK-5, 6-8, and 9-12). The data presented reflect schools' progress toward meeting the New York State Education Department (NYSED) arts requirements and guidelines (see Appendix 1). The NYSED arts requirements and guidelines pertain to arts instruction in dance, music, theater, and visual arts. In addition to these four arts disciplines, arts instruction in film is offered in many schools throughout the city. The majority of data shown are disaggregated by dance, music, theater, and visual arts, and, where available, data are also provided on film instruction. Students in District 75 schools—schools that exclusively serve students with special needs—are not held accountable to the same requirements; therefore, data on arts education in District 75 schools are presented separately.

FIGURE 1. PERCENT OF RESPONDING SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED STAFF TO PRE-KINDERGARTEN¹

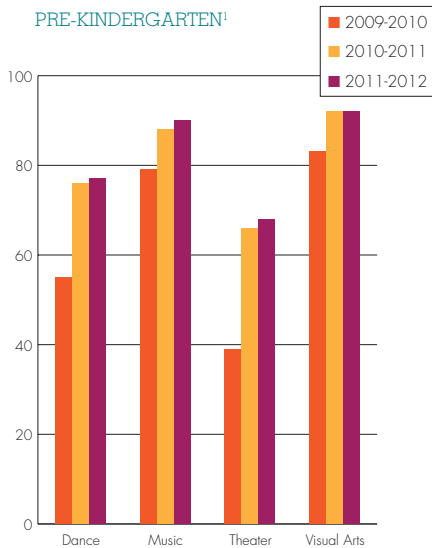


FIGURE 2. PERCENT OF RESPONDING SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED STAFF TO KINDERGARTEN²

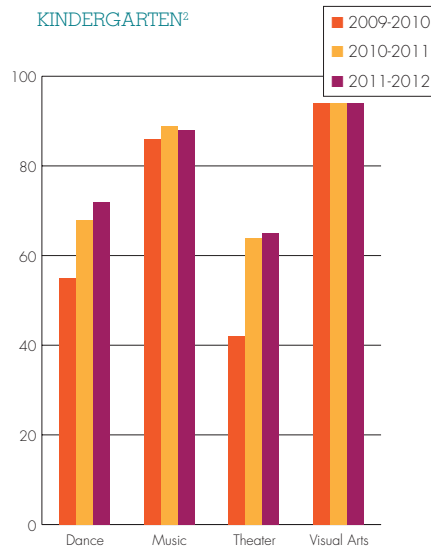
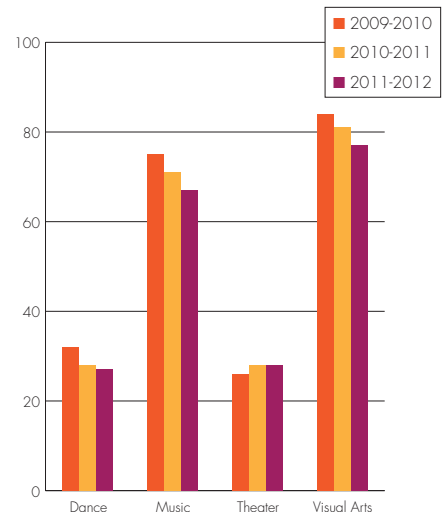


FIGURE 3. PERCENT OF RESPONDING SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED ARTS TEACHERS TO ANY GRADE, 1-5



Elementary School Grades (PreK-5)

Schools serving elementary school grades (PreK-5) include early elementary (PreK-2), elementary (PreK/K-5 or PreK/K-6), K-8, and K-12 schools. This section presents data on all schools serving elementary school grades; District 75 schools are not included. In 2011-12, 49 percent (N=756) of all schools that responded to the *Annual Arts Education Survey* served grades PreK-5. The data in Figures 1-7 and Tables 1-4 reflect arts education provided to students in pre-kindergarten through fifth grade from the 2009-10 through 2011-12 school years.

Pre-Kindergarten and Kindergarten

Figure 1, above, displays the percent of responding schools serving pre-kindergarten students that reported providing dance, music, theater, and/or visual arts through school-based staff (classroom teachers and/or school-based arts teachers). Of the schools that served pre-kindergarten in 2011-12, 92 percent reported that they provided visual arts instruction to their pre-kindergarten students through school-based staff; 90 percent reported providing music instruction; 77 percent reported providing dance instruction; and 68 percent reported providing theater instruction.

Figure 2 shows the percent of responding schools serving kindergarten by type of arts discipline provided through school-based staff (classroom teachers and/or school-based arts teachers) to their kindergarten students. In the 2011-12 school year, of the schools that served kindergarten, 94 percent reported that they provided visual arts instruction to their kindergarten students through school-based staff as compared with 88 percent that provided music, 72 percent that provided dance, and 65 percent that provided theater.

Arts Instruction Provided by School-Based Arts Teachers

Figure 3 displays the percent of responding schools serving elementary school grades by type of arts discipline provided to any grade (1-5) served. Of the responding schools, 77 percent reported that they provided instruction in visual arts; 67 percent reported that they provided instruction in music; 28 percent reported that they provided instruction in theater; and 27 percent reported that they provide instruction in dance to any grade (1-5) served through a school-based arts teacher.

^{1,2} In 2009-10, schools were asked to report on pre-kindergarten students who participated in art provided by school-based staff. In 2010-11 and 2011-12, the school-based staff response category was separated into two categories, school-based arts teachers and classroom teachers. Additionally, cultural arts organization was added as a response. These changes should be considered when comparisons among school years are made.

FIGURE 4. PERCENT OF RESPONDING SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED ARTS TEACHERS AND/OR CULTURAL ARTS ORGANIZATIONS TO ANY GRADE, 1-5

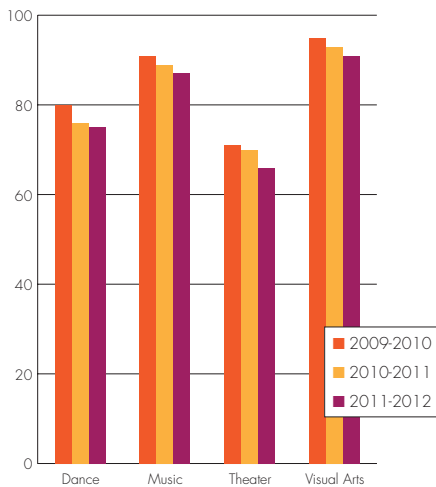
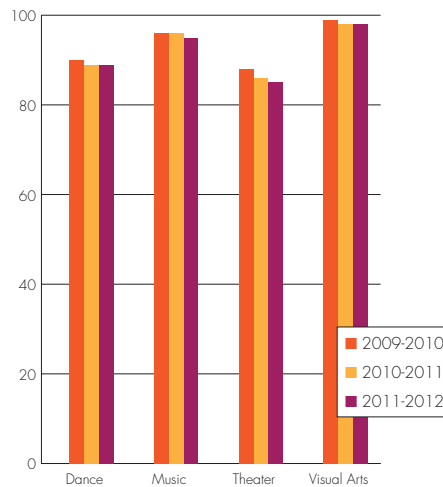


FIGURE 5. PERCENT OF RESPONDING SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS TO ANY GRADE, 1-5



"We strive to educate the whole child. Our goal is to equip all students with the ability to express themselves, enhance their lives, and appreciate the arts as a vital component of their learning."

-ELEMENTARY SCHOOL PRINCIPAL, QUEENS

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

Tables 1 and 2 and Figure 4 present data on arts instruction in dance, music, theater, and visual arts by school-based arts teachers and/or cultural arts organizations in schools serving elementary school grades. Table 1 shows the percent of responding schools by number of arts disciplines provided to any grade (1-5) served. In the 2011-12 school year, almost all responding schools (99 percent) serving elementary school grades reported that they provided at least one arts discipline, and 52 percent reported that they provided instruction in all four arts disciplines to any grade (1-5) served through a school-based arts teacher and/or cultural arts organization.

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

NUMBER OF ARTS DISCIPLINES	2009-10	2010-11	2011-12
AT LEAST ONE ARTS DISCIPLINE	100%	99%	99%
AT LEAST TWO ARTS DISCIPLINES	96%	94%	93%
AT LEAST THREE ARTS DISCIPLINES	84%	79%	75%
FOUR ARTS DISCIPLINES	58%	56%	52%

Figure 4 displays the percent of responding schools serving elementary school grades by type of arts discipline provided to any grade (1-5) served. Of the responding schools, 91 percent reported that they provided instruction in visual arts; 87 percent reported that they provided instruction in music; 75 percent reported that they provided instruction in dance; and 66 percent reported that they provide instruction in theater to any grade (1-5) served through a school-based arts teacher and/or cultural arts organization.

The data in Table 2 present the percent of responding schools serving elementary school grades that reported providing all four arts disciplines provided to all grades (1-5) served. In 2011-12, 18 percent of the responding schools reported that they provide arts instruction in all four disciplines to all grades (1-5) served through a school-based arts teacher and/or cultural arts organization.

TABLE 2. PERCENT OF RESPONDING SCHOOLS PROVIDING ALL FOUR ARTS DISCIPLINES PROVIDED BY SCHOOL-BASED ARTS TEACHERS AND/OR CULTURAL ARTS ORGANIZATION TO ALL GRADES SERVED, 1-5

	2009-10	2010-11	2011-12
ALL FOUR ARTS DISCIPLINES TO ALL GRADES SERVED	19%	19%	18%



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

Tables 3 and 4 and Figures 5 and 6 present data on arts instruction in dance, music, theater, and visual arts by classroom teachers, school-based arts teachers, and/or cultural arts organizations in schools serving elementary school grades. Table 3 shows the percent of responding schools by number of arts disciplines provided to any grade (1-5) served. In the 2011-12 school year, all responding schools serving elementary school grades reported that they provided at least one arts discipline and 80 percent reported that they provided instruction in all four arts disciplines to any grade (1-5) served through a classroom teacher, school-based arts teacher, and/or cultural arts organization.

TABLE 3. PERCENT OF RESPONDING SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS TO ANY GRADE, 1-5

NUMBER OF ARTS DISCIPLINES	2009-10	2010-11	2011-12
AT LEAST ONE ARTS DISCIPLINE	100%	100%	100%
AT LEAST TWO ARTS DISCIPLINES	99%	98%	97%
AT LEAST THREE ARTS DISCIPLINES	93%	92%	91%
FOUR ARTS DISCIPLINES	81%	79%	80%

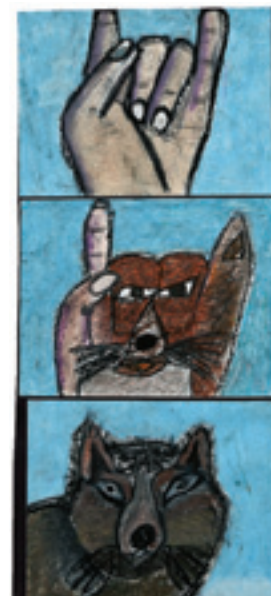
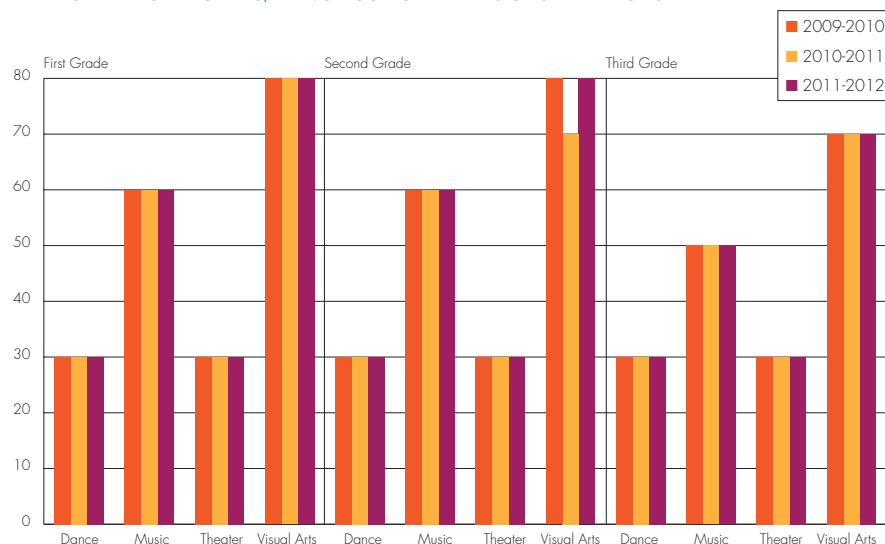
Figure 5 displays the percent of responding schools serving elementary school grades by type of arts discipline provided to any grade (1-5) served. Of the responding schools, 98 percent reported that they provided instruction in visual arts; 95 percent reported that they provided instruction in music; 89 percent reported that they provided instruction in dance; and 85 percent reported that they provide instruction in theater to any grade (1-5) served through a classroom teacher, school-based arts teacher, and/or cultural arts organization.

The data in Table 4 present the percent of responding schools serving elementary school grades that reported providing all four arts disciplines provided to all grades (1-5) served. In 2011-12, 54 percent of the responding schools reported that they provide arts instruction in all four disciplines to all grades (1-5) served through a classroom teacher, school-based arts teacher, and/or cultural arts organization.

TABLE 4. PERCENT OF RESPONDING SCHOOLS PROVIDING ALL FOUR ARTS DISCIPLINES PROVIDED BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATION TO ALL GRADES SERVED, 1-5

	2009-10	2010-11	2011-12
ALL FOUR ARTS DISCIPLINES TO ALL GRADES SERVED	51%	54%	54%

FIGURE 6. AVERAGE ANNUAL ARTS INSTRUCTIONAL HOURS BY GRADE (1-3) AND ARTS DISCIPLINE PROVIDED BY RESPONDING SCHOOLS BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS



Arts Instruction Hours

Figures 6 and 7 display the average annual arts instruction hours provided to students in grades 1-5 in responding schools serving elementary school grades. According to the NYSED arts guidelines, students in grades 1-3 should receive approximately 46 hours of arts instruction in each discipline, and students in grades 4 and 5 should receive approximately 23 hours of arts instruction in each discipline.

In the 2011-12 school year, the average instructional hours provided by classroom teachers, school-based arts teachers, and/or cultural arts organizations in visual arts ranged from 61-70 hours in third grade to 71-80 hours in first and second grades. In music, the average instructional hours ranged from 41-50 hours in third grade to 51-60 hours in first and second grades. An average of 21-30 instructional hours was provided in dance and theater to each grade.

As shown in Figure 7, responding schools serving elementary school grades reported that in the 2011-12 school year students in grades 4 and 5 received an average of 51-60 hours of visual arts instruction provided by classroom teachers, school-based arts teachers, and/or cultural arts organizations and 41-50 hours of instruction in music. Schools reported providing 21-30 hours of instruction in both dance and theater to students in grades 4 and 5.

"Our school has an extraordinary comprehensive arts program. Our four licensed arts specialists share their knowledge and passion through small-group and individualized lessons. Our band/music director conducts two bands in addition to teaching the general music curriculum. The theater arts teacher directs two theater companies as well as teaching the general theater curriculum: physical/vocal expression, playwrighting, puppetry, and mask making. Our dance teacher works in a fully equipped dance studio, and teaches different forms of dance as well as choreographic elements. The visual arts teacher works in all different media, stressing individual accomplishments and problem solving. We have an "arts academy" for grades 4 and 5 that allows students to specialize in an art form. ... We are thrilled to be participating in the Arts Achieve grant in theater.

-ELEMENTARY SCHOOL PRINCIPAL, STATEN ISLAND

FIGURE 7. AVERAGE ANNUAL ARTS INSTRUCTIONAL HOURS BY GRADE (4 AND 5) AND ARTS DISCIPLINE, PROVIDED BY RESPONDING SCHOOLS BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS

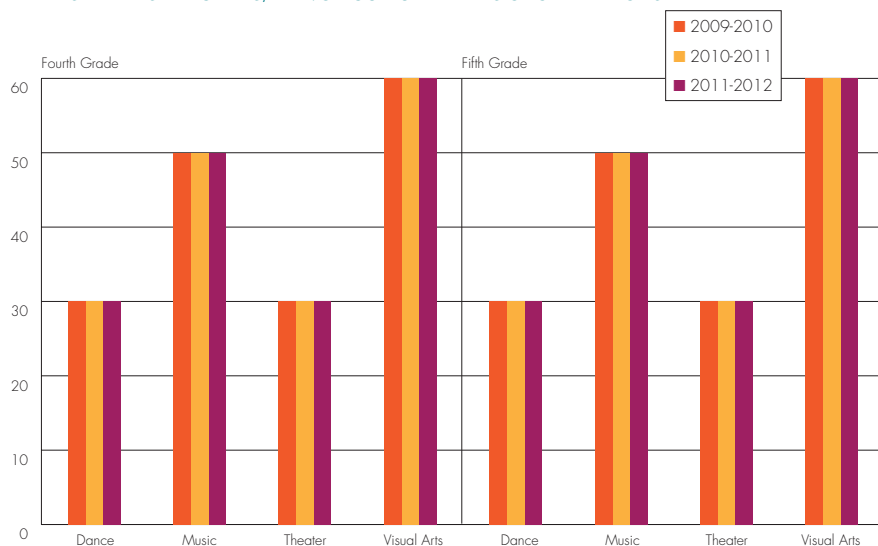
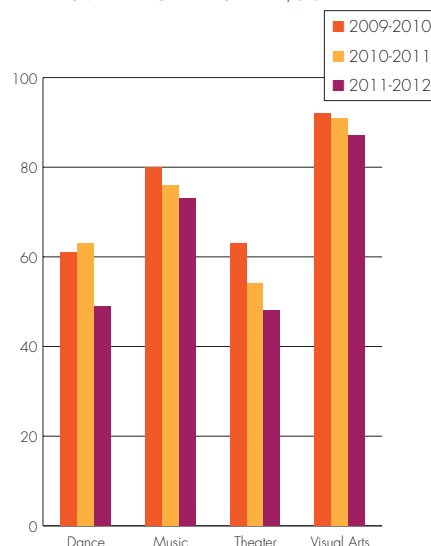


FIGURE 8. PERCENT OF RESPONDING SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, 6-8



Middle School Grades (6-8)

This section presents data on schools serving middle school grades (6-8), including K-8, K-12, middle (6-8 or 7-8), and secondary (6-12) schools; District 75 schools are not included. In 2011-12, 31 percent (N=479) of all schools that responded to the *Annual Arts Education Survey* served grades 6-8. Figure 8 and Tables 5-7 present data regarding arts education in dance, music, theater, and/or visual arts provided to students in grades 6-8 from the 2009-10 through 2011-12 school years.

Arts Disciplines Provided

Table 5 shows the percent of responding schools serving middle school grades by the number of arts disciplines provided to any grade (6-8) served. Of the responding schools in 2011-12, almost all (97 percent) reported that they offer at least one arts discipline to any grade (6-8) served, and 27 percent reported that they offer all four arts disciplines.

TABLE 5. PERCENT OF RESPONDING SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED TO ANY GRADE, 6-8

NUMBER OF ARTS DISCIPLINES	2009-10	2010-11	2011-12
AT LEAST ONE ARTS DISCIPLINE	98%	99%	97%
AT LEAST TWO ARTS DISCIPLINES	89%	85%	79%
AT LEAST THREE ARTS DISCIPLINES	67%	62%	52%
FOUR ARTS DISCIPLINES	41%	37%	27%

Figure 8 presents data on the percent of responding schools serving middle school grades that reported providing dance, music, theater, and/or visual arts to any grade (6-8) served. In the 2011-12 school year, greater percentages of responding schools reported that they provide arts instruction to any grade served (6-8) in visual arts (87 percent) and/or music (73 percent) than in dance (49 percent) and/or theater (48 percent).

Arts Sequences

The data in Table 6 show the percent of responding schools serving middle school grades that reported offering at least one arts sequence by discipline in the 2011-12 school year. Half (50 percent) of schools reported providing at least one arts sequence in visual arts, and more than one-third (38 percent) reported providing a sequence in music. Smaller percentages of schools reported providing at least one sequence in dance (19 percent), theater (16 percent), and/or film (7 percent).



TABLE 6. PERCENT OF RESPONDING SCHOOLS OFFERING AT LEAST ONE ARTS SEQUENCE TO STUDENTS IN GRADES 6-8 BY ARTS DISCIPLINE³

ARTS DISCIPLINES	2010-11	2011-12
DANCE	18%	19%
MUSIC	39%	38%
THEATER	14%	16%
VISUAL ARTS	51%	50%
FILM	6%	7%

"We are proud of our reputation as a school, which both infuses and enriches arts education for our students during their time at our school. We continue to develop young musicians, singers, actors, dancers, visual artists, and filmmakers while cultivating a lifelong love of the arts in all of the young men and women who attend our school."

-MIDDLE SCHOOL PRINCIPAL, STATEN ISLAND

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

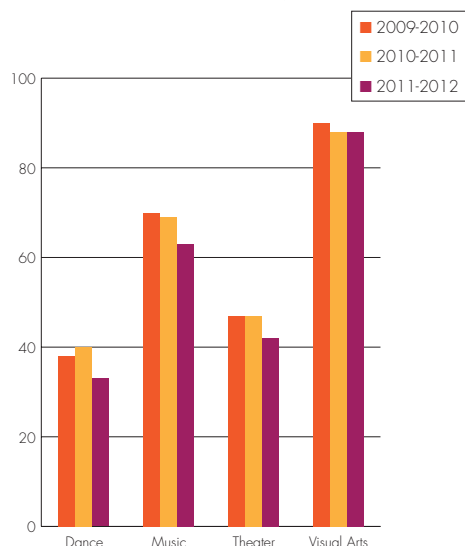
The NYSED requires, at a minimum, that students in grades 7 and 8 complete one half-credit (one semester) of instruction in one of the four arts disciplines (dance, music, theater, or visual arts) and another half-credit in a second arts discipline (dance, music, theater, or visual arts), for a total of one credit, over the course of seventh and eighth grades. One half-credit is the equivalent of approximately 55 hours of instruction by a licensed, certified arts teacher. Table 7 displays the percent of eighth-grade students who graduated from responding schools meeting this requirement. In 2011-12, responding schools reported that 81 percent of eighth-grade students who graduated received one credit or more in two arts disciplines.

TABLE 7. PERCENT OF 8TH GRADE GRADUATES FROM RESPONDING SCHOOLS SERVING GRADE 8 WHO GRADUATED WITH ONE CREDIT OR MORE IN TWO ARTS DISCIPLINES

	2009-10	2010-11	2011-12
GRADUATED WITH ONE CREDIT OR MORE IN TWO ARTS DISCIPLINES	85%	82%	81%

³ On the 2010-11 and 2011-12 surveys, the question regarding arts sequences provided in schools serving grades 6-8 was changed and was no longer comparable with the data collected in the 2009-10 school year. Therefore, these data are not shown.

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



High School Grades (9-12)

This section presents data on schools serving high school grades (9-12), including K-12, high (9-12), and secondary (6-12) schools; District 75 schools are not included. In 2011-12, 30 percent (N=458) of all schools that responded to the *Annual Arts Education Survey* served grades 9-12. Figure 9 and Tables 8-10 present data regarding arts education in dance, music, theater, and visual arts provided to students in grades 9-12 from the 2009-10 through 2011-12 school years.

Arts Disciplines Provided

The data in Table 8 show the percent of responding schools serving high school grades by the number of arts disciplines provided. In the 2011-12 school year, 97 percent of responding schools reported providing at least one arts discipline to any grade (9-12) served, and 15 percent indicated that they provide all four arts disciplines.

TABLE 8. PERCENT OF RESPONDING SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED TO ANY GRADE, 9-12

NUMBER OF ARTS DISCIPLINES	2009-10	2010-11	2011-12
AT LEAST ONE ARTS DISCIPLINE	97%	98%	97%
AT LEAST TWO ARTS DISCIPLINES	79%	79%	72%
AT LEAST THREE ARTS DISCIPLINES	48%	47%	42%
FOUR ARTS DISCIPLINES	20%	19%	15%

Figure 9 displays the percent of responding schools serving high school grades by type of arts discipline provided. In the 2011-12 school year, the majority of responding schools reported that they provide arts instruction to any grade (9-12) served in visual arts (88 percent) and/or music (63 percent), whereas fewer than half reported providing instruction in theater (42 percent) and/or dance (33 percent).

Arts Sequences

Table 9 presents data on the percent of responding schools serving high school grades that reported offering at least one arts sequence of six or more credits by arts discipline. In the 2011-12 school year, 27 percent of responding schools reported offering at least one arts sequence in visual arts, and 20 percent reported offering at least one sequence in music. Smaller proportions reported that they offer sequences in theater (11 percent), dance (9 percent), and/or film (5 percent).

"Arts are viewed as an important part of the constellation of subjects and ideas that comprise a worthwhile education. Whether or not our students ever become artists, dancers, actors, or musicians, they will know something of how the senses and the intellect can work together to solve problems and enrich life. They will be, in other words, educated."

-HIGH SCHOOL PRINCIPAL, MANHATTAN

FIGURE 10. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, PREK-12

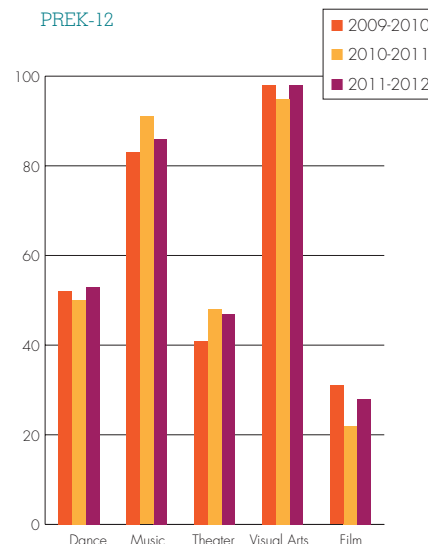


TABLE 9. PERCENT OF RESPONDING SCHOOLS OFFERING AT LEAST ONE ARTS SEQUENCE OF SIX OR MORE CREDITS BY ARTS DISCIPLINE

ARTS DISCIPLINES	2009-10	2010-11	2011-12
DANCE	8%	9%	9%
MUSIC	19%	20%	20%
THEATER	9%	10%	11%
VISUAL ARTS	26%	29%	27%
FILM	7%	5%	5%

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

The NYSED requires that students graduate high school with, at a minimum, two credits in the arts over the course of ninth through twelfth grades. Table 10 displays the percent of high school graduates from responding schools who graduated meeting this requirement.⁴ In 2011-12, 98 percent of high school graduates from responding schools graduated received two or more credits in the arts.

TABLE 10: PERCENT OF HIGH SCHOOL GRADUATES FROM RESPONDING SCHOOLS WHO GRADUATED WITH TWO OR MORE CREDITS IN THE ARTS

	2009-10	2010-11	2011-12
GRADUATED WITH TWO OR MORE CREDITS IN THE ARTS	96%	97%	98%

District 75 Schools

District 75 provides citywide educational, vocational, and behavior support programs for students with disabilities. As previously mentioned, District 75 schools are not held accountable to the NYSED arts requirements. In 2011-12, 4 percent (N=57) of all schools that responded to the *Annual Arts Education Survey* were District 75 schools.

Figure 10 displays the percent of responding District 75 schools that reported offering dance, music, theater, visual arts, and/or film from 2009-10 through 2011-12 to any grade (PreK-5). Of the responding District 75 schools, greater percentages reported that they offer visual arts (98 percent) and/or music (86 percent) than dance (53 percent), theater (47 percent), and/or film (28 percent) to any grade (PreK-12) served.

⁴ The percentages were calculated using aggregated school data from the NYCDOE Scheduling, Transcripts, and Academic Reporting System (STARS) database.

FIGURE 11. PERCENT OF RESPONDING SCHOOLS WITH STUDENTS PARTICIPATING IN DANCE, MUSIC, THEATER PERFORMANCES; VISUAL ARTS EXHIBITIONS; AND/OR FILM PRODUCTIONS AT THE SCHOOL SITE

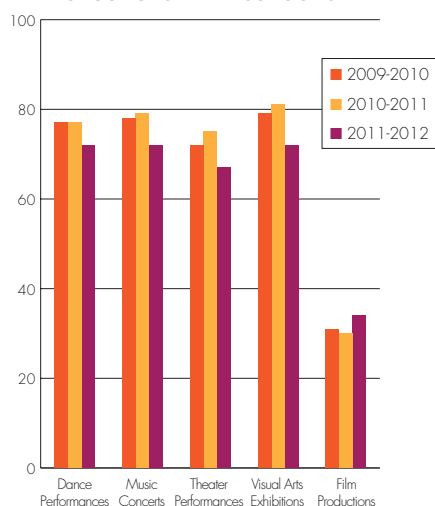
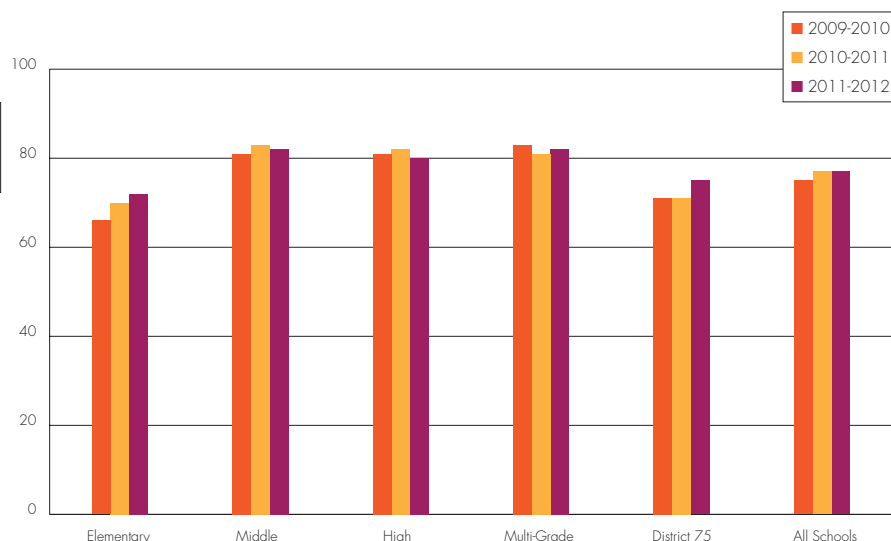


FIGURE 12. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE FULL-TIME CERTIFIED SCHOOL-BASED ARTS TEACHER BY SCHOOL LEVEL⁵



SUPPORT FOR QUALITY ARTS EDUCATION

The “Support for Quality Arts Education” section presents data on student participation in arts performances at the school site and supports for quality teaching, such as the number of certified school-based arts teachers, cultural arts organization partnerships, school arts budgeting, and arts space. The data are reported across all schools, including District 75 schools.

Student Participation in the Arts

In addition to in-class arts instruction, many schools provide opportunities for students to participate in arts performances at the school site. Figure 11 displays the percent of all responding schools that reported having students participating in dance, music, and/or theater performances; visual arts exhibitions; and/or film productions at the school site from 2009-10 through 2011-12. Of all responding schools in 2011-12, at least 67 percent reported that their students participated in music, dance, and/or theater performance as well as visual arts exhibitions, while 34 percent of schools reported that students were involved in film productions.

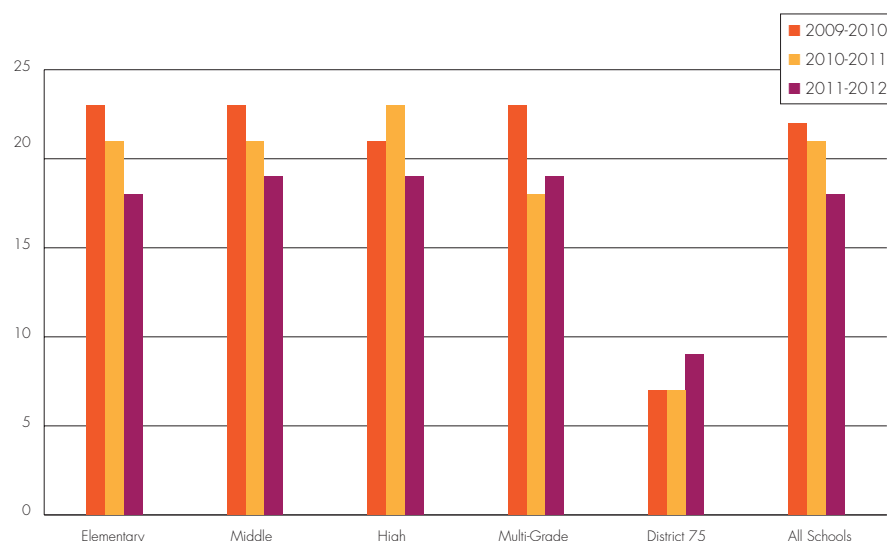
Certified Arts Teachers

School administrators who responded to the *Annual Arts Education Survey* had the opportunity to indicate the number of full-time and part-time certified school-based arts teachers on their staff.⁶ Figures 12-13 display the percent of responding schools with *at least one* full-time and/or part-time certified school-based arts teacher by school level from 2009-10 through 2011-12. Across all responding schools in 2011-12, 77 percent reported having *at least one* full-time certified school-based arts teacher. By school level, the percentage ranged from 72 percent in elementary schools to 82 percent in middle and multi-grade schools. Across all responding schools, 18 percent reported having *at least one* part-time certified school-based arts teacher in the 2011-12 school year. The percentages ranged from 9 percent in District 75 schools to 19 percent in middle, high, and multi-grade schools.

⁵ The multi-grade schools category includes early elementary schools (PreK-2), K-8, K-12, and secondary schools (6-12).

⁶ School administrators were asked to verify data from the NYCDOE Division of Human Resources on the number of full-time certified school-based arts teachers.

FIGURE 13. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE PART-TIME CERTIFIED SCHOOL-BASED ARTS TEACHER BY SCHOOL LEVEL⁷



"Children who regularly participate in the arts learn to work cooperatively, think creatively, and stay on longer in school—leading to improved graduation rates and college preparedness."

**-REPORT TO THE PANEL
FOR EDUCATIONAL POLICY,
ARTS COMMITTEE, 2012**

Cultural Arts Organizations

New York City's cultural arts organizations are a tremendous asset to the public schools, providing students and teachers with access to quality arts instruction and world-class performances and exhibitions. Professional artists and performers work in schools to engage students in exciting and rigorous arts experiences and to help schools reach all of the goals and benchmarks in the *Blueprints for Teaching and Learning in the Arts*. The dynamic of performance in dance performance spaces, concerts halls, and theaters, as well as firsthand interpretation of objects and collections in museums and galleries, enable an innovative exploration of ideas, understandings, and knowledge. These experiences directly support the goals of the Common Core Standards and the capacities for the literate individual: a student who is college and career ready in speaking, writing, speaking, listening, and language.

As shown in Table 11, of all responding schools, 86 percent reported partnering with *at least one* cultural arts organization over the course of the 2011-12 school year.

TABLE 11. PERCENT OF RESPONDING SCHOOLS PARTNERED WITH AT LEAST ONE CULTURAL ARTS ORGANIZATION

	2009-10	2010-11	2011-12
AT LEAST ONE ARTS PROVIDER	88%	86%	86%

Table 12 shows the number of cultural arts organizations partnered with responding schools from the 2009-11 through 2011-12 school years. In the 2011-12 school year, *at least* 497 cultural arts organizations were partnered with schools to provide arts education instruction.

TABLE 12. NUMBER OF CULTURAL ARTS ORGANIZATIONS PARTNERED WITH RESPONDING SCHOOLS

2009-10	2010-11	2011-12
358+	378+	497+

⁷ The multi-grade schools category includes early elementary schools (PreK-2), K-8, K-12, and secondary schools (6-12).

FIGURE 14. DISTRIBUTION OF FUNDS BUDGETED FOR THE ARTS (IN MILLIONS OF DOLLARS)



"Although our arts spending has been reduced, we will continue to provide quality music, visual arts, theater, and dance instruction from our annual school budget as well as the generosity of volunteers, grants, and local partners."

-ELEMENTARY SCHOOL PRINCIPAL, BROOKLYN

Arts Budgeting by Schools

Over the past three years, the deterioration of the national economy affected projected local revenues, and all New York City agencies, including Department of Education schools, were asked to absorb budget cuts. Figure 14 displays the total NYCDOE budget for arts education from the 2009-10 through 2011-12 fiscal years. In the 2011-12 fiscal year, the overall budget for the arts (aggregate school arts budgets) was \$326,469,124. This includes \$310,736,349 budgeted on personnel; \$14,178,366, budgeted on arts services/other (e.g., arts and cultural organizations); and \$1,554,409 budgeted on arts supplies/equipment (e.g., materials, equipment repair).

Arts Space

Appropriately equipped classrooms or other school facilities used for arts instruction are essential for teaching each arts discipline. As shown in Table 13, during the 2011-12 school year, 75 percent of all responding schools reported having *at least* one appropriately equipped classroom or other school facility used for visual arts instruction. Sixty-three percent of responding schools reported having *at least* one appropriately equipped classroom or other school facility used for general music. Smaller percentages of schools reported having *at least* one dance (28 percent), theater (24 percent), and/or film studio (16 percent). Eighty-one percent of all responding schools reported having *at least* one appropriately equipped auditorium.

TABLE 13. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE APPROPRIATELY EQUIPPED CLASSROOM OR SCHOOL FACILITY USED FOR ARTS INSTRUCTION

APPROPRIATELY EQUIPPED CLASSROOMS OR OTHER SCHOOL FACILITIES USED FOR ARTS INSTRUCTION	2009-10	2010-11	2011-12
DANCE	22%	23%	28%
MUSIC ⁸	60%	64%	63%
THEATER CLASSROOM	13%	17%	24%
AUDITORIUM	66%	65%	81%
VISUAL ARTS	66%	72%	75%
FILM STUDIO	5%	5%	16%

⁸ In 2008-09 through 2010-11, schools were asked to report separately on the number of general music, vocal, instrumental, music recording studio, and/or music technology lab classrooms that were appropriately equipped for music instruction. In 2011-12, these five items were consolidated into an overall music category. This change should be considered when comparisons among school years are made.

Arts Education in New York City Public Schools



Information is gathered about student access and participation in arts education and supports for quality arts education during the 2011-12 school year. Where available, data are provided for previous school years and are based on the proportion of schools that responded during that school year. The data are based on a combination of data sources that include the *Annual Arts Education Survey*, NYCDOE databases, the *NYC School Survey*, and the *NYC Principal Satisfaction Survey*. For a further description of the methods used to calculate the data presented, see “Methodology” on page 75.

STUDENT ACCESS/PARTICIPATION IN ARTS EDUCATION

“Student Access/Participation in Arts Education” is organized by school level (i.e., elementary, middle, high, and multi-grade schools) and grade, and includes information on screened arts programs, the number and type of arts disciplines provided, the number of students participating in arts instruction, and arts sequences offered to students in grades 6-12. The data presented reflect schools’ progress toward meeting the New York State Education Department (NYSED) arts requirements and guidelines. See Appendix 1 for a description of these requirements and guidelines. The NYSED arts requirements and guidelines emphasize arts instruction in dance, music, theater, and visual arts. In addition to these four arts disciplines, arts instruction in film is offered in many schools throughout the city. The majority of data shown is disaggregated by dance, music, theater, and visual arts, and, where available, data are also provided on film instruction. Students in District 75

FIGURE 15. NUMBER OF STUDENTS IN GRADES 1-5 PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE AS REPORTED BY RESPONDING SCHOOLS DURING THE 2011-12 SCHOOL YEAR⁹

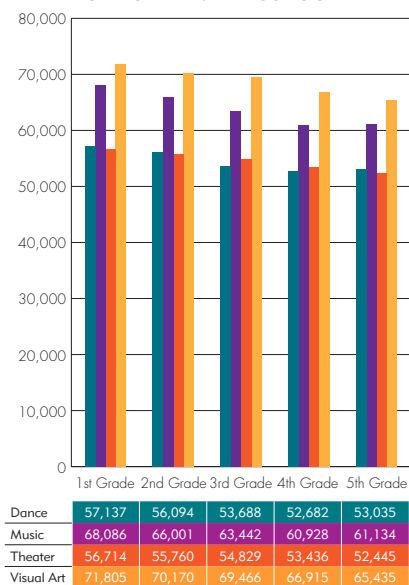


FIGURE 16. NUMBER OF STUDENTS IN GRADES 6-8 PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE AS REPORTED BY RESPONDING SCHOOLS DURING THE 2011-12 SCHOOL YEAR¹⁰

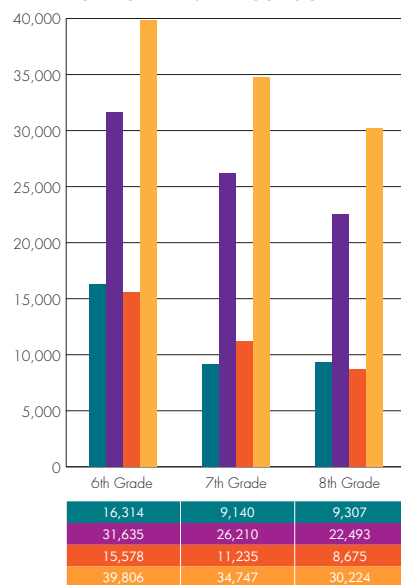
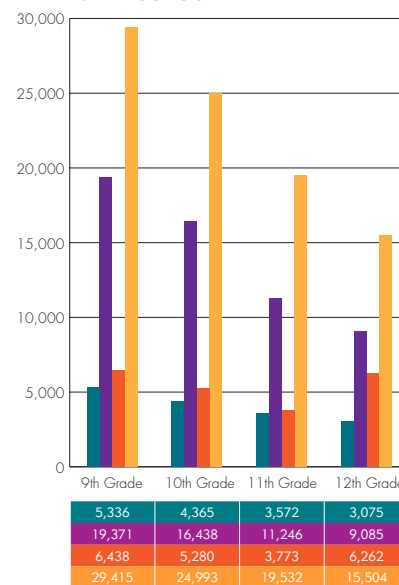


FIGURE 17. NUMBER OF STUDENTS IN GRADES 9-12 PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE AS REPORTED BY RESPONDING SCHOOLS DURING THE 2011-12 SCHOOL YEAR¹¹



schools—schools that exclusively serve students with special needs—are not held accountable to the same requirements; therefore, data on arts education in District 75 schools are presented separately. The District 75 subsection includes data on the type of arts disciplines offered in District 75 schools and the arts disciplines used to advance students' Individual Education Program (IEP) goals.

Number of Students Participating in Arts Education

Figures 15-17 present the numbers of students in grades 1-12 participating in arts instruction during the 2011-12 school year by arts discipline as reported by schools that responded to the 2011-12 *Annual Arts Education Survey*. These data include all schools except District 75 schools. For grades 1-5, schools were asked to report on arts instruction provided to classes as a whole; therefore, the data presented reflect the October 2011 audited class registers. This is also true for schools with non-departmentalized schedules in grade 6. Schools with departmentalized schedules in grade 6 and schools serving grades 7-12 were asked for the specific number of students participating in arts instruction.

^{9,10,11}. Numbers of students do not include District 75 students.

FIGURE 18. PERCENT OF RESPONDING SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED STAFF TO PRE-KINDERGARTEN¹²

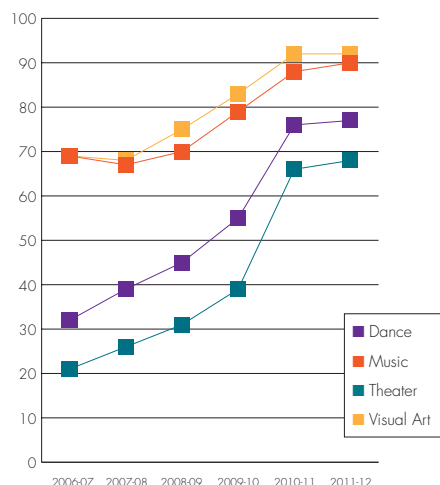


FIGURE 19. PERCENT OF RESPONDING SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED STAFF TO KINDERGARTEN¹³

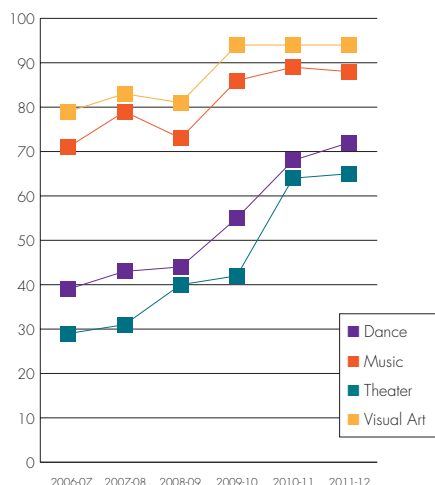
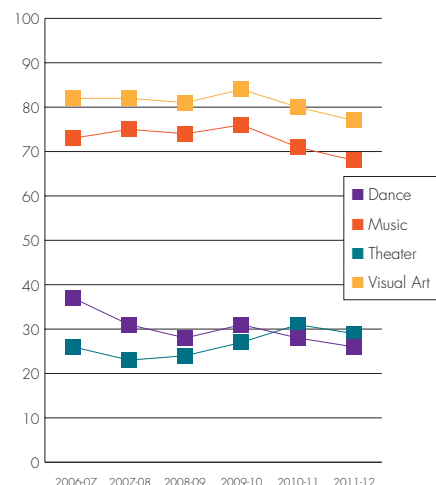


FIGURE 20. PERCENT OF RESPONDING ELEMENTARY SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED ARTS TEACHERS TO ANY GRADES, 1-5



Pre-Kindergarten and Kindergarten

This section presents data on arts instruction provided to students in pre-kindergarten and kindergarten. Figure 18 displays the percent of responding schools that serve pre-kindergarten (early elementary [PreK-2], elementary, K-8, and/or K-12) and reported providing dance, music, theater, and/or visual arts through school-based staff (i.e., school-based arts teachers and/or classroom teachers) to pre-kindergarten; District 75 schools are not included. Figure 19 displays the percent of responding schools that serve kindergarten (early elementary [PreK-2], elementary, K-8, and/or K-12) by discipline through school-based staff to kindergarten; District 75 schools are not included. Both figures display data from 2006-07 through 2011-12.

Elementary Schools

The tables and figures in the following section reflect arts instruction in elementary schools provided to students in grades 1-5 as reported by schools that responded to the 2011-12 *Annual Arts Education Survey*; District 75 schools are not included. In 2011-12, 40 percent (N=603) of all schools that responded to the survey were classified as elementary schools.

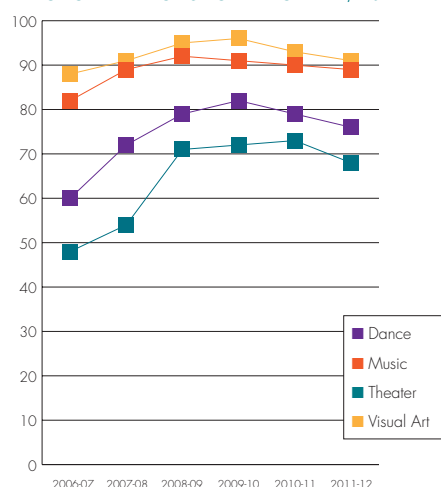
Arts Instruction Provided by School-Based Arts Teachers

Figure 20 displays the percent of responding elementary schools that reported providing dance, music, theater, and/or visual arts to any grades 1-5 by a school-based arts teacher. The data are shown from 2006-07 through 2011-12.

¹² In 2006-07 through 2009-10, schools were asked to report on pre-kindergarten students who participated in art provided by school-based staff. In 2010-11 and 2011-12, schools were asked to report on pre-kindergarten students who participated in art provided by classroom teachers, school-based arts teachers, and/or cultural organizations. These changes should be considered when comparisons among school years are made.

¹³ In 2006-07 through 2008-09, schools were asked to report on kindergarten students who participated in the arts provided by school-based arts teachers and/or cultural organizations. In 2009-10, schools were asked to report on kindergarten students who participated in the arts provided by school-based staff. In 2010-11 and 2011-12, schools were asked to report on kindergarten students who participated in the arts provided by classroom teachers, school-based arts teachers, and/or cultural organizations to be consistent with the first- through fifth-grade questions. These changes should be considered when comparisons among school years are made.

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



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

Tables 14 and 15 and Figure 21 present data on arts instruction in dance, music, theater, and/or visual arts provided by school-based arts teachers and/or cultural arts organizations in the 2006-07 through 2011-12 school years. Table 14 shows the percent of responding elementary schools by number of arts disciplines provided to any grade (1-5) served. Figure 21 displays the percent of responding elementary schools by type of arts discipline provided to any grade (1-5) served. The data in Table 15 present the percent of responding elementary schools that offer all four arts disciplines provided by a school-based arts teacher and/or cultural arts organization to all grades (1-5) served.

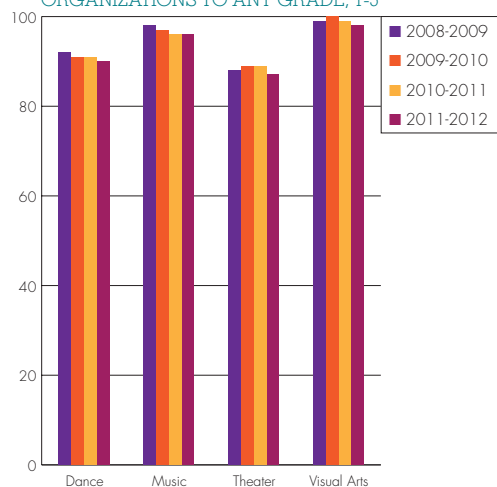
TABLE 14. PERCENT OF RESPONDING ELEMENTARY SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED BY SCHOOL-BASED ARTS TEACHERS AND/OR CULTURAL ARTS ORGANIZATIONS TO ANY GRADE, 1-5

NUMBER OF ARTS DISCIPLINES	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
AT LEAST ONE ARTS DISCIPLINE	95%	97%	99%	99%	99%	99%
AT LEAST TWO ARTS DISCIPLINES	85%	91%	95%	96%	95%	93%
AT LEAST THREE ARTS DISCIPLINES	63%	76%	84%	86%	81%	77%
FOUR ARTS DISCIPLINES	35%	43%	58%	60%	60%	54%

TABLE 15. PERCENT OF RESPONDING ELEMENTARY SCHOOLS OFFERING ALL FOUR ARTS DISCIPLINES PROVIDED BY SCHOOL-BASED ARTS TEACHERS AND/OR CULTURAL ARTS ORGANIZATIONS TO ALL GRADES, 1-5

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ALL FOUR ARTS DISCIPLINES TO ALL GRADES SERVED	3%	9%	14%	19%	21%	20%

FIGURE 22. PERCENT OF RESPONDING ELEMENTARY SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS TO ANY GRADE, 1-5



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

Tables 16 and 17 and Figure 22 present data on arts instruction in dance, music, theater, and/or visual arts provided by classroom teachers, school-based arts teachers, and/or cultural arts organizations in the 2008-09 through 2011-12 school years. Table 16 shows the percent of responding elementary schools by number of arts provided to any grade (1-5) served. Figure 22 displays the percent of responding elementary schools by type of arts discipline provided to any grade (1-5) served. The data in Table 17 present the percent of responding elementary schools that offer all four arts disciplines provided by a classroom teacher, school-based arts teacher, and/or cultural arts organization to all grades (1-5) served.

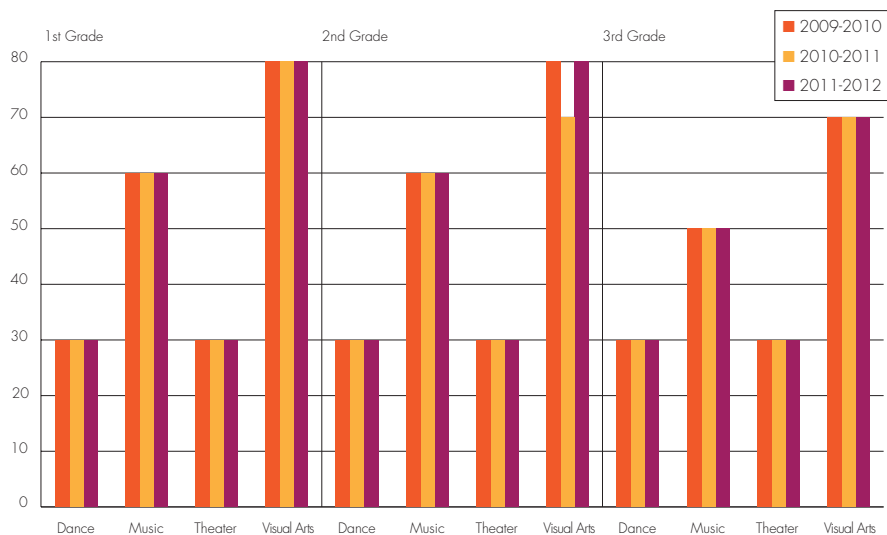
TABLE 16. PERCENT OF RESPONDING ELEMENTARY SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS TO ANY GRADE, 1-5

NUMBER OF ARTS DISCIPLINES	2008-09	2009-10	2010-11	2011-12
AT LEAST ONE ARTS DISCIPLINE	100%	100%	100%	100%
AT LEAST TWO ARTS DISCIPLINES	99%	99%	99%	97%
AT LEAST THREE ARTS DISCIPLINES	95%	95%	94%	92%
FOUR ARTS DISCIPLINES	82%	83%	83%	82%

TABLE 17. PERCENT OF RESPONDING ELEMENTARY SCHOOLS OFFERING ALL FOUR ARTS DISCIPLINES PROVIDED BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS TO ALL GRADES, 1-5

	2008-09	2009-10	2010-11	2011-12
ALL FOUR ARTS DISCIPLINES TO ALL GRADES SERVED	42%	51%	57%	57%

FIGURE 23. AVERAGE ANNUAL ARTS INSTRUCTIONAL HOURS BY GRADE (1-3) AND ARTS DISCIPLINE PROVIDED IN RESPONDING ELEMENTARY SCHOOLS BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS



Arts Instructional Hours

Figures 23 and 24 display the average annual arts instructional hours provided by classroom teachers, school-based arts teachers, and/or cultural arts organizations in responding elementary schools to students in grades 1-5. According to the NYSED arts requirements and guidelines, students in grades 1-3 should receive approximately 46 hours of arts instruction in each discipline across the school year, and students in grades 4 and 5 should receive approximately 23 hours of arts instruction in each discipline across the school year.



FIGURE 24. AVERAGE ANNUAL ARTS INSTRUCTIONAL HOURS BY GRADE (4-5) AND ARTS DISCIPLINE PROVIDED IN RESPONDING ELEMENTARY SCHOOLS BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS

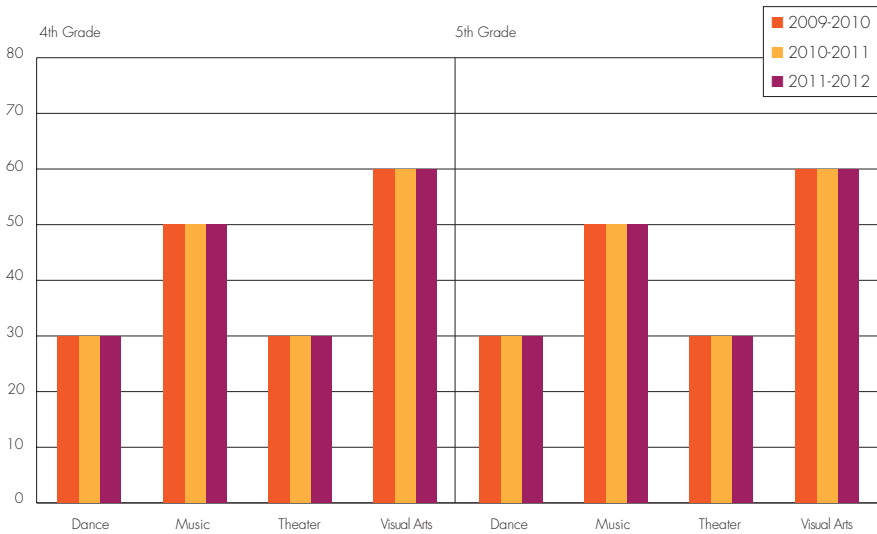
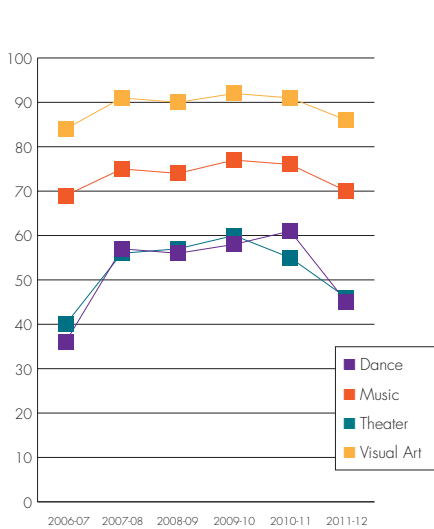


FIGURE 25. PERCENT OF RESPONDING MIDDLE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, 6-8



Middle Schools

The data in the following section reflect arts education as reported by middle schools that responded to the 2011-12 *Annual Arts Education Survey*; District 75 schools are not included. In 2011-12, 17 percent (N=260) of all schools that responded to the survey were classified as middle schools.

Screened Arts Programs

Table 18 shows the percentage of responding middle schools serving grades 6-8 that screened students in the arts before admission to the school during the 2011-12 school year. Screening in the arts may occur through auditions, portfolio presentations, and/or interviews to determine which arts discipline or level of instruction will be made available to the students.

TABLE 18. PERCENT OF RESPONDING MIDDLE SCHOOLS THAT SCREEN STUDENTS IN THE ARTS BEFORE ADMISSION DURING THE 2011-12 SCHOOL YEAR

SCREENING	2011-12
BEFORE ADMISSION	12%

Arts Disciplines Provided

Table 19 and Figure 25 present data from the 2006-07 through 2011-12 school years on the percent of responding middle schools by number and type of arts disciplines (dance, music, theater, and/or visual arts) provided to any grade (6-8) served.

TABLE 19. 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	2010-11	2011-12
AT LEAST ONE ARTS DISCIPLINE	92%	96%	97%	99%	99%	98%
AT LEAST TWO ARTS DISCIPLINES	79%	84%	83%	87%	86%	77%
AT LEAST THREE ARTS DISCIPLINES	43%	32%	61%	64%	63%	48%
FOUR ARTS DISCIPLINES	17%	33%	36%	37%	34%	24%

FIGURE 26. PERCENT OF 7TH GRADE STUDENTS IN RESPONDING MIDDLE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE¹⁴

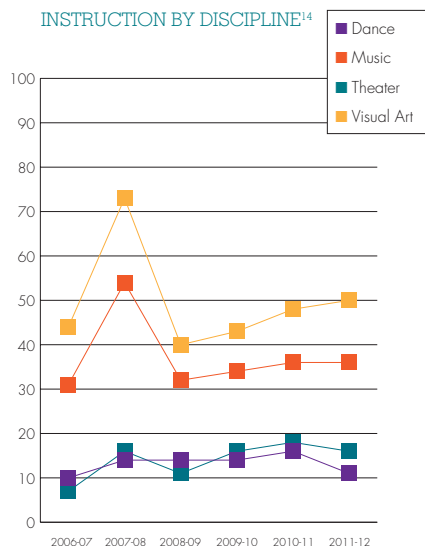


FIGURE 27. PERCENT OF 8TH GRADE STUDENTS IN RESPONDING MIDDLE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE¹⁵

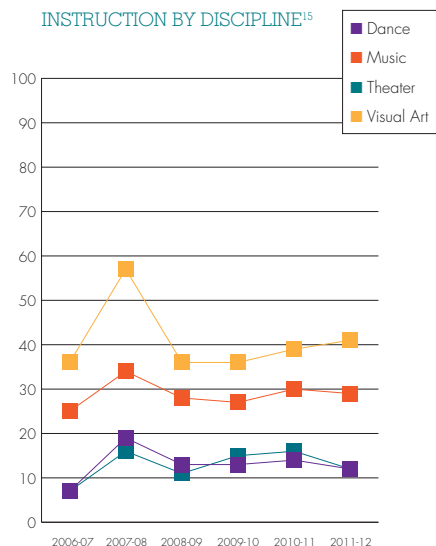
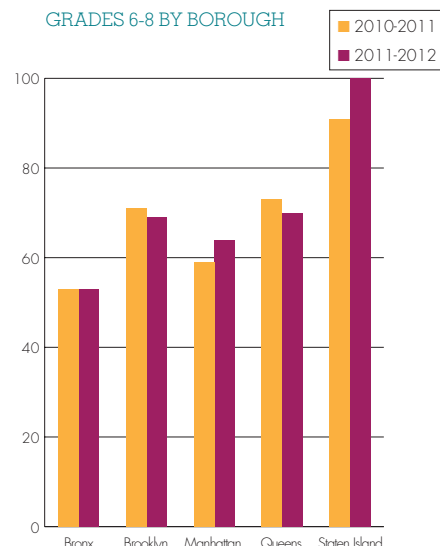


FIGURE 28. PERCENT OF RESPONDING MIDDLE SCHOOLS THAT OFFER AT LEAST ONE ARTS SEQUENCE TO STUDENTS IN GRADES 6-8 BY BOROUGH



Student Participation

Figures 26 and 27 display the percent of seventh- and eighth-grade students in responding middle schools who participated in arts instruction by discipline from the 2006-07 through 2011-12 school years.

Arts Sequences

Table 20 shows data on the percent of responding middle schools offering at least one arts sequence by arts discipline, and Figure 28 presents these data across disciplines by borough from the 2010-11 to 2011-12 school years.

TABLE 20. PERCENT OF RESPONDING MIDDLE SCHOOLS OFFERING AT LEAST ONE ARTS SEQUENCE TO STUDENTS IN GRADES 6-8 BY DISCIPLINE

ARTS DISCIPLINES	2010-11	2011-12
DANCE	21%	22%
MUSIC	42%	42%
THEATER	20%	20%
VISUAL ARTS	54%	54%
FILM	7%	8%

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

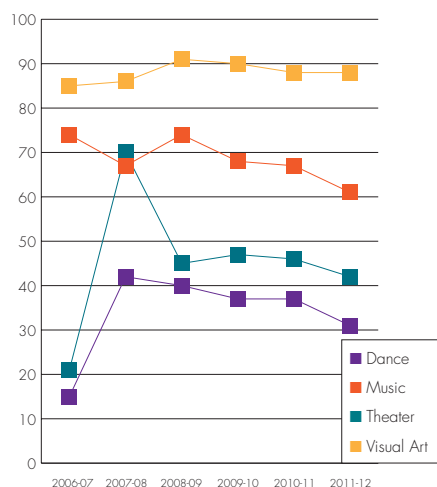
The NYSED requires, at a minimum, that students in grades 7 and 8 complete one half-credit (one semester) of instruction in one of the four arts disciplines (dance, music, theater, or visual arts) and another half-credit in a second arts discipline (dance, music, theater, or visual arts), for a total of one credit over the course of seventh and eighth grades. One half-credit is the equivalent of approximately 55 hours of instruction by a licensed, certified arts teacher. Table 21 displays the percent of eighth-grade students who graduated from responding middle schools meeting this requirement. Data are shown from the 2008-09 through 2011-12 school years.

TABLE 21. PERCENT OF 8TH GRADE GRADUATES FROM RESPONDING MIDDLE SCHOOLS WHO GRADUATED WITH ONE CREDIT OR MORE IN TWO ARTS DISCIPLINES

	2008-09	2009-10	2010-11	2011-12
GRADUATED WITH ONE CREDIT OR MORE IN TWO ARTS DISCIPLINES	79%	82%	81%	78%

^{14,15} On the 2006-07 and 2007-08 surveys, schools were asked to indicate the percent of students participating in art by discipline. In 2008-09 through 2011-12, schools were asked to indicate the number of students participating in art by discipline. Percentages were then calculated based on the October grade registers.

FIGURE 29. PERCENT OF RESPONDING HIGH SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, 9-12



"All students at our comprehensive high school are given the opportunity to pursue a major sequence in visual arts, orchestra, guitar, symphonic band, jazz band, theater, and dance. We offer all four arts forms to students who enter the school at beginning levels or advanced."

-HIGH SCHOOL PRINCIPAL, STATEN ISLAND

High Schools

In 2011-12, 24 percent (N=373) of all schools that responded to the *Annual Arts Education Survey* were classified as high schools. The tables in the following section reflect arts education in high schools that responded to the survey; District 75 schools are not included.

Screened Arts Programs

Table 22 shows the percent of responding high schools that screened students in the arts before admission to the school during the 2011-12 school year. Screening in the arts may occur through auditions, portfolio presentations, and/or interviews to determine which arts discipline or level of instruction will be made available to the students.

TABLE 22. PERCENT OF RESPONDING HIGH SCHOOLS THAT SCREEN STUDENTS IN THE ARTS BEFORE ADMISSION DURING THE 2011-12 SCHOOL YEAR

SCREENING	2011-12
BEFORE ADMISSION	6%

Arts Disciplines Provided

Table 23 and Figure 29 present data from the 2006-07 through 2011-12 school years on the percent of responding high schools by number and type of arts disciplines (dance, music, theater, and/or visual arts) provided to any grade (9-12) served.

TABLE 23. PERCENT OF RESPONDING HIGH SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED TO ANY GRADE, 9-12¹⁶

NUMBER OF ARTS DISCIPLINES	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
AT LEAST ONE ARTS DISCIPLINE	-	-	99%	97%	98%	97%
AT LEAST TWO ARTS DISCIPLINES	76%	79%	84%	79%	77%	70%
AT LEAST THREE ARTS DISCIPLINES	22%	38%	51%	47%	46%	41%
FOUR ARTS DISCIPLINES	9%	27%	23%	20%	18%	15%

¹⁶ The percent of high schools providing at least one arts discipline was not reported in the *Annual Arts in Schools Reports* for 2006-07 and 2007-08.

FIGURE 30. PERCENT OF 9TH GRADE STUDENTS IN RESPONDING HIGH SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE¹⁷

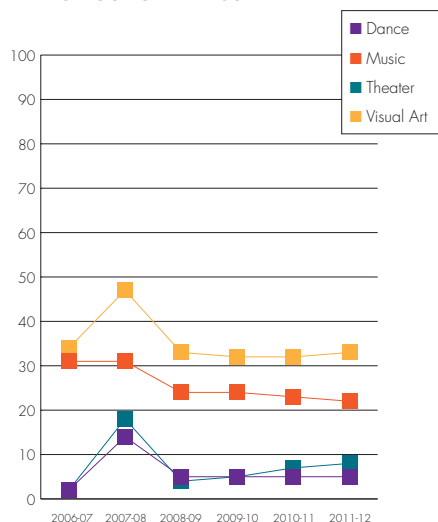


FIGURE 31. PERCENT OF 10TH GRADE STUDENTS IN RESPONDING HIGH SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE¹⁸

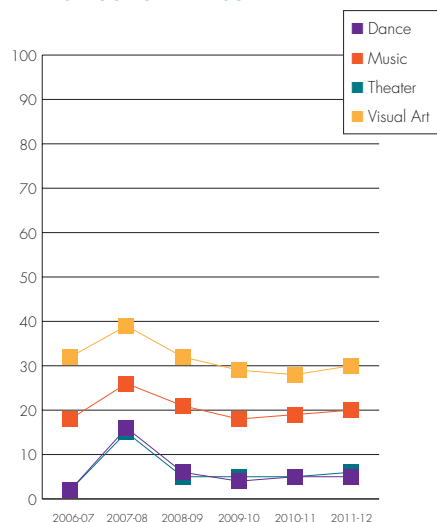
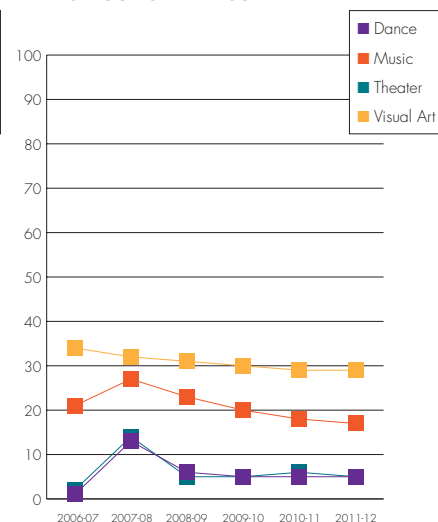


FIGURE 32. PERCENT OF 11TH GRADE STUDENTS IN RESPONDING HIGH SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE¹⁹



Student Participation

Figures 30-33 display the percent of ninth-through twelfth-grade students in responding high schools who participated in arts instruction. Data are shown from the 2006-07 through 2011-12 school years.

Arts Sequences

Table 24 presents data on the percent of responding high schools offering at least one arts sequence of six or more credits by arts discipline from the 2007-08 through 2011-12 school years. Tables 25-28 show the percent of responding high schools offering at least one 6 credit and/or 8-10+ credit arts sequences by arts discipline and borough in the 2010-11 and 2011-12 school years.

TABLE 24. 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	2010-11	2011-12
DANCE	4%	8%	7%	8%	8%
MUSIC	9%	18%	17%	17%	17%
THEATER	5%	9%	8%	9%	11%
VISUAL ARTS	11%	27%	24%	26%	25%
FILM	2%	7%	7%	6%	5%

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

DANCE	6 CREDITS		8-10+ CREDITS	
	2010-11	2011-12	2010-11	2011-12
BRONX	4%	5%	2%	2%
BROOKLYN	6%	5%	4%	3%
MANHATTAN	5%	6%	6%	5%
QUEENS	5%	3%	2%	2%
STATEN ISLAND	10%	10%	0%	10%

^{17, 18, 19} On the 2006-07 and 2007-08 surveys, schools were asked to indicate the percent of students participating in art by discipline. In 2008-09 through 2011-12, schools were asked to indicate the number of students participating in art by discipline. Percentages were then calculated based on the October grade registers.

FIGURE 33. PERCENT OF 12TH GRADE STUDENTS IN RESPONDING HIGH SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE²⁰

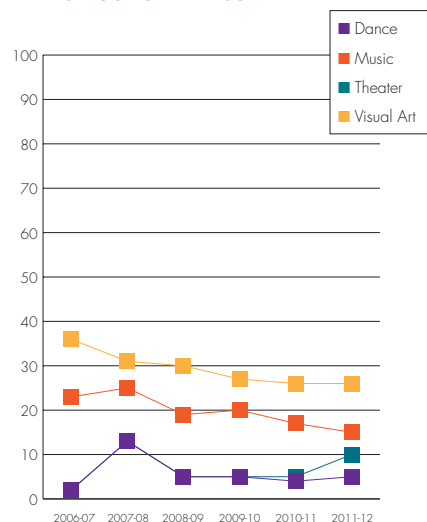


TABLE 26. PERCENT OF RESPONDING HIGH SCHOOLS OFFERING AT LEAST ONE ARTS SEQUENCE OF SIX OR MORE CREDITS IN MUSIC BY BOROUGH

MUSIC	6 CREDITS		8-10+ CREDITS	
	2010-11	2011-12	2010-11	2011-12
BRONX	10%	10%	10%	4%
BROOKLYN	9%	10%	8%	8%
MANHATTAN	5%	8%	6%	5%
QUEENS	10%	8%	17%	19%
STATEN ISLAND	20%	20%	40%	40%

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

THEATER	6 CREDITS		8-10+ CREDITS	
	2010-11	2011-12	2010-11	2011-12
BRONX	2%	5%	3%	2%
BROOKLYN	4%	4%	6%	6%
MANHATTAN	4%	4%	7%	8%
QUEENS	3%	8%	3%	8%
STATEN ISLAND	20%	10%	10%	30%

TABLE 28. PERCENT OF RESPONDING HIGH SCHOOLS OFFERING AT LEAST ONE ARTS SEQUENCE OF SIX OR MORE CREDITS IN VISUAL ARTS BY BOROUGH

VISUAL ARTS	6 CREDITS		8-10+ CREDITS	
	2010-11	2011-12	2010-11	2011-12
BRONX	11%	11%	9%	5%
BROOKLYN	19%	16%	11%	8%
MANHATTAN	11%	14%	11%	12%
QUEENS	23%	21%	18%	21%
STATEN ISLAND	20%	20%	40%	50%

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

The NYSED requires that students graduate high school with, at a minimum, two credits in the arts over the course of ninth through twelfth grades. Table 29 displays the percent of high school graduates from responding high schools who graduated meeting this requirement from the 2008-09 through 2011-12 school years.²¹

TABLE 29: PERCENT OF HIGH SCHOOL GRADUATES FROM RESPONDING SCHOOLS WHO GRADUATED WITH TWO OR MORE CREDITS IN THE ARTS

	2008-09	2009-10	2010-11	2011-12
GRADUATED WITH TWO OR MORE CREDITS IN THE ARTS	97%	96%	97%	98%

²⁰ On the 2006-07 and 2007-08 surveys, schools were asked to indicate the percent of students participating in art by discipline. In 2008-09 through 2011-12, schools were asked to indicate the number of students participating in art by discipline. Percentages were then calculated based on the October grade registers.

²¹ The percentages were calculated using aggregated school data from the NYCDOE Scheduling, Transcripts, and Academic Reporting System (STARS) database.

FIGURE 34. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED ARTS TEACHERS TO ANY GRADE, 1-5

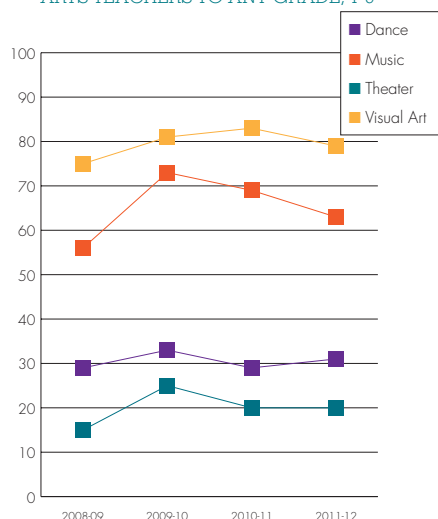


FIGURE 35. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED ARTS TEACHERS AND/OR CULTURAL ARTS ORGANIZATIONS TO ANY GRADE, 1-5

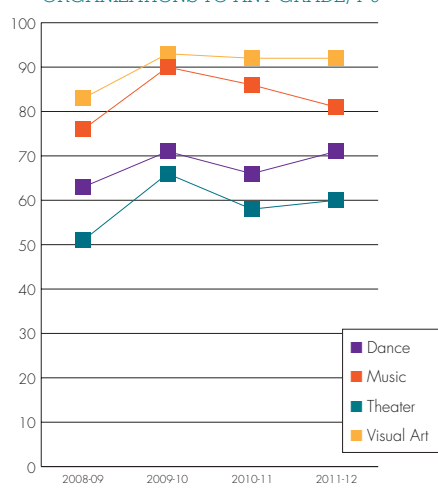
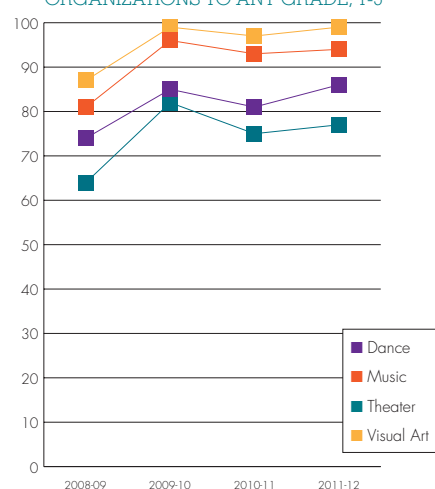


FIGURE 36. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS TO ANY GRADE, 1-5



Multi-Grade Schools Serving Grades 1-5

This section presents data on arts instruction in multi-grade schools serving grades 1-5 (i.e., early elementary [PreK-2], K-8, or K-12 schools) as reported on the 2011-12 *Annual Arts Education Survey*; District 75 schools are not included. In 2011-12, of all schools that responded to the survey, 10 percent (N=153) were classified as multi-grade schools serving grades 1-5.

Arts Instruction Provided by School-Based Arts Teachers

Figure 34 displays the percent of responding multi-grade schools serving grades 1-5 that reported providing dance, music, theater, and/or visual arts to any grade (1-5) by a school-based arts teacher. The data are shown from 2008-09 through 2011-12.

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

Tables 30 and 31 and Figure 35 present data on arts instruction in dance, music, theater, and/or visual arts provided by school-based arts teachers and/or cultural arts organizations in the 2008-09 through 2011-12 school years. Table 30 and Figure 35 show the percent of responding multi-grade schools serving grades 1-5 by number and type of arts disciplines provided to any grade (15) served. The data in Table 31 present the percent of responding multi-grade schools that offer all four arts disciplines provided by a school-based arts teacher and/or cultural arts organization to all grades (1-5) served.

TABLE 30. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED BY SCHOOL-BASED ARTS TEACHERS AND/OR CULTURAL ARTS ORGANIZATIONS TO ANY GRADE, 1-5

NUMBER OF ARTS DISCIPLINES	2008-09	2009-10	2010-11	2011-12
AT LEAST ONE ARTS DISCIPLINE	87%	100%	99%	99%
AT LEAST TWO ARTS DISCIPLINES	81%	94%	91%	93%
AT LEAST THREE ARTS DISCIPLINES	64%	76%	70%	69%
FOUR ARTS DISCIPLINES	39%	50%	42%	43%



TABLE 31. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS OFFERING ALL FOUR ARTS DISCIPLINES PROVIDED BY SCHOOL-BASED ARTS TEACHERS AND/OR CULTURAL ARTS ORGANIZATIONS TO ALL GRADES, 1-5

	2008-09	2009-10	2010-11	2011-12
ALL FOUR ARTS DISCIPLINES TO ALL GRADES SERVED	14%	20%	13%	12%

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

Tables 32 and 33 and Figure 36 present data on arts instruction dance, music, theater, and/or visual arts provided by classroom teachers, school-based arts teachers, and/or cultural arts organizations in the 2008-09 through 2011-12 school years. Table 32 and Figure 36 provide data on the percent of responding multi-grade schools serving grades 1-5 by number and type of arts disciplines provided to any grade (1-5) served. The data in Table 33 present the percent of responding multi-grade schools that offer all four arts disciplines provided by a classroom teacher, school-based arts teacher, and/or cultural arts organization to all grades (1-5) served.

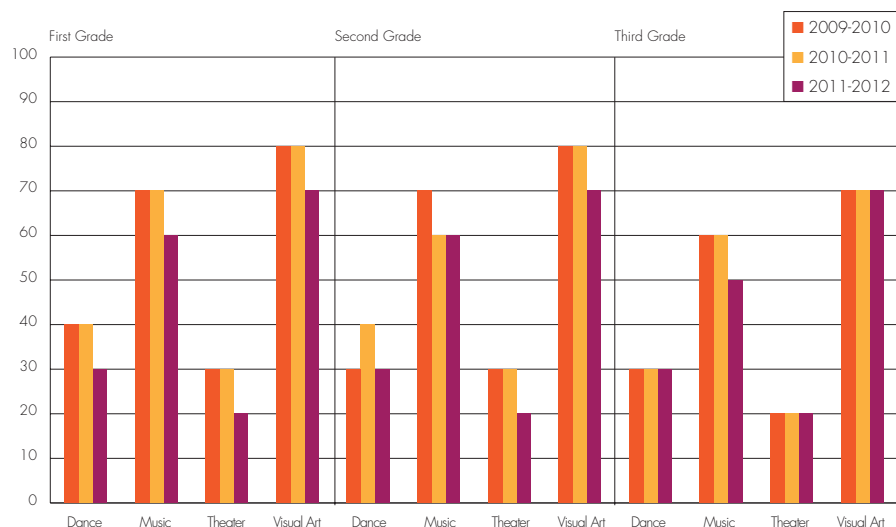
TABLE 32. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS TO ANY GRADE, 1-5

NUMBER OF ARTS DISCIPLINES	2008-09	2009-10	2010-11	2011-12
AT LEAST ONE ARTS DISCIPLINE	88%	100%	99%	100%
AT LEAST TWO ARTS DISCIPLINES	85%	99%	96%	97%
AT LEAST THREE ARTS DISCIPLINES	75%	88%	85%	88%
FOUR ARTS DISCIPLINES	58%	74%	66%	70%

TABLE 33. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS OFFERING ALL FOUR ARTS DISCIPLINES PROVIDED BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS TO ALL GRADES, 1-5

	2008-09	2009-10	2010-11	2011-12
ALL FOUR ARTS DISCIPLINES TO ALL GRADES SERVED	34%	50%	42%	41%

FIGURE 37. AVERAGE ANNUAL ARTS INSTRUCTIONAL HOURS BY GRADE (1-3) AND ARTS DISCIPLINE PROVIDED IN RESPONDING MULTI-GRADE SCHOOLS BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS



Arts Instructional Hours

Figures 37 and 38 display the average annual arts instructional hours provided by classroom teachers, school-based arts teachers, and/or cultural arts organizations in responding multi-grade schools to students in grades 1-5. According to the NYSED arts requirements and guidelines, students in grades 1-3 should receive approximately 46 hours of arts instruction in each discipline across the school year, and students in grades 4 and 5 should receive approximately 23 hours of arts instruction in each discipline across the school year.



Multi-Grade Schools Serving Grades 6-8

The table and figures in the following section display data on arts education in multi-grade schools serving grades 6-8 (i.e., K-8, K-12, or secondary schools [6-12]) as reported on the 2011-12 *Annual Arts Education Survey*; District 75 schools are not included. Of all schools that responded to the 2011-12 survey, 14 percent (N=219) were classified as multi-grade schools serving grades 6-8.

Screened Arts Programs

Table 34 shows the percentage of multi-grade schools serving grades 6-8 that screened students in the arts before admission to the school during the 2011-12 school year. Methods of screening include auditions, portfolio presentations, and/or interviews.

FIGURE 38. AVERAGE ANNUAL ARTS INSTRUCTIONAL HOURS BY GRADE (4-5) AND ARTS DISCIPLINE PROVIDED IN RESPONDING MULTI-GRADE SCHOOLS BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS

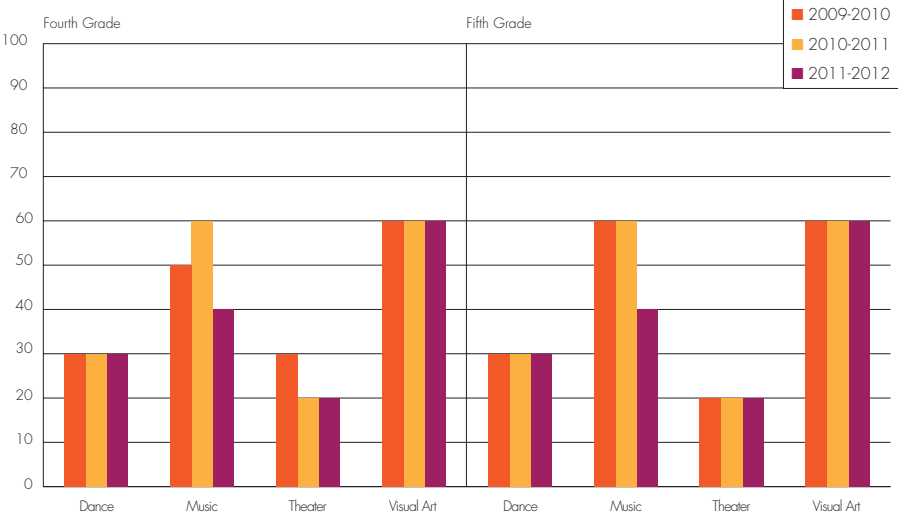


FIGURE 39. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, 6-8

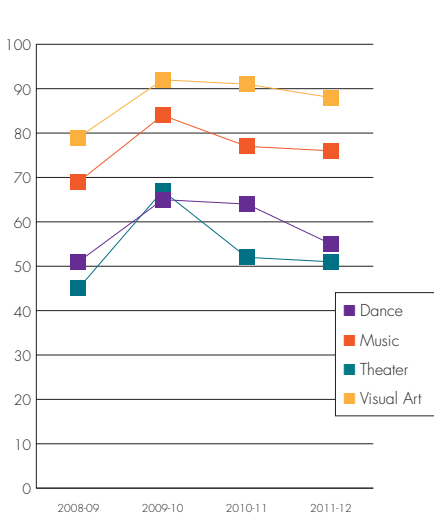


TABLE 34. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS THAT SCREEN STUDENTS IN THE ARTS BEFORE ADMISSION IN GRADES 6-8 DURING THE 2011-12 SCHOOL YEAR

SCREENING	2011-12
BEFORE ADMISSION	6%

"Our arts education program gives voice to the talent and creative spirit of our students and, at the same time, supports and nurtures an integrated curriculum. ... Working closely with other curriculum areas, the arts create an environment that supports standard-based arts education. Using the Blueprints for Teaching and Learning in the Arts as the vehicle for learning, students participate in opportunities to make real-world connections and align career choices that will impact their lives post-college. Our goal is to encourage personal fulfillment through the arts experience ... and to broaden the lifelong learner in each of us."

-MIDDLE SCHOOL PRINCIPAL, BRONX

Arts Disciplines Provided

Table 35 and Figure 39 present data from the 2008-09 through 2011-12 school years on the percent of responding multi-grade schools serving grades 6-8. Data are shown on the number and type of arts disciplines (dance, music, theater, and/or visual arts) provided to any grade (6-8) served.

TABLE 35. 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	2010-11	2011-12
AT LEAST ONE ARTS DISCIPLINE	87%	98%	98%	97%
AT LEAST TWO ARTS DISCIPLINES	73%	91%	84%	84%
AT LEAST THREE ARTS DISCIPLINES	49%	71%	61%	57%
FOUR ARTS DISCIPLINES	34%	47%	41%	31%

FIGURE 40. PERCENT OF 7TH AND 8TH GRADE STUDENTS IN RESPONDING MULTI-GRADE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE

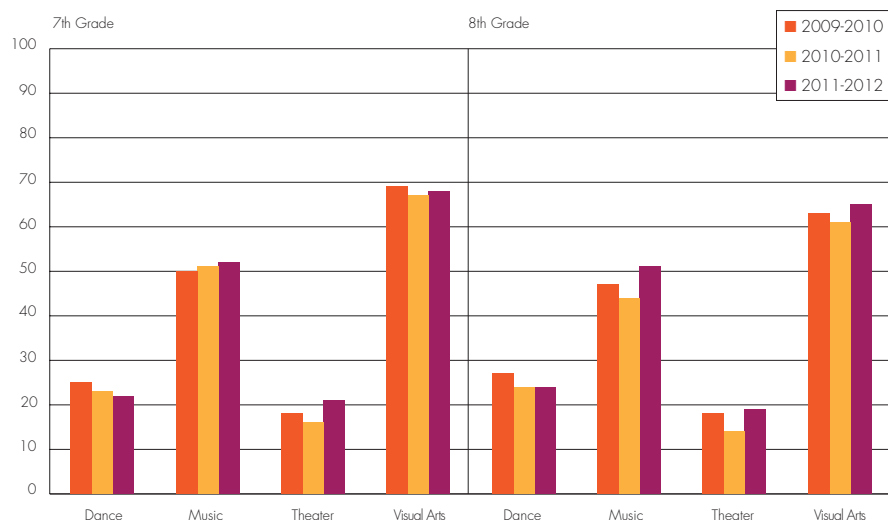
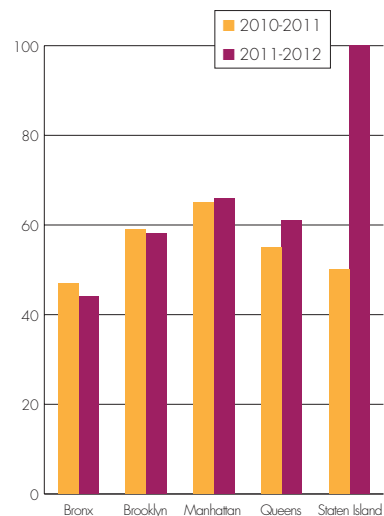


FIGURE 41. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS THAT OFFER AT LEAST ONE ARTS SEQUENCE TO STUDENTS IN GRADES 6-8 BY BOROUGH



Student Participation

Figure 40 displays the percent of seventh- and eighth-grade students in responding multi-grade schools who participated in arts instruction in the 2009-10 through 2011-12 school years.

Arts Sequences

Table 36 shows data on the percent of responding multi-grade schools serving grades 6-8 offering at least one arts sequence by arts discipline in the 2010-11 and 2011-12 school years. Figure 41 presents these data across disciplines by borough.

TABLE 36. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS THAT OFFER AT LEAST ONE ARTS SEQUENCE TO GRADES 6-8 BY DISCIPLINE

ARTS DISCIPLINES	2010-11	2011-12
DANCE	15%	17%
MUSIC	35%	33%
THEATER	8%	11%
VISUAL ARTS	49%	45%
FILM	5%	5%

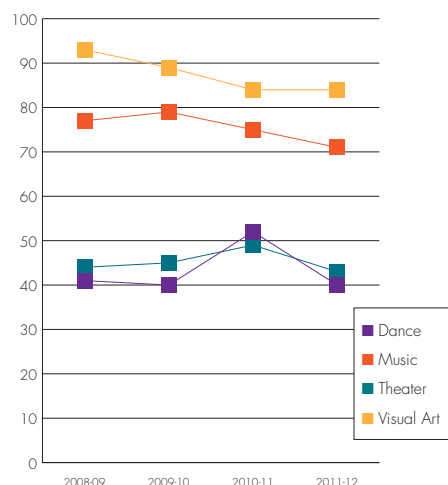
Delivery of Arts Instruction as Required by New York State Education Department (NYSED)

The NYSED requires that students in grades 7 and 8 complete, at a minimum, one half-credit (one semester) of instruction in one of the four arts disciplines (dance, music, theater, or visual arts) and another half-credit in a second arts discipline (dance, music, theater, or visual arts), for a total of one credit over the course of seventh and eighth grades. One half-credit is the equivalent of approximately 55 hours of instruction by a licensed, certified arts teacher. Table 37 displays the percent of eighth-grade students who graduated from responding multi-grade schools meeting this requirement. Data are shown from the 2008-09 through 2011-12 school years.

TABLE 37. PERCENT OF 8TH GRADE GRADUATES FROM RESPONDING MULTI-GRADE SCHOOLS WHO GRADUATED WITH ONE CREDIT OR MORE IN TWO ARTS DISCIPLINES

	2008-09	2009-10	2010-11	2011-12
GRADUATED WITH ONE CREDIT OR MORE IN TWO ARTS DISCIPLINES	85%	99%	87%	91%

FIGURE 42. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, 9-12



Multi-Grade Schools Serving Grades 9-12

The data in this section reflects arts education in multi-grade schools serving grades 9-12 (i.e., K-12 and secondary schools [6-12]) as reported on the 2011-12 *Annual Arts Education Survey*; District 75 schools are not included. In 2011-12, of all schools that responded to the *Annual Arts Education Survey*, 6 percent (N=85) were classified as multi-grade schools serving grades 9-12.

Screened Arts Programs

Screening is the process by which schools determine which art discipline or level of instruction will be made available to students. Method of screening may include auditions, portfolio presentation, and/or interviews. Table 38 shows the percent of responding multi-grade schools that screened students in the arts before admission to the school during the 2011-12 school year.

TABLE 38. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS THAT SCREEN STUDENTS IN THE ARTS BEFORE ADMISSION IN GRADES 9-12 DURING THE 2011-12 SCHOOL YEAR

SCREENING	2011-12
BEFORE ADMISSION	9%

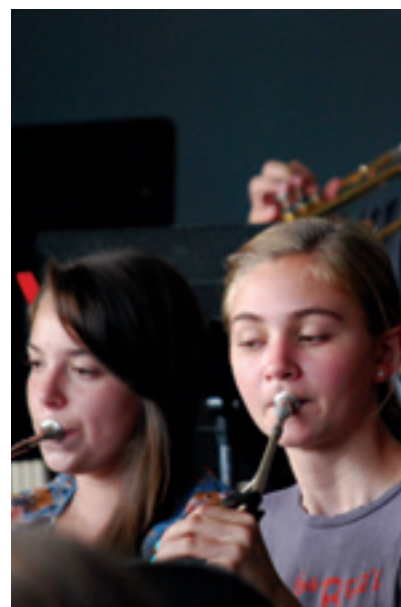
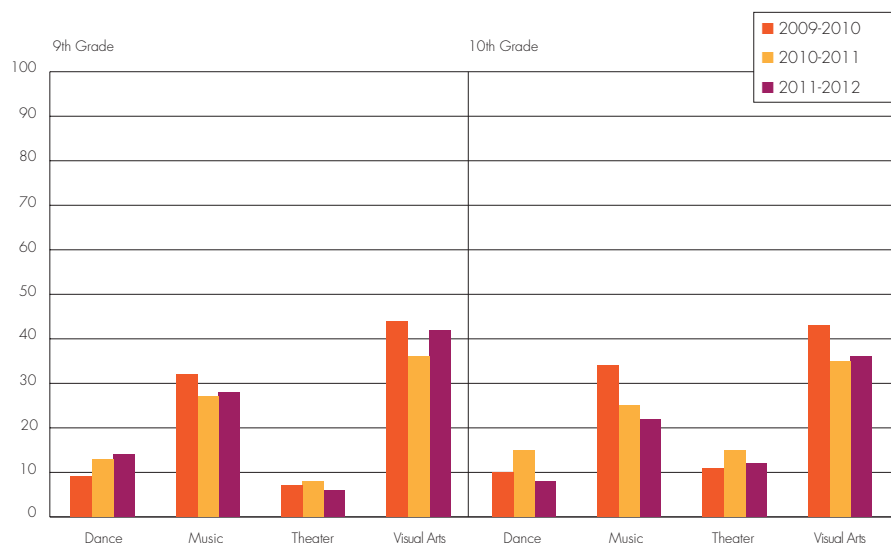
Arts Disciplines Provided

Table 39 and Figure 42 present data from the 2008-09 through 2011-12 school years on the percent of responding multi-grade schools serving grades 9-12. The data show the number and type of arts disciplines (dance, music, theater, and/or visual arts) provided to any grade (9-12) served.

TABLE 39. 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	2010-11	2011-12
AT LEAST ONE ARTS DISCIPLINE	98%	95%	96%	98%
AT LEAST TWO ARTS DISCIPLINES	84%	84%	86%	79%
AT LEAST THREE ARTS DISCIPLINES	52%	52%	55%	49%
FOUR ARTS DISCIPLINES	21%	23%	23%	12%

FIGURE 43. PERCENT OF 9TH AND 10TH GRADE STUDENTS IN RESPONDING MULTI-GRADE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE



Student Participation

Figures 43 and 44 display the percent of ninth-through twelfth-grade students in responding multi-grade schools who participated in arts instruction during the 2009-10 through 2011-12 school years.

Arts Sequences

Table 40 presents data on the percent of responding multi-grade schools offering at least one arts sequence of six or more credits to grades 9-12 by arts discipline from the 2008-09 through 2011-12 school years. Tables 41-44 show the percent of responding multi-grade schools offering at least one 6 credit and/or 8-10+ credit arts sequence by borough in the 2010-11 and 2011-12 school years.

TABLE 40. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS THAT OFFER AT LEAST ONE ARTS SEQUENCE OF SIX OR MORE CREDITS TO GRADES 9-12 BY DISCIPLINE

ARTS DISCIPLINES	2008-09	2009-10	2010-11	2011-12
DANCE	8%	13%	12%	14%
MUSIC	19%	29%	29%	32%
THEATER	9%	13%	15%	14%
VISUAL ARTS	26%	34%	40%	35%
FILM	4%	5%	2%	5%

TABLE 41. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS THAT OFFER DANCE SEQUENCE OF SIX OR MORE CREDITS TO GRADES 9-12 BY BOROUGH

BOROUGH	6 CREDITS		8-10+ CREDITS	
	2010-11	2011-12	2010-11	2011-12
BRONX	4%	4%	9%	8%
BROOKLYN	8%	8%	8%	16%
MANHATTAN	11%	5%	11%	10%
QUEENS	0%	7%	0%	0%
STATEN ISLAND	0%	0%	0%	0%

TABLE 42. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS THAT OFFER MUSIC SEQUENCE OF SIX OR MORE CREDITS TO GRADES 9-12 BY BOROUGH

BOROUGH	6 CREDITS		8-10+ CREDITS	
	2010-11	2011-12	2010-11	2011-12
BRONX	13%	17%	17%	13%
BROOKLYN	27%	24%	8%	12%
MANHATTAN	21%	15%	21%	25%
QUEENS	6%	20%	0%	0%
STATEN ISLAND	0%	100%	100%	100%

FIGURE 44. PERCENT OF 11TH AND 12TH GRADE STUDENTS IN RESPONDING MULTI-GRADE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE

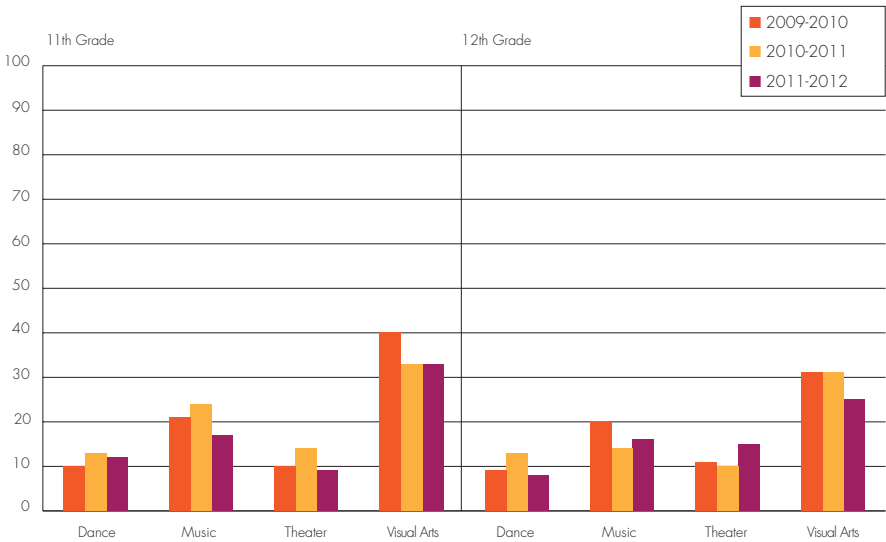


TABLE 43. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS THAT OFFER THEATER SEQUENCE OF SIX OR MORE CREDITS TO GRADES 9-12 BY BOROUGH

BOROUGH	6 CREDITS		8-10+ CREDITS	
	2010-11	2011-12	2010-11	2011-12
BRONX	4%	4%	13%	13%
BROOKLYN	15%	12%	4%	4%
MANHATTAN	0%	0%	11%	10%
QUEENS	13%	13%	6%	0%
STATEN ISLAND	0%	0%	0%	0%

"Teachers, parents, administrators, and support staff collaborate to provide an education that celebrates the diversity of our students and recognizes the individuality and creativity of each child. We are proud of our comprehensive arts program, which inspires interest and encourages students to develop their talents in dance, music, theater, and art."

-K-12 PRINCIPAL, STATEN ISLAND

TABLE 44. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS THAT OFFER VISUAL ARTS SEQUENCE OF SIX OR MORE CREDITS TO GRADES 9-12 BY BOROUGH

BOROUGH	6 CREDITS		8-10+ CREDITS	
	2010-11	2011-12	2010-11	2011-12
BRONX	17%	25%	13%	13%
BROOKLYN	50%	28%	8%	12%
MANHATTAN	11%	25%	21%	15%
QUEENS	25%	20%	13%	7%
STATEN ISLAND	100%	100%	0%	100%

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

The NYSED requires that students graduate high school with, at a minimum, two credits in the arts over the course of ninth through twelfth grades. Table 45 displays the percent of high school graduates from responding multi-grade schools who graduated meeting this requirement from the 2008-09 through 2011-12 school years.²²

TABLE 45. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS SERVING GRADES 9-12 WITH 100% OF STUDENTS WHO GRADUATED WITH TWO OR MORE CREDITS IN THE ARTS

	2008-09	2009-10	2010-11	2011-12
SCHOOLS WITH 100% OF GRADUATES MEETING WITH TWO OR MORE CREDITS IN THE ARTS	96%	98%	98%	100%

²² The percentages were calculated using aggregated school data from the NYCDOE Scheduling, Transcripts, and Academic Reporting System (STARS) database.

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

Tables 46 and 47 show data on the percent of sixth-through twelfth-grade students who reported taking one or more classes in each arts discipline on the NYC

School Survey from 2009-10 through 2011-12. These data do not include students in District 75 schools.

TABLE 46. PERCENT OF STUDENTS IN GRADES 6-8 WHO REPORTED PARTICIPATING IN THE ARTS THROUGH THE NYC SCHOOL SURVEY BY DISCIPLINE AND GRADE

GRADE	DANCE			MUSIC			THEATER			VISUAL ARTS		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
6	20%	22%	21%	39%	41%	40%	17%	18%	18%	51%	53%	50%
7	17%	18%	17%	35%	37%	37%	15%	16%	16%	47%	47%	49%
8	16%	17%	15%	30%	31%	31%	13%	14%	12%	39%	41%	42%

TABLE 47. PERCENT OF STUDENTS IN GRADES 9-12 WHO REPORTED PARTICIPATING IN THE ARTS THROUGH THE NYC SCHOOL SURVEY BY DISCIPLINE AND GRADE

GRADE	DANCE			MUSIC			THEATER			VISUAL ARTS		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
9	10%	12%	12%	28%	28%	27%	10%	11%	11%	34%	35%	37%
10	11%	13%	13%	30%	31%	30%	11%	12%	12%	39%	40%	41%
11	13%	13%	14%	36%	34%	33%	12%	13%	13%	46%	45%	45%
12	16%	17%	16%	40%	39%	36%	15%	15%	16%	50%	49%	49%

District 75 Schools

District 75 provides citywide educational, vocational, and behavior support programs for students with disabilities. This section presents data on arts education in District 75 schools, as reported on the 2011-12 *Annual Arts Education Survey*. Of all schools that responded to the survey, 4 percent (N=57) were District 75 schools serving any grade, PreK-12.

Arts Disciplines Provided

Figure 45 displays the percent of responding District 75 schools by type of arts discipline provided to any grade (PreK-12) served from the 2008-09 through 2011-12 school years.

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

An Individual Education Program (IEP) is a written document that is developed for each eligible pre-school and school-age student with a special need, in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA). The 2011-12 *Annual Arts Education Survey* gave District 75 schools the opportunity to report on how teachers used the arts to advance students' IEP goals. Figures 47-52 represent how responding District 75 schools reported aligning arts instruction with IEP goals.

FIGURE 45. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, PREK-12

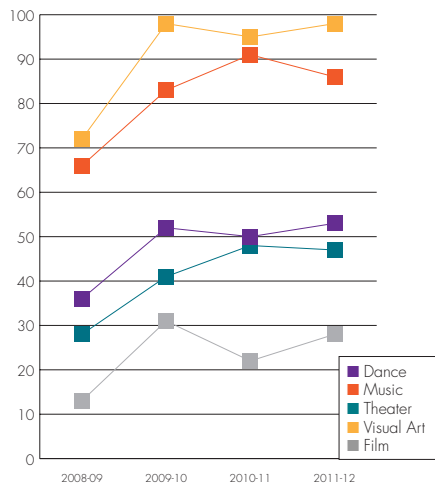


FIGURE 46. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USED THE ARTS TO ADVANCE STUDENT IEP GOALS BY ARTS DISCIPLINE AND INSTRUCTIONAL GOAL DURING THE 2011-12 SCHOOL YEAR

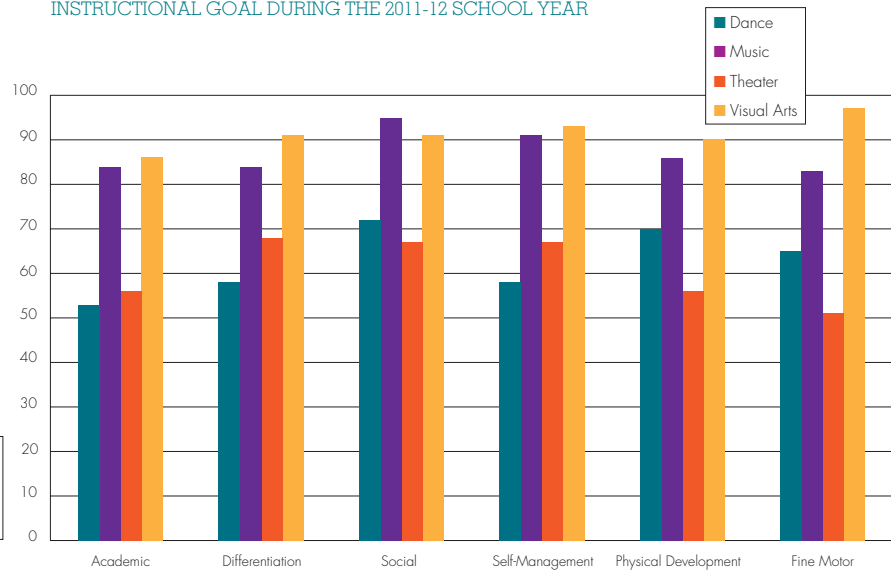


FIGURE 47. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USED THE ARTS TO ADVANCE STUDENTS ACADEMIC IEP GOALS BY ARTS DISCIPLINE AND GRADE LEVEL DURING THE 2011-12 SCHOOL YEAR

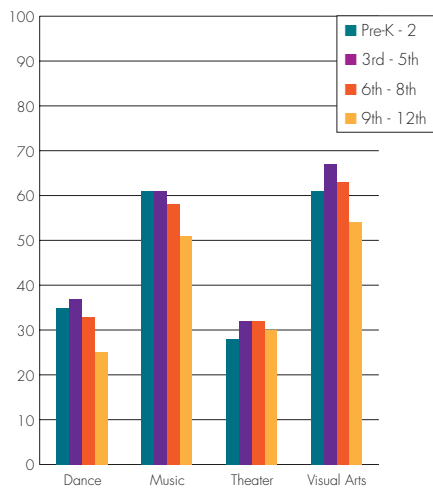


FIGURE 48. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USED THE ARTS TO ADVANCE STUDENTS IEP GOALS THROUGH DIFFERENTIATING STUDENT LEARNING BY ARTS DISCIPLINE AND GRADE LEVEL DURING THE 2011-12 SCHOOL YEAR

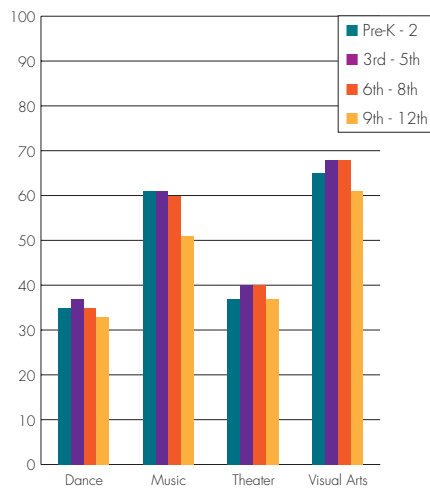


FIGURE 49. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USED THE ARTS TO ADVANCE STUDENTS SOCIAL SKILLS BY ARTS DISCIPLINE AND GRADE LEVEL DURING THE 2011-12 SCHOOL YEAR

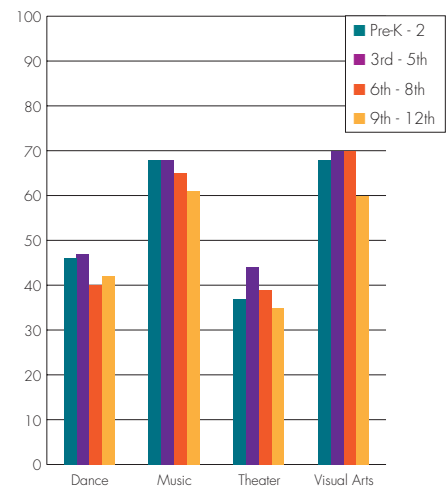


FIGURE 50. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USED THE ARTS TO ADVANCE STUDENTS MANAGEMENT SKILLS BY ARTS DISCIPLINE AND GRADE LEVEL DURING THE 2011-12 SCHOOL YEAR

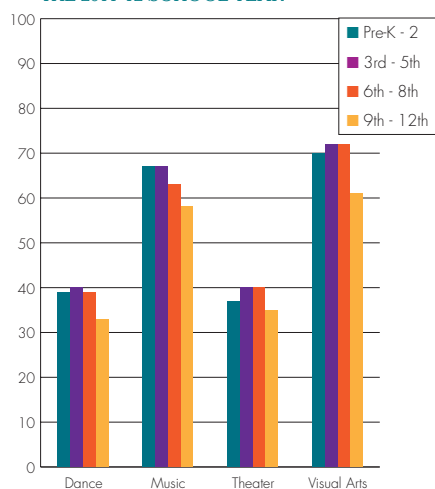


FIGURE 51. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USED THE ARTS TO ADVANCE STUDENTS PHYSICAL DEVELOPMENT BY ARTS DISCIPLINE AND GRADE LEVEL DURING THE 2011-12 SCHOOL YEAR

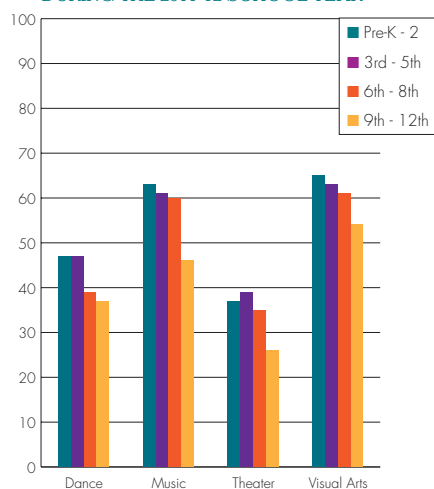
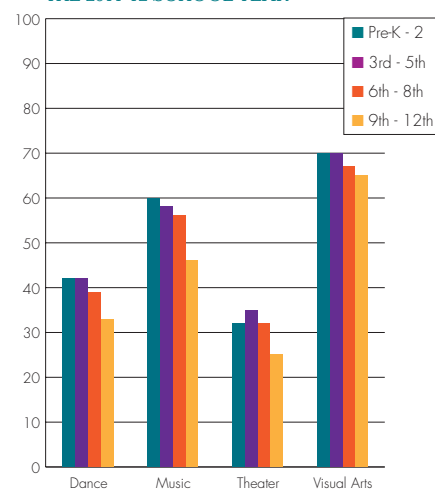


FIGURE 52. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USED THE ARTS TO ADVANCE STUDENTS FINE MOTOR SKILLS BY ARTS DISCIPLINE AND GRADE LEVEL DURING THE 2011-12 SCHOOL YEAR

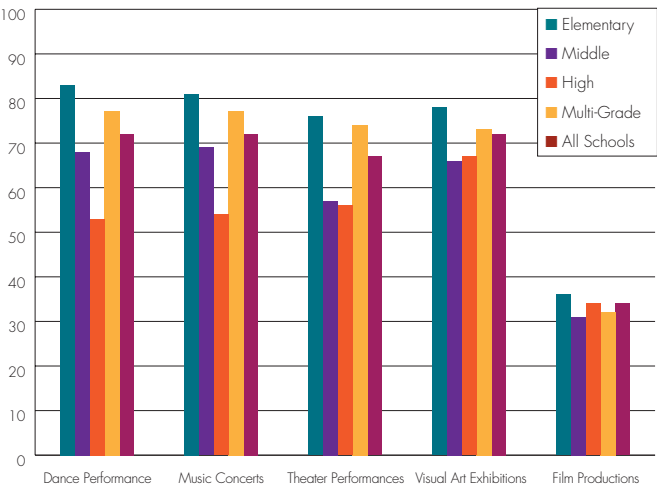


"Our school uses art instruction to support the development of each student so they may reach their potential across many areas. The teachers in the arts disciplines work collaboratively with the classroom teachers to work on student IEP goals. The arts help students with their communication skills, their fine and gross motor skills, their social skills, and as a means of self-expression. The arts are also used as a way to integrate other subject areas, such as literacy, science and social studies, to help promote academic success ... and as a means to develop positive behavior skills."

-DISTRICT 75 PRINCIPAL, BRONX



FIGURE 53. PERCENT OF RESPONDING SCHOOLS WITH STUDENTS PARTICIPATING IN DANCE, MUSIC, THEATER PERFORMANCES; VISUAL ARTS EXHIBITIONS; AND/OR FILM PRODUCTIONS AT THE SCHOOL SITE BY SCHOOL LEVEL



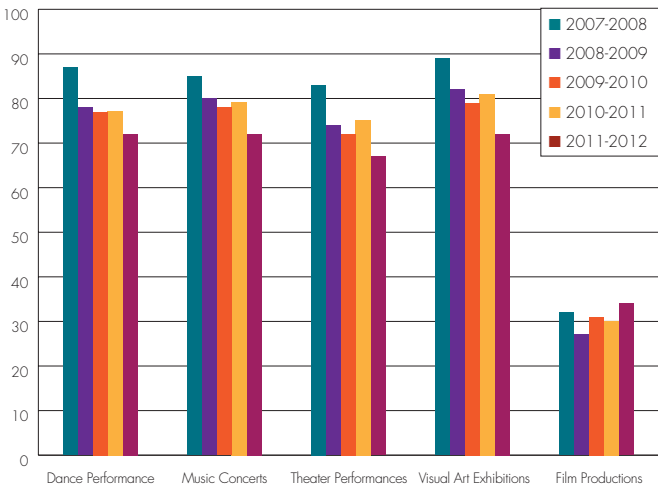
QUALITY OF ARTS EDUCATION

“Quality of Arts Education” presents data disaggregated by school level (i.e., elementary, middle, high, and multi-grade schools) on student participation in arts performances and exhibitions at the school site; support for quality teaching in the arts, such as the number of certified school-based arts teachers; arts-based professional development attended; school resources; and challenges schools face in delivering sequential arts instruction. The multi-grade schools category includes early elementary (PreK-2), K-8, K-12, and secondary (6-12) schools. The “all schools” category includes all school levels and District 75 schools.

Student Participation in the Arts

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

FIGURE 54. PERCENT OF RESPONDING SCHOOLS WITH STUDENTS PARTICIPATING IN DANCE, MUSIC, THEATER PERFORMANCES; VISUAL ARTS EXHIBITIONS; AND/OR FILM PRODUCTIONS AT THE SCHOOL SITE



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

Figure 53 displays the percent of responding schools that reported having students participating in arts performances, exhibitions, and/or productions at the school site by school level during the 2011-12 school year. Figure 54 displays these data for all schools from the 2007-08 through 2011-12 school years.

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

Table 48 includes data on the percent of responding schools serving grades K-5 in which students participate in pull-out and/or multi-grade activities by discipline. Data are shown for the 2008-09 through 2011-12 school years.

TABLE 48. PERCENT OF RESPONDING SCHOOLS SERVING GRADES K-5 IN WHICH STUDENTS PARTICIPATE IN PULL-OUT AND/OR MULTI-GRADE ACTIVITIES DURING THE SCHOOL DAY

ART DISCIPLINES	2008-09	2009-10	2010-11	2011-12
DANCE	28%	32%	24%	28%
MUSIC	41%	48%	34%	48%
THEATER	31%	22%	24%	21%
VISUAL ARTS	38%	30%	27%	33%



Supports for Quality Teaching

In order to provide quality teaching in the arts, a number of supports are needed, such as certified arts teachers and/or cultural arts organizations to provide arts instruction, budgetary funds to support arts programming and appropriately equipped space, as well as assessment tools to evaluate student progress. The data in the following section reflect the supports for quality teaching in the arts as identified by schools that responded to the 2011-12 *Annual Arts Education Survey*, NYC databases, and the 2011-12 *NYC Principal Satisfaction Survey*.

Assessments in the Arts

Table 49 shows the percent of all responding schools that reported using assessments—such as culminating projects, teacher observations, and/or conferences with students—to evaluate student progress in the arts from 2008-09 through 2011-12 school years.

TABLE 49. PERCENT OF RESPONDING SCHOOLS THAT USE THE FOLLOWING METHODS OF EVALUATING STUDENT PROGRESS IN THE ARTS

ASSESSMENTS	2008-09	2009-10	2010-11	2011-12
CULMINATING PROJECTS	83%	84%	82%	83%
TEACHER OBSERVATIONS WITH DESCRIPTIVE FEEDBACK TO STUDENTS	73%	74%	74%	77%
CONFERENCES WITH STUDENTS	68%	66%	64%	68%
STUDENT PORTFOLIOS	66%	65%	65%	63%
ARTS PERFORMANCE ASSESSMENTS	66%	64%	64%	69%
STUDENT SELF AND PEER ASSESSMENT	55%	56%	58%	64%
SCALED RUBRICS WITH CRITERIA	53%	55%	56%	59%
WRITTEN ASSESSMENTS	51%	52%	52%	58%
STUDENT ARTS JOURNALS	30%	34%	33%	37%

Arts-Based Professional Development

The tables and figures below present data on teacher participation in arts professional development as well as who provided the arts professional development, as reported by all schools that responded to the 2011-12 *Annual Arts Education Survey*. This section also provides data on what arts-based professional development would be useful to school-based arts teachers and non-arts teachers, as reported by all schools that responded to the 2011-12 *NYC Principal Satisfaction Survey*.

FIGURE 55. PERCENT OF SCHOOLS REPORTING THAT SCHOOL-BASED ARTS TEACHERS ATTENDED ARTS-BASED PROFESSIONAL DEVELOPMENT BY SCHOOL LEVEL



FIGURE 56. PERCENT OF SCHOOLS REPORTING THAT NON-ARTS TEACHERS ATTENDED ARTS-BASED PROFESSIONAL DEVELOPMENT BY SCHOOL LEVEL



Teacher Participation in Arts-Based Professional Development

Figures 55 and 56 display the percent of schools that reported having school-based arts teachers and/or non-arts teachers participating in arts-based professional development by school level, from the 2007-08 through 2011-12 school years. Table 50 presents the average annual hours of arts-based professional development attended by school-based arts teachers and/or non-arts teachers by school level, and Table 51 presents these same data by discipline during the 2011-12 school year.

"One of our major arts program goals is to enhance use of ongoing authentic assessment—including projects, observations, student portfolios, exhibitions, and performances—to provide meaningful feedback to track student progress in the arts."

ELEMENTARY SCHOOL PRINCIPAL, BROOKLYN

TABLE 50. AVERAGE ANNUAL HOURS²³ OF ARTS-BASED PROFESSIONAL DEVELOPMENT IN RESPONDING SCHOOLS BY SCHOOL LEVEL AND TEACHER TYPE DURING THE 2011-12 SCHOOL YEAR

SCHOOL LEVELS	SCHOOL-BASED ARTS TEACHERS	NON-ARTS TEACHERS
	MEAN HOURS	MEAN HOURS
ELEMENTARY	24-30	13-18
MIDDLE	24-30	13-18
HIGH	24-30	13-18
MULTI-GRADE	24-30	13-18
ALL SCHOOLS	24-30	13-18

TABLE 51. AVERAGE ANNUAL HOURS²⁴ OF ARTS-BASED PROFESSIONAL DEVELOPMENT IN RESPONDING SCHOOLS BY DISCIPLINE AND TEACHER TYPE DURING THE 2011-12 SCHOOL YEAR

ARTS DISCIPLINES	SCHOOL-BASED ARTS TEACHERS	NON-ARTS TEACHERS
	MEAN HOURS	MEAN HOURS
DANCE	13-18	7-12
MUSIC	13-18	1-6
THEATER	13-18	7-12
VISUAL ARTS	13-18	7-12

^{23,24} On the 2011-12 survey, the number of annual professional development hours included six categories of responses, ranging from 1-6 hours through 31 hours or more.

FIGURE 57. PERCENT OF RESPONDING SCHOOLS IN WHICH ARTS TEACHERS OR NON-ARTS TEACHERS ATTENDED ARTS-BASED PROFESSIONAL DEVELOPMENT BY PROVIDER DURING THE 2011-12 SCHOOL YEAR²⁵

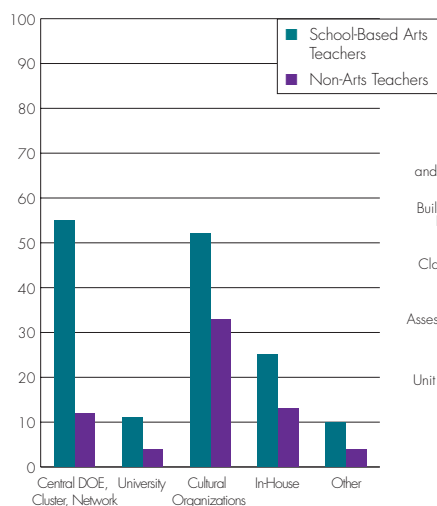
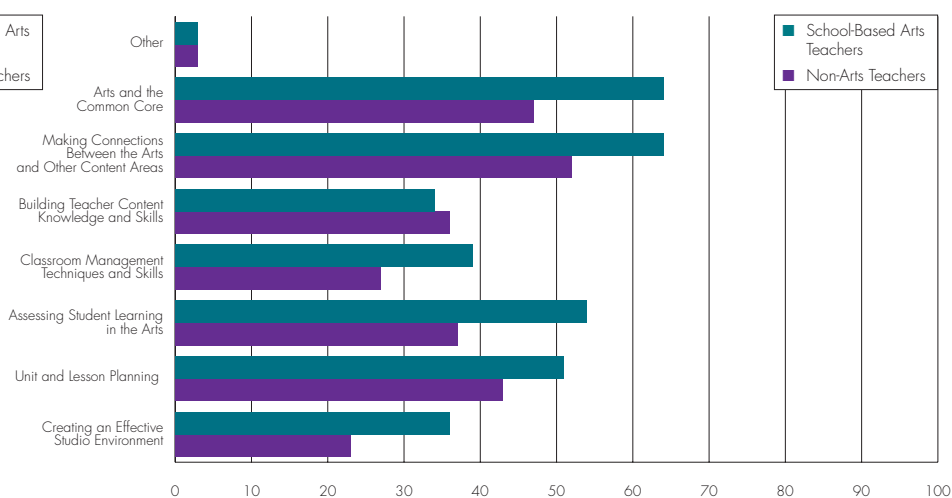


FIGURE 58. PERCENT OF RESPONDING SCHOOLS THAT REPORTED ARTS PROFESSIONAL DEVELOPMENT OPPORTUNITIES THAT WOULD BE USEFUL FOR SCHOOL-BASED ARTS AND NON-ARTS TEACHERS THROUGH THE 2011-12 NYC PRINCIPAL SATISFACTION SURVEY



Arts-Based Professional Development Providers

School-based arts teachers and non-arts teachers can receive arts-based professional development from a variety of providers, such as Central DOE, universities, or cultural organizations. Figure 57 displays the percent of all responding schools that reported having arts teachers or non-arts teachers attend arts-based professional development by provider during the 2011-12 school year.

Table 52 shows the percent of schools that reported school-based arts teachers attended arts professional development by provider and school level in the 2010-11 and 2011-12 school years.

Arts-Based Professional Development That Would Be Useful

The data in Figure 58 are provided from the 2011-12 *NYC Principal Satisfaction Survey*. The figure displays data on the percent of all responding schools who reported arts professional opportunities that would be useful for school-based arts teachers and non-arts teachers. These data include District 75 schools.

TABLE 52. PERCENT OF RESPONDING SCHOOLS IN WHICH SCHOOL-BASED ARTS TEACHERS ATTENDED ARTS PROFESSIONAL DEVELOPMENT BY PROVIDER

PROFESSIONAL DEVELOPMENT PROVIDERS	ELEMENTARY		MIDDLE		HIGH		MULTI-GRADE		ALL SCHOOLS	
	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12
CENTRAL DOE, CLUSTER, NETWORK	60%	57%	54%	53%	47%	48%	54%	55%	56%	55%
UNIVERSITY	8%	8%	12%	11%	15%	15%	14%	16%	11%	11%
CULTURAL ARTS ORGANIZATION	54%	54%	51%	49%	51%	51%	49%	54%	52%	52%
IN-HOUSE	18%	19%	26%	31%	31%	34%	26%	31%	24%	27%
OTHER ^{25,26}	8%	8%	7%	11%	13%	13%	12%	11%	9%	10%

^{25,26} In 2011-12, schools that responded "Other" listed specific Central DOE, Cluster, and/or Network professional development activities, cultural arts organizations, national conferences, or other professional organizations (e.g., the United Federation of Teachers).

FIGURE 59. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE FULL-TIME CERTIFIED SCHOOL-BASED ARTS TEACHER BY DISCIPLINE

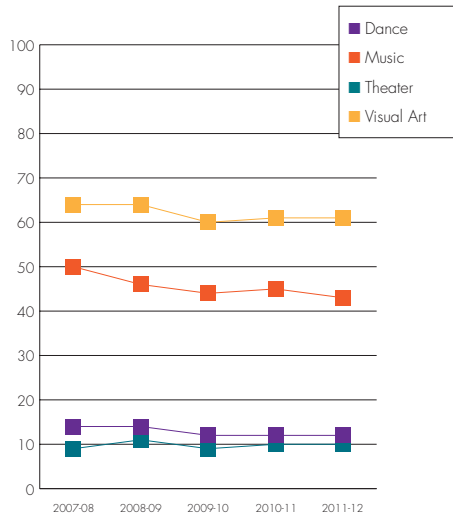


FIGURE 60. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE PART-TIME CERTIFIED SCHOOL-BASED ARTS TEACHER BY DISCIPLINE

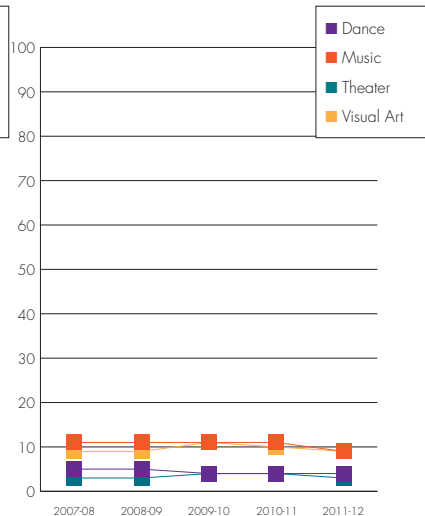
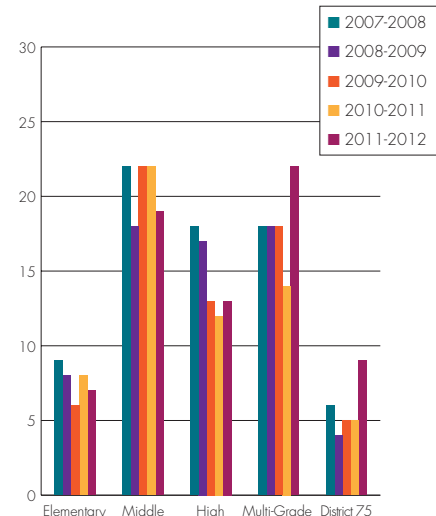


FIGURE 61. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE FULL-TIME CERTIFIED SCHOOL-BASED DANCE TEACHER BY SCHOOL LEVEL



Certified School-Based Arts Teachers

Tables 53 and 54 show the number of certified school-based arts teachers by discipline and school level from 2004-05 through 2011-12. These data are provided from the NYCDOE Division of Human Resources.

TABLE 53. THE NUMBER OF CERTIFIED SCHOOL-BASED ARTS TEACHERS BY DISCIPLINE

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 ²⁷	183	907	119	1,253	2,462
2010-11	184	915	130	1,243	2,481
2011-12	185	882	128	1,194	2,389

TABLE 54. NUMBER OF CERTIFIED SCHOOL-BASED ARTS TEACHERS BY SCHOOL LEVEL

SCHOOL YEARS	ELEMEN-TARY	MIDDLE	HIGH	OTHER ²⁸	TOTAL
2004-05	464	639	909	257	2,269
2005-06	507	601	961	264	2,333
2006-07	563	585	1,003	307	2,458
2007-08	599	573	1,038	308	2,518
2008-09	634	557	1,056	350	2,597
2009-10 ²⁹	566	510	850	536	2,462
2010-11	561	538	824	558	2,481
2011-12	538	522	816	513	2,389

School administrators who responded to the *Annual Arts Education Survey* had the opportunity to indicate the number of full-time and part-time certified school-based arts teachers on their staff.³⁰ Figures 59 and 60 display the percent of responding schools with *at least one* part-time and/or full-time certified school-based arts teacher by arts discipline from 2007-08 through 2011-12. Figures 61-68 display these same data by school level.

²⁷ For the 2009-10 school year, there were fewer high schools than in previous years, as many schools were reclassified to different categories due to a realignment in Human Resources data and school phase-outs.

²⁸ Includes locations classified as office, registered program, K-12 all grades, ungraded.

²⁹ For the 2009-10 school year, there were fewer high schools than in previous years, as many schools were reclassified to different categories due to a realignment in Human Resources data and school phase-outs.

³⁰ School administrators were asked to verify data from the NYCDOE Division of Human Resources on the number of full-time certified school-based arts teachers. .

FIGURE 62. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE PART-TIME CERTIFIED SCHOOL-BASED DANCE TEACHER BY SCHOOL LEVEL

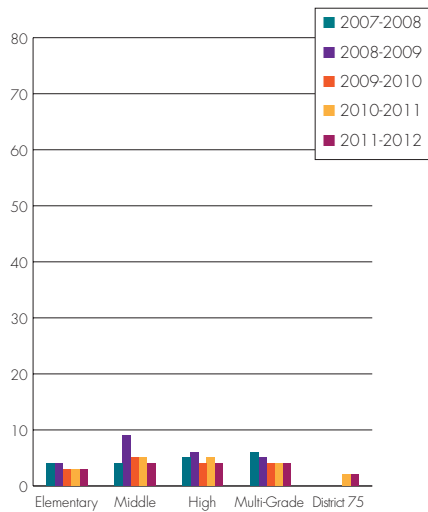


FIGURE 63. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE FULL-TIME CERTIFIED SCHOOL-BASED MUSIC TEACHER BY SCHOOL LEVEL

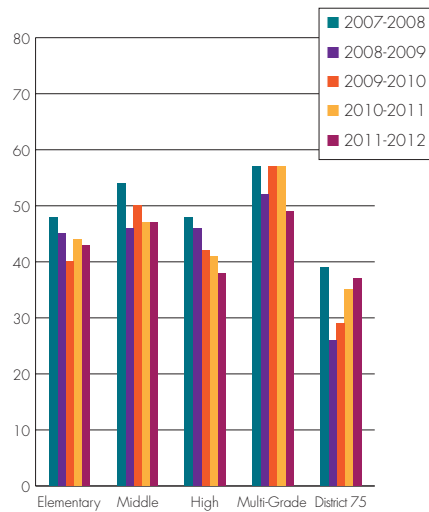


FIGURE 64. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE PART-TIME CERTIFIED SCHOOL-BASED MUSIC TEACHER BY SCHOOL LEVEL

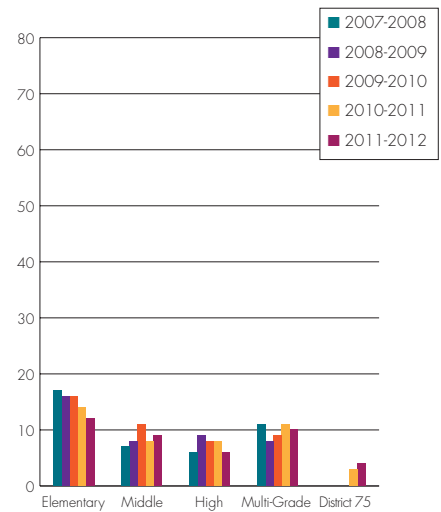


FIGURE 65. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE FULL-TIME CERTIFIED SCHOOL-BASED THEATER TEACHER BY SCHOOL LEVEL

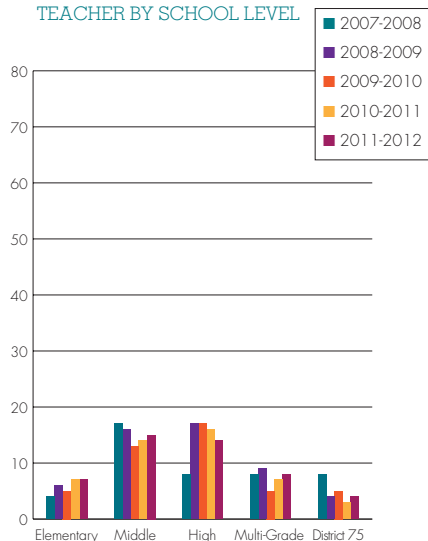


FIGURE 66. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE PART-TIME CERTIFIED SCHOOL-BASED THEATER TEACHER BY SCHOOL LEVEL



FIGURE 67. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE FULL-TIME CERTIFIED SCHOOL-BASED VISUAL ARTS TEACHER BY SCHOOL LEVEL

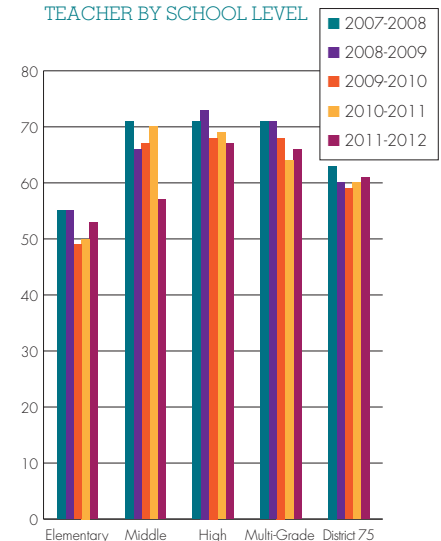


FIGURE 68. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE PART-TIME CERTIFIED SCHOOL-BASED VISUAL ARTS TEACHER BY SCHOOL LEVEL

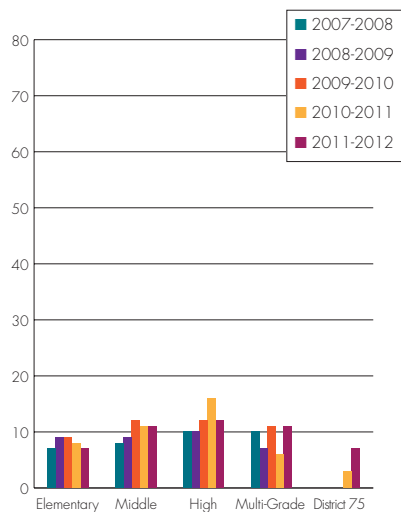
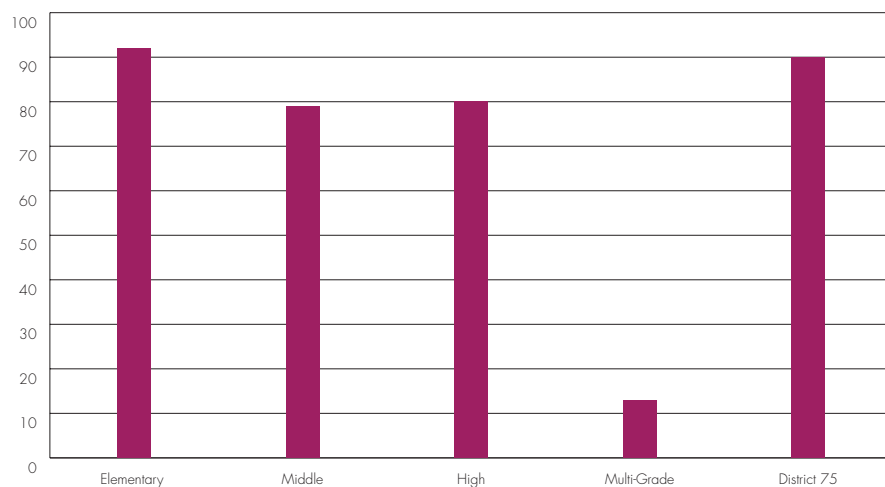


FIGURE 69. PERCENT OF RESPONDING SCHOOLS PARTNERED WITH AT LEAST ONE CULTURAL ARTS ORGANIZATION BY SCHOOL LEVEL DURING THE 2011-12 SCHOOL YEAR



Cultural Arts Organizations

New York City's cultural arts organizations are a tremendous asset to the public schools, providing students and teachers with access to quality arts instruction and world-class performances and exhibitions. Professional artists and performers work directly in schools to engage students in exciting and rigorous arts experiences and to help schools reach all of the goals and benchmarks of the *Blueprints for Teaching and Learning in the Arts*. The dynamic of live performance in theaters, dance performance spaces, and concerts halls as well as firsthand interpretation of objects and collections in museums and galleries enable an innovative exploration of ideas, understandings, and knowledge. These experiences directly support the goals of the Common Core Standards and the capacities for literate individuals: students who are college and career ready in speaking, writing, listening, and language.

On the 2011-12 *Annual Arts Education Survey*, school administrators were asked to report on all cultural arts organization partnerships. The data in Table 55 present information on the percent of all responding schools that reported working with at least one cultural arts organization from 2007-08 through 2011-12. Table 56 presents these data by borough. The number of cultural arts organizations

partnered with responding schools from 2007-08 through 2011-12 is displayed in Table 57. Figure 69 presents data on the percent of responding schools that reported working with at least one cultural arts organization in 2011-12 by school level.

TABLE 55. PERCENT OF RESPONDING SCHOOLS PARTNERED WITH AT LEAST ONE CULTURAL ARTS ORGANIZATION

	2007-08	2008-09	2009-10	2010-11	2011-12
AT LEAST ONE ARTS PROVIDER	89%	81%	88%	86%	86%

TABLE 56. PERCENT OF RESPONDING SCHOOLS PARTNERED WITH AT LEAST ONE ARTS EDUCATION PROVIDER BY BOROUGH

BOROUGH	2007-08	2008-09	2009-10	2010-11	2011-12
BRONX	87%	74%	85%	85%	83%
BROOKLYN	89%	80%	87%	87%	84%
MANHATTAN	89%	85%	89%	89%	90%
QUEENS	92%	83%	89%	85%	86%
STATEN ISLAND	84%	85%	89%	84%	91%

TABLE 57. NUMBER OF CULTURAL ARTS ORGANIZATIONS PARTNERED WITH RESPONDING SCHOOLS

2007-08	2008-09	2009-10	2010-11	2011-12
396	420+	358+	378+	497+

FIGURE 70: PERCENT OF RESPONDING SCHOOLS WITH STUDENTS PARTICIPATING IN DANCE, MUSIC, OR THEATER PERFORMANCES; VISUAL ARTS EXHIBITIONS; AND/OR FILM PRODUCTIONS OUTSIDE THE SCHOOL SITE BY SCHOOL LEVEL DURING THE 2011-12 SCHOOL YEAR

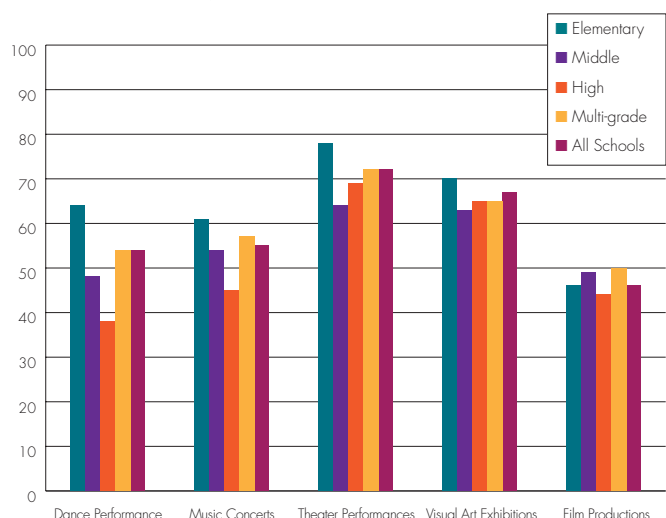


TABLE 58. PERCENT OF RESPONDING SCHOOLS PARTNERED WITH AT LEAST ONE CULTURAL ARTS ORGANIZATION REPORTING CONTINUATION OF SERVICES

RESPONSES	2009-10	2010-11	2011-12
SCHOOL WILL CONTINUE SERVICE WITH AT LEAST ONE CULTURAL ARTS ORGANIZATION	68%	76%	88%
SCHOOL WILL DISCONTINUE SERVICE WITH AT LEAST ONE CULTURAL ARTS ORGANIZATION	4%	4%	4%
SCHOOL IS UNCERTAIN ABOUT CONTINUATION OF SERVICES WITH AT LEAST ONE CULTURAL ARTS ORGANIZATION	23%	25%	21%

TABLE 59. PERCENT OF RESPONDING SCHOOLS REPORTING REASONS FOR DISCONTINUATION OF SERVICE FROM CULTURAL ARTS ORGANIZATION

RESPONSES	2009-10	2010-11	2011-12
HIGH COST OF SERVICES	6%	7%	18%
LIMITED CAPACITY OF PROVIDER	4%	4%	4%
REDUCED SCHOOL BUDGET	50%	25%	13%
UNSATISFACTORY QUALITY OF SERVICES	5%	12%	18%
OTHER RESPONSES ³¹	22%	53%	47%

School administrators also reported whether or not they would continue to partner with their current cultural arts organization(s). If they responded that they would not continue with services, they were asked to provide a reason for discontinuing services with the organization. Table 58 shows the percent of schools that had been partnered with at least one cultural arts organization in 2011-12 that indicated they would continue, discontinue or were uncertain about continuation of services with at least one of these organizations. Table 59 provides the reasons reported for schools discontinuing services with at least one cultural arts organization.

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

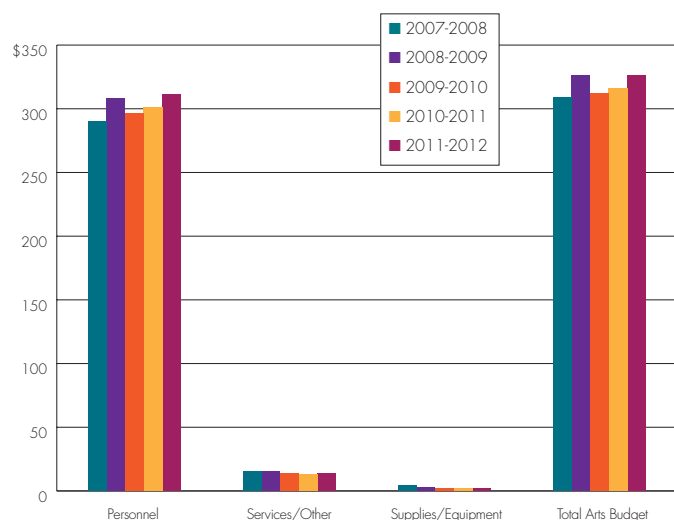
Figure 70 displays the percent of responding schools that reported having students who participated in arts performances, exhibitions, and/or productions outside the school site by school level during the 2011-12 school year. Table 60 displays these data for all schools in the 2010-11 and 2011-12 school years.

TABLE 60. PERCENT OF RESPONDING SCHOOLS WITH STUDENTS PARTICIPATING IN DANCE, MUSIC, OR THEATER PERFORMANCES; VISUAL ARTS EXHIBITIONS; AND/OR FILM PRODUCTIONS OUTSIDE THE SCHOOL SITE BY SCHOOL LEVEL

SCHOOL LEVELS	DANCE PERFORMANCES		MUSIC CONCERTS		THEATER PERFORMANCES		VISUAL ARTS EXHIBITIONS		FILM PRODUCTIONS	
	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12
ELEMENTARY	69%	64%	72%	61%	87%	70%	91%	70%	46%	46%
MIDDLE	53%	48%	59%	54%	70%	63%	79%	63%	48%	49%
HIGH	49%	38%	59%	45%	75%	69%	83%	65%	50%	44%
MULTI-GRADE	63%	54%	68%	57%	78%	72%	87%	65%	46%	50%
ALL SCHOOLS	60%	54%	66%	55%	79%	72%	86%	67%	48%	46%

³¹ In 2011-12, schools that responded "Other" indicated the following reasons for discontinuing service: funding, hiring a full-time certified arts teacher, school closing, or grant ended.

FIGURE 71. DISTRIBUTION OF FUNDS BUDGETED FOR THE ARTS
(IN MILLIONS OF DOLLARS)



Arts Budgeting by Schools

Schools' arts budgets include staff salaries, equipment/supplies, and services such as cultural arts organization partnerships. The data in Figures 71-74 are provided from the NYCDOE Division of Budget Operations and Review and the Division of Contracts and Purchasing Management databases.

Figure 71 displays the total NYCDOE budget for arts education from the 2007-08 through 2011-12 fiscal years. Figures 72-74 display the arts education budgets for elementary, middle, and high schools in the 2009-10 through 2011-12 fiscal years.

External Funding for Arts Education

School administrators were asked to report on the use of external funding for arts education on the 2011-12 *Annual Arts Education Survey*. Table 61 shows the percent of schools that reported using external funding for arts education by source and school level in the 2010-11 and 2011-12 school years.

TABLE 61. PERCENT OF RESPONDING SCHOOLS REPORTING USE OF EXTERNAL FUNDING FOR ARTS EDUCATION BY SOURCE AND SCHOOL LEVEL

FUNDING SOURCES	ELEMENTARY		MIDDLE		HIGH		MULTI-GRADE		ALL SCHOOLS	
	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12
PRIVATE FOUNDATION	19%	17%	16%	13%	29%	21%	18%	27%	19%	19%
LOCAL BUSINESS OR CORPORATION	9%	9%	6%	5%	10%	9%	8%	7%	9%	8%
PTA/PA	40%	38%	23%	24%	14%	12%	26%	30%	28%	27%
STATE, COUNTY, LOCAL ARTS ORGANIZATION OR AGENCIES	16%	19%	14%	12%	15%	9%	17%	14%	16%	15%
FEDERAL, STATE, OR CITY GRANTS ³²	44%	32%	33%	24%	23%	20%	31%	29%	35%	27%
CULTURAL ORGANIZATIONS	40%	43%	27%	25%	22%	25%	36%	40%	34%	35%

³² In 2010-11, schools were asked to report on external funding provide by federal, state, and/or city grants separately. In 2011-12, the federal, state, and city grants response categories were combined into one single response. This change should be considered when comparisons among school years are made.

FIGURE 72. TOTAL NYCDOE BUDGET FOR ARTS EDUCATION IN ELEMENTARY SCHOOLS

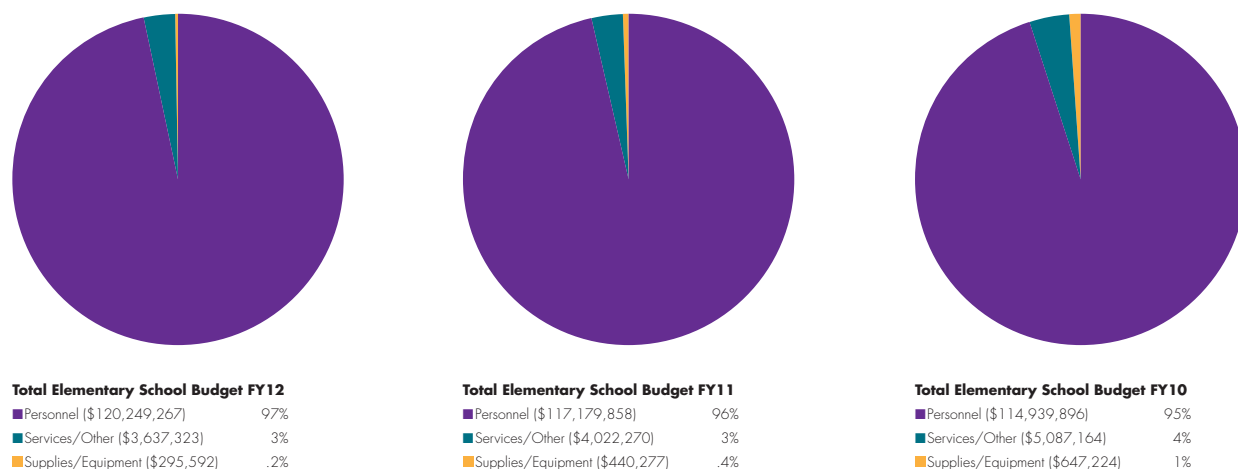


FIGURE 73. TOTAL NYCDOE BUDGET FOR ARTS EDUCATION IN MIDDLE SCHOOLS

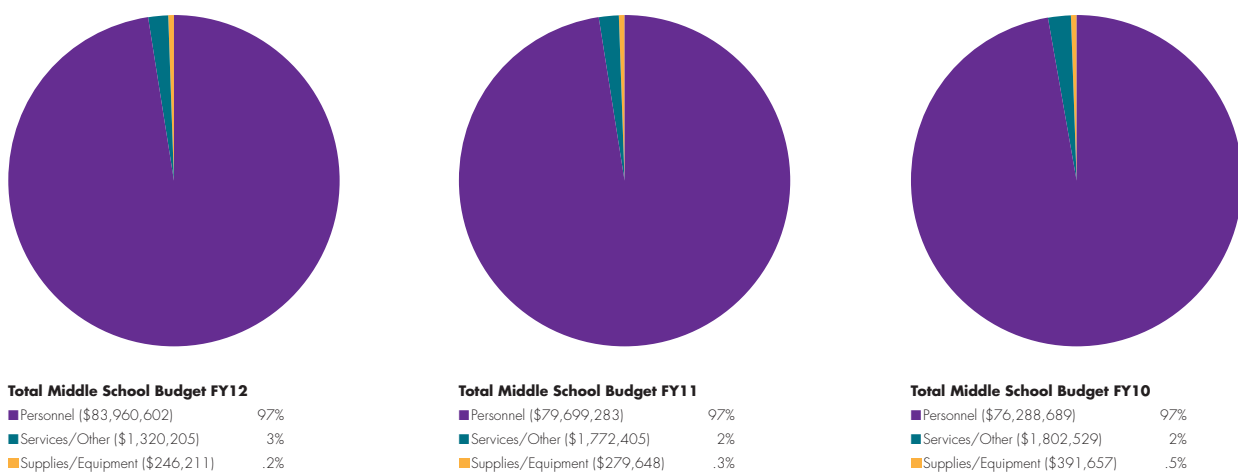
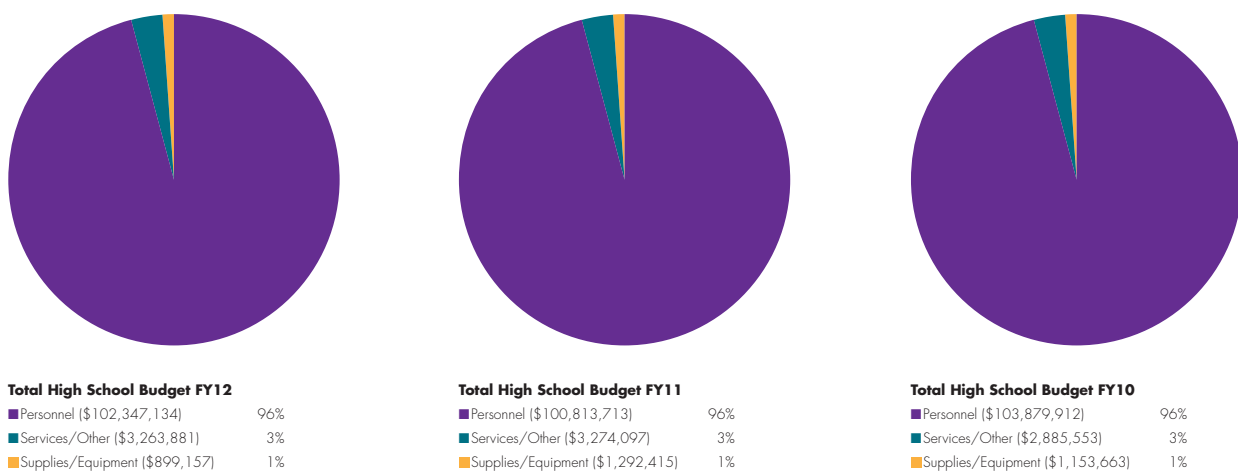


FIGURE 74. TOTAL NYCDOE BUDGET FOR ARTS EDUCATION IN HIGH SCHOOLS



"It is a goal of our school to provide a quality arts education to all of our students. To support the arts, we have classroom space dedicated to two visual arts programs and a music program, each supported by a full-time teacher. Our school auditorium has state-of-the-art sound, lighting, and video equipment.

-ELEMENTARY SCHOOL PRINCIPAL, BROOKLYN



Arts Space

Appropriately equipped classrooms or other school facilities used for arts instruction are essential for teaching each arts discipline. On the 2011-12 *Annual Arts Education Survey*, school administrators reported on the number of classrooms or other school facilities used for arts instruction as well as how many of these rooms are appropriately equipped for arts instruction. Table 62 provides data on the percent of responding schools with at least one appropriately equipped classroom or other school facility used for arts instruction by classroom type and school level during the 2011-12 school year. Table 63 displays the percent of all responding schools with at least one appropriately equipped classroom used for arts instruction by classroom type from 2008-09 through 2011-12.

TABLE 62. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE APPROPRIATELY EQUIPPED CLASSROOM OR OTHER SCHOOL FACILITY FOR ARTS INSTRUCTION DURING THE 2011-12 SCHOOL YEAR

	ELEMEN- TARY	MIDDLE	HIGH	MULTI- GRADE	ALL SCHOOLS
DANCE	20%	35%	38%	29%	28%
MUSIC	65%	63%	60%	69%	63%
THEATER	19%	29%	32%	22%	24%
AUDITORIUM	86%	82%	72%	82%	81%
VISUAL ARTS	69%	77%	81%	78%	75%
FILM STUDIO	6%	18%	27%	18%	16%

TABLE 63. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE CLASSROOM OR OTHER SCHOOL FACILITY USED FOR ARTS INSTRUCTION AND APPROPRIATELY EQUIPPED CLASSROOM

	2008-09	2009-10	2010-11	2011-12
DANCE	21%	22%	23%	28%
MUSIC ³³	56%	60%	64%	63%
THEATER	13%	13%	17%	24%
AUDITORIUM	61%	66%	65%	81%
VISUAL ARTS	57%	66%	72%	75%
FILM STUDIO	6%	5%	5%	16%

Number of Arts Rooms

The NYCDOE School Construction Authority collects data on the number of arts rooms in school buildings. Table 64 shows the number of school buildings that

have arts rooms, the number of arts rooms in these buildings, and the average number of arts rooms per building from 2004-05 through 2011-12.

TABLE 64. THE NUMBER OF ARTS ROOMS AS REPORTED BY THE NYCDOE SCHOOL CONSTRUCTION AUTHORITY

ITEM	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
NUMBER OF SCHOOL BUILDINGS WITH ARTS ROOMS	1,018	1,039	1,068	1,051	1,070	1,096	1,124	1,130
NUMBER OF ARTS ROOMS	2,864	3,159	3,187	2,888	3,104	3,327	3,515	3,608
AVERAGE NUMBER OF ARTS ROOMS PER BUILDING	2.8	3.0	3.0	2.7	2.9	3.0	3.1	3.2

³³ In 2008-09 through 2010-11, schools were asked to report separately on the number of general music, vocal, instrumental, music recording studio, and/or music technology lab classrooms that were appropriately equipped for music instruction. In 2011-12, these five items were consolidated into an overall music category. This change should be considered when comparisons among school years are made.



Parent Involvement

Table 65 shows the percent of all responding schools that reported parental involvement in their schools' arts programs on the *Annual Arts Education Survey* from 2009-10 through 2011-12.

TABLE 65. PERCENT OF RESPONDING SCHOOLS THAT REPORTED PARENT INVOLVEMENT IN ARTS PROGRAM³⁴

PARENTAL INVOLVEMENT	2009-10	2010-11	2011-12
ATTENDING SCHOOL ARTS EVENTS	96%	96%	90%
VOLUNTEERING IN ARTS PROGRAMS OR CLASSROOMS	66%	65%	44%
DONATING ARTS MATERIALS OR SUPPLIES	60%	59%	41%

"Our school is in the process of forming a committee of teachers, parents, and community members in order to revitalize our arts program. We seek to leverage all possible resources in order to create unique opportunities for students to explore and cultivate their talents."

-MIDDLE SCHOOL PRINCIPAL, BRONX

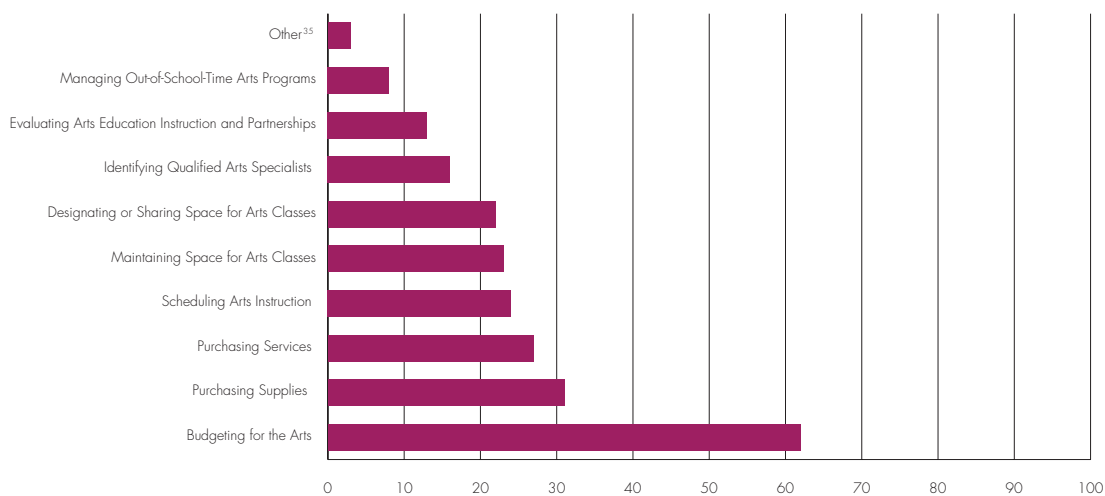
The *NYC School Survey* asks parents of students in all grades (K-12) to cite the single most important improvement they would like their school to make. Table 66 presents data on the percent of parents who reported wanting to see improvement in areas related to arts education in the 2009-10 through 2011-12 school years. These data do not include parents with students in District 75 schools.

TABLE 66. PERCENT OF RESPONDING PARENTS THAT REPORTED WANTING THE FOLLOWING IMPROVEMENTS TO THEIR CHILDREN'S SCHOOLS THROUGH THE NYC SCHOOL SURVEY

RESPONSE	2009-10	2010-11	2011-12
ARTS PROGRAMS	8%	8%	8%
ENRICHMENT PROGRAMS	17%	16%	16%
HANDS-ON LEARNING	14%	14%	14%

³⁴ In 2009-10 and 2010-11, schools were asked to report on the level of parental involvement in the schools' arts program. In 2011-12, schools were asked to report on whether or not parents participated. This change should be considered when comparisons among school years are made.

FIGURE 75. PERCENT OF RESPONDING SCHOOLS THAT REPORTED THE FOLLOWING CHALLENGES IN PROVIDING ARTS EDUCATION THROUGH THE 2011-12 NYC PRINCIPAL SATISFACTION SURVEY



CHALLENGES

On the 2011-12 NYC Principal Satisfaction Survey, school administrators were asked to select up to three challenges to providing arts instruction in the 2011-12 school year. Figure 75 displays the percent of all responding schools that reported experiencing challenges to providing arts instruction.

"In spite of continuing budget cuts, all students are exposed to and received instruction in music, visual arts, and theater in-house as well as from outside organizations. Technology was incorporated this year with music, visual arts, and theater. The performances were enhanced by classroom teachers' participation in various cultural/academic subject areas."

-ELEMENTARY SCHOOL PRINCIPAL, BROOKLYN



³⁵ In 2011-12, schools that responded "Other" indicated that funding for arts instruction and scheduling were challenges to providing arts education.



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

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

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

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

In presenting its recommendations concerning arts education to the Panel for Educational Policy (PEP), the Arts Advisory Committee recognizes that the arts “prepare students for school, work, and life,” that they “strengthen the learning environment,” and “help close the achievement gap.” Arts education should be through all the grades as preparation for a lifetime of experiences as creators or consumers of the arts and an essential component of assuring that all our students are college and career ready. Their report follows.

Arts Committee to the Panel for Education Policy Annual Report

September 12, 2012

The Arts Committee Panel report was conceived as a long-term plan to coincide with the close of the Bloomberg administration and to lay the groundwork for continuation of the dialogue and implementation of its work under a new Mayor. This advisory committee was created by the State Legislature when Mayoral control of NYC’s schools was extended in 2009 to insure that an independent body would continue to focus on arts curriculum in the schools. The creation of this committee is both important and unusual in the

history of the schools, and we hope that our reports will be included in future considerations concerning the need and means to build and perpetuate vigorous arts programs in our public schools. After another year of meetings, we find that many excellent steps have been taken by the DOE, but much remains to be done to insure that the City’s million plus schoolchildren are given a rigorous arts curriculum.

We want to express our appreciation to Chancellor Dennis Walcott for his many expressions of support for the arts. These include the continuation of funding for the Summer Arts Institute and, lately, an academic program to support children in need of remediation that includes an arts component in recognition of the long researched connection between their participation in arts activities and success in reading and the STEM subjects. The Chancellor has also been outspoken to potential funders of the arts in the schools and has encouraged private giving to this tremendous public need.

Furthermore, the arts initiatives that the Chancellor is supporting and that are being implemented are firmly aligned with the larger academics and instructional goals of the Division of Academics, Performance and Support under the Chief Academic Officer Shael Suransky. We see the arts explicitly supporting Common Core learning and as an essential component of assuring that all our students are college and career ready.

Most of all we applaud the work of Mr. Paul King, Director of the Arts and Special Projects area of the Department, and to his devoted and hard working expert staff. His contribution to our deliberations has been exemplary, and his grasp of the facts, extraordinary.

Our first report to the PEP two years ago included a description of the well-established connection between a comprehensive arts education and demonstrable academic success.

Children who regularly participate in the arts learn to work cooperatively, think creatively and stay on longer in school -- leading to improved graduation rates and college preparedness. Decades of scholarly research substantiates these facts. With these findings in mind and adamantly believing in the necessity as well as the right of children to have the opportunity to explore their artistic nature and abilities, and partake the joys of the arts we agreed on four initial goals that we thought would lay the groundwork for a reinvigoration of arts education in the NYC public schools.

Goal 1. By 2014 all schools will meet the instructional requirements in the arts as designated by the NYSED and aligned with the NYC-DOE compliance metrics and as delivered by certified teachers of the arts, classroom teachers, and in sustained arts residencies.

Progress: Our first priority was that of the importance of focusing on the 75 schools in the City whose children had few, if any, exposures to the arts. We recognize that each of these schools is different; each has a collection of issues that have to be treated differently in order that the DOE can reach its goal of increasing both the number and quality of arts experiences for their children. To this end the Arts and Special Projects area, has initiated professional development sessions for principals, each addressing not only the overall skill required to find the resources within their existing budgets to support the arts, but the possibilities inherent in arts education for its own value and for added value assisting children to enrich their academic progress. This is very much in line with New York State's emphasis on the "common core," or traditional academic disciplines, and is ahead of the philosophy that now governs other urban school systems who have not yet accepted this connection.

We are now calling for a much more sustained, greater program, one part of which could be to provide additional resources and training for principals who were successful in accomplishing this end. The current DOE staff cannot possibly cover the number of principals who urgently need this professional development.

Goal 2. By 2014, all elementary schools will offer all four art forms with instruction in at least two of the four disciplines being offered by licensed certified teacher of the arts. All middle and high schools will be in compliance and offer the required arts by licensed, certified teachers of the arts. (2013-14 school year)

Progress: Given the emphasis being placed on graduation rates as assessed by examinations teachers and principals are losing sight of the significance of arts education toward achieving this end as expressed above. Once again, a special program for the schools through which principals can be led to a greater understanding of the role of the arts in the process of education, and the concomitant results, needs to be funded.

We also proposed that there be a tiered down, three year financial incentive to low arts schools for arts materials, resources, equipment, space renovation or arts partners based upon hiring a part- or full-time certified teacher of the arts. This has not begun. While we prefer that funds be made available through the regular school budget, we also proposed that external funding be requested to get the ball rolling. While we are disappointed at this result, we want to acknowledge the substantive work of the Fund for Public schools in their effort to identify and solicit private funding for this particular program and want to encourage further focus on this effort.

Goal 3. By 2014, in order to assure and measure the quality of the instruction, all schools will participate in the arts performance assessment developed under the DOE's "Arts Achieve" project.

Progress: The NYCDOE is fortunate to have received a Federal Grant under the Education Department's *Investing in Innovation* program, which has allowed the NYCDOE to engage in a five-year research project called Arts Achieve to capture evidence of student achievement in the arts. The Arts Office and its partner organizations, Studio in A School, ArtsConnection, The 92nd Street Y, Carnegie Hall and The Cooper-Hewitt Museum have completed the second year of creating and devising performance tasks that allow students to demonstrate their arts learning by creating original work and responding to master works of art. The development of these Arts Achieve tasks has the potential to not only impact the NYCDOE's thinking about performance tasks in other content areas, but is being seen as a national model for authentic arts assessment.

Goal 4. Recognizing that reaching these goals is a critical need for our city's schools and our city's school children, the Fund for Public Schools will make finding the financial resources to meet these goals one of its core priorities.

Progress: The active collaboration between the DOE and the Fund for Public Schools has focused on a philanthropic community long known for its interest in, and support for, the arts across the City. This year the revenue attributed to the Fund has been increasing, but is still comparatively modest. \$243,000 has been raised for the Arts Achieve project, the Summer Arts Institute, and the Chancellor's Arts Endorsed Diploma Picnic. An additional \$150,000 proposal for bringing best practices to low arts schools over the next three years has been submitted to a major foundation. The knowledgeable and supportive Fund staff need to be further assured that arts education is a top priority of this administration.

- Additionally, but related to the four goals above, we proposed that a system allowing for matching teachers of the arts with school leaders who are seeking to share teachers of the arts across school lines be initiated. An initial effort toward achieving this practice, common in even the most affluent suburbs, has produced a few such matches. In addition to announcing this system in Principal's Weekly, the teacher matching should be promoted more broadly with a mechanism in place to track the progress of schools sharing teachers in the arts.
- A striking new program to ascertain which classroom teachers would be eligible for additional arts teaching certification was also put forward by our Committee.

Many teachers are within range of having completed a number of arts education courses that could be considered for such certification. The cost of preparing dually certified teachers whose role in their schools could be expanded is just a fraction of supporting teachers toward full arts education degrees. Moreover, it assures competence not only the arts but in classroom management skills. We have equated this concept with the long standing Teaching Fellows Program, but (again) costing the DOE far less. An approach that has been suggested is to recommend affordable courses in the arts at various colleges and universities for which teachers would pay, but would be "reimbursed" by additional salary increment.

- We are still waiting for a "ramping up" of arts professional development to assure that existing and new arts teachers are effective, innovative, and maximizing their instructional potential. We believe this would be of great interest to external funding agencies as well, but have not yet seen such an effort put forward.

- Neither have we ignored the importance of parent engagement in the arts. We seek a coordinated program that will move parents from those who do not participate or see the value of the arts to those who are fully engaged. Where family values include recognition of the basic need of children for arts experiences there can arise many unique ideas for strengthening the arts in our classrooms the outcome of which is increased academic success of their children.

There are, of course, a list of notable successes of the DOE due to the diligence and creativity of its arts education staff. These include:

- The publication of Annual Arts Reports (Arts Count) that transparently reveal the progress as well as the remaining unfilled needs is a “first” among cities across the nation.
- As previously noted, the pilot program known as “Arts Achieve,” one of the few funded by the federal government, once again is a milestone in arts education. Its outcome will be the assessment of student achievement in the arts through authentic arts performance tasks that will be a national model.

In order to assure the enhancement of the positive developments within the DOE over the past two years, and to press for sustained funding even in these difficult budgetary times, the Arts Education Advisory Panel will continue to operate as an active and fully participatory group. Special recognition is also due one of its members, Jody Arnhold, who hosted a superb reception for arts interested foundations and corporations at her home several months ago. Clearly we intend to continue to monitor progress and to report to you as the policy makers of the City’s school system, hopefully enlisting your further support based on a history of your intense interest.

Finally, it is worth repeating that we are fully conscious of fiscal exigencies, but our Three-Year Plan, looking even further into the next administration is fiscally conservative and realizable, we firmly believe. We look forward to a continuing dialogue with the PEP.

Committee Members:

Jody Arnhold
 Aurelia Curtis
 Anita Franklin
 Kathy Giaimo
 Laurie Lock
 Valerie Louzonis
 David Montgomery
 Jerrold Ross
 Jennifer Katona
 Steven Tennen
 Diane Volk
 George Young

Next Steps

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

A comprehensive arts education provides opportunities for students to:

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

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

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

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

The data from the *Annual Arts Education Surveys* and other NYCDOE databases yield valuable information for school leaders, teachers, parents,

and community organizations to expand students' access to and participation in the arts. Working with the New York State Education Department (NYSED), the arts and cultural community, and the higher-education community, along with our school leaders and parents, the NYCDOE is fully committed to support quality arts education and will continue to:

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

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

The OASP—within the Office of School Programs and Partnerships, Division of Academics, Performance, and Support—continues to analyze arts education data to refine and develop strategies to address the findings of the *Annual Arts in Schools Report* and align its support for arts education with the following citywide initiatives:

Great Student Work Through Great Teaching

- Support clusters/networks in strengthening arts programs, assessments, and instructional practice aligned with the Common Core.

- Support arts teachers in aligning instruction with Common Core and citywide instructional expectations.
- Plan for the expansion and extension of arts programs.
- Enrich elementary arts instruction through supports to classroom teachers.
- Deliver and improve arts leadership development for principals, arts education liaisons, and other school leaders.
- Strengthen rigor and accountability for arts programs.
- Support college and career readiness in and through the arts.
- Advise and support arts and cultural partners in developing quality arts education for students and teachers.

High-Quality School Choices

- Provide support in conjunction with new-school review, portfolio planning, and shared teacher initiatives.
- Integrate and offer the arts as effective school improvement model that supports college and career readiness.
- Support of arts aligned with Common Core capacities in new and innovative school models.
- Provide supports to students and parents in the auditioning and screening process for specialized arts schools.
- Increase parental awareness of the existence of the OASP website and the *Annual Arts in Schools Reports* on the Statistics page of individual schools on the NYCDOE website as resources in weighing factors that influence school choice.
- Streamline the *Annual Arts Education Survey* process and develop the aggregate report and individual school reports for parent/student information and decision making.
- Inform and support school arts needs in restart settings.

Strong Partnerships with Families

- Support increased access for parent and partners to arts resources, institutions, reports, and information on the OASP website and in print.
- Support college and career readiness in and through the arts.
- Provide timely response to feedback and questions when received from directly from families, partners, or students, or via clusters/networks.

High-Quality School Support

- Provide arts education data (qualitative and quantitative) and assessment/performance task models to clusters, networks, and schools.
- Identify and support arts expertise within clusters, networks, and schools through arts leadership, intervisitations, workshops, and school visits.
- Work closely with arts directors in all grant and OASP programs to ensure responsiveness to the field and support for Common Core implementation.
- Refine and improve cluster/arts director relationships and supports.
- Provide consistent, clear, and timely information to clusters, networks, schools, and families regarding arts programs, supports, and resources.
- Provide quality arts education data from *Annual Arts Education Survey*, Commencement Assessments, and Arts Achieve to schools, clusters, and networks.
- Monitor, revise, and/or close arts programs in alignment with current NYCDOE goals, objectives, and initiatives.

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 172 arts organizations, containing descriptive information about their arts education programs, their vendor and contract numbers (when available), and a link to organizations' websites.
- *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, Theater, Visual Arts, and the Moving Image) along with accompanying wall charts
- *Quality Arts Education in New York City DVD*, which demonstrates exemplary teaching practices in the arts at all levels
- *Arts Education Manual: A Blueprint for School Leaders* (<http://schools.nyc.gov/offices/teachlearn/arts/SchoolLeaders/School%20Leaders%20Manual.pdf>)
- *Campus Toolkit*. This document outlines best practices for productive sharing of arts staffing, space, scheduling, and resources in a campus housing several schools in one building. (<http://schools.nyc.gov/offices/teachlearn/arts/Campus%20Toolkit/CampusToolKit.pdf>)
- *Learning Walk-Through for the Arts* (<http://schools.nyc.gov/offices/teachlearn/arts/LearningWalkThru/LearningWalk-ThroughfortheArts.pdf>)
- *Viewing, Assessing, and Supporting Effective Arts Instruction* (PDF download) (<http://schools.nyc.gov/offices/teachlearn/arts/Assessment/hallmarksbook.pdf>)
- *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 of the Arts website.
- 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

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

2011-12 Annual Arts Education Survey

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

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

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

Response Rate

Table 67 shows the overall response rates from 2006-07 through 2011-12 school years. Out of a total of 1,556 schools, 98 percent (N=1,528) completed the *Annual Arts Education Survey* in spring 2012, which is comparable to the response rate in spring 2011 (98 percent [N=1,453]). Table 68 provides the number and percent of 2011-12 responding schools by school level.

TABLE 67. ANNUAL ARTS EDUCATION SURVEY RESPONSE RATES BY SCHOOL YEAR

SCHOOL LEVEL	RESPONDING SCHOOLS	TOTAL SCHOOLS	RESPONSE RATE
2006-07	939	1,252	75%
2007-08	1,275	1,470	87%
2008-09	1,403	1,498	94%
2009-10	1,453	1,533	95%
2010-11	1,527	1,556	98%
2011-12	1,528	1,556	98%

TABLE 68. 2011-12 ANNUAL ARTS EDUCATION SURVEY RESPONDING SCHOOLS BY SCHOOL LEVEL

SCHOOL LEVEL	RESPONDING SCHOOLS	PERCENT
ELEMENTARY	603	40%
MIDDLE	260	17%
HIGH	373	24%
MULTI-GRADE ³⁶	235	15%
DISTRICT 75	57	4%
ALL SCHOOLS	1,528	100%

³⁶ The multi-grade category includes early elementary schools (PreK-2), K-8, K-12, and secondary (6-12) schools.

Calculation of Mean Arts Instructional Hours

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

Calculation of Mean Arts Professional Development Hours

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

Changes to the 2011-12 Annual Arts Education Survey

Each year, the OASP modifies the *Annual Arts Education Survey* to further align the data collection with the NYSED arts requirements and to improve the accuracy of the survey responses. The changes this year focused on streamlining questions and response categories. Revisions were made to questions regarding the following: pull-out and multi-grade participation, number of classrooms or other school facilities used for arts instruction that are appropriately equipped, arts professional development providers, useful arts professional development opportunities for arts and/or non-arts teachers, funding sources, parental involvement in the arts, and challenges to providing arts instruction. In addition, three questions, which were previously collected on the *Annual Arts Education Survey*, were collected through the 2011-12 *NYC Principal Satisfaction Survey*. These questions addressed useful professional development opportunities for arts teachers, useful arts professional development opportunities for non-arts teachers, and challenges provided to providing arts instruction.

High School Graduation NYSED Arts Requirement Data

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

NYC School Survey

The *NYC School Survey* is an annual survey, first administered in the 2006-07 school year. It collects information from all New York City public school teachers, parents, and students (in grades 6-12) on school-level academic expectations, communication, engagement, safety, and respect. The surveys include questions about participation in the arts and access to arts courses and activities. For the 2011-2012 school year, 82 percent (428,327) of middle and high school students responded to the *NYC School Survey*, and 53 percent (476,567) of parents with students in all grades (K-12) responded. These response rates do not include students or parents with students in District 75 schools. Student and parent responses on the arts are included in this report.

Principal Satisfaction Survey

The *NYC Principal Satisfaction Survey* was designed as a performance management tool to hold networks and central offices accountable for the quality of support they provide schools and inform networks' and central's efforts to continuously improve their performance. In addition, the survey enables tracking of longitudinal progress, while at the same time allowing for adjustments to the survey to support alignment with new structures and priorities. For the 2011-2012 school year, 76 percent (1,198) of principals responded to the *NYC Principal Satisfaction Survey*. These response rates include principals of District 75 schools. The *Principal Satisfaction Survey* provided data for useful arts professional opportunities for school-based arts teachers and non-arts teachers as well as challenges to providing arts instruction in the 2011-12 school year.

Human Resources Data

The Division of Human Resources of the NYCDOE tracks full-time licensed school-based arts teachers' annual school placements, and provided 2011-12 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.

Arts Rooms

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



Appendix 1: City and State Requirements and Guidelines³⁷

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

Pre-Kindergarten–Kindergarten

City and State Requirements and Guidelines

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

Grades 1–3

NYSED Requirements Grades 1–3³⁸

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

NYSED Guidelines Grades 1–3

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

Grades 4–6

NYSED Requirements Grades 4–6³⁹

In grades 4, 5, and 6, all students shall receive instruction that is designed to facilitate their attainment of the New York State intermediate learning stan-

dards in the arts, including dance, music, theater, and visual arts.

NYSED Guidelines Grades 4–6⁴⁰

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

Grades 7–8

NYSED Requirements Grades 7–8⁴¹

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

Grades 9–12

NYSED Requirements Grades 9–12⁴²

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).

³⁷ 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.

^{38,39} 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.

⁴⁰ 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.

⁴¹ 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.

⁴² 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
Jody Gottfried Arnhold, Dance Education Laboratory (DEL),
92nd Street Y
William Bassell, Academy of American Studies
Julia Bator, The Fund for Public Schools
Nefertari Bey, Apollo Theater Foundation, Inc.
Mary M. Braebeck, New York University
Karen Brooks Hopkins, Brooklyn Academy of Music
Thomas Cahill, Studio in a School
Paul E. Cothran, VH-1 Save the Music Foundation
Rob Davidson, VH-1 Save the Music Foundation
David Dik, Young Audiences, National
Amy Dorfman, Shubert Foundation
Marsha Drummond, The Metropolitan Opera
Jason Duchin, DreamYard
Pierre Dulaine, American Ballroom Theatre Dancing
Classroom
Alexa Fairchild, Brooklyn Museum
Carol Fineberg, CF Associates
Tom Finkelpearl, Queens Museum of Art
Joan Finkelstein, New York City Department of Education
Thom Freeman, New York University
Darleen Garner, New York City Department of Education
Clive Gillinson, Carnegie Hall
Thelma Golden, The Studio Museum of Harlem
Kathleen Grimm, New York City Department of Education
Barbara Gurr, Consultant
Radiah Harper, Brooklyn Museum
Geri Hayes, New York City Department of Education
Madeleine Holzer, Lincoln Center Institute
Kashif Iqbal, Jamaica Center for Arts and Learning
Sarah Johnson, Carnegie Hall
Caroline Kennedy, The Fund for Public Schools
Paul King, New York City Department of Education
Jennifer Kozel, Children's Museum of Manhattan
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
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
Tangie Murray, Rush Philanthropic
Maria Palma, New York City Department of Education
Karen Rosner, New York City Department of Education
David Ross, New York City Department of Education
Lauren Schloss, Queens Museum of Art
John G. Schultz, American Ball Room Theater
David Shookhoff, Manhattan Theatre Club
Claire Stringer, Queens Museum of Art
Shirley Taylor, Apollo Theater Foundation, Inc.
Steve Tennen, ArtsConnection
Noelle Thorn, The Metropolitan Opera
Joseph P. Versace, Bernstein
Meryle Weinstein, New York University
Cathryn Williams, Alvin Ailey American Dance Theater

Appendix 3: Data Values Displayed in Figures

The data in the tables below correspond to the figures presented in the body of the report.

FIGURE 1 DATA. PERCENT OF RESPONDING SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED STAFF TO PRE-KINDERGARTEN

ARTS DISCIPLINE	2009-10	2010-11	2011-12
DANCE	55%	76%	77%
MUSIC	79%	88%	90%
THEATER	39%	66%	68%
VISUAL ARTS	83%	92%	92%

FIGURE 2 DATA. PERCENT OF RESPONDING SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED STAFF TO KINDERGARTEN

ARTS DISCIPLINE	2009-10	2010-11	2011-12
DANCE	55%	68%	72%
MUSIC	86%	89%	88%
THEATER	42%	64%	65%
VISUAL ARTS	94%	94%	94%

FIGURE 3 DATA. PERCENT OF RESPONDING SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED ARTS TEACHERS TO ANY GRADE, 1-5

ARTS DISCIPLINE	2009-10	2010-11	2011-12
DANCE	32%	28%	27%
MUSIC	75%	71%	67%
THEATER	26%	28%	28%
VISUAL ARTS	84%	81%	77%

FIGURE 4 DATA. PERCENT OF RESPONDING SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED ARTS TEACHERS AND/OR CULTURAL ARTS ORGANIZATIONS TO ANY GRADE, 1-5

ARTS DISCIPLINE	2009-10	2010-11	2011-12
DANCE	80%	76%	75%
MUSIC	91%	89%	87%
THEATER	71%	70%	66%
VISUAL ARTS	95%	93%	91%

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

ARTS DISCIPLINE	2009-10	2010-11	2011-12
DANCE	90%	89%	89%
MUSIC	96%	96%	95%
THEATER	88%	86%	85%
VISUAL ARTS	99%	98%	98%

FIGURE 6 DATA. AVERAGE ANNUAL ARTS INSTRUCTIONAL HOURS BY GRADE (1-3) AND ARTS DISCIPLINE PROVIDED IN RESPONDING SCHOOLS BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS

YEAR	1ST GRADE				2ND GRADE				3RD GRADE			
	DANCE	MUSIC	THEATER	VISUAL ARTS	DANCE	MUSIC	THEATER	VISUAL ARTS	DANCE	MUSIC	THEATER	VISUAL ARTS
2009-10	21-30	51-60	21-30	71-80	21-30	51-60	21-30	71-80	21-30	41-50	21-30	61-70
2010-11	21-30	51-60	21-30	71-80	21-30	51-60	21-30	61-70	21-30	41-50	21-30	61-70
2011-12	21-30	51-60	21-30	71-80	21-30	51-60	21-30	71-80	21-30	41-50	21-30	61-70

FIGURE 7 DATA. AVERAGE ANNUAL ARTS INSTRUCTIONAL HOURS BY GRADE (4 AND 5) AND ARTS DISCIPLINE, PROVIDED BY RESPONDING SCHOOLS BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS

YEAR	4TH GRADE				5TH GRADE			
	DANCE	MUSIC	THEATER	VISUAL ARTS	DANCE	MUSIC	THEATER	VISUAL ARTS
2009-10	21-30	41-50	21-30	51-60	21-30	41-50	21-30	51-60
2010-11	21-30	41-50	21-30	51-60	21-30	41-50	21-30	51-60
2011-12	21-30	41-50	21-30	51-60	21-30	41-50	21-30	51-60

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

ARTS DISCIPLINE	2009-10	2010-11	2011-12
DANCE	61%	63%	49%
MUSIC	80%	76%	73%
THEATER	63%	54%	48%
VISUAL ARTS	92%	91%	87%

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

ARTS DISCIPLINE	2009-10	2010-11	2011-12
DANCE	38%	40%	33%
MUSIC	70%	69%	63%
THEATER	47%	47%	42%
VISUAL ARTS	90%	88%	88%

FIGURE 10 DATA. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, PREK-12

ARTS DISCIPLINE	2009-10	2010-11	2011-12
DANCE	52%	50%	53%
MUSIC	83%	91%	86%
THEATER	41%	48%	47%
VISUAL ARTS	98%	95%	98%
FILM	31%	22%	28%

FIGURE 11 DATA. PERCENT OF RESPONDING SCHOOLS WITH STUDENTS PARTICIPATING IN DANCE, MUSIC, THEATER PERFORMANCES; VISUAL ARTS EXHIBITIONS; AND/OR FILM PRODUCTIONS AT THE SCHOOL SITE

	2009-10	2010-11	2011-12
DANCE PERFORMANCES	77%	77%	72%
MUSIC CONCERTS	78%	79%	72%
THEATER PERFORMANCES	72%	75%	67%
VISUAL ARTS EXHIBITIONS	79%	81%	72%
FILM PRODUCTIONS	31%	30%	34%

FIGURE 12 DATA. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE FULL-TIME CERTIFIED SCHOOL-BASED ARTS TEACHER BY SCHOOL LEVEL

SCHOOL LEVEL	2009-10	2010-11	2011-12
ELEMENTARY	66%	70%	72%
MIDDLE	81%	83%	82%
HIGH	81%	82%	80%
MULTI-GRADE	83%	81%	82%
DISTRICT 75	71%	71%	75%
ALL SCHOOLS	75%	77%	77%

FIGURE 13 DATA. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE PART-TIME CERTIFIED SCHOOL-BASED ARTS TEACHER BY SCHOOL LEVEL

SCHOOL LEVEL	2009-10	2010-11	2011-12
ELEMENTARY	23%	21%	18%
MIDDLE	23%	21%	19%
HIGH	21%	23%	19%
MULTI-GRADE	23%	18%	19%
DISTRICT 75	7%	7%	9%
ALL SCHOOLS	22%	21%	18%

FIGURE 14 DATA. DISTRIBUTION OF FUNDS BUDGETED FOR THE ARTS (FUNDING IN MILLIONS)

	2009-10	2010-11	2011-12
PERSONNEL	\$296	\$301	\$311
SERVICES/OTHER	\$14	\$13	\$14
SUPPLIES/EQUIPMENT	\$2	\$2	\$2
TOTAL ARTS BUDGET	\$312	\$316	\$326

FIGURE 15 DATA. NUMBER OF STUDENTS IN GRADES 1-5 PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE AS REPORTED BY RESPONDING SCHOOLS DURING THE 2011-12 SCHOOL YEAR

ARTS DISCIPLINE	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE
DANCE	57,137	56,094	53,688	52,682	53,035
MUSIC	68,086	66,001	63,442	60,928	61,134
THEATER	56,714	55,760	54,829	53,436	52,445
VISUAL ARTS	71,805	70,170	69,466	66,915	65,435

FIGURE 16 DATA. NUMBER OF STUDENTS IN GRADES 6-8 PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE AS REPORTED BY RESPONDING SCHOOLS DURING THE 2011-12 SCHOOL YEAR

ARTS DISCIPLINE	6TH GRADE	7TH GRADE	8TH GRADE
DANCE	16,314	9,140	9,307
MUSIC	31,635	26,210	22,493
THEATER	15,578	11,235	8,675
VISUAL ARTS	39,806	34,747	30,224

FIGURE 17 DATA. NUMBER OF STUDENTS IN GRADES 9-12 PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE AS REPORTED BY RESPONDING SCHOOLS DURING THE 2011-12 SCHOOL YEAR

ARTS DISCIPLINE	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
DANCE	5,336	4,365	3,572	3,075
MUSIC	19,371	16,438	11,246	9,085
THEATER	6,438	5,280	3,773	6,262
VISUAL ARTS	29,415	24,993	19,532	15,504

FIGURE 18 DATA. PERCENT OF RESPONDING SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED STAFF TO PRE-KINDERGARTEN

ARTS DISCIPLINE	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
DANCE	32%	39%	45%	55%	76%	77%
MUSIC	69%	67%	70%	79%	88%	90%
THEATER	21%	26%	31%	39%	66%	68%
VISUAL ARTS	69%	68%	75%	83%	92%	92%

FIGURE 19 DATA. PERCENT OF RESPONDING SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED STAFF TO KINDERGARTEN

ARTS DISCIPLINE	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
DANCE	39%	43%	44%	55%	68%	72%
MUSIC	71%	79%	73%	86%	89%	88%
THEATER	29%	31%	40%	42%	64%	65%
VISUAL ARTS	79%	83%	81%	94%	94%	94%

FIGURE 20 DATA. PERCENT OF RESPONDING ELEMENTARY SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED ARTS TEACHERS TO ANY GRADES, 1-5

ARTS DISCIPLINE	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
DANCE	37%	31%	28%	31%	28%	26%
MUSIC	73%	75%	74%	76%	71%	68%
THEATER	26%	23%	24%	27%	31%	29%
VISUAL ARTS	82%	82%	81%	84%	80%	77%

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

ARTS DISCIPLINE	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
DANCE	60%	72%	79%	82%	79%	76%
MUSIC	82%	89%	92%	91%	90%	89%
THEATER	48%	54%	71%	72%	73%	68%
VISUAL ARTS	88%	91%	95%	96%	93%	91%

FIGURE 22 DATA. PERCENT OF RESPONDING ELEMENTARY SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS TO ANY GRADE, 1-5

ARTS DISCIPLINE	2008-09	2009-10	2010-11	2011-12
DANCE	92%	91%	91%	90%
MUSIC	98%	97%	96%	96%
THEATER	88%	89%	89%	87%
VISUAL ARTS	99%	100%	99%	98%

FIGURE 23 DATA. AVERAGE ANNUAL ARTS INSTRUCTIONAL HOURS BY GRADE (1-3) AND ARTS DISCIPLINE PROVIDED IN RESPONDING ELEMENTARY SCHOOLS BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS

YEAR	1ST GRADE				2ND GRADE				3RD GRADE			
	DANCE	MUSIC	THEATER	VISUAL ARTS	DANCE	MUSIC	THEATER	VISUAL ARTS	DANCE	MUSIC	THEATER	VISUAL ARTS
2009-10	21-30	51-60	21-30	71-80	21-30	51-60	21-30	71-80	21-30	41-50	21-30	61-70
2010-11	21-30	51-60	21-30	71-80	21-30	51-60	21-30	61-70	21-30	41-50	21-30	61-70
2011-12	21-30	51-60	21-30	71-80	21-30	51-60	21-30	71-80	21-30	41-50	21-30	61-70

FIGURE 24 DATA. AVERAGE ANNUAL ARTS INSTRUCTIONAL HOURS BY GRADE (4-5) AND ARTS DISCIPLINE PROVIDED IN RESPONDING ELEMENTARY SCHOOLS BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS

YEAR	4TH GRADE				5TH GRADE			
	DANCE	MUSIC	THEATER	VISUAL ARTS	DANCE	MUSIC	THEATER	VISUAL ARTS
2009-10	21-30	41-50	21-30	51-60	21-30	41-50	21-30	51-60
2010-11	21-30	41-50	21-30	51-60	21-30	41-50	21-30	51-60
2011-12	21-30	41-50	21-30	51-60	21-30	41-50	21-30	51-60

FIGURE 25 DATA. PERCENT OF RESPONDING MIDDLE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, 6-8

ARTS DISCIPLINE	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
DANCE	36%	57%	56%	58%	61%	45%
MUSIC	69%	75%	74%	77%	76%	70%
THEATER	40%	56%	57%	60%	55%	46%
VISUAL ARTS	84%	91%	90%	92%	91%	86%

FIGURE 26 DATA. PERCENT OF 7TH GRADE STUDENTS IN RESPONDING MIDDLE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE

ARTS DISCIPLINE	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
DANCE	10%	14%	14%	14%	16%	11%
MUSIC	31%	54%	32%	34%	36%	36%
THEATER	7%	16%	11%	16%	18%	16%
VISUAL ARTS	44%	73%	40%	43%	48%	50%

FIGURE 27 DATA. PERCENT OF 8TH GRADE STUDENTS IN RESPONDING MIDDLE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE

ARTS DISCIPLINE	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
DANCE	7%	19%	13%	13%	14%	12%
MUSIC	25%	34%	28%	27%	30%	29%
THEATER	7%	16%	11%	15%	16%	12%
VISUAL ARTS	36%	57%	36%	36%	39%	41%

FIGURE 28 DATA. PERCENT OF RESPONDING MIDDLE SCHOOLS THAT OFFER AT LEAST ONE ARTS SEQUENCE TO STUDENTS IN GRADES 6-8 BY BOROUGH

BOROUGH	2010-11	2011-12
BRONX	53%	53%
BROOKLYN	71%	69%
MANHATTAN	59%	64%
QUEENS	73%	70%
STATEN ISLAND	91%	100%

FIGURE 29 DATA. PERCENT OF RESPONDING HIGH SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, 9-12

ARTS DISCIPLINE	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
DANCE	15%	42%	40%	37%	37%	31%
MUSIC	74%	67%	74%	68%	67%	61%
THEATER	21%	70%	45%	47%	46%	42%
VISUAL ARTS	85%	86%	91%	90%	88%	88%

FIGURE 30 DATA. PERCENT OF 9TH GRADE STUDENTS IN RESPONDING MIDDLE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE

ARTS DISCIPLINE	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
DANCE	2%	14%	5%	5%	5%	5%
MUSIC	31%	31%	24%	24%	23%	22%
THEATER	2%	18%	4%	5%	7%	8%
VISUAL ARTS	34%	47%	33%	32%	32%	33%

FIGURE 31 DATA. PERCENT OF 10TH GRADE STUDENTS IN RESPONDING MIDDLE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE

ARTS DISCIPLINE	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
DANCE	2%	16%	6%	4%	5%	5%
MUSIC	18%	26%	21%	18%	19%	20%
THEATER	2%	15%	5%	5%	5%	6%
VISUAL ARTS	32%	39%	32%	29%	28%	30%

FIGURE 32 DATA. PERCENT OF 11TH GRADE STUDENTS IN RESPONDING MIDDLE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE

ARTS DISCIPLINE	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
DANCE	1%	13%	6%	5%	5%	5%
MUSIC	21%	27%	23%	20%	18%	17%
THEATER	2%	14%	5%	5%	6%	5%
VISUAL ARTS	34%	32%	31%	30%	29%	29%

FIGURE 33 DATA. PERCENT OF 12TH GRADE STUDENTS IN RESPONDING MIDDLE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE

ARTS DISCIPLINE	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
DANCE	2%	13%	5%	5%	4%	5%
MUSIC	23%	25%	19%	20%	17%	15%
THEATER	2%	13%	5%	5%	5%	10%
VISUAL ARTS	36%	31%	30%	27%	26%	26%

FIGURE 34 DATA. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED ARTS TEACHERS TO ANY GRADE, 1-5

ARTS DISCIPLINE	2008-09	2009-10	2010-11	2011-12
DANCE	29%	33%	29%	31%
MUSIC	56%	73%	69%	63%
THEATER	15%	25%	20%	20%
VISUAL ARTS	75%	81%	83%	79%

FIGURE 35 DATA. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED ARTS TEACHERS AND/OR CULTURAL ARTS ORGANIZATIONS TO ANY GRADE, 1-5

ARTS DISCIPLINE	2008-09	2009-10	2010-11	2011-12
DANCE	63%	71%	66%	71%
MUSIC	76%	90%	86%	81%
THEATER	51%	66%	58%	60%
VISUAL ARTS	83%	93%	92%	92%

FIGURE 36 DATA. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS TO ANY GRADE, 1-5

ARTS DISCIPLINE	2008-09	2009-10	2010-11	2011-12
DANCE	74%	85%	81%	86%
MUSIC	81%	96%	93%	94%
THEATER	64%	82%	75%	77%
VISUAL ARTS	87%	99%	97%	99%

FIGURE 37 DATA. AVERAGE ANNUAL ARTS INSTRUCTIONAL HOURS BY GRADE (1-3) AND ARTS DISCIPLINE PROVIDED IN RESPONDING MULTI-GRADE SCHOOLS BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS

YEAR	1ST GRADE				2ND GRADE				3RD GRADE			
	DANCE	MUSIC	THEATER	VISUAL ARTS	DANCE	MUSIC	THEATER	VISUAL ARTS	DANCE	MUSIC	THEATER	VISUAL ARTS
2009-10	31-40	61-70	21-30	71-80	21-30	61-70	21-30	71-80	21-30	51-60	11-20	61-70
2010-11	31-40	61-70	21-30	71-80	31-40	51-60	21-30	71-80	21-30	51-60	11-20	61-70
2011-12	21-30	51-60	11-20	21-30	21-30	51-60	11-20	61-70	21-30	41-50	11-20	61-70

FIGURE 38 DATA. AVERAGE ANNUAL ARTS INSTRUCTIONAL HOURS BY GRADE (4-5) AND ARTS DISCIPLINE PROVIDED IN RESPONDING MULTI-GRADE SCHOOLS BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS

YEAR	4TH GRADE				5TH GRADE			
	DANCE	MUSIC	THEATER	VISUAL ARTS	DANCE	MUSIC	THEATER	VISUAL ARTS
2009-10	21-30	41-50	21-30	51-60	21-30	51-60	11-20	51-60
2010-11	21-30	51-60	11-20	51-60	21-30	51-60	11-20	51-60
2011-12	21-30	31-40	11-20	51-60	21-30	31-40	11-20	51-60

FIGURE 39 DATA. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, 6-8

ARTS DISCIPLINE	2008-09	2009-10	2010-11	2011-12
DANCE	51%	65%	64%	55%
MUSIC	69%	84%	77%	76%
THEATER	45%	67%	52%	51%
VISUAL ARTS	79%	92%	91%	88%

FIGURE 40 DATA. PERCENT OF 7TH AND 8TH GRADE STUDENTS IN RESPONDING MULTI-GRADE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE

YEAR	7TH GRADE				8TH GRADE			
	DANCE	MUSIC	THEATER	VISUAL ARTS	DANCE	MUSIC	THEATER	VISUAL ARTS
2009-10	25%	50%	18%	69%	27%	47%	18%	63%
2010-11	23%	51%	16%	67%	24%	44%	14%	61%
2011-12	22%	52%	21%	68%	24%	51%	19%	65%

FIGURE 41 DATA. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS THAT OFFER AT LEAST ONE ARTS SEQUENCE TO STUDENTS IN GRADES 6-8 BY BOROUGH

BOROUGH	2010-11	2011-12
BRONX	47%	44%
BROOKLYN	59%	58%
MANHATTAN	65%	66%
QUEENS	55%	61%
STATEN ISLAND	50%	100%

FIGURE 42 DATA. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, 9-12

ARTS DISCIPLINE	2008-09	2009-10	2010-11	2011-12
DANCE	41%	40%	52%	40%
MUSIC	77%	79%	75%	71%
THEATER	44%	45%	49%	43%
VISUAL ARTS	93%	89%	84%	84%

FIGURE 43 DATA. PERCENT OF 9TH AND 10TH GRADE STUDENTS IN RESPONDING MULTI-GRADE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE

YEAR	9TH GRADE				10TH GRADE			
	DANCE	MUSIC	THEATER	VISUAL ARTS	DANCE	MUSIC	THEATER	VISUAL ARTS
2009-10	9%	32%	7%	44%	10%	34%	11%	43%
2010-11	13%	27%	8%	36%	15%	25%	15%	35%
2011-12	14%	28%	6%	42%	8%	22%	12%	36%

FIGURE 44 DATA. PERCENT OF 11TH AND 12TH GRADE STUDENTS IN RESPONDING MULTI-GRADE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE

YEAR	11TH GRADE				12TH GRADE			
	DANCE	MUSIC	THEATER	VISUAL ARTS	DANCE	MUSIC	THEATER	VISUAL ARTS
2009-10	10%	21%	10%	40%	9%	20%	11%	31%
2010-11	13%	24%	14%	33%	13%	14%	10%	31%
2011-12	12%	17%	9%	33%	8%	16%	15%	25%

FIGURE 45 DATA. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, PREK-12

ARTS DISCIPLINE	2008-09	2009-10	2010-11	2011-12
DANCE	36%	52%	50%	53%
MUSIC	66%	83%	91%	86%
THEATER	28%	41%	48%	47%
VISUAL ARTS	72%	98%	95%	98%
FILM	13%	31%	22%	28%

FIGURE 46 DATA. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USED THE ARTS TO ADVANCE STUDENT IEP GOALS BY ARTS DISCIPLINE AND INSTRUCTIONAL GOAL DURING THE 2011-12 SCHOOL YEAR

INSTRUCTIONAL GOAL	DANCE	MUSIC	THEATER	VISUAL ARTS
ACADEMIC	53%	84%	56%	86%
DIFFERENTIATION	58%	84%	68%	91%
SOCIAL	72%	95%	67%	91%
SELF-MANAGEMENT	58%	91%	67%	93%
PHYSICAL DEVELOPMENT	70%	86%	56%	90%
FINE MOTOR	65%	83%	51%	97%

FIGURE 47 DATA. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USED THE ARTS TO ADVANCE STUDENTS ACADEMIC IEP GOALS BY ARTS DISCIPLINE AND GRADE LEVEL DURING THE 2011-12 SCHOOL YEAR

GRADE LEVEL	DANCE	MUSIC	THEATER	VISUAL ARTS
PREK-2	35%	61%	28%	61%
3RD-5TH	37%	61%	32%	67%
6TH-8TH	33%	58%	32%	63%
9TH-12TH	25%	51%	30%	54%

FIGURE 48 DATA. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USED THE ARTS TO ADVANCE STUDENTS IEP GOALS THROUGH DIFFERENTIATING STUDENT LEARNING BY ARTS DISCIPLINE AND GRADE LEVEL DURING THE 2011-12 SCHOOL YEAR

GRADE LEVEL	DANCE	MUSIC	THEATER	VISUAL ARTS
PREK-2	35%	61%	37%	65%
3RD-5TH	37%	61%	40%	68%
6TH-8TH	35%	60%	40%	68%
9TH-12TH	33%	51%	37%	61%

FIGURE 49 DATA. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USED THE ARTS TO ADVANCE STUDENTS SOCIAL SKILLS BY ARTS DISCIPLINE AND GRADE LEVEL DURING THE 2011-12 SCHOOL YEAR

GRADE LEVEL	DANCE	MUSIC	THEATER	VISUAL ARTS
PREK-2	46%	68%	37%	68%
3RD-5TH	47%	68%	44%	70%
6TH-8TH	40%	65%	39%	70%
9TH-12TH	42%	61%	35%	60%

FIGURE 50 DATA. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USED THE ARTS TO ADVANCE STUDENTS MANAGEMENT SKILLS BY ARTS DISCIPLINE AND GRADE LEVEL DURING THE 2011-12 SCHOOL YEAR

GRADE LEVEL	DANCE	MUSIC	THEATER	VISUAL ARTS
PREK-2	39%	67%	37%	70%
3RD-5TH	40%	67%	40%	72%
6TH-8TH	39%	63%	40%	72%
9TH-12TH	33%	58%	35%	61%

FIGURE 51 DATA. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USED THE ARTS TO ADVANCE STUDENTS PHYSICAL DEVELOPMENT BY ARTS DISCIPLINE AND GRADE LEVEL DURING THE 2011-12 SCHOOL YEAR

GRADE LEVEL	DANCE	MUSIC	THEATER	VISUAL ARTS
PREK-2	47%	63%	37%	65%
3RD-5TH	47%	61%	39%	63%
6TH-8TH	39%	60%	35%	61%
9TH-12TH	37%	46%	26%	54%

FIGURE 52 DATA. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USED THE ARTS TO ADVANCE STUDENTS FINE MOTOR SKILLS BY ARTS DISCIPLINE AND GRADE LEVEL DURING THE 2011-12 SCHOOL YEAR

GRADE LEVEL	DANCE	MUSIC	THEATER	VISUAL ARTS
PREK-2	42%	60%	32%	70%
3RD-5TH	42%	58%	35%	70%
6TH-8TH	39%	56%	32%	67%
9TH-12TH	33%	46%	25%	65%

FIGURE 53 DATA. PERCENT OF RESPONDING SCHOOLS WITH STUDENTS PARTICIPATING IN DANCE, MUSIC, THEATER PERFORMANCES; VISUAL ARTS EXHIBITIONS; AND/OR FILM PRODUCTIONS AT THE SCHOOL SITE BY SCHOOL LEVEL DURING THE 2011-12 SCHOOL YEAR

	ELEMENTARY	MIDDLE	HIGH	MULTI-GRADE	ALL SCHOOLS
DANCE PERFORMANCES	83%	68%	53%	77%	72%
MUSIC CONCERTS	81%	69%	54%	77%	72%
THEATER PERFORMANCES	76%	57%	56%	74%	67%
VISUAL ARTS EXHIBITIONS	78%	66%	67%	73%	72%
FILM PRODUCTIONS	36%	31%	34%	32%	34%

FIGURE 54 DATA. PERCENT OF RESPONDING SCHOOLS WITH STUDENTS PARTICIPATING IN DANCE, MUSIC, THEATER PERFORMANCES; VISUAL ARTS EXHIBITIONS; AND/OR FILM PRODUCTIONS AT THE SCHOOL SITE

	2007-08	2008-09	2009-10	2010-11	2011-12
DANCE PERFORMANCES	87%	78%	77%	77%	72%
MUSIC CONCERTS	85%	80%	78%	79%	72%
THEATER PERFORMANCES	83%	74%	72%	75%	67%
VISUAL ARTS EXHIBITIONS	89%	82%	79%	81%	72%
FILM PRODUCTIONS	32%	27%	31%	30%	34%

FIGURE 55 DATA. PERCENT OF SCHOOLS REPORTING THAT SCHOOL-BASED ARTS TEACHERS ATTENDED ARTS-BASED PROFESSIONAL DEVELOPMENT BY SCHOOL LEVEL

SCHOOL LEVEL	2007-08	2008-09	2009-10	2010-11	2011-12
ELEMENTARY	89%	86%	86%	80%	82%
MIDDLE	84%	85%	79%	80%	80%
MULTI-GRADE	86%	85%	77%	78%	75%
DISTRICT 75	90%	89%	86%	80%	84%
ALL SCHOOLS	89%	86%	82%	80%	81%

FIGURE 56 DATA. PERCENT OF SCHOOLS REPORTING THAT NON-ARTS TEACHERS ATTENDED ARTS-BASED PROFESSIONAL DEVELOPMENT BY SCHOOL LEVEL

SCHOOL LEVEL	2007-08	2008-09	2009-10	2010-11	2011-12
ELEMENTARY	70%	67%	42%	52%	51%
MIDDLE	49%	56%	26%	37%	33%
HIGH	55%	51%	23%	38%	36%
MULTI-GRADE	60%	68%	33%	47%	45%
DISTRICT 75	61%	62%	33%	46%	44%
ALL SCHOOLS	70%	67%	42%	52%	51%

FIGURE 57 DATA. PERCENT OF RESPONDING SCHOOLS IN WHICH ARTS TEACHERS OR NON-ARTS TEACHERS ATTENDED ARTS-BASED PROFESSIONAL DEVELOPMENT BY PROVIDER DURING THE 2011-12 SCHOOL YEAR

PROVIDER	SCHOOL-BASED TEACHERS	NON-ARTS TEACHERS
CENTRAL DOE, CLUSTER, NETWORK	55%	12%
UNIVERSITY	11%	4%
CULTURAL ORGANIZATION	52%	33%
IN-HOUSE	25%	13%
OTHER	10%	4%

FIGURE 58 DATA. PERCENT OF RESPONDING SCHOOLS THAT REPORTED ARTS PROFESSIONAL DEVELOPMENT OPPORTUNITIES THAT WOULD BE USEFUL FOR SCHOOL-BASED ARTS AND NON-ARTS TEACHERS THROUGH THE 2011-12 NYC PRINCIPAL SATISFACTION SURVEY

USEFUL PROFESSIONAL DEVELOPMENT	SCHOOL-BASED TEACHERS	NON-ARTS TEACHERS
CREATING AN EFFECTIVE STUDIO ENVIRONMENT	36%	23%
UNIT AND LESSON PLANNING	51%	43%
ASSESSING STUDENT LEARNING IN THE ARTS	54%	37%
CLASSROOM MANAGEMENT TECHNIQUES AND SKILLS	39%	27%
BUILDING TEACHER CONTENT KNOWLEDGE AND SKILLS	34%	36%
MAKING CONNECTIONS BETWEEN THE ARTS AND OTHER CONTENT AREAS	64%	52%
ARTS AND THE COMMON CORE	64%	47%
OTHER	3%	3%

FIGURE 59 DATA. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE FULL-TIME CERTIFIED SCHOOL-BASED ARTS TEACHER BY DISCIPLINE

ARTS DISCIPLINE	2007-08	2008-09	2009-10	2010-11	2011-12
DANCE	14%	14%	12%	12%	12%
MUSIC	50%	46%	44%	45%	43%
THEATER	9%	11%	9%	10%	10%
VISUAL ARTS	64%	64%	60%	61%	61%

FIGURE 60 DATA. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE PART-TIME CERTIFIED SCHOOL-BASED ARTS TEACHER BY DISCIPLINE

ARTS DISCIPLINE	2007-08	2008-09	2009-10	2010-11	2011-12
DANCE	5%	5%	4%	4%	4%
MUSIC	11%	11%	11%	11%	9%
THEATER	3%	3%	4%	4%	3%
VISUAL ARTS	9%	9%	11%	10%	9%

FIGURE 61 DATA. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE FULL-TIME CERTIFIED SCHOOL-BASED DANCE TEACHER BY SCHOOL LEVEL

SCHOOL LEVEL	2007-08	2008-09	2009-10	2010-11	2011-12
ELEMENTARY	9%	8%	6%	8%	7%
MIDDLE	22%	18%	22%	22%	19%
HIGH	18%	17%	13%	12%	13%
MULTI-GRADE	18%	18%	18%	14%	22%
DISTRICT 75	6%	4%	5%	5%	9%

FIGURE 62 DATA. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE PART-TIME CERTIFIED SCHOOL-BASED DANCE TEACHER BY SCHOOL LEVEL

SCHOOL LEVEL	2007-08	2008-09	2009-10	2010-11	2011-12
ELEMENTARY	4%	4%	3%	3%	3%
MIDDLE	4%	9%	5%	5%	4%
HIGH	5%	6%	4%	5%	4%
MULTI-GRADE	6%	5%	4%	4%	4%
DISTRICT 75	0%	0%	0%	2%	2%

FIGURE 63 DATA. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE FULL-TIME CERTIFIED SCHOOL-BASED MUSIC TEACHER BY SCHOOL LEVEL

SCHOOL LEVEL	2007-08	2008-09	2009-10	2010-11	2011-12
ELEMENTARY	48%	45%	40%	44%	43%
MIDDLE	54%	46%	50%	47%	47%
HIGH	48%	46%	42%	41%	38%
MULTI-GRADE	57%	52%	57%	57%	49%
DISTRICT 75	39%	26%	29%	35%	37%

FIGURE 64 DATA. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE PART-TIME CERTIFIED SCHOOL-BASED MUSIC TEACHER BY SCHOOL LEVEL

SCHOOL LEVEL	2007-08	2008-09	2009-10	2010-11	2011-12
ELEMENTARY	17%	16%	16%	14%	12%
MIDDLE	7%	8%	11%	8%	9%
HIGH	6%	9%	8%	8%	6%
MULTI-GRADE	11%	8%	9%	11%	10%
DISTRICT 75	0%	0%	0%	3%	4%

FIGURE 65 DATA. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE FULL-TIME CERTIFIED SCHOOL-BASED THEATER TEACHER BY SCHOOL LEVEL

SCHOOL LEVEL	2007-08	2008-09	2009-10	2010-11	2011-12
ELEMENTARY	4%	6%	5%	7%	7%
MIDDLE	17%	16%	13%	14%	15%
HIGH	8%	17%	17%	16%	14%
MULTI-GRADE	8%	9%	5%	7%	8%
DISTRICT 75	8%	4%	5%	3%	4%

FIGURE 66 DATA. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE PART-TIME CERTIFIED SCHOOL-BASED THEATER TEACHER BY SCHOOL LEVEL

SCHOOL LEVEL	2007-08	2008-09	2009-10	2010-11	2011-12
ELEMENTARY	2%	3%	3%	3%	2%
MIDDLE	4%	6%	7%	5%	4%
HIGH	6%	4%	5%	6%	5%
MULTI-GRADE	1%	3%	3%	6%	3%
DISTRICT 75	0%	0%	0%	0%	0%

FIGURE 67 DATA. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE FULL-TIME CERTIFIED SCHOOL-BASED VISUAL ARTS TEACHER BY SCHOOL LEVEL

SCHOOL LEVEL	2007-08	2008-09	2009-10	2010-11	2011-12
ELEMENTARY	55%	55%	49%	50%	53%
MIDDLE	71%	66%	67%	70%	57%
HIGH	71%	73%	68%	69%	67%
MULTI-GRADE	71%	71%	68%	64%	66%
DISTRICT 75	63%	60%	59%	60%	61%

FIGURE 68 DATA. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE PART-TIME CERTIFIED SCHOOL-BASED VISUAL ARTS TEACHER BY SCHOOL LEVEL

SCHOOL LEVEL	2007-08	2008-09	2009-10	2010-11	2011-12
ELEMENTARY	7%	9%	9%	8%	7%
MIDDLE	8%	9%	12%	11%	11%
HIGH	10%	10%	12%	16%	12%
MULTI-GRADE	10%	7%	11%	6%	11%
DISTRICT 75	0%	0%	0%	3%	7%

FIGURE 69 DATA. PERCENT OF RESPONDING SCHOOLS PARTNERED WITH AT LEAST ONE CULTURAL ARTS ORGANIZATION BY SCHOOL LEVEL DURING THE 2011-12 SCHOOL YEAR

SCHOOL LEVEL	2011-12
ELEMENTARY	92%
MIDDLE	79%
HIGH	80%
MULTI-GRADE	13%
DISTRICT 75	90%

FIGURE 70 DATA. PERCENT OF RESPONDING SCHOOLS WITH STUDENTS PARTICIPATING IN DANCE, MUSIC, OR THEATER PERFORMANCES; VISUAL ARTS EXHIBITIONS; AND/OR FILM PRODUCTIONS OUTSIDE THE SCHOOL SITE BY SCHOOL LEVEL DURING THE 2011-12 SCHOOL YEAR

	ELEMENTARY	MIDDLE	HIGH	MULTI-GRADE	ALL SCHOOLS
DANCE PERFORMANCES	64%	48%	38%	54%	54%
MUSIC CONCERTS	61%	54%	45%	57%	55%
THEATER PERFORMANCES	78%	64%	69%	72%	72%
VISUAL ARTS EXHIBITIONS	70%	63%	65%	65%	67%
FILM PRODUCTIONS	46%	49%	44%	50%	46%

FIGURE 71 DATA. DISTRIBUTION OF FUNDS BUDGETED FOR THE ARTS (FUNDING IN MILLIONS)

	2007-08	2008-09	2009-10	2010-11	2011-12
PERSONNEL	\$290	\$308	\$296	\$301	\$311
SERVICES/OTHER	\$15	\$15	\$14	\$13	\$14
SUPPLIES/EQUIPMENT	\$4	\$3	\$2	\$2	\$2
TOTAL ARTS BUDGET	\$309	\$326	\$312	\$316	\$326

FIGURE 72 DATA. TOTAL NYCDOE BUDGET FOR ARTS EDUCATION IN ELEMENTARY SCHOOLS

	2009-10		2010-11		2011-12	
	FUNDING	%	FUNDING	%	FUNDING	%
PERSONNEL	\$120,249,267	97%	\$117,179,858	96%	\$114,939,896	95%
SERVICES/OTHER	\$3,637,323	3%	\$4,022,270	3%	\$5,087,164	4%
SUPPLIES/EQUIPMENT	\$295,592	0.2%	\$440,277	0.4%	\$647,224	1%
TOTAL ARTS BUDGET	\$124,182,182	100%	\$121,642,405	100%	\$120,674,284	100%

FIGURE 73 DATA. TOTAL NYCDOE BUDGET FOR ARTS EDUCATION IN MIDDLE SCHOOLS

	2009-10		2010-11		2011-12	
	FUNDING	%	FUNDING	%	FUNDING	%
PERSONNEL	\$83,960,602	98%	\$79,699,283	97%	\$76,288,689	97%
SERVICES/OTHER	\$1,320,205	2%	\$1,772,405	2%	\$1,802,529	2%
SUPPLIES/EQUIPMENT	\$246,211	0.3%	\$279,648	0.3%	\$391,657	0.5%
TOTAL ARTS BUDGET	\$85,527,018	100%	\$81,751,336	100%	\$78,482,875	100%

FIGURE 74 DATA. TOTAL NYCDOE BUDGET FOR ARTS EDUCATION IN HIGH SCHOOLS

	2009-10		2010-11		2011-12	
	FUNDING	%	FUNDING	%	FUNDING	%
PERSONNEL	\$102,347,134	96%	\$100,813,713	96%	\$103,879,912	96%
SERVICES/OTHER	\$3,263,881	3%	\$3,274,097	3%	\$2,885,553	3%
SUPPLIES/EQUIPMENT	\$899,157	1%	\$1,292,415	1%	\$1,153,663	1%
TOTAL ARTS BUDGET	\$106,510,172	100%	\$105,380,225	100%	\$107,919,128	100%

FIGURE 75 DATA. PERCENT OF RESPONDING SCHOOLS THAT REPORTED THE FOLLOWING CHALLENGES IN PROVIDING ARTS EDUCATION THROUGH THE 2011-12 NYC PRINCIPAL SATISFACTION SURVEY

CHALLENGES	2011-12
BUDGETING FOR THE ARTS	62%
PURCHASING SUPPLIES	31%
PURCHASING SERVICES	27%
SCHEDULING ARTS INSTRUCTION	24%
MAINTAINING SPACE FOR ARTS CLASSES	23%
DESIGNATING OR SHARING SPACE FOR ARTS CLASSES	22%
IDENTIFYING QUALIFIED ARTS SPECIALISTS	16%
EVALUATING ARTS EDUCATION INSTRUCTION AND PARTNERSHIPS	13%
MANAGING OUT-OF-SCHOOL-TIME ARTS PROGRAMS	8%
OTHER	3%

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