

Annual Arts in Schools Report



2010-2011

Letter from the Chancellor

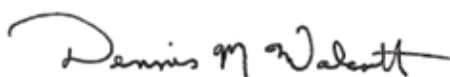
In New York City, we are committed to providing a high-quality arts education to all public school students—both to aspiring artists as well as to those whose imaginations and creativity are sparked by the arts. As part of this commitment, over the past seven years we've introduced the *Blueprints for Teaching and Learning in the Arts* and the *Annual Arts in Schools Report*. The *Blueprints*, which clearly define what students should know, understand, and be able to do in the arts at every grade level, are widely recognized as a model for high-quality arts instruction by school districts across the country and even internationally. And with the fifth *Annual Arts in Schools Report*, we celebrate our dedicated school leaders and teachers. The *Report* documents our steady progress in improving access to arts education and also notes the lingering gaps that we must address going forward.

When I visit schools, I make it a priority to observe the arts education that we currently offer our students. During these visits, I see how the best arts-learning experiences are engaging students, encouraging them to think critically, and challenging them with the high expectations set by the new Common Core Standards for college and career readiness. Excellent teaching, as well as strategic collaborations with cultural partners, make all the real difference for our students.

To continue the progress our students have made in the arts this year, we developed and piloted performance assessments in visual arts, music, dance, and theater for students in fifth grade, eighth grade, and high school. In recognition of its work, the Office of Arts and Special Projects, in collaboration with cultural partners, received an Investing in Innovation (i3) Grant from the United States Department of Education (USDOE). *Arts Achieve: Impacting Student Success in the Arts* will support a balanced system of assessments in the arts that are aligned with rich arts content and promote classroom practices that meet the needs of all students.

This school year will bring both opportunities and challenges. We know that while difficult budget, staffing, and resource decisions will be made, arts instruction must remain a priority. Schools may need to think flexibly about resources, but we all should be committed to giving students the rich learning experiences that the arts provide. Offering guidance around everything from instruction to staffing, our central offices are working closely with clusters and networks to support the arts in schools.

This report provides an opportunity for us to renew our commitment to a continued and intensive collaboration with our partners in the work of arts education: parents, the arts community, the university community, school leaders, and our teachers. Together, we will deliver on the promise of access to an excellent education that includes access to rich and robust arts programs for every student. Join me in renewing our commitment to the arts in our schools.



Dennis M. Walcott
Chancellor, New York City Department of Education



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Introduction

"We're committed to providing a quality arts education to all New York City public school students—both aspiring artists as well as those whose imaginations and creativity are sparked by the arts."

- Chancellor Dennis M. Walcott

The arts enrich our children's lives and learning, and all students deserve the opportunity to experience a rich arts education. This administration's focus on the arts began with the *Blueprints for Teaching and Learning in the Arts*, a curriculum framework for what students should know, understand, and be able to achieve in dance, music, 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. As part of ArtsCount, schools are evaluated based on a series of arts education metrics, the results of which have an impact on schools' individual *Annual Arts in Schools Reports*, Progress Reports, Quality Reviews, and principals' performance evaluations.

With this fifth *Annual Arts in Schools Report*, for 2010-2011, we have data to guide us in what we must do to provide quality arts education for every New York City public school student during these challenging fiscal times.

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

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

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



Supports for Arts Education 2010-2011

“This is not the late seventies. Yes, we face a period of fiscal uncertainty in our schools, and yes, the stability of arts education in our schools is part of that uncertainty. But unlike the seventies, we have a strong arts structure in place—arts office, discipline directors, Blueprints, an Annual Arts in Schools Report, ArtsCount, the development of performance assessments in the arts, a larger contingent of certified arts specialists in the schools, a supportive arts community—that can withstand any short term challenges.

“We believe that this is a time to act. It is the time to put in place a three-year plan to get us through the short-term challenges, to build on our strengths and the infrastructure already in place and to finally create an arts education program in all our schools that is based on access and equity for every student, that meets the State standards for arts education, and that ensures that all children growing up in the cultural capital of the world will finally receive a world-class arts education.”

- Opening Remarks, Report to the Panel for Educational Policy, by the Arts Advisory Committee, 2011

This is the fifth *Annual Arts in Schools Report*. The data from the 2006-07 through 2010-11 *Annual Arts Education Surveys* and other NYCDOE databases for 2006-11 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 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 capacities of the literate individual and principles of mathematical practice
- Supporting arts specialists in the use of formative and summative performance assessments in shaping their instruction

Assessment and Data

- Designing and piloting performance assessments in dance, music, theater, and visual arts at benchmark fifth-grade, eighth-grade, and high school levels
- 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 USDOE'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 working with school teams to improve arts teaching and learning

Structured Professional Collaboration

- Designing **The Shubert Arts Leadership Institute** 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 of 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 instructional coherence and 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 structures 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 level
- 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 college and career readiness
- support effective arts instruction and assessment in each of the five arts disciplines to improve student outcomes in the arts
- meet ArtsCount accountability for NYSED requirements in the arts

Through a generous grant from **The Shubert Foundation**, the OASP offered school leaders the opportunity to work with colleagues in **The Shubert Arts Leadership Institute**. This institute 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.

The OASP targeted support for schools that needed to develop arts education programs based upon individual *Annual Arts in Schools Reports* and provided school-specific guidance.

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 1,200 designated Arts Education Liaisons.

The **Cultural Pass**, giving access to nearly 50 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 spring 2011, 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 twelfth grade. The *Tool* is organized into four essential components: Organizational Practice, Student Outcomes, Instructional Practice, and Arts and Cultural Service Providers. Each element lists a variety of reflective statements, many of which are art-form and/or school-level specific.

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 developed and piloted. 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 two-part series titled *Arts at the Core: Deepening Skills and Instruction* that focused on illuminating the relationships between excellent arts teaching and learning, and the Common Core capacities of the college- and career-ready literate individual and principles of mathematical practice. In addition, in spring of 2011, 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.
- The USDOE has awarded a new grant, **Artful Learning Communities II: Assessing Learning, Transforming Practice, Promoting Achievement**, to the OASP, in collaboration with ArtsConnection, that will support 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 make classroom improvements, purchase equipment or instructional materials, invite guest artists to the school, and/or attend professional development. In addition, an instructional toolkit of supplies for dance teachers; support for fees incurred by Fellows adding the dance license to their teaching credentials; honoraria for the writing of exemplary units of dance study; and subsidized coursework at the 92nd Street Y's Dance Education Laboratory (DEL) are provided to participants. Two Arnhold Program intervisitations were added in 2010-11—one each at elementary and secondary level—to enable new teachers to observe a seasoned teacher in the classroom.

- **Capezio Ballet Makers NYC Public School Dance Program**, an in-kind grant program, provided over 9,000 items of free student dancewear to 127 schools, 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 Teaching and Learning in the Moving Image*. 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 WNET THIRTEEN and LaGuardia High School, the Museum of the Moving Image, and the Tribeca Film Festival. School media teachers were also offered free additional media artist residencies by Tribeca Film Institute. Moving image professional development and residencies were generously supported by Chase.
- **Music specialists** participated in professional development to support instruction with an array of resources—curriculum maps, ongoing assessments, etc.—through the Music Memory Program, which engages students in acquiring knowledge of music styles, composers, and master works across all genres.
- **Early grades music specialists** participated in professional development in music instructional practice and early childhood development, which was provided by nationally acclaimed expert Dr. John Feierabend.
- **New teachers of the arts** were able to participate in P-Credit courses. These courses—in music, theater, and visual arts—focused on the *Blueprints for Teaching and Learning in the Arts*, modeling lessons and utilizing a wide variety of teaching strategies. Follow-up and guidance to these teachers continues as an ongoing function of the OASP.
- Developing the skills of arts teachers in the schools is supported by the OASP in a variety of meaningful ways, including arranging **intervisitations** for new arts teachers and school leaders to see best practices, assisting schools to involve their arts teachers in **developing 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 exploring the deep connections between the Common Core and theater learning through a year-long focus on **Theater at the Core: Teaching and Directing of Theater**.
- **Teaching and Directing of Musical Theater** provided intensive professional development for theater teachers.
- **The Royal Shakespeare Company** offered a three-day intensive for theater teachers in the teaching and directing of Shakespeare in the classroom.
- **PS Art 2011** provided schools, teachers, and students the opportunity to participate in a citywide juried competition with the prospect of having student work selected as part of the 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 meaningful connections to Common Core capacities, the *Blueprints*, and other standards-based frameworks.
- Theater teachers worked with the Royal Shakespeare Company to develop lesson plans for the teaching of Shakespeare in the classroom.
- **Catalogues for PS Art 2011 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 2011 catalogue additionally contained educator comments that reflected the strands and benchmarks of the *Blueprint for Teaching and Learning in Visual Arts*.
- **Curriculum materials** were developed for visual arts and social studies teachers as part of the Teaching American History Grant.
- **Gracie Mansion student guide**, with post-visit activities on the art and history of the mansion, was developed.
- **Additional exemplary units of study** are posted online for use by teachers of the arts in various disciplines and levels.

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 boroughwide dance, music, theater, and visual arts programs.
- Presenting at various **Community Education Council (CEC)** meetings, informing parents about arts education.

At the **4th Annual Madison Avenue Gallery Walk**, an informational talk on student development in the visual arts was presented to parents in conjunction with exhibited student work at the elementary, middle, and high school levels.

STUDENT ACHIEVEMENT IN THE ARTS

Cultivating excellence in arts education and valuing student achievement in the arts is an ongoing focus of the Office of Arts and Special Projects. 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 implemented for high school seniors who have taken a major sequence. Students who passed the exam received either the Chancellor's Arts Endorsed Diploma or a Certificate of Arts Achievement. Students awarded the Arts Endorsed diploma, as well as their families, were invited to attend an event in their honor on July 19, 2011 at Gracie Mansion.
- **Summer Arts Institute** provided a free four-week intensive summer program for 330 auditioned middle and high school students in seven studios at Frank Sinatra School of the Arts in Astoria, Queens. This represents a 20 percent growth since 2010 in the number of student served. Students were nurtured and challenged as they moved into their next phase of growth as young artists. In prior years, the theater and vocal music programs mixed middle and high school students. In summer 2011, a separate middle school theater studio and vocal music studio were added to the program. The program, in its tenth year, was approved as an official summer school program carrying one elective arts credit. The 2011 Summer Arts Institute was made possible through generous support from Exploring the Arts, the David Rockefeller Fund, LaVelle & Co., 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 extracurricular 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 \$1,700 in scholarships for outstanding accomplishments in music. These scholarships were provided by both the Peter J. Wilhousky and Bernard Donovan Foundations.
- **Twenty-five middle school student guitarists and vocalists** performed with saxophonist Clarence Clemons at Manhattan's B.B. King's Blues Club as an outgrowth of Little Kids Rock's Suzuki-based approach to music making and music literacy,
- Student performers of all schools involved in **The Shubert Foundation/MTI Broadway Junior Program** were featured in a student share hosted by actor Daniel Radcliffe at Broadway's Majestic Theatre in June 2011.
- **PS Art 2011**, an annual juried exhibition of exemplary student artwork, pre-K through twelfth grade, was displayed at The Metropolitan Museum of Art's Uris Center for Education.
- With support of Houghton Mifflin Harcourt School Publishers, three New York City public school students were selected for free month-long residencies at Buck's Rock Arts Camp in July 2011.
- The **4th Annual Madison Avenue Gallery Walk**, developed in collaboration with the Fund for Public Schools and the Madison Avenue Business Improvement District, allowed students and their families to enjoy student artwork, pre-K through twelfth grade, on display at over 20 galleries as well as HSBC's Madison Avenue branch.
- **The 25th Annual Ezra Jack Keats Bookmaking Competition**, sponsored by OASP and underwritten by the **Ezra Jack Keats Foundation**, resulted in 21 students, grades 3-12, being honored at a ceremony at the Metropolitan Museum of Art and being the recipients of medals and awards.
- 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, School of Visual Arts, Pratt Institute, and Fashion Institute of Technology**, 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, 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
- Orienting arts organizations to the **Quality Arts Reflection Tool** and providing online or CD-ROM access to this tool
- 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 performed side-by-side at Carnegie Hall with the New York Pops as part of the Pops' annual gala concert
- 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)**. Collaborated with ACJW administrators in the creation of pedagogical materials for Fellows

- Participating in **New York State School Music consortiums** for the enhancement of school music programs statewide and citywide
- Collaborating with **NYC Arts in Education Roundtable** to co-produce **Royal Shakespeare Company** workshops integrating NYCDOE theater teachers and professional teaching artists
- Partnering with **Broadway and Off-Broadway productions** (*Billy Elliot*, *War Horse*, *Imaginocean [for preschool age]*, *Arcadia*, *The Lion King*, *Lombardi*, *Memphis*, *Mary Poppins*, *The Fantasticks*, *Ghetto Klown*, *Next to Normal*) 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 seventh annual Art History Symposium for high school juniors and seniors
- Working with **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

CULTURAL PASS EVENTS

These events are designed to give school leaders an opportunity to participate in a cultural event with their colleagues, and to experience firsthand the genuine educational opportunity of audience participation. Cultural Pass events included performances to Broadway's *Billy Elliott* and *Danza Contemporánea de Cuba* at the Joyce Theater.

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 2008-09 through 2010-11 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 2008-09 school year, 94 percent (N=1,403) of all New York City public schools responded to the survey; in 2009-10, 95 percent (N=1,453) responded; and in the 2010-11 school year, 98 percent (N=1,527) of all New York City public schools responded.



Student Access and Participation in Arts Education

“**S**tudent 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.

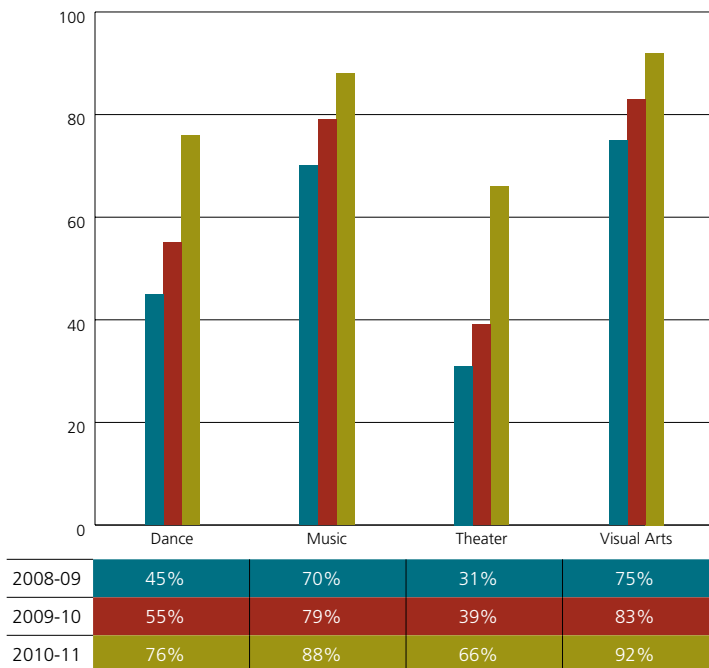
ELEMENTARY SCHOOL GRADES (PREK-5)

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 2010-11, 50 percent (N=763) of all schools that responded to the *Annual Arts Education Survey* served grades PreK-5. The data in Figures 1-5 and Tables 1-2 reflect arts education provided to students in pre-kindergarten through fifth grade from the 2008-09 through 2010-11 school years.

Pre-Kindergarten and Kindergarten

Figure 1, below, 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 2010-11, 92 percent reported that they provided visual arts instruction to their pre-kindergarten students through school-based staff; 88 percent reported providing music instruction; 76 percent reported providing dance instruction; and 66 percent reported providing theater instruction.

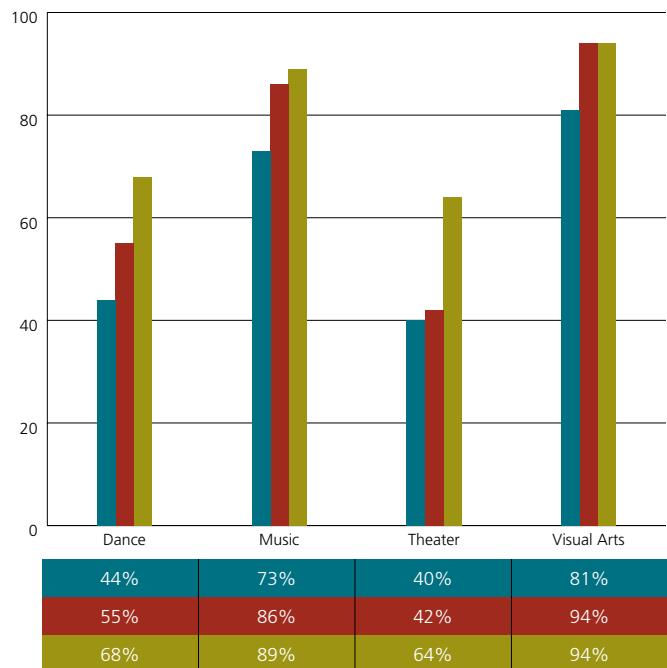
Figure 1. PERCENT OF RESPONDING SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED STAFF TO PRE-KINDERGARTEN¹



¹ In 2008-09 and 2009-10, schools were asked to report on pre-kindergarten students who participated in the arts provided by school-based staff (school-based arts teachers and classroom teachers). In 2010-11, schools were asked to report on pre-kindergarten students who participated in the arts provided by school-based arts teachers, classroom teachers, and/or cultural organizations. These changes should be considered when comparisons among school years are made.

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 2010-11 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 89 percent that provided music, 68 percent that provided dance, and 64 percent that provided theater.

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



² In 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; and in 2009-10, schools were asked to report on kindergarten students who participated in the arts provided by school-based staff (school-based arts teachers and classroom teachers). In 2010-11, schools were asked to report on kindergarten students who participating in the arts provided by school-based arts teachers, classroom 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.

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

Tables 1 and 2 and Figures 3-5 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 1 shows the percent of responding schools by number of arts disciplines provided to any grade (1-5) served. In the

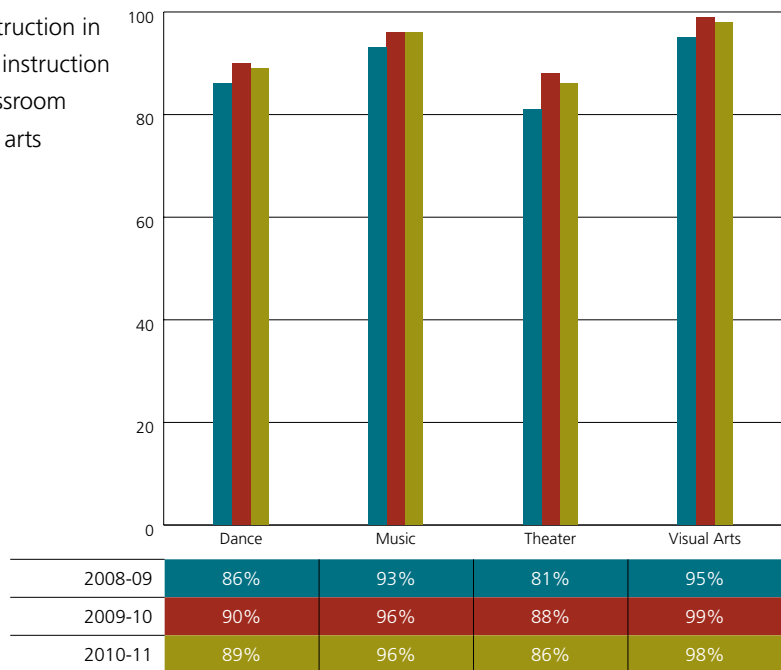
2010-11 school year, all responding schools serving elementary school grades reported that they provided *at least one* arts discipline and 79 percent reported that they provided instruction in *all four* arts disciplines to any grade (1-5) served through a classroom teacher, school-based arts teacher, and/or cultural arts organization.

Table 1. 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	2008-09	2009-10	2010-11
At Least One Arts Discipline	96%	100%	100%
At Least Two Arts Disciplines	95%	99%	98%
At Least Three Arts Disciplines	89%	93%	92%
Four Arts Disciplines	75%	81%	79%

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, 98 percent reported that they provided instruction in visual arts; 96 percent reported that they provided instruction in music; 89 percent reported that they provided instruction in dance; and 86 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.

Figure 3. 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



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 2010-11, 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 2. 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

	2008-09	2009-10	2010-11
All Four Arts Disciplines to All Grades Served	40%	51%	54%

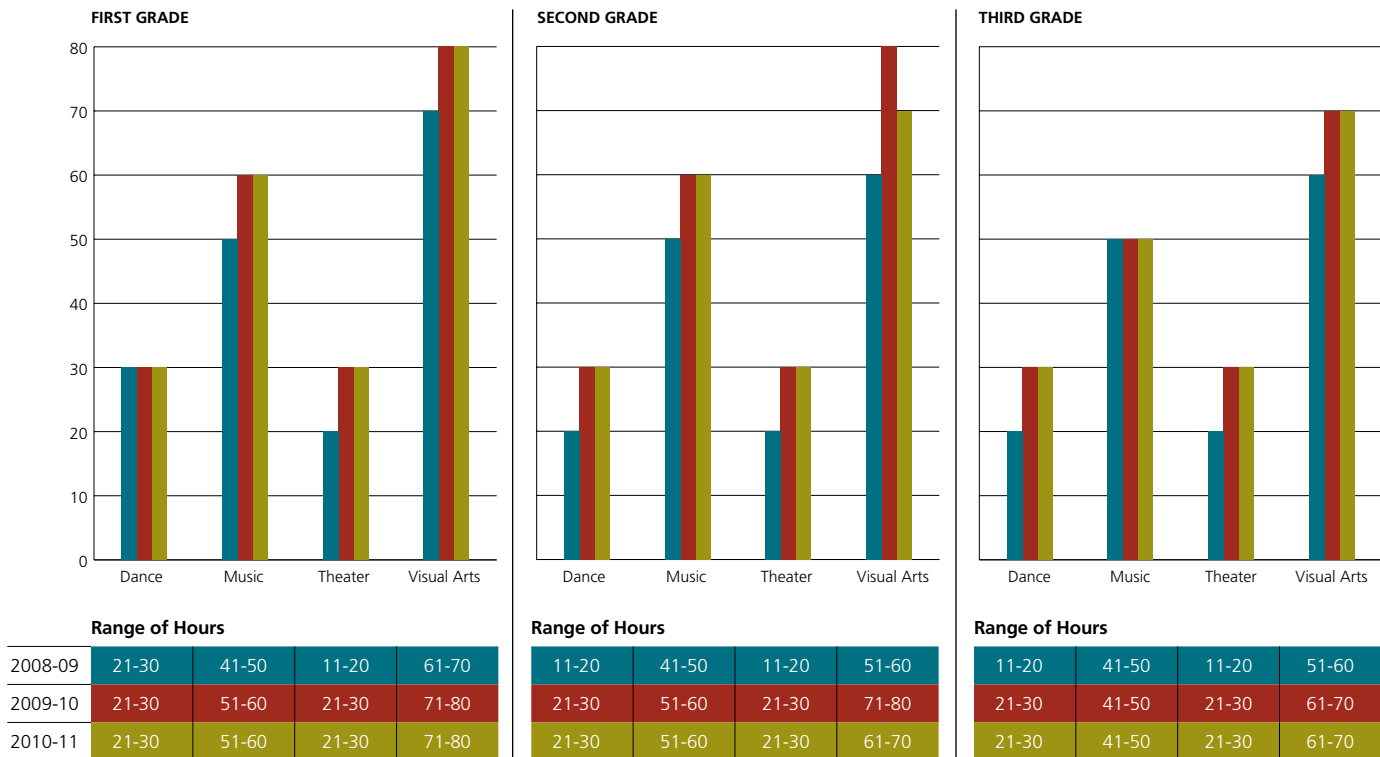


Arts Instruction Hours

Figures 4 and 5 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 2010-11 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 second and third grades to 71-80 hours in first grade. 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.

Figure 4. 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 ORGANIZATIONS³

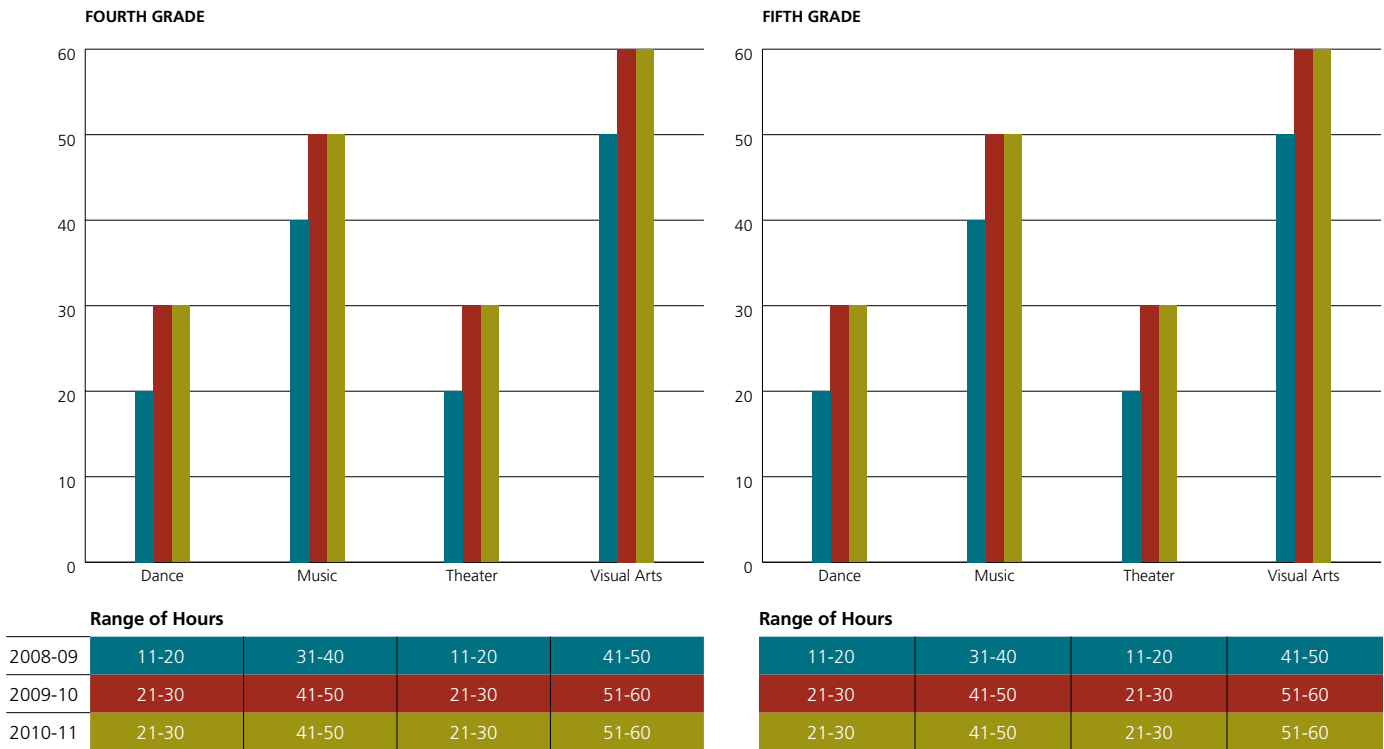


³ On the 2008-09 survey, the categories for the number of instructional hours ranged from 0 hours to a maximum of 101+ hours. On the 2009-10 and 2010-11 surveys, the number of categories increased to a maximum of 201+ hours. This change was made in order to enable schools to provide more accurate indications of their hours. However, this change in the survey should be taken into consideration when comparisons among school years are made.

As shown in Figure 5, responding schools serving elementary school grades reported that in the 2010-11 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.

Figure 5. AVERAGE ANNUAL ARTS INSTRUCTIONAL HOURS BY GRADE (4 AND 5) AND ARTS DISCIPLINE PROVIDED IN RESPONDING SCHOOLS BY CLASSROOM TEACHERS, SCHOOL-BASED ARTS TEACHERS, AND/OR CULTURAL ARTS ORGANIZATIONS⁴



⁴On the 2008-09 survey, the categories for the number of instructional hours ranged from 0 hours to a maximum of 101+ hours. On the 2009-10 and 2010-11 surveys, the number of categories increased to a maximum of 201+ hours. This change was made in order to enable schools to provide more accurate indications of their hours. However, this change in the survey should be taken into consideration when comparisons among school years are made.

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 2010-11, 32 percent (N=490) of all schools that responded to the *Annual Arts Education Survey* served grades 6-8. Figure 6 and Tables 3-5 present data regarding arts education in dance, music, theater, and/or visual arts provided to students in grades 6-8 from the 2008-09 through 2010-11 school years.

Arts Disciplines Provided

Table 3 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 2010-11, almost all (99 percent) reported that

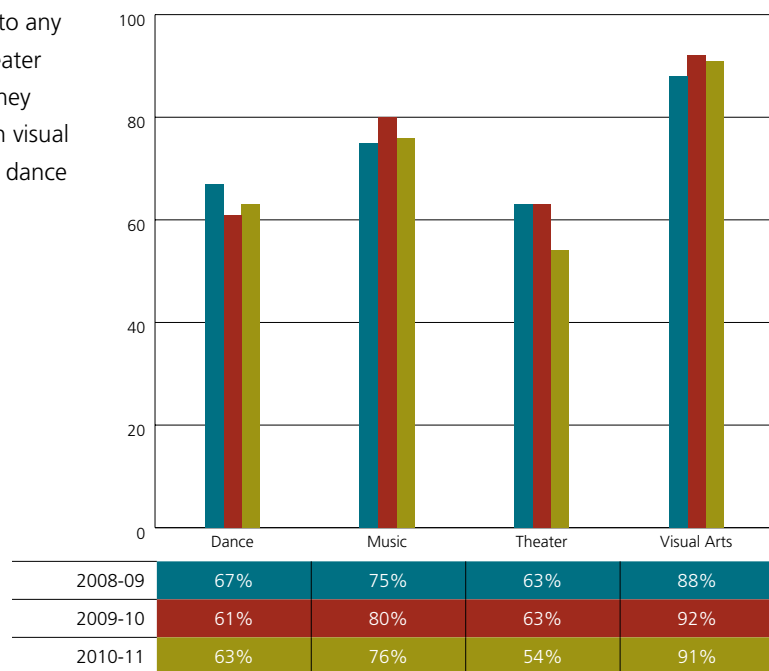
they offer *at least one* arts discipline to any grade (6-8) served, and 37 percent reported that they offer *all four* arts disciplines.

Table 3. PERCENT OF RESPONDING SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED TO ANY GRADE, 6-8

Number of Arts Disciplines	2008-09	2009-10	2010-11
At Least One Arts Discipline	97%	98%	99%
At Least Two Arts Disciplines	82%	89%	85%
At Least Three Arts Disciplines	57%	67%	62%
Four Arts Disciplines	37%	41%	37%

Figure 6 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 2010-11 school year, greater percentages of responding schools reported that they provide arts instruction to any grade served (6-8) in visual arts (91 percent) and/or music (76 percent) than in dance (63 percent) and/or theater (54 percent).

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



Arts Sequences

The data in Table 4 show the percent of responding schools serving middle school grades that reported offering at least one arts sequence by discipline in the 2010-11 school year. About half (51 percent) of schools reported providing at least one arts sequence in visual arts, and more than one-

third (39 percent) reported providing a sequence in music. Smaller percentages of schools reported providing at least one sequence in dance (18 percent), theater (14 percent), and/or film (6 percent).

Table 4. PERCENT OF RESPONDING SCHOOLS OFFERING AT LEAST ONE ARTS SEQUENCE BY ARTS DISCIPLINE DURING THE 2010-11 SCHOOL YEAR⁵

Arts Disciplines	2010-11
Dance	18%
Music	39%
Theater	14%
Visual Arts	51%
Film	6%

⁵ On the 2010-11 survey, 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 2008-09 and/or 2009-10 school years. Therefore, these data are not shown.

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-unit (one semester) of instruction in one of the four arts disciplines (dance, music, theater, or visual arts) and another half-unit in a second arts discipline (dance, music, theater, or visual arts) over the course of seventh and eighth grade. One half-unit is the equivalent of

approximately 55 hours of instruction, by a licensed, certified arts teacher. Table 5 displays the percent of eighth-grade students who graduated from responding schools meeting this requirement. In 2010-11, responding schools reported that 82 percent of eighth-grade students who graduated received two or more credits in two arts disciplines.

Table 5. PERCENT OF 8TH GRADE GRADUATES FROM RESPONDING SCHOOLS WHO GRADUATED WITH TWO OR MORE CREDITS IN TWO ARTS DISCIPLINES

	2008-09	2009-10	2010-11
Graduated with Two or More Credits in Two Arts Disciplines	81%	85%	82%

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 2010-11, 29 percent (N=443) of all schools that responded to the *Annual Arts Education Survey* served grades 9-12. Figure 7 and Tables 6-8 present data regarding arts education in dance, music, theater, and visual arts provided to students in grades 9-12 from the 2008-09 through 2010-11 school years.

Arts Disciplines Provided

The data in Table 6 show the percent of responding schools serving high school grades, by number of arts disciplines provided. In the 2010-11 school year, 98 percent

of responding schools reported providing *at least one* arts discipline to any grade (9-12) served, and 19 percent indicated that they provide *all four* arts disciplines.

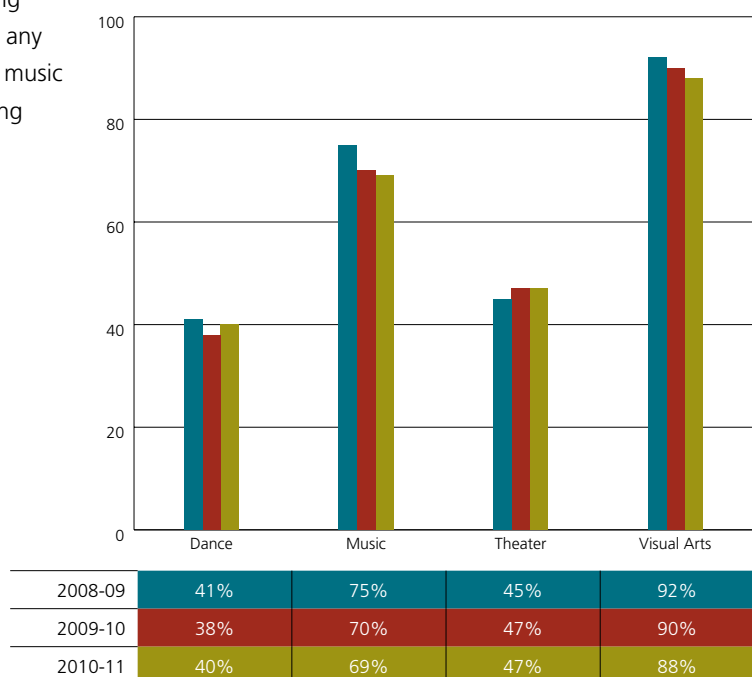
Table 6. PERCENT OF RESPONDING SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED TO ANY GRADE, 9-12⁶

Number of Arts Disciplines	2008-09	2009-10	2010-11
At Least One Arts Discipline	97%	97%	98%
At Least Two Arts Disciplines	83%	79%	79%
At Least Three Arts Disciplines	50%	48%	47%
Four Arts Disciplines	23%	20%	19%

⁶ The percent of high schools providing at least one arts discipline was not reported in the 2006-2007 and 2007-2008 *Annual Arts in Schools Reports*.

Figure 7 displays the percent of responding schools serving high school grades by type of arts discipline provided. In the 2010-11 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 (69 percent), whereas less than half reported providing instruction in theater (47 percent) and/or dance (40 percent).

Figure 7. PERCENT OF RESPONDING SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, 9-12



Arts Sequences

Table 7 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 2010-11 school year, 29 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 (10 percent), dance (9 percent), and/or film (5 percent).

Table 7. PERCENT OF RESPONDING SCHOOLS OFFERING AT LEAST ONE ARTS SEQUENCE OF SIX OR MORE CREDITS BY ARTS DISCIPLINE

Arts Disciplines	2008-09	2009-10	2010-11
Dance	11%	8%	9%
Music	23%	19%	20%
Theater	12%	9%	10%
Visual Arts	31%	26%	29%
Film	9%	7%	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, at least two credits in the arts over the course of ninth through twelfth grade. Table 8 displays the percent of high school graduates from responding schools

who graduated meeting this requirement.⁷ In 2010-11, 97 percent of high school graduates from responding schools graduated received at least two credits in the arts.

⁷ Percents were calculated using aggregated school data from the NYCDOE Scheduling, Transcripts, and Academic Reporting System (STARS) database.

Table 8: PERCENT OF HIGH SCHOOL GRADUATES FROM RESPONDING SCHOOLS WHO GRADUATED WITH TWO OR MORE CREDITS IN THE ARTS

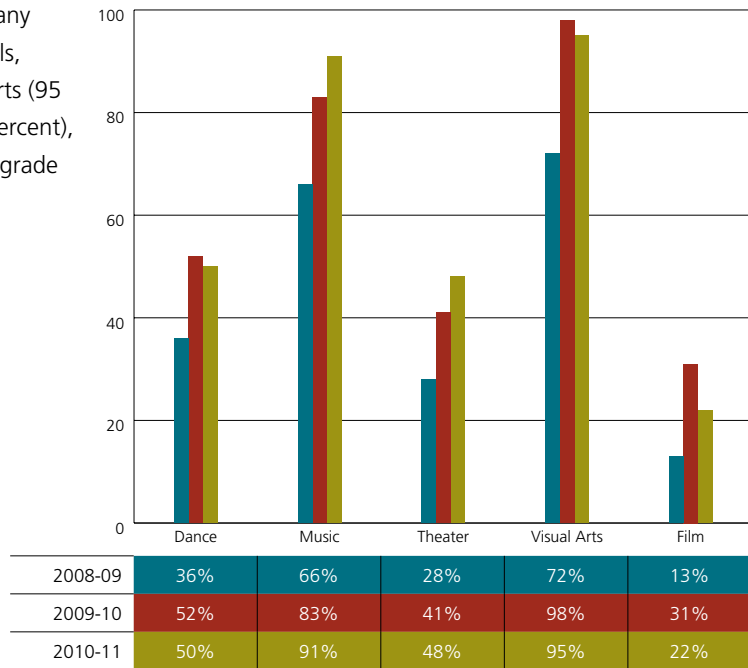
	2008-09	2009-10	2010-11
Graduated with Two or More Credits in the Arts	97%	96%	97%

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 2010-11, 4 percent (N=58) of all schools that responded to the *Annual Arts Education Survey* were District 75 schools.

Figure 8 displays the percent of responding District 75 schools that reported offering dance, music, theater, visual arts, and/or film from 2008-09 through 2010-11 to any grade (PreK-12). Of the responding District 75 schools, greater percentages reported that they offer visual arts (95 percent) and/or music (91 percent) than dance (50 percent), theater (48 percent), and/or film (22 percent) to any grade (PreK-12) served.

Figure 8. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, PREK-12





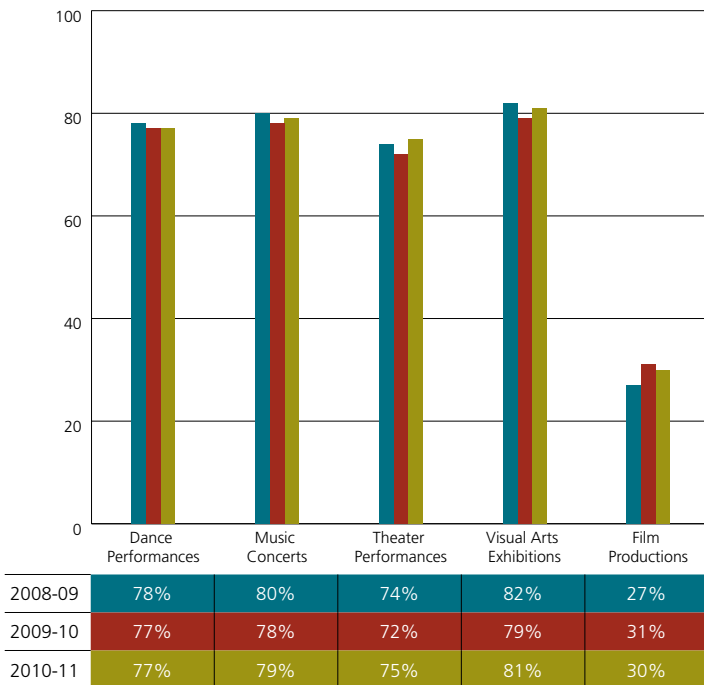
Supports for Quality Arts Education

“Supports for Quality Arts Education” 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 9 displays the percent of all responding schools that reported having students participating in dance, music, or theater performances; visual arts exhibitions; and/or film productions at the school site from 2008-09 through 2010-11. Of all responding schools in 2010-11, at least 75 percent reported that their students participated in music, dance, or theater performance as well as visual arts exhibitions, while 30 percent of schools reported that students were involved in film productions.

Figure 9. PERCENT OF RESPONDING SCHOOLS WITH STUDENTS PARTICIPATING IN DANCE, MUSIC, THEATER PERFORMANCES; VISUAL ARTS EXHIBITIONS; AND/OR FILM PRODUCTIONS AT THE SCHOOL SITE

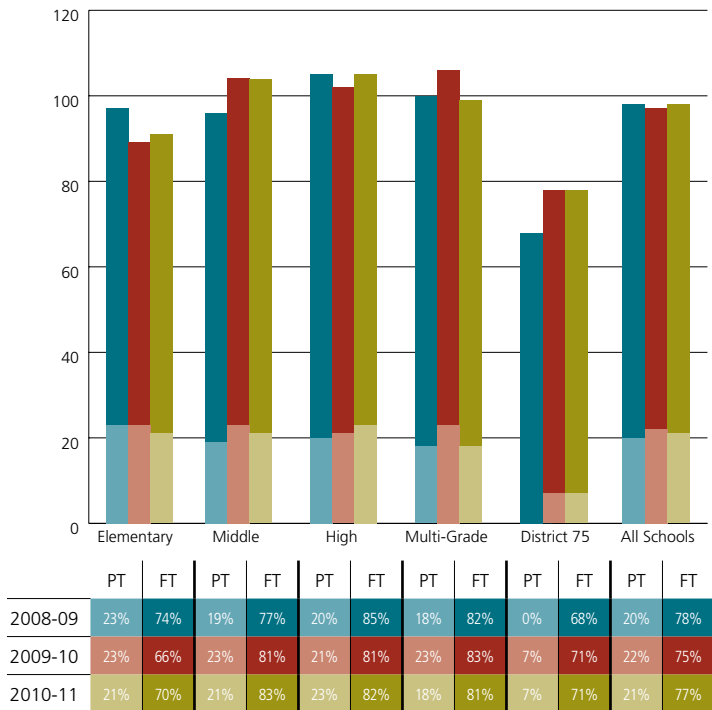


CERTIFIED ARTS TEACHERS

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.⁸ Figure 10 displays the percent of responding schools with *at least one* full-time and/or part-time certified school-based arts teacher by school level from 2008-09 through 2010-11. Across all responding schools in 2010-11, 77 percent reported having *at least one* full-time certified school-based arts teacher. By school level, the percentage ranged from 70 percent in elementary schools to 83 percent in middle schools. Across all responding schools, 21 percent reported having *at least one* part-time certified school-based arts teacher in the 2010-11 school year. The percentages ranged from 7 percent in District 75 schools to 23 percent in high schools.

⁸ 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 10. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE FULL-TIME (FT) AND/OR PART-TIME (PT) CERTIFIED SCHOOL-BASED ARTS TEACHER BY SCHOOL LEVEL⁹



⁹The multi-grade schools category includes early elementary schools (PreK-2), K-8, K-12, and secondary schools (6-12).

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 a literate individual: students who are college and career ready in speaking, writing, speaking, listening, and language.

As shown in Table 9, of all responding schools, 86 percent reported partnering with *at least one* cultural arts organization over the course of the 2010-11 school year.

Table 9. PERCENT OF RESPONDING SCHOOLS PARTNERED WITH AT LEAST ONE CULTURAL ARTS ORGANIZATION

	2008-09	2009-10	2010-11
At Least One Arts Provider	81%	88%	86%

Table 10 shows the number of cultural arts organizations partnered with responding schools from the 2008-09 through 2010-11 school years. In the 2010-11 school year, *at least* 378 cultural arts organizations were partnered with schools to provide arts education instruction.

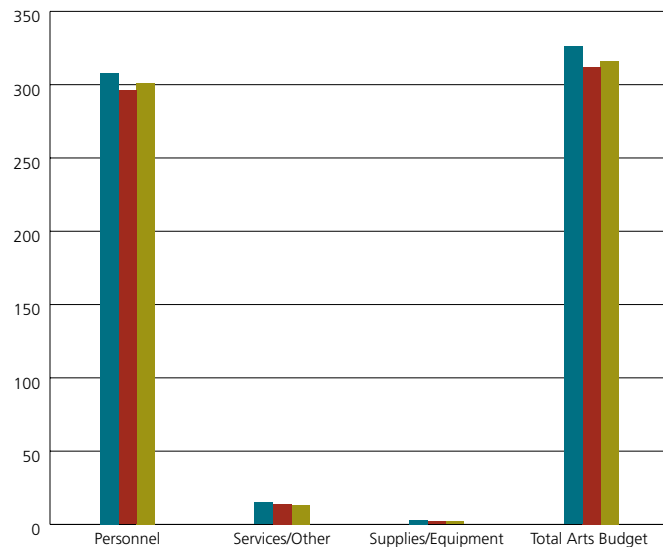
Table 10. NUMBER OF CULTURAL ARTS ORGANIZATIONS PARTNERED WITH RESPONDING SCHOOLS

2008-09	2009-10	2010-11
420+	358+	378+

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 11 displays the total NYCDOE budget for arts education from the 2008-09 through 2010-11 fiscal years. In the 2010-11 fiscal year the overall budget for the arts (aggregate school arts budgets) was \$315,625,080. This includes \$300,589,016 budgeted on personnel, \$12,964,178, budgeted on arts services/ other (e.g., arts and cultural organizations), and \$2,071,885 budgeted on arts supplies/equipment (e.g., materials, equipment repair). The percentage of the school location budget spent on the arts for FY 2010-11 was 2.99% as compared to 2.87% for FY 2009-10.

Figure 11. DISTRIBUTION OF FUNDS BUDGETED FOR THE ARTS



	Millions of Dollars			
2008-09	\$308	\$15	\$3	\$326
2009-10	\$296	\$14	\$2	\$312
2010-11	\$301	\$13	\$2	\$316

ARTS SPACE

Appropriately equipped classrooms or other school facilities used for arts instruction are essential for teaching each arts discipline. As shown in Table 11, during the 2010-11 school year, 72 percent of all responding schools reported having *at least one* appropriately equipped classroom or other school facility used for visual arts instruction during the 2010-11 school year. Between 32 percent and 46 percent of responding schools reported having *at least one* appropriately equipped classroom or other school facility used for general music, music instrumental, and/or music vocal instruction. Smaller percentages of schools reported having *at least one* dance (23 percent), theater (17 percent), and/or film studio (5 percent). About two-thirds (65 percent) of all responding schools reported having *at least one* appropriately equipped auditorium.

Table 11. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE APPROPRIATELY EQUIPPED CLASSROOM OR SCHOOL FACILITY USED FOR ARTS INSTRUCTION

Classrooms or Other School Facilities Used for Arts Instruction	2008-09	2009-10	2010-11
Dance	21%	22%	23%
General Music	37%	37%	46%
Music Instrumental	39%	44%	44%
Music Vocal	32%	33%	32%
Theater	13%	13%	17%
Auditorium	61%	66%	65%
Visual Arts	57%	66%	72%
Film Studio	6%	5%	5%

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 2010-11 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, and the NYC School Survey. For a further description of the methods used to calculate the data presented see the “Methodology” section on page 97.

STUDENT ACCESS AND PARTICIPATION IN ARTS EDUCATION



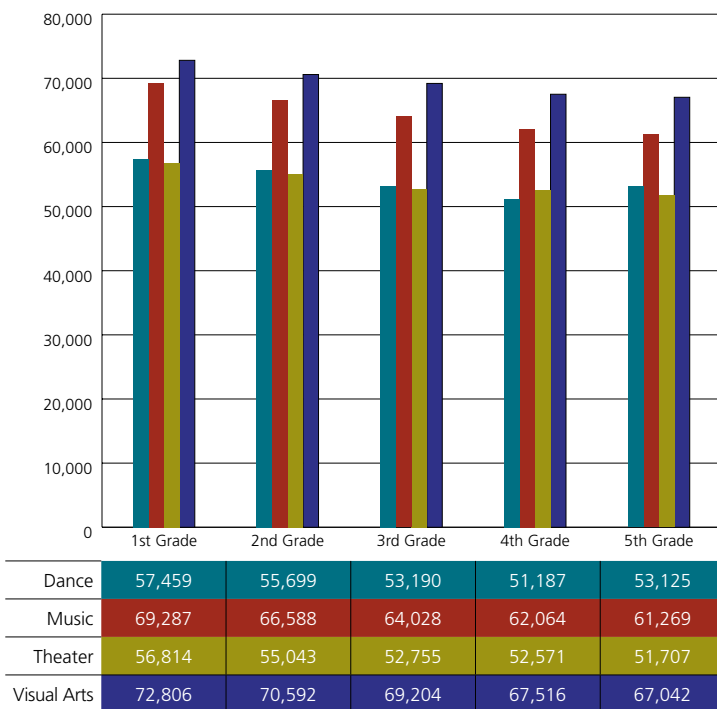
“Student Access and Participation in Arts Education” is organized by school level (i.e., elementary, middle, high, and multi-grade schools) and grade, and includes information on screened arts programs, the number and type of arts disciplines provided, the number of students participating in arts instruction, 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. Yet, 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 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 the District 75 schools and the arts disciplines used to advance students’ Individual Education Program (IEP) goals.

NUMBER OF STUDENTS PARTICIPATING IN ARTS EDUCATION

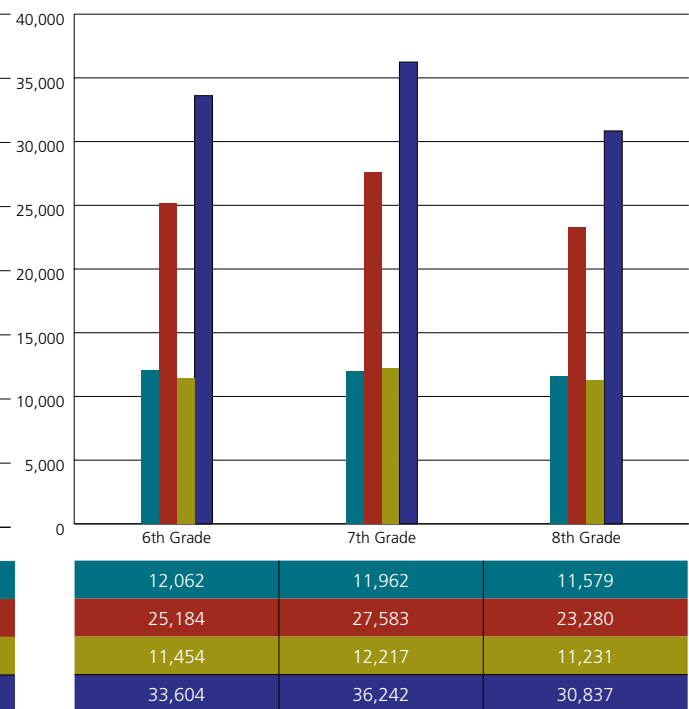
Figures 12-14 present the numbers of students in grades 1-12 participating in arts instruction during the 2010-11 school year by arts discipline as reported by schools that responded to the 2010-11 *Annual Arts Education Survey*. These data include all schools except District 75 schools. For grades 1-5, schools were asked to report on arts instruction provided to classes as a whole; therefore, the data presented reflect the October 2010 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.

Figure 12. NUMBER OF STUDENTS IN GRADES 1-5 PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE AS REPORTED BY RESPONDING SCHOOLS DURING THE 2010-11 SCHOOL YEAR

Figure 13. NUMBER OF STUDENTS IN GRADES 6-8 PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE AS REPORTED BY RESPONDING SCHOOLS DURING THE 2010-11 SCHOOL YEAR

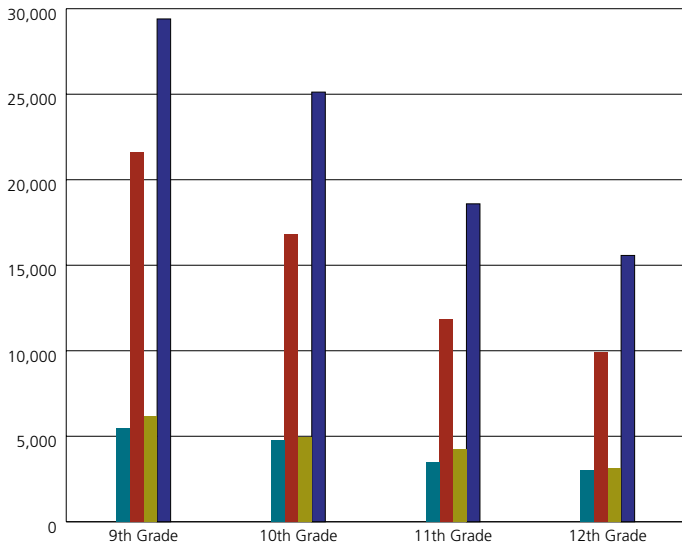


Note: Numbers of students do not include District 75 students.



Note: Numbers of students do not include District 75 students.

Figure 14. NUMBER OF STUDENTS IN GRADES 9-12 PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE AS REPORTED BY RESPONDING SCHOOLS DURING THE 2010-11 SCHOOL YEAR



Dance	5,483	4,794	3,483	2,998
Music	21,606	16,836	11,869	9,883
Theater	6,141	4,947	4,234	3,125
Visual Arts	29,401	25,124	18,590	15,573

Note: Numbers of students do not include District 75 students.



PRE-KINDERGARTEN AND KINDERGARTEN

This section presents data on arts instruction provided to students in pre-kindergarten and kindergarten; District 75 schools are not included. Figure 15 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. Figure 16 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. Both figures display data from 2006-07 through 2010-11.

Figure 15. PERCENT OF RESPONDING SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED STAFF TO PRE-KINDERGARTEN¹⁰

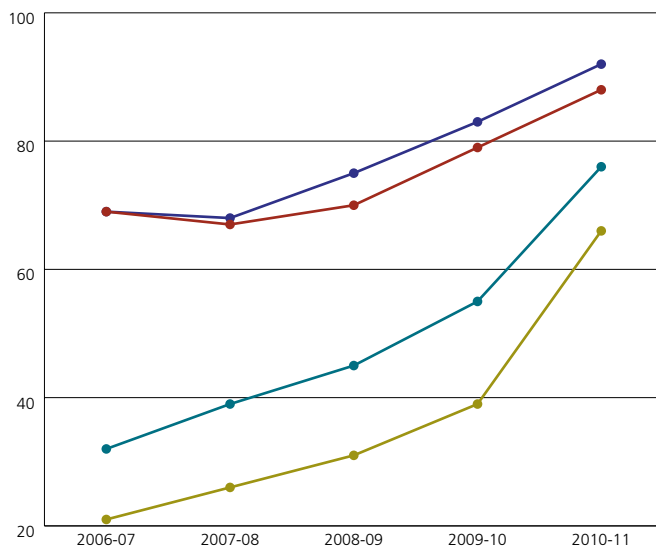
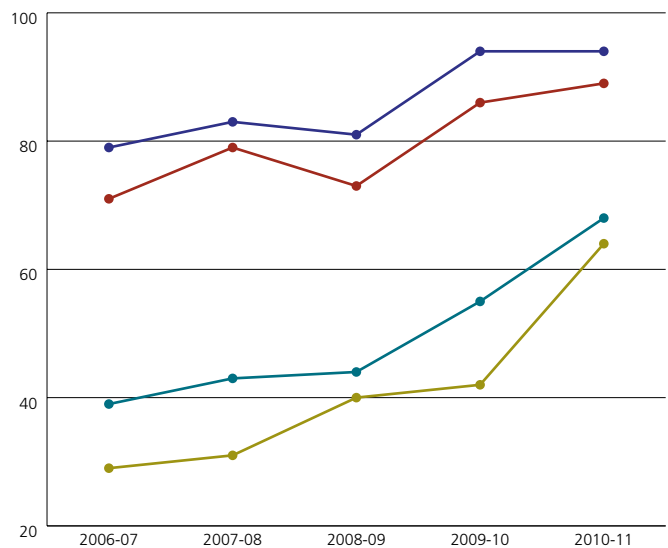


Figure 16. PERCENT OF RESPONDING SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED STAFF TO KINDERGARTEN¹¹



Dance	32%	39%	45%	55%	76%
Music	69%	67%	70%	79%	88%
Theater	21%	26%	31%	39%	66%
Visual Arts	69%	68%	75%	83%	92%

39%	43%	44%	55%	68%
71%	79%	73%	86%	89%
29%	31%	40%	42%	64%
79%	83%	81%	94%	94%

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

¹¹ 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 (classroom teachers and/or school-based arts teachers). In 2010-11, schools were asked to report on kindergarten students who participated in the arts provided by school-based arts teachers, classroom 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.

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 2010-11 *Annual Arts Education Survey*; District 75 schools are not included. In 2010-11, 38 percent (N=585) of all schools that responded to the survey were classified as elementary schools.

Screened Arts Programs

Many schools screen students in the arts either before or after acceptance to the school to determine which arts discipline or level of instruction will be made available to the students. Methods of screening include auditions, portfolio

presentation, and/or interviews. The data in Table 12 reflect the percentage of responding elementary schools that screened students in the arts during the 2010-11 school year.

Table 12. PERCENT OF RESPONDING ELEMENTARY SCHOOLS THAT SCREEN STUDENTS IN THE ARTS DURING THE 2010-11 SCHOOL YEAR

Screening	2010-11
Before Admission	0%
After Admission	19%

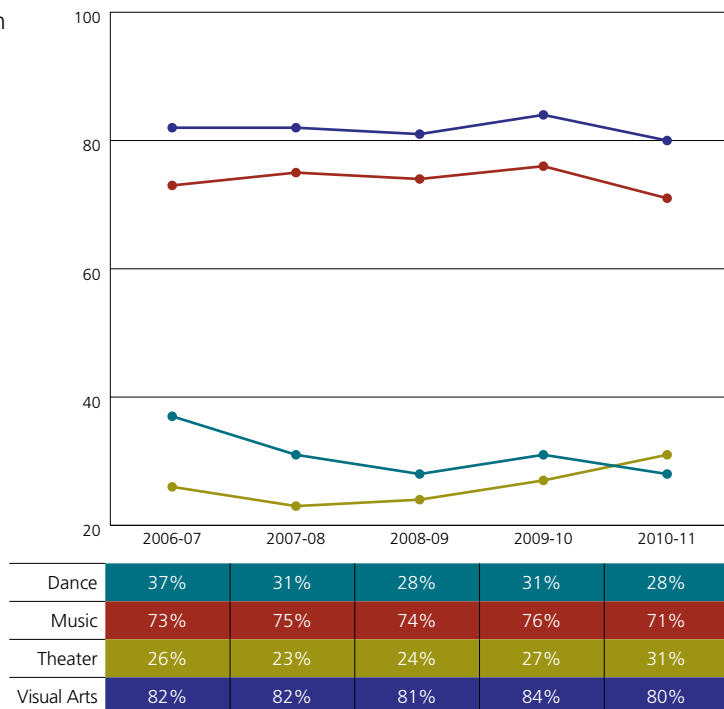
Arts Instruction Provided By School-Based Arts Teachers

Figure 17 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 2010-11.

“Music, dance, theater, and the visual arts are, and will remain, an integral part of all instruction at the school. Each year, students participate in a wide variety of artistic endeavors that take full advantage of the vast cultural resources here in New York City. Supported by teachers certified in art and music, and teachers and trainers who participate in school residencies, students will not only broaden their understanding of the various art forms, but also become independent thinkers and develop social skills as they interact in groups to solve artistic problems, work together to create original artworks, join in a dance, and act out a scenario or one-act play.”

- Elementary School Principal, The Bronx

Figure 17. PERCENT OF RESPONDING ELEMENTARY SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED ARTS TEACHERS TO ANY GRADES, 1-5



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

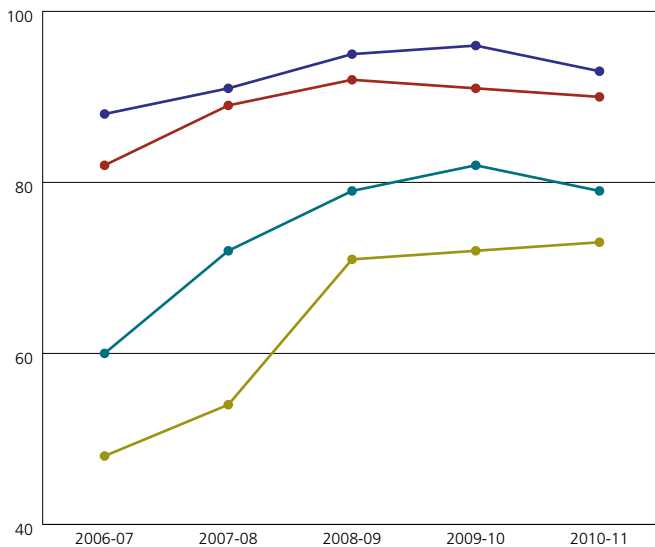
Tables 13 and 14 and Figure 18 present data on arts instruction in dance, music, theater, and/or visual arts provided by school-based arts teachers and/or cultural arts organizations in the 2006-07 through 2010-11 school years. Table 13 shows the percent of responding elementary schools by number of arts disciplines provided to any grade

(1-5) served. Figure 18 displays the percent of responding elementary schools by type of arts discipline provided to any grade (1-5) served. The data in Table 14 presents 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 13. 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
At Least One Arts Discipline	95%	97%	99%	99%	99%
At Least Two Arts Disciplines	85%	91%	95%	96%	95%
At Least Three Arts Disciplines	63%	76%	84%	86%	81%
Four Arts Disciplines	35%	43%	58%	60%	60%

Figure 18. 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



Dance	60%	72%	79%	82%	79%
Music	82%	89%	92%	91%	90%
Theater	48%	54%	71%	72%	73%
Visual Arts	88%	91%	95%	96%	93%

Table 14. 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
All Four Arts Disciplines to All Grades Served	3%	9%	14%	19%	21%

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

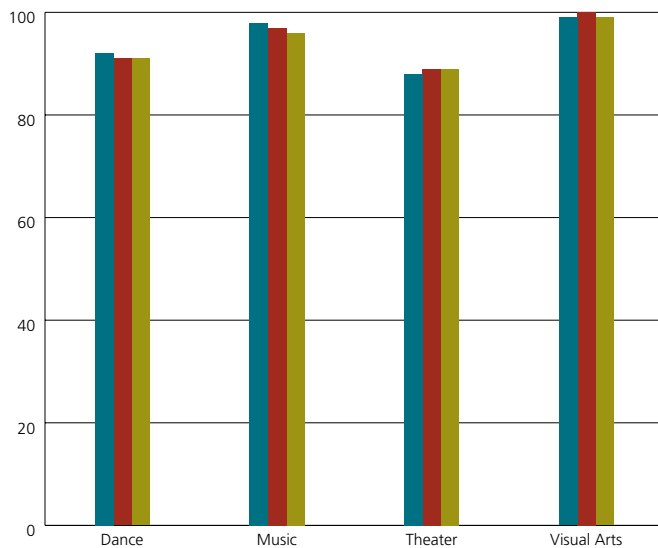
Tables 15 and 16 and Figure 19 present data on arts instruction in dance, music, theater, and/or visual arts provided by classroom teachers, school-based arts teachers, and/or cultural arts organizations in the 2008-09 through 2010-11 school years. Table 15 shows the percent of responding elementary schools by number of arts provided to any grade (1-5) served. Figure 19 displays the percent

of responding elementary schools by type of arts discipline provided to any grade (1-5) served. The data in Table 16 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 15. 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
At Least One Arts Discipline	100%	100%	100%
At Least Two Arts Disciplines	99%	99%	99%
At Least Three Arts Disciplines	95%	95%	94%
Four Arts Disciplines	82%	83%	83%

Figure 19. 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



2008-09	92%	98%	88%	99%
2009-10	91%	97%	89%	100%
2010-11	91%	96%	89%	99%

Table 16. 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

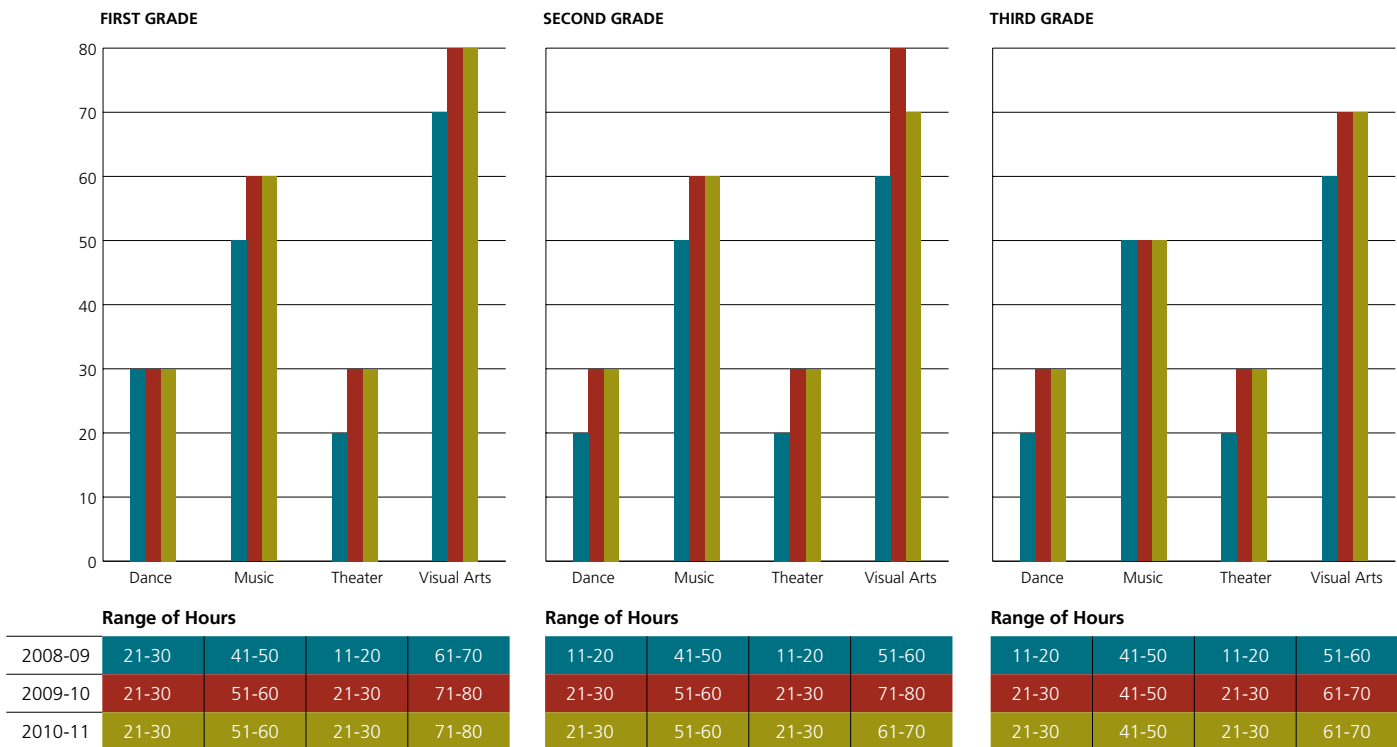
Number of Arts Disciplines	2008-09	2009-10	2010-11
Four Arts Disciplines to All Grades Served	42%	51%	57%

Arts Instructional Hours

Figures 20 and 21 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,

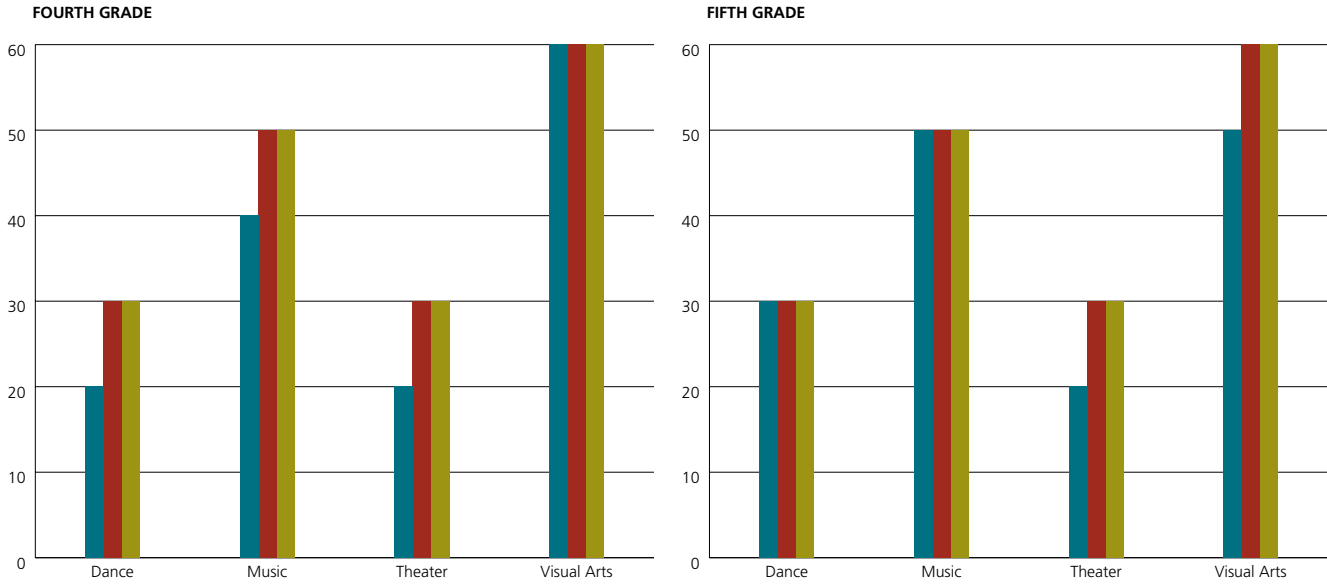
students in grades 1-3 should receive approximately 46 hours of arts instruction in each discipline across the school year and students in grades 4 and 5 should receive approximately 23 hours of arts instruction in each discipline across the school year.

Figure 20. 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 ORGANIZATIONS¹²



¹² On the 2008-09 survey, the categories for the number of instructional hours ranged from 0 hours to a maximum of 101+ hours. On the 2009-10 and 2010-11 surveys, the number of categories increased to a maximum of 201+ hours. This change was made in order to enable schools to provide more accurate indications of their hours. However, this change in the survey should be taken into consideration when comparisons among school years are made.

Figure 21. 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 ORGANIZATIONS¹³



Range of Hours

2008-09	11-20	31-40	11-20	51-60
2009-10	21-30	41-50	21-30	51-60
2010-11	21-30	41-50	21-30	51-60

Range of Hours

21-30	41-50	11-20	41-50
21-30	41-50	21-30	51-60
21-30	41-50	21-30	51-60

¹³ On the 2008-09 survey, the categories for the number of instructional hours ranged from 0 hours to a maximum of 101+ hours. On the 2009-10 and 2010-11 surveys, the number of categories increased to a maximum of 201+ hours. This change was made in order to enable schools to provide more accurate indications of their hours. However, this change in the survey should be taken into consideration when comparisons among school years are made.

MIDDLE SCHOOLS

The data in the following section reflect arts education as reported by middle schools that responded to the 2010-11 *Annual Arts Education Survey*; District 75 schools are not included. In 2010-11, 18 percent (N=267) of all schools that responded to the survey were classified as middle schools.

Screened Arts Programs

The data in Table 17 reflect the percentage of responding middle schools that screened students in the arts either before or after admission to the school during the 2010-11 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 17. PERCENT OF RESPONDING MIDDLE SCHOOLS THAT SCREEN STUDENTS IN THE ARTS DURING THE 2010-11 SCHOOL YEAR

Screening	2010-11
Before Admission	12%
After Admission	25%

Arts Disciplines Provided

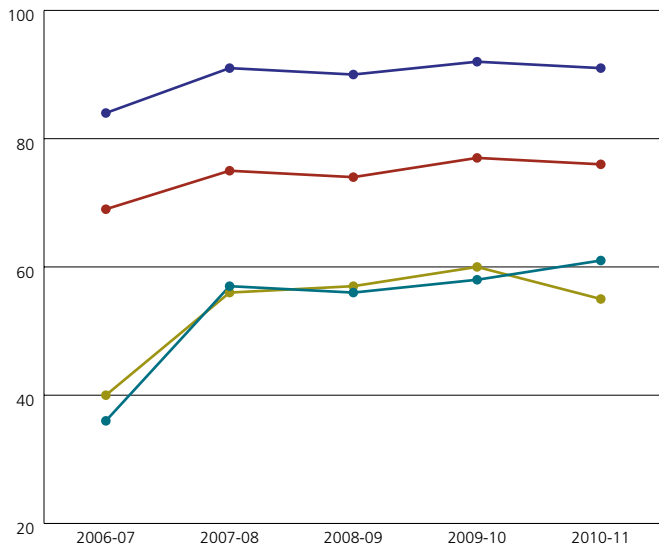
Table 18 and Figure 22 present data from the 2006-07 through 2010-11 school years on the percent of responding middle schools by number and type of arts disciplines

(dance, music, theater, and/or visual arts) provided to any grade (6-8) served.

Table 18. 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
At Least One Arts Discipline	92%	96%	97%	99%	99%
At Least Two Arts Disciplines	79%	84%	83%	87%	86%
At Least Three Arts Disciplines	43%	32%	61%	64%	63%
Four Arts Disciplines	17%	33%	36%	37%	34%

Figure 22. PERCENT OF RESPONDING MIDDLE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, 6-8



Dance	36%	57%	56%	58%	61%
Music	69%	75%	74%	77%	76%
Theater	40%	56%	57%	60%	55%
Visual Arts	84%	91%	90%	92%	91%

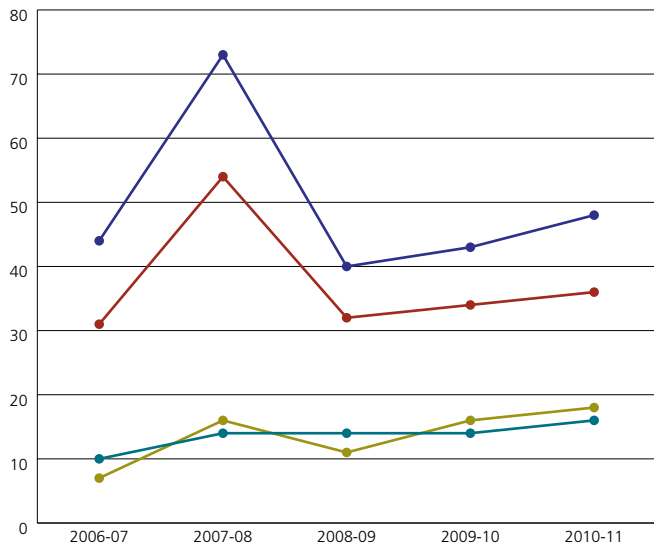
“We continue to develop young musicians, singers, actors, dancers, visual artists, and filmmakers, while cultivating a lifelong love of the arts in all of the young men and women who attend our school. Our school continues to teach and encourage immersion in the many different arts disciplines as indicated by the NYC Department of Education Blueprints for Teaching and Learning in the Arts. All of our students benefit from the many different tenets for success in the arts, and those who are in the three-year immersion disciplines for the arts areas (i.e. band, orchestra, choir, drama, dance, visual arts, photo and film journalism) receive an unparalleled experience at the middle school level.”

– Middle School Principal, Staten Island

Student Participation

Figures 23 and 24 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 2010-11 school years.

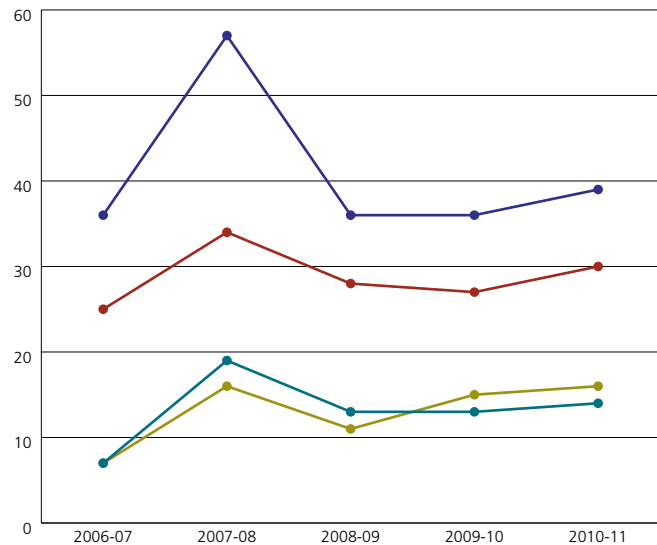
Figure 23. PERCENT OF 7TH GRADE STUDENTS IN RESPONDING MIDDLE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE¹⁴



Dance	10%	14%	14%	14%	16%
Music	31%	54%	32%	34%	36%
Theater	7%	16%	11%	16%	18%
Visual Arts	44%	73%	40%	43%	48%

¹⁴ On the 2006-07 and 2007-08 surveys, schools were asked to indicate the percent of students participating in the arts by discipline directly. In 2008-09 through 2010-11, percentages were calculated based on the number of students participating in arts instruction by discipline.

Figure 24. PERCENT OF 8TH GRADE STUDENTS IN RESPONDING MIDDLE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE¹⁵



Dance	7%	19%	13%	13%	14%
Music	25%	34%	28%	27%	30%
Theater	7%	16%	11%	15%	16%
Visual Arts	36%	57%	36%	36%	39%

¹⁵ Ibid.

Arts Sequences

Table 19 shows data on the percent of responding middle schools offering at least one arts sequence by arts discipline,

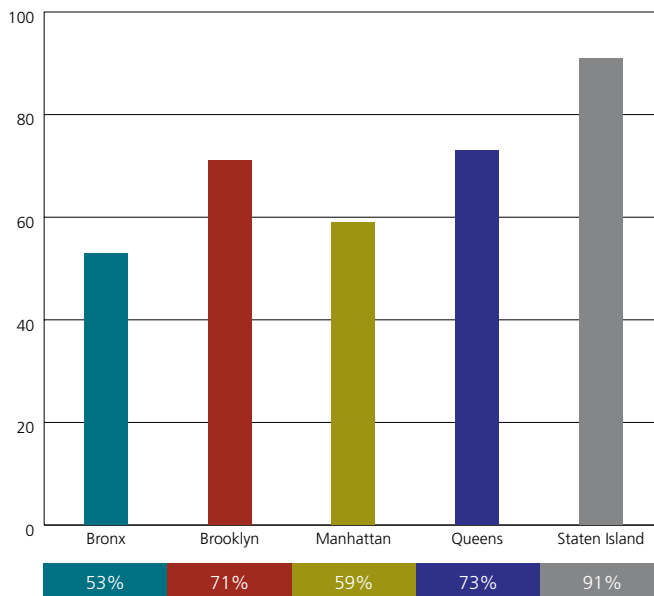
and Figure 25 presents these data across disciplines by borough in the 2010-11 school year.

Table 19. PERCENT OF RESPONDING MIDDLE SCHOOLS OFFERING AT LEAST ONE ARTS SEQUENCE BY ARTS DISCIPLINE DURING THE 2010-11 SCHOOL YEAR¹⁶

Arts Disciplines	2010-11
Dance	21%
Music	42%
Theater	20%
Visual Arts	54%
Film	7%

¹⁶ On the 2010-11 survey, 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 2008-09 and/or 2009-10 school years. Therefore, these data are not shown.

Figure 25. PERCENT OF RESPONDING MIDDLE SCHOOLS THAT OFFER AT LEAST ONE ARTS SEQUENCE BY BOROUGH DURING THE 2010-11 SCHOOL YEAR¹⁷



¹⁷ On the 2010-11 survey, 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 2008-09 and/or 2009-10 school years. Therefore, these data are not shown.

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-unit (one semester) of instruction in one of the four arts disciplines (dance, music, theater, or visual arts) and another half-unit in a second arts discipline (dance, music, theater, or visual arts) over the course of seventh and eighth grade. One half-unit is the equivalent of

approximately 55 hours of instruction, by a licensed, certified arts teacher. Table 20 displays the percent of eighth-grade students who graduated from responding middle schools meeting this requirement. Data are shown from the 2008-09 through 2010-11 school years.

Table 20. PERCENT OF 8TH GRADE GRADUATES FROM RESPONDING SCHOOLS WHO GRADUATED WITH TWO OR MORE CREDITS IN TWO ARTS DISCIPLINES

	2008-09	2009-10	2010-11
Graduated with Two or More Credits in Two Arts Disciplines	79%	82%	81%

HIGH SCHOOLS

In 2010-11, 23 percent (N=358) 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 21 shows the percent of responding high schools that screened students in the arts either before or after admission to the school, during the 2010-11 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 students.

Table 21. PERCENT OF RESPONDING HIGH SCHOOLS THAT SCREEN STUDENTS IN THE ARTS DURING THE 2010-11 SCHOOL YEAR

Screening	2010-11
Before Admission	6%
After Admission	17%

Arts Disciplines Provided

Table 22 and Figure 26 present data from the 2006-07 through 2010-11 school years on the percent of responding high schools by number and type of arts disciplines (dance,

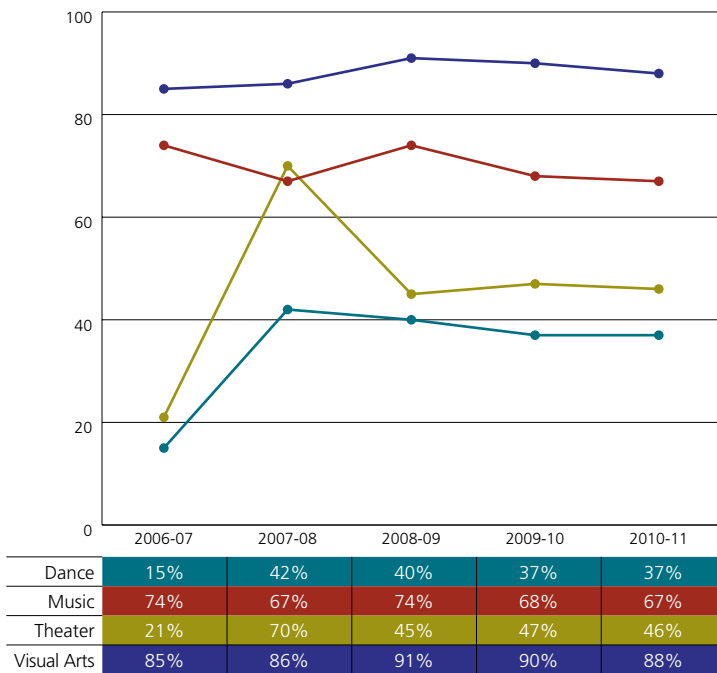
music, theater, and/or visual arts) provided to any grade (9-12) served.

Table 22. PERCENT OF RESPONDING HIGH SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED TO ANY GRADE, 9-12¹⁸

Number of Arts Disciplines	2006-07	2007-08	2008-09	2009-10	2010-11
At Least One Arts Discipline	-	-	99%	97%	98%
At Least Two Arts Disciplines	76%	79%	84%	79%	77%
At Least Three Arts Disciplines	22%	38%	51%	47%	46%
Four Arts Disciplines	9%	27%	23%	20%	18%

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

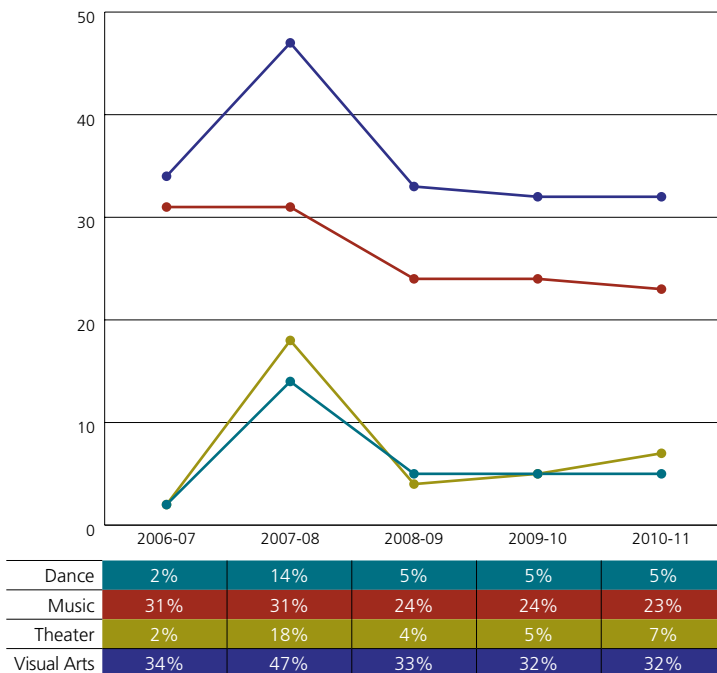


Student Participation

Figures 27-30 display the percent of ninth- through twelfth-grade students in responding high schools who participated

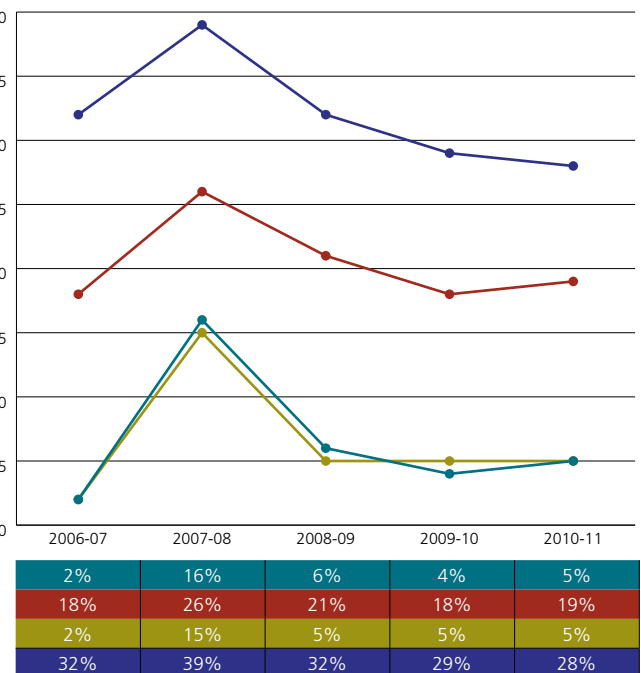
in arts instruction. Data are shown from the 2006-07 through 2010-11 school years.

Figure 27. PERCENT OF 9TH GRADE STUDENTS IN RESPONDING HIGH SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE¹⁹



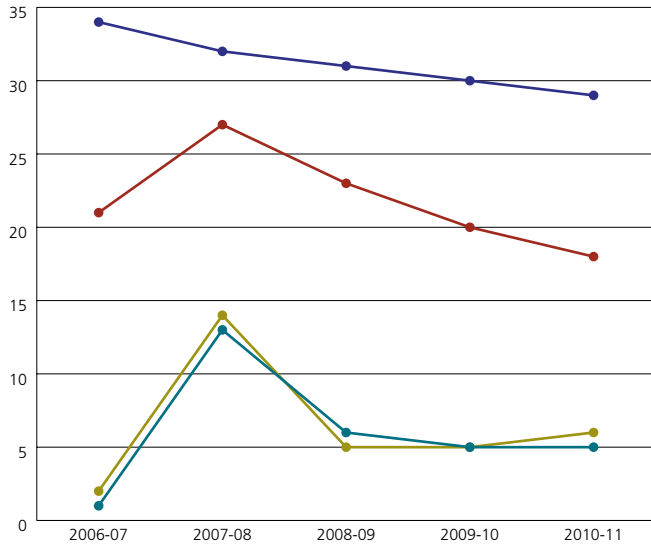
¹⁹ On the 2006-07 and 2007-08 surveys, schools were asked to indicate the percent of students participating in the arts by discipline directly. In 2008-09 through 2010-11, percentages were calculated based on the number of students participating in arts instruction by discipline.

Figure 28. PERCENT OF 10TH GRADE STUDENTS IN RESPONDING HIGH SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE²⁰



²⁰ Ibid.

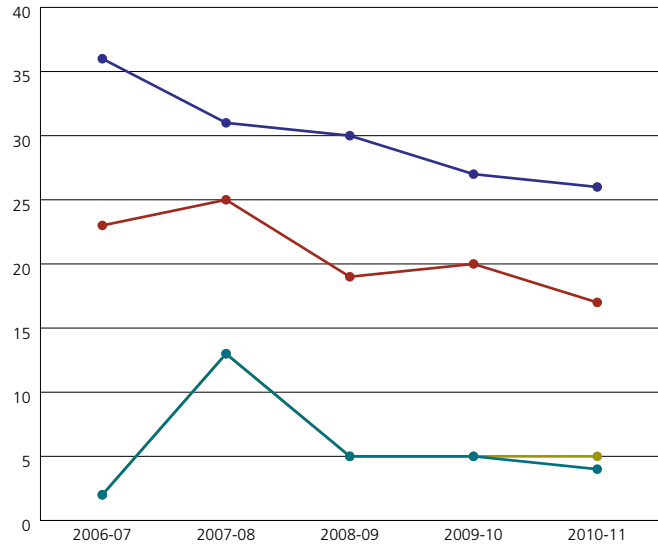
Figure 29. PERCENT OF 11TH GRADE STUDENTS IN RESPONDING HIGH SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE²¹



Dance	1%	13%	6%	5%	5%
Music	21%	27%	23%	20%	18%
Theater	2%	14%	5%	5%	6%
Visual Arts	34%	32%	31%	30%	29%

²¹ On the 2006-07 and 2007-08 surveys, schools were asked to indicate the percent of students participating in the arts by discipline directly. In 2008-09 through 2010-11, percentages were calculated based on the number of students participating in arts instruction by discipline.

Figure 30. PERCENT OF 12TH GRADE STUDENTS IN RESPONDING HIGH SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE²²



Dance	2%	13%	5%	5%	4%
Music	23%	25%	19%	20%	17%
Theater	2%	13%	5%	5%	5%
Visual Arts	36%	31%	30%	27%	26%

²² Ibid.

Arts Sequences

Table 23 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 2010-11 school years. Tables 24-27 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 2009-10 and 2010-11 school years.

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

Arts Disciplines	2007-08	2008-09	2009-10	2010-11
Dance	4%	8%	7%	8%
Music	9%	18%	17%	17%
Theater	5%	9%	8%	9%
Visual Arts	11%	27%	24%	26%
Film	2%	7%	7%	6%

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

DANCE				
Boroughs	6 Credits		8-10+ Credits	
	2009-10	2010-11	2009-10	2010-11
Bronx	4%	4%	2%	2%
Brooklyn	1%	6%	4%	4%
Manhattan	5%	5%	5%	6%
Queens	6%	5%	2%	2%
Staten Island	10%	10%	0%	0%

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

MUSIC				
Boroughs	6 Credits		8-10+ Credits	
	2009-10	2010-11	2009-10	2010-11
Bronx	2%	10%	10%	10%
Brooklyn	6%	9%	8%	8%
Manhattan	8%	5%	8%	6%
Queens	9%	10%	17%	17%
Staten Island	10%	20%	40%	40%

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

THEATER				
Boroughs	6 Credits		8-10+ Credits	
	2009-10	2010-11	2009-10	2010-11
Bronx	1%	2%	2%	3%
Brooklyn	1%	4%	5%	6%
Manhattan	3%	4%	7%	7%
Queens	2%	3%	7%	3%
Staten Island	30%	20%	10%	10%

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

VISUAL ARTS				
Boroughs	6 Credits		8-10+ Credits	
	2009-10	2010-11	2009-10	2010-11
Bronx	10%	11%	4%	9%
Brooklyn	12%	19%	11%	11%
Manhattan	10%	11%	14%	11%
Queens	11%	23%	22%	18%
Staten Island	10%	20%	60%	40%

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, at least two credits in the arts over the course of ninth through twelfth grade. Table 28 displays the percent of high school graduates from responding high

schools who graduated meeting this requirement from the 2008-09 through 2010-11 school years.²³

²³ Percents were calculated using aggregated school data from the NYCDOE Scheduling, Transcripts, and Academic Reporting System (STARS) database.

Table 28: PERCENT OF HIGH SCHOOL GRADUATES FROM RESPONDING SCHOOLS WHO GRADUATED WITH TWO OR MORE CREDITS IN THE ARTS

	2008-09	2009-10	2010-11
Graduated with Two or More Credits in the Arts	97%	96%	97%



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 2010-11 *Annual Arts Education Survey*; District 75 schools are not included. In 2010-11, of all schools that responded to the survey, 12 percent (N=178) were classified as multi-grade schools serving grades 1-5.

Screened Arts Programs

Table 29 presents the percent of responding multi-grade schools serving grades 1-5 that screened students in the arts either before or after admission during the 2010-11 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 29. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS THAT SCREEN STUDENTS IN THE ARTS IN GRADES 1-5 DURING THE 2010-11 SCHOOL YEAR

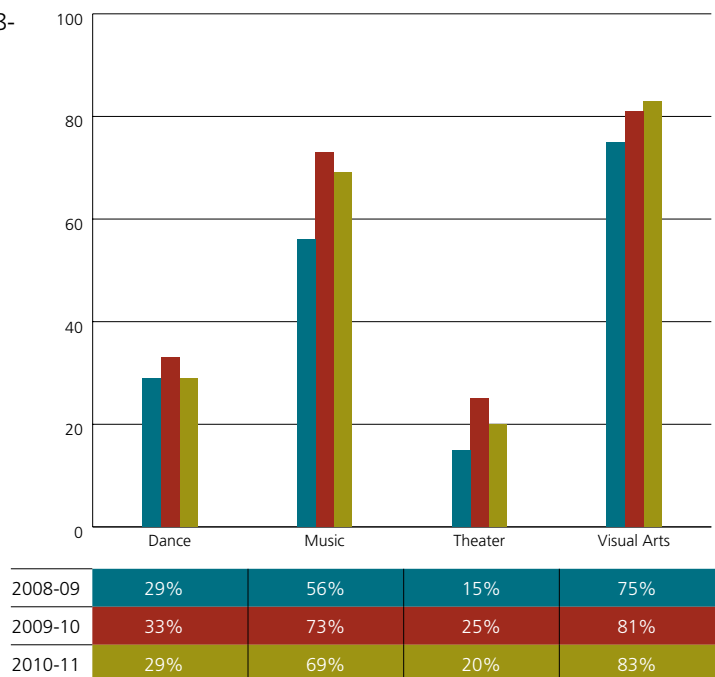
Screening	2010-11
Before Admission	2%
After Admission	19%

Arts Instruction Provided By School-Based Arts Teachers

Figure 31 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 2010-11.

“Our school is dedicated to implementing a rigorous academic program and to identifying and nurturing each student’s talents. To accomplish this, we continue to secure funding for arts resources and opportunities for our pre-K, elementary, and middle school students. ... We believe that the arts provide a unique entry point into academics, and therefore implement arts-infused curricula in core subject areas in collaboration with partners.” – K-8 Principal, Manhattan

Figure 31. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED BY SCHOOL-BASED ARTS TEACHERS TO ANY GRADE, 1-5



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

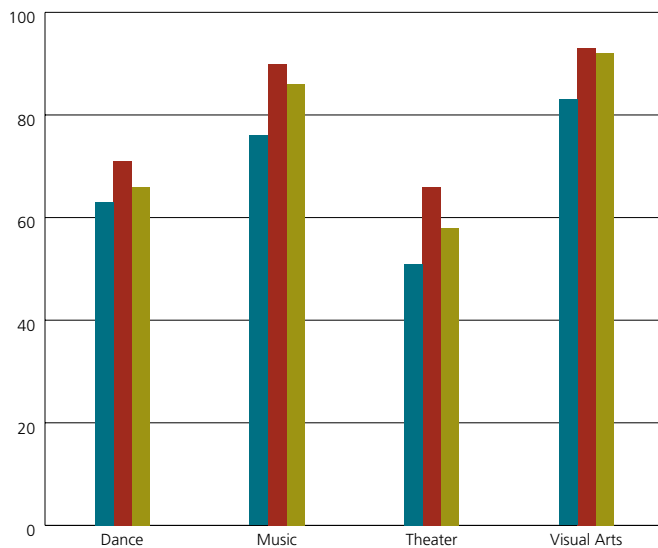
Tables 30 and 31 and Figure 32 present data on arts instruction in dance, music, theater, and/or visual arts provided by school-based arts teachers and/or cultural arts organizations in the 2008-09 through 2010-11 school years. Table 30 and Figure 32 show the percent of responding multi-grade schools serving grades 1-5 by number and type

of arts disciplines provided to any grade (1-5) served. The data in Table 31 presents 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
At Least One Arts Discipline	87%	100%	99%
At Least Two Arts Disciplines	81%	94%	91%
At Least Three Arts Disciplines	64%	76%	70%
Four Arts Disciplines	39%	50%	42%

Figure 32. 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



2008-09	63%	76%	51%	83%
2009-10	71%	90%	66%	93%
2010-11	66%	86%	58%	92%

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
All Four Arts Disciplines to All Grades Served	14%	20%	13%

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

Table 32 and Figure 33 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 by classroom teachers, school-based arts teachers, and/or cultural arts organizations in the 2008-09

through 2010-11 school years. The data in Table 33 presents 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
At Least One Arts Discipline	88%	100%	99%
At Least Two Arts Disciplines	85%	99%	96%
At Least Three Arts Disciplines	75%	88%	85%
Four Arts Disciplines	58%	74%	66%

Figure 33. 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

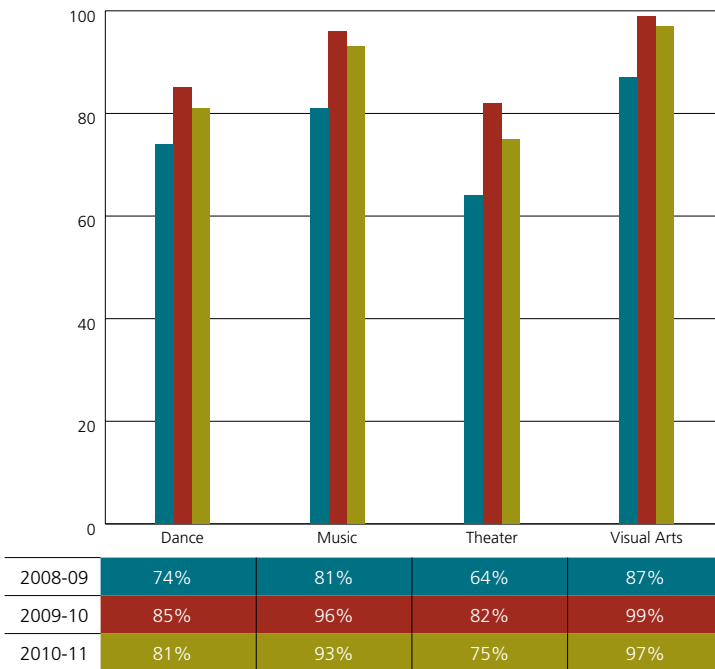


Table 33. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS OFFERING ALL FOUR ARTS DISCIPLINES PROVIDED BY CLASSROOM TEACHER, SCHOOL-BASED ARTS TEACHERS AND/OR CULTURAL ARTS ORGANIZATIONS TO ALL GRADES, 1-5

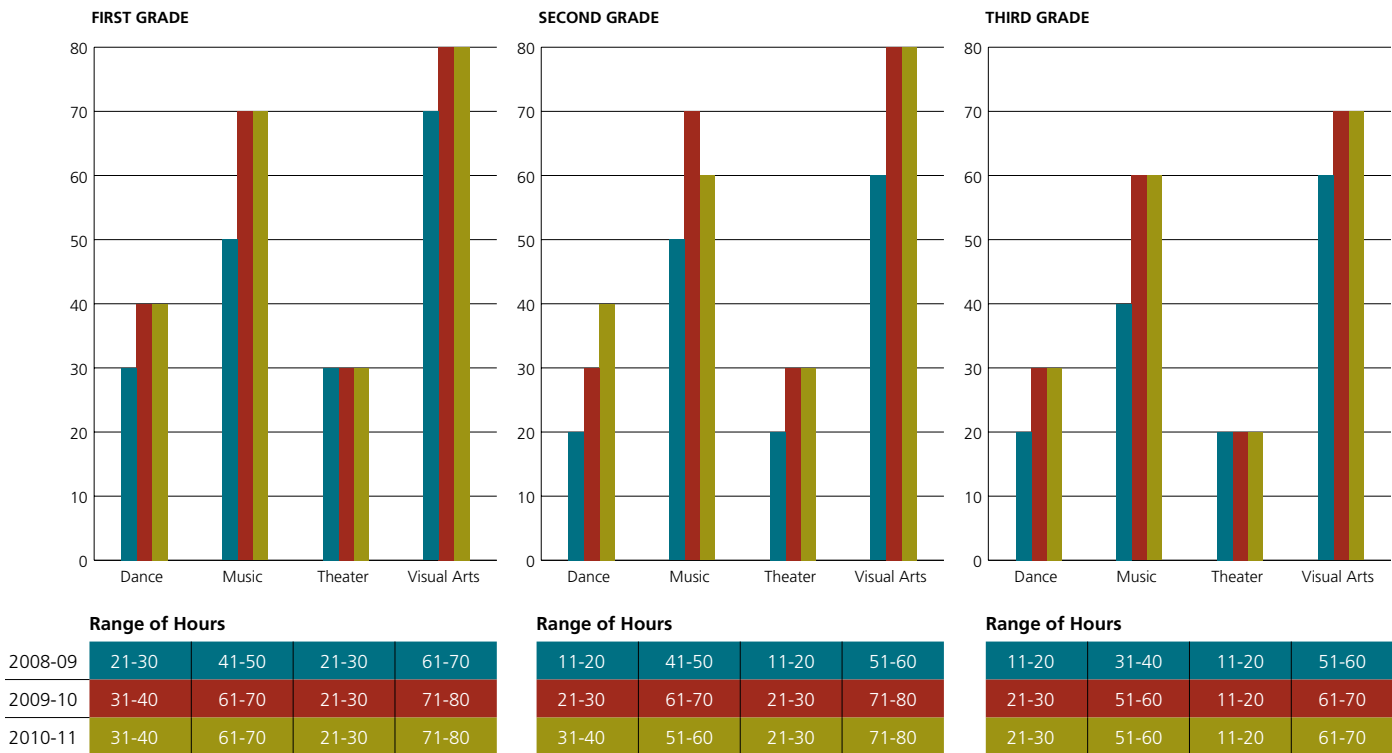
	2008-09	2009-10	2010-11
Four Arts Disciplines	34%	50%	42%

Arts Instructional Hours

Figures 34 and 35 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,

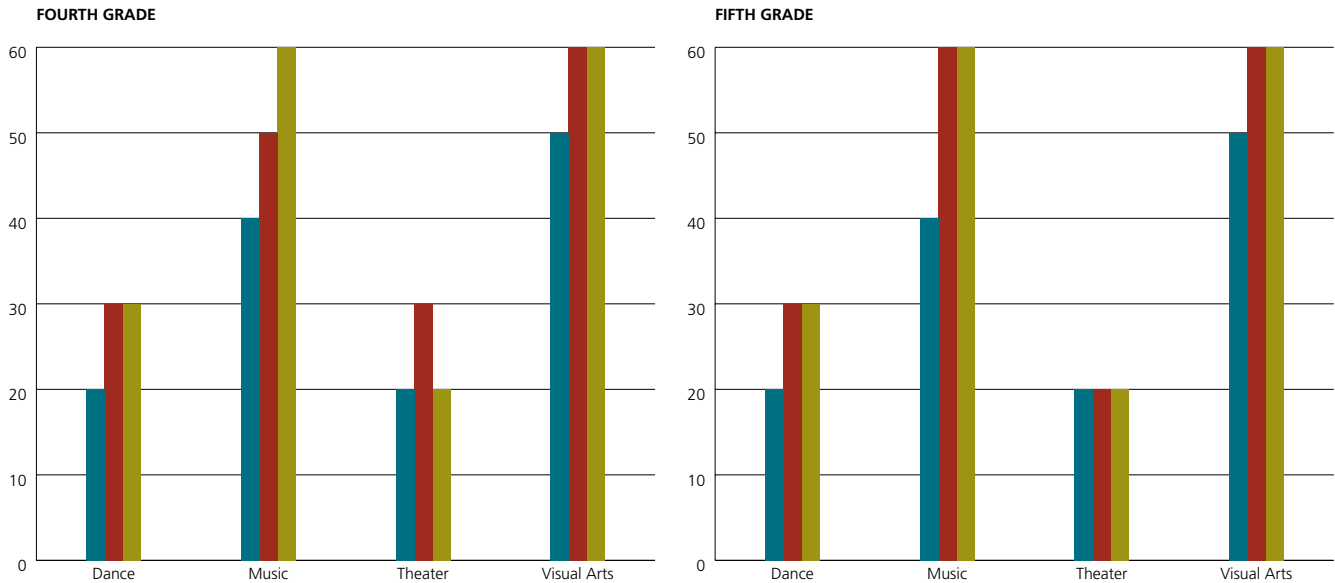
students in grades 1-3 should receive approximately 46 hours of arts instruction in each discipline across the school year, and students in grades 4 and 5 should receive approximately 23 hours of arts instruction in each discipline across the school year.

Figure 34. 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 ORGANIZATIONS²⁴



²⁴ On the 2008-09 survey, the categories for the number of instructional hours ranged from 0 hours to a maximum of 101+ hours. On the 2009-10 and 2010-11 surveys, the number of categories increased to a maximum of 201+ hours. This change was made in order to enable schools to provide more accurate indications of their hours. However, this change in the survey should be taken into consideration when comparisons among school years are made.

Figure 35. 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 ORGANIZATIONS²⁵



Range of Hours

2008-09	11-20	31-40	11-20	41-50
2009-10	21-30	41-50	21-30	51-60
2010-11	21-30	51-60	11-20	51-60

Range of Hours

11-20	31-40	11-20	41-50
21-30	51-60	11-20	51-60
21-30	51-60	11-20	51-60

²⁵ On the 2008-09 survey, the categories for the number of instructional hours ranged from 0 hours to a maximum of 101+ hours. On the 2009-10 and 2010-11 surveys, the number of categories increased to a maximum of 201+ hours. This change was made in order to enable schools to provide more accurate indications of their hours. However, this change in the survey should be taken into consideration when comparisons among school years are made.

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 2010-11 *Annual Arts Education Survey*; District 75 schools are not included. Of all schools that responded to the 2010-11 survey, 15 percent (N=223) were classified as multi-grade schools serving grades 6-8.

Screened Arts Programs

Schools screen students in the arts either before or after acceptance to the school to determine which arts discipline or level of instruction will be made available to the students. Methods of screening include auditions,

portfolio presentation and/or interviews. Table 34 shows the percentage of multi-grade schools serving grades 6-8 that screened students in the arts during the 2010-11 school year.

Table 34. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS THAT SCREEN STUDENTS IN THE ARTS IN GRADES 6-8 DURING THE 2010-11 SCHOOL YEAR

Screening	2010-11
Before Admission	5%
After Admission	20%

Arts Disciplines Provided

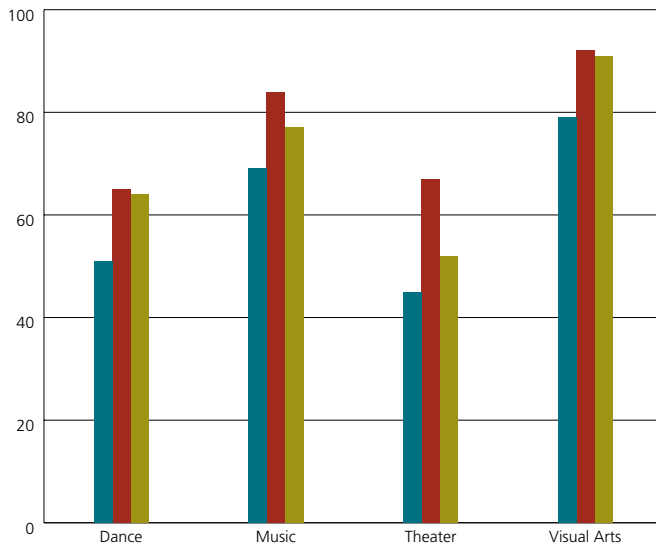
Table 35 and Figure 36 present data from the 2008-09 through 2010-11 school years on the percent of responding multi-grade schools serving grades 6-8. Data are shown

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
At Least One Arts Discipline	87%	98%	98%
At Least Two Arts Disciplines	73%	91%	84%
At Least Three Arts Disciplines	49%	71%	61%
Four Arts Disciplines	34%	47%	41%

Figure 36. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, 6-8



2008-09	51%	69%	45%	79%
2009-10	65%	84%	67%	92%
2010-11	64%	77%	52%	91%

Student Participation

Table 36 displays the percent of seventh- and eighth-grade students in responding multi-grade schools who participated in arts instruction in the 2009-10 and 2010-11 school years.

Table 36. PERCENT OF 7TH AND 8TH GRADE STUDENTS IN RESPONDING MULTI-GRADE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE

DISCIPLINES	7TH GRADE		8TH GRADE	
	2009-10	2010-11	2009-10	2010-11
Dance	25%	23%	27%	24%
Music	50%	51%	47%	44%
Theater	18%	16%	18%	14%
Visual Arts	69%	67%	63%	61%

Arts Sequences

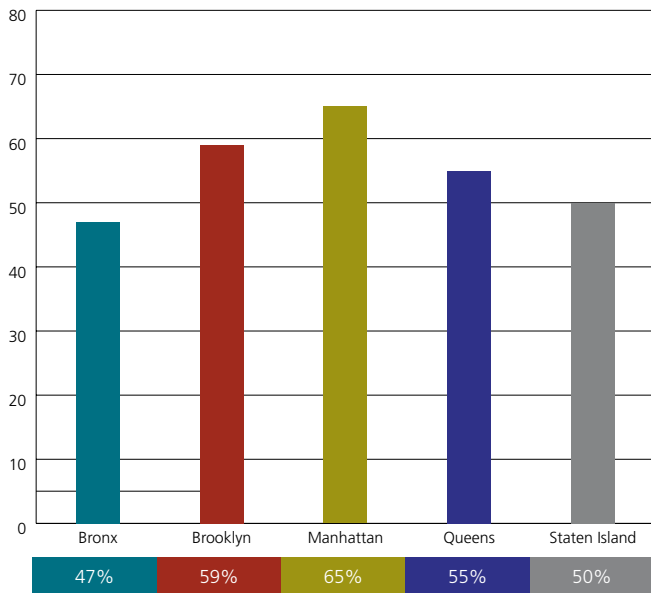
Table 37 shows data on the percent of responding multi-grade schools serving grades 6-8 offering at least one arts

sequence by arts discipline in the 2010-11 school year. Figure 37 presents these data across disciplines by borough.

Table 37. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS THAT OFFER AT LEAST ONE ARTS SEQUENCE TO GRADES 6-8 BY DISCIPLINE DURING THE 2010-11 SCHOOL YEAR²⁶

Arts Disciplines	2010-11
Dance	15%
Music	35%
Theater	8%
Visual Arts	49%
Film	5%

Figure 37. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS THAT OFFER AT LEAST ONE ARTS SEQUENCE TO GRADES 6-8 BY BOROUGH DURING THE 2010-11 SCHOOL YEAR²⁷



²⁶ On the 2010-11 survey, 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 2008-09 and/or 2009-10 school years. Therefore, these data are not shown.

²⁷ On the 2010-11 survey, 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 2008-09 and/or 2009-10 school years. Therefore, these data are not shown.

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-unit (one semester) of instruction in one of the four arts disciplines (dance, music, theater, or visual arts) and another half-unit in a second arts discipline (dance, music, theater, or visual arts) over the course of seventh and eighth grade. One half-unit is the

equivalent of approximately 55 hours of instruction, by a licensed, certified arts teacher. Table 38 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 2010-11 school years.

Table 38. PERCENT OF 8TH GRADE GRADUATES FROM RESPONDING SCHOOLS WHO GRADUATED WITH TWO OR MORE CREDITS IN TWO ARTS DISCIPLINES

	2008-09	2009-10	2010-11
Graduated with Two or More Credits in Two Arts Disciplines	85%	99%	87%

MULTI-GRADE SCHOOLS SERVING GRADES 9-12

The data in this section reflect arts education in multi-grade schools serving grades 9-12 (i.e., K-12 and secondary schools [6-12]) as reported on the 2010-11 *Annual Arts Education Survey*; District 75 schools are not included. In 2010-11, 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. Screening can happen prior to student acceptance in the school or after school placement. Method of screening may include auditions, portfolio presentation,

and/or interviews. Table 39 shows the percent of responding multi-grade schools that screened students in the arts either before or after admission to the school during the 2010-11 school year.

Table 39. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS THAT SCREEN STUDENTS IN THE ARTS IN GRADES 9-12 DURING THE 2010-11 SCHOOL YEAR

Screening	2010-11
Before Admission	8%
After Admission	18%

Arts Disciplines Provided

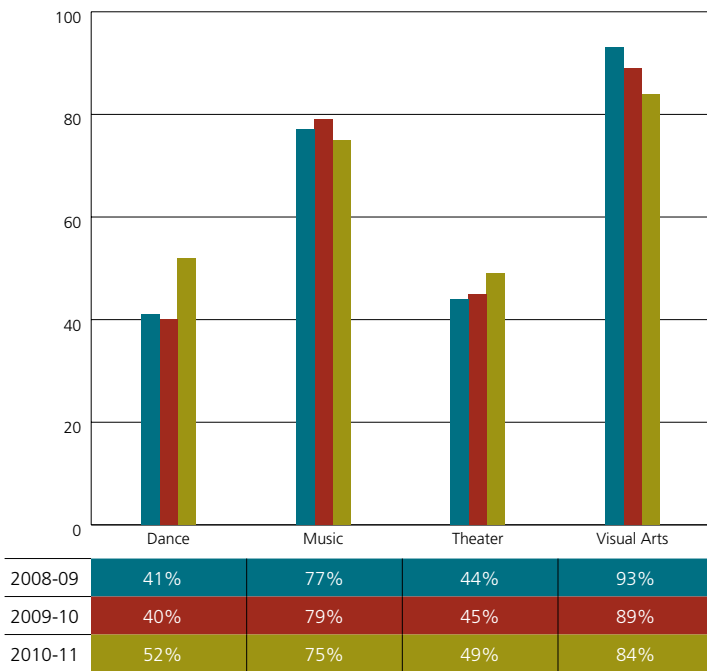
Table 40 and Figure 38 present data from the 2008-09 through 2010-11 school years on the percent of responding multi-grade schools serving grades 9-12. The data show the

number and type of arts disciplines (dance, music, theater, and/or visual arts) provided to any grade (9-12) served.

Table 40. 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
At Least One Arts Discipline	98%	95%	96%
At Least Two Arts Disciplines	84%	84%	86%
At Least Three Arts Disciplines	52%	52%	55%
Four Arts Disciplines	21%	23%	23%

Figure 38. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, 9-12



Student Participation

Table 41 displays the percent of ninth- through twelfth-grade students in responding multi-grade schools who

participated in arts instruction during the 2009-10 and 2010-11 school years.

Table 41. PERCENT OF 9TH-12TH GRADE STUDENTS IN RESPONDING MULTI-GRADE SCHOOLS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE

Arts Disciplines	9th Grade		10th Grade		11th Grade		12th Grade	
	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11
Dance	9%	13%	10%	15%	10%	13%	9%	13%
Music	32%	27%	34%	25%	21%	24%	20%	14%
Theater	7%	8%	11%	15%	10%	14%	11%	10%
Visual Arts	44%	36%	43%	35%	40%	33%	31%	31%

Arts Sequences

Table 42 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 2010-11 school years. Table 43 shows the

percent of responding multi-grade schools offering at least one arts sequence by borough from the 2008-09 through 2010-11 school years.

Table 42. 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 Discipline	2008-09	2009-10	2010-11
Dance	8%	13%	12%
Music	19%	29%	29%
Theater	9%	13%	15%
Visual Arts	26%	34%	40%
Film	4%	5%	2%

Table 43. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS THAT OFFER AT LEAST ONE ARTS SEQUENCE OF SIX OR MORE CREDITS TO GRADES 9-12 BY BOROUGH

Boroughs	6 Credits		8-10+ Credits	
	2009-10	2010-11	2009-10	2010-11
Bronx	21%	26%	29%	22%
Brooklyn	35%	54%	25%	8%
Manhattan	38%	42%	19%	32%
Queens	18%	31%	9%	13%
Staten Island	0%	100%	100%	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, at least two credits in the arts over the course of ninth through twelfth grade. Table 44 displays the percent of high school graduates from responding multi-

grade schools who graduated meeting this requirement from 2008-09 through 2010-11 school years.²⁸

²⁸ Percents were calculated using aggregated school data from the NYCDOE Scheduling, Transcripts, and Academic Reporting System (STARS) database.

Table 44. PERCENT OF HIGH SCHOOL GRADUATES FROM RESPONDING MULTI-GRADE SCHOOLS SERVING GRADES 9-12 WHO GRADUATED WITH TWO OR MORE CREDITS IN THE ARTS

	2008-09	2009-10	2010-11
Graduated with Two or More Credits in the Arts	96%	98%	98%

PARTICIPATION IN ARTS CLASSES AS REPORTED BY STUDENTS, GRADES 6-12

Tables 45 and 46 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 2008-09 through 2010-11. These data include all schools serving grades 6-12, except District 75 schools.

Table 45. PERCENT OF STUDENTS WHO REPORTED PARTICIPATING IN THE ARTS THROUGH THE NYC SCHOOL SURVEY BY DISCIPLINE AND GRADE

Grade	Dance			Music			Theater			Visual Arts		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
6	19%	20%	22%	38%	39%	41%	17%	17%	18%	50%	51%	53%
7	15%	17%	18%	34%	35%	37%	13%	15%	16%	46%	47%	47%
8	16%	16%	17%	28%	30%	31%	13%	13%	14%	39%	39%	41%

Table 46. PERCENT OF STUDENTS WHO REPORTED PARTICIPATING IN THE ARTS BY DISCIPLINE AND GRADE THROUGH THE NYC SCHOOL SURVEY BY DISCIPLINE AND GRADE

Grade	Dance			Music			Theater			Visual Arts		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
9	11%	10%	12%	29%	28%	28%	9%	10%	11%	36%	34%	35%
10	13%	11%	13%	34%	30%	31%	10%	11%	12%	43%	39%	40%
11	14%	13%	13%	39%	36%	34%	12%	12%	13%	47%	46%	45%
12	16%	16%	17%	44%	40%	39%	14%	15%	15%	52%	50%	49%

“Our school uses the art experience to support the development of each student. In addition to introducing students to art concepts, the teachers work collaboratively with other teachers to support the progress of the students IEP goals integrating art into the curriculum areas. Art education is a motivating experience for our students. The arts have allowed them to express themselves in ways not previously known.”

- District 75 Principal, Brooklyn

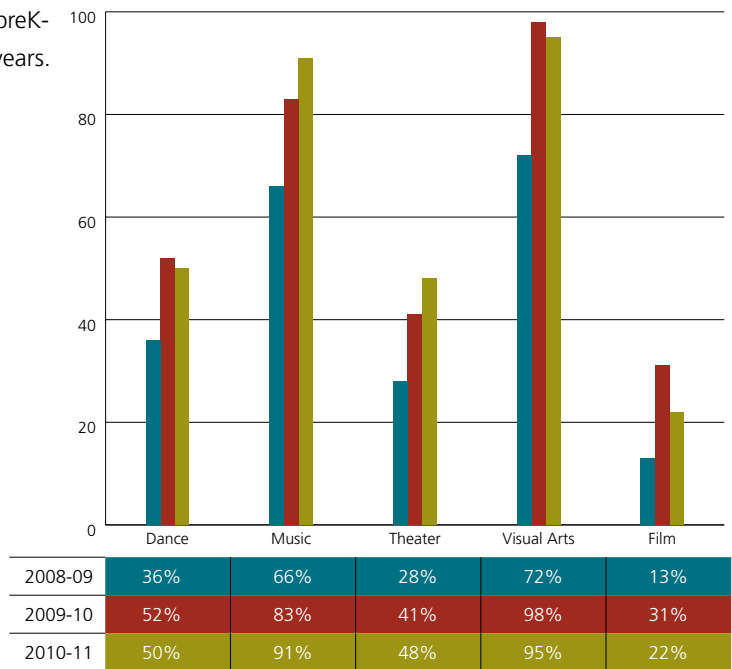
DISTRICT 75 SCHOOLS

District 75 provides citywide educational, vocational, and behavior support programs for students with disabilities. This section presents data on arts education in schools served by District 75 as reported on the 2010-11 *Annual Arts Education Survey*. Of all schools that responded to the survey, 4 percent (N=58) were District 75 schools serving any grade, preK-12.

Arts Disciplines Provided

Figure 39 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 2010-11 school years.

Figure 39. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS BY TYPE OF ARTS DISCIPLINE PROVIDED TO ANY GRADE, PreK-12



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 2010-11 *Annual Arts Education Survey* gave District 75 schools the opportunity to report on how teachers used the arts to advance students' IEP goals. The figures in this section represent how responding District 75 schools reported aligning arts instruction with IEP goals.

Figure 40. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE THE ARTS TO ADVANCE STUDENT IEP GOALS BY ARTS DISCIPLINE AND INSTRUCTIONAL GOAL DURING THE 2010-11 SCHOOL YEAR

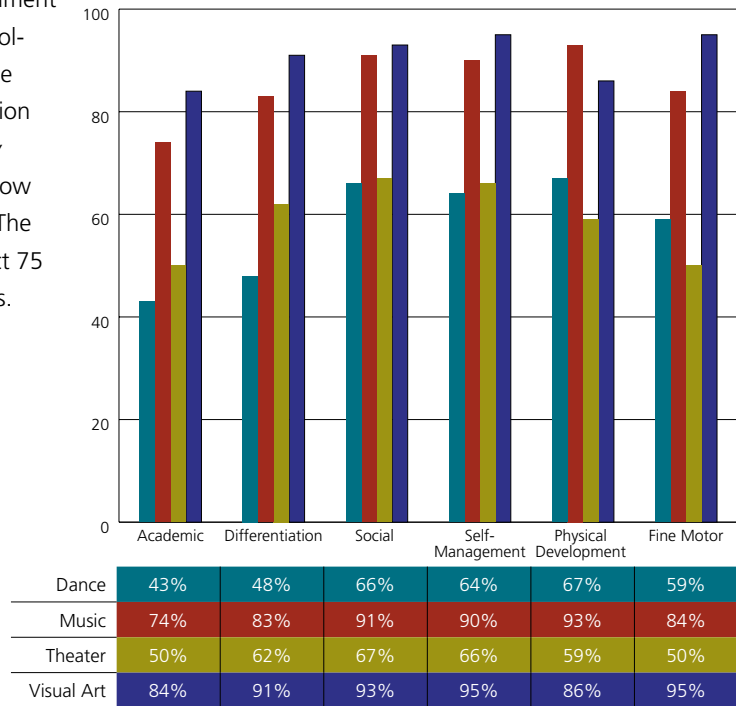


Figure 41. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE THE ARTS TO ADVANCE STUDENTS ACADEMIC IEP GOALS BY ARTS DISCIPLINE AND GRADE LEVEL DURING THE 2010-11 SCHOOL YEAR

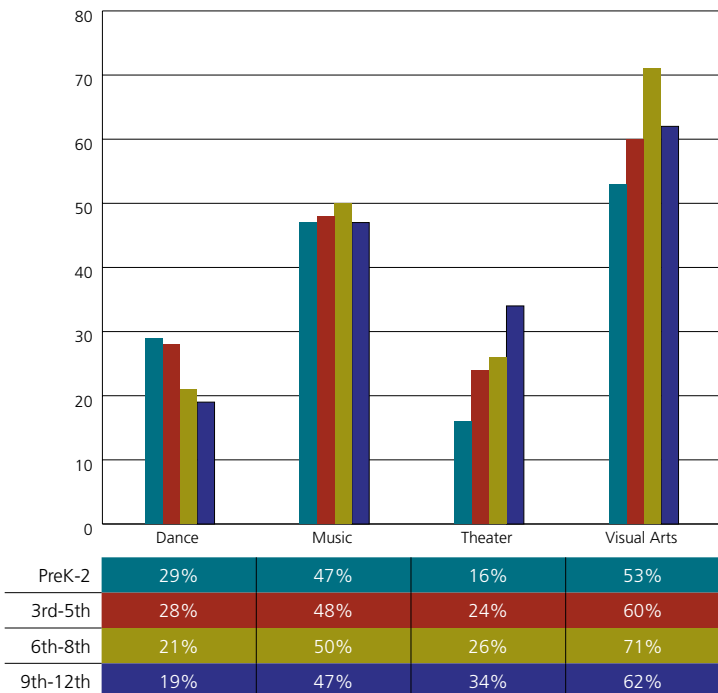


Figure 42. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE THE ARTS TO ADVANCE STUDENTS IEP GOALS THROUGH DIFFERENTIATING STUDENT LEARNING BY ARTS DISCIPLINE AND GRADE LEVEL DURING THE 2010-11 SCHOOL YEAR

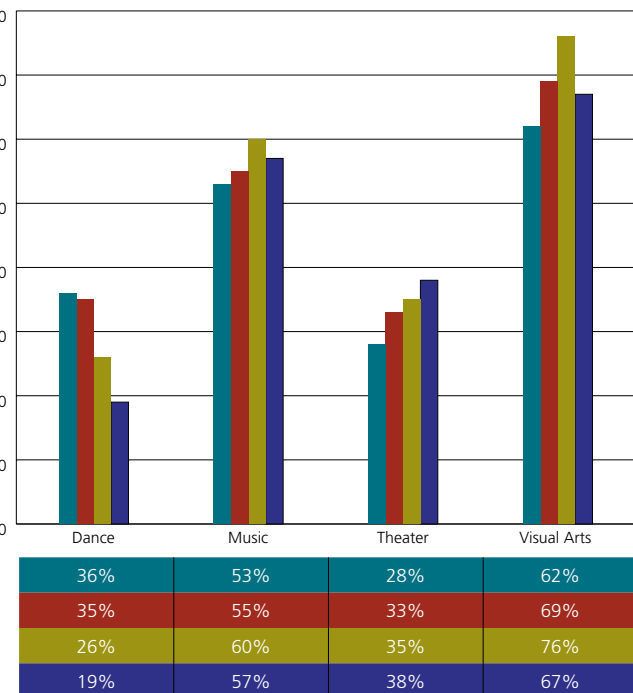


Figure 43. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE THE ARTS TO ADVANCE STUDENTS SOCIAL SKILLS BY ARTS DISCIPLINE AND GRADE LEVEL DURING THE 2010-11 SCHOOL YEAR

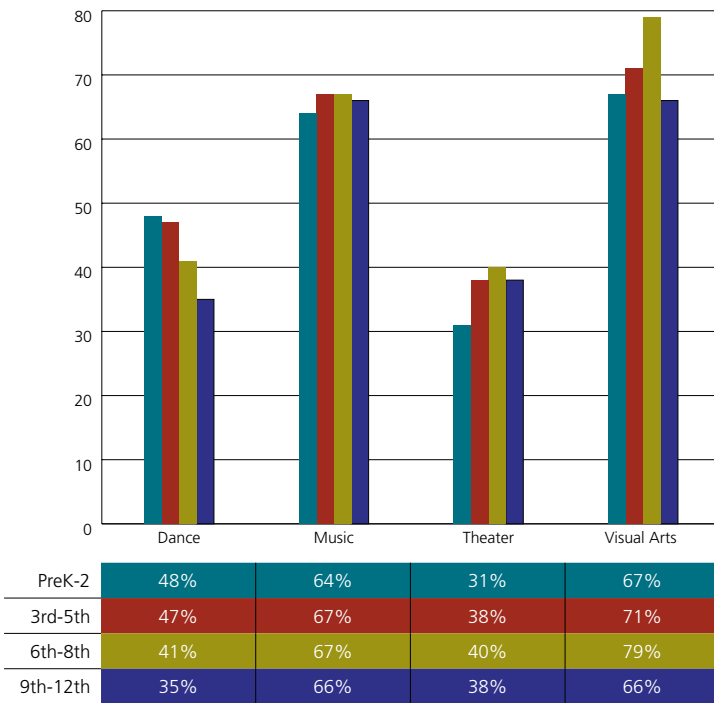


Figure 44. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE THE ARTS TO ADVANCE STUDENTS MANAGEMENT SKILLS BY ARTS DISCIPLINE AND GRADE LEVEL DURING THE 2010-11 SCHOOL YEAR

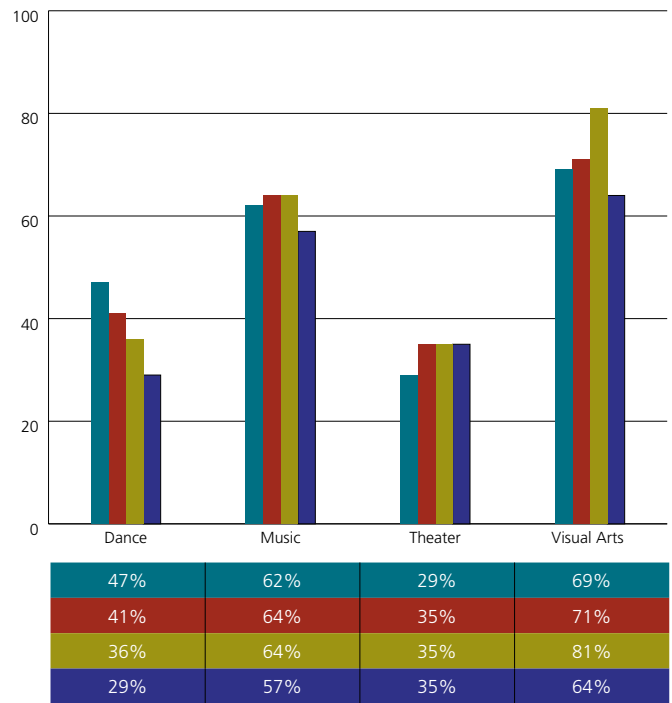


Figure 45. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE THE ARTS TO ADVANCE STUDENTS PHYSICAL DEVELOPMENT BY ARTS DISCIPLINE AND GRADE LEVEL DURING THE 2010-11 SCHOOL YEAR

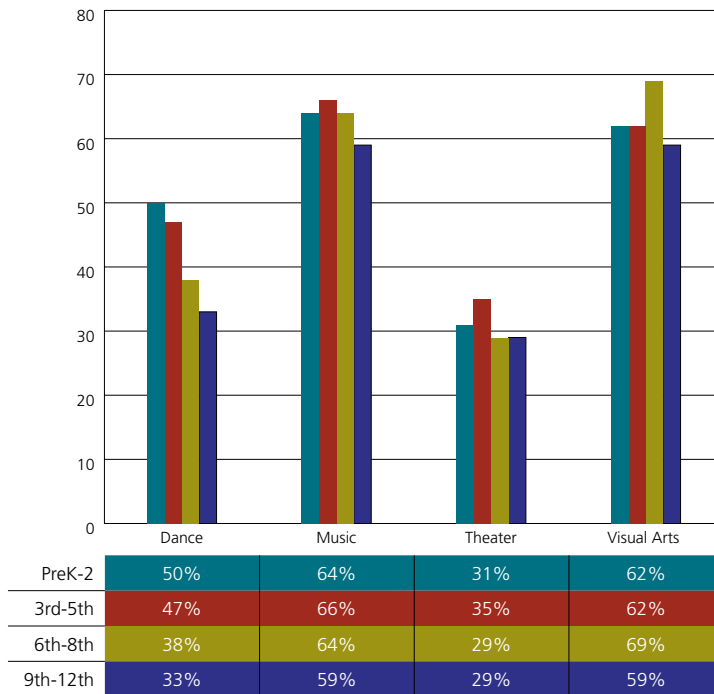
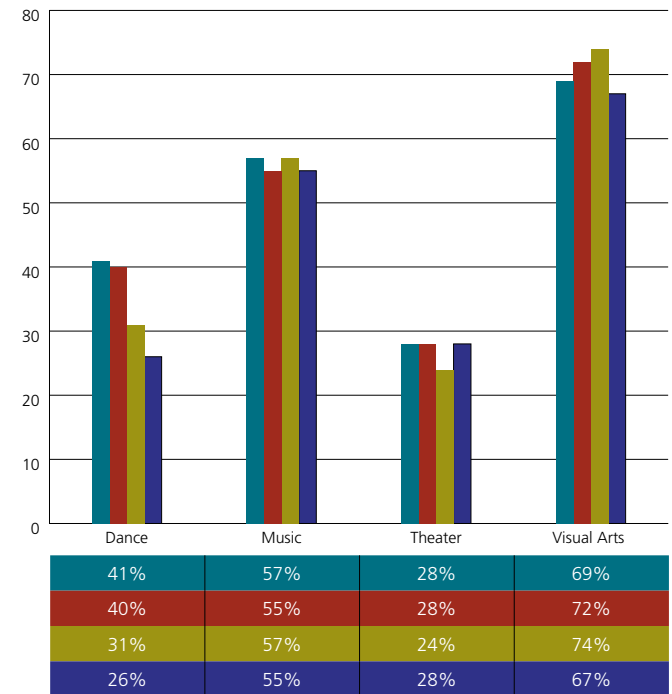


Figure 46. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS THAT REPORT TEACHERS USE THE ARTS TO ADVANCE STUDENTS FINE MOTOR SKILLS BY ARTS DISCIPLINE AND GRADE LEVEL DURING THE 2010-11 SCHOOL YEAR



Quality of Arts Education

“Our school’s vision is to foster lifelong learning in a rich environment that promotes academic achievement and offers varied arts experiences that promote critical thinking and creative problem solving. It is hoped that exposure to the arts will foster a love of the creative process and help students develop the technical as well as technological skills so necessary in today’s world. Introduction to the arts of the world will help students understand our common humanity and develop in them a respect for all cultures. All arts instruction is standards-based and reinforces concepts taught in the core curriculum. Our goal is to produce enriched, 21st-century-ready students who will be prepared for the rigors of high school and beyond.”

– Middle School Principal, Brooklyn

“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 and 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.

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

Figure 47 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 2010-11 school year. Figure 48 displays these data for all schools from the 2007-08 through 2010-11 school years.

Figure 47. 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 2010-11 SCHOOL YEAR

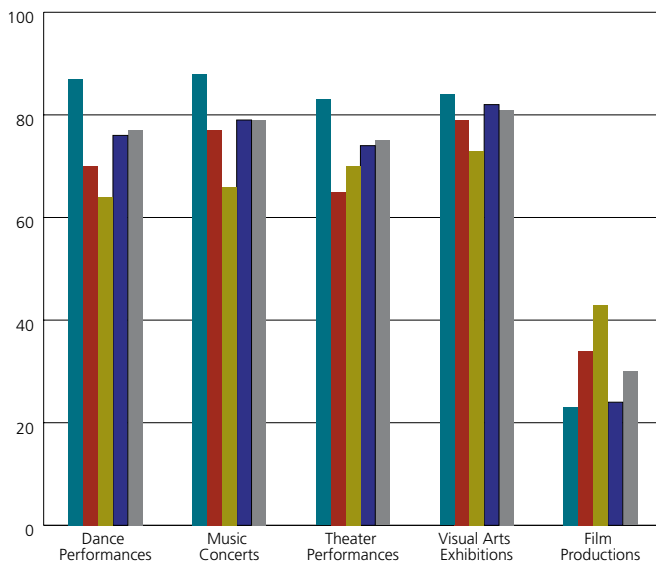
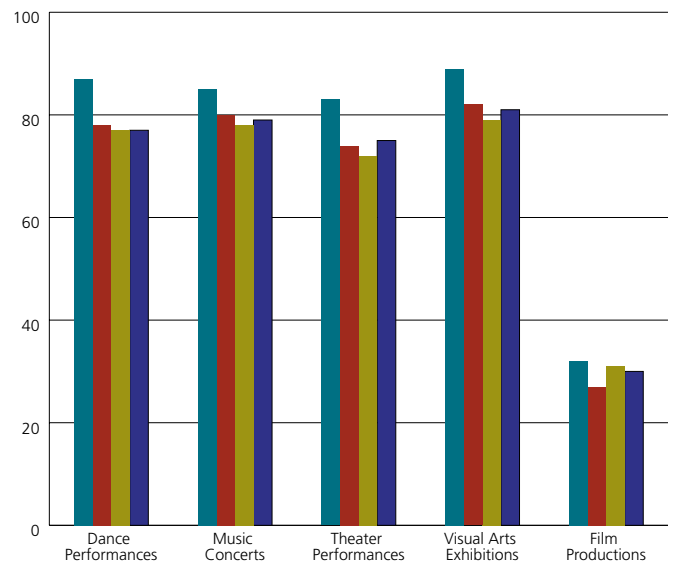


Figure 48. PERCENT OF RESPONDING SCHOOLS WITH STUDENTS PARTICIPATING IN DANCE, MUSIC, THEATER PERFORMANCES; VISUAL ARTS EXHIBITIONS; AND/OR FILM PRODUCTIONS AT THE SCHOOL SITE



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

Table 47 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 2010-11 school years.

Table 47. 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
Dance	28%	32%	24%
Music	41%	48%	34%
Theater	31%	22%	24%
Visual Arts	38%	30%	27%

SUPPORTS FOR QUALITY TEACHING

In order to provide quality teaching in the arts, a number of supports are needed, such as certified arts teachers 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 2010-11 *Annual Arts Education Survey* and NYC databases.

Assessments in the Arts

Table 48 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 the 2008-09 through 2010-11 school years.

Table 48. PERCENT OF RESPONDING SCHOOLS THAT USE THE FOLLOWING METHODS OF EVALUATING STUDENT PROGRESS IN THE ARTS

Assessments	2008-09	2009-10	2010-11
Culminating projects	83%	84%	82%
Teacher observations with descriptive feedback to students	73%	74%	74%
Conferences with students	68%	66%	64%
Student portfolios	66%	65%	65%
Arts performance assessments	66%	64%	64%
Student self and peer assessment	55%	56%	58%
Scaled rubrics with criteria	53%	55%	56%
Written assessments	51%	52%	52%
Student arts journals	30%	34%	33%

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 2010-11 *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.

“The arts provide a rich and diverse experience for all students. Students receive instruction from highly qualified, certified arts teachers in music, visual arts, and drama.”

- Elementary School Principal, Brooklyn

Teacher Participation in Arts-Based Professional Development

Figures 49 and 50 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 2010-11 school years. Table 49 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 50 presents these same data by discipline during the 2010-11 school year.

Figure 49. PERCENT OF SCHOOLS REPORTING THAT SCHOOL-BASED ARTS TEACHERS ATTENDED ARTS-BASED PROFESSIONAL DEVELOPMENT BY SCHOOL LEVEL

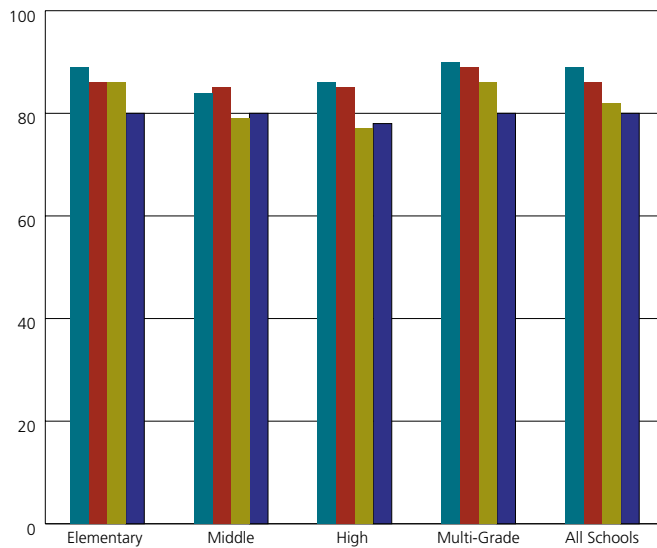


Figure 50. PERCENT OF SCHOOLS REPORTING THAT NON-ARTS TEACHERS ATTENDED ARTS-BASED PROFESSIONAL DEVELOPMENT BY LEVEL

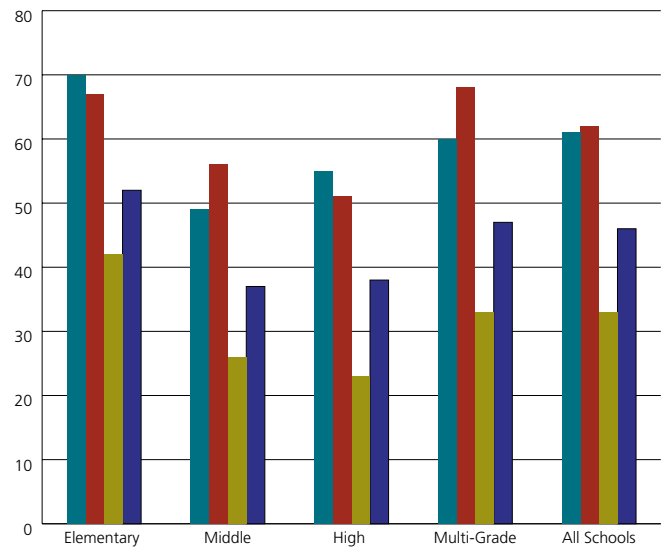


Table 49. AVERAGE ANNUAL HOURS²⁹ OF ARTS-BASED PROFESSIONAL DEVELOPMENT IN RESPONDING SCHOOLS BY SCHOOL LEVEL AND TEACHER TYPE DURING THE 2010-11 SCHOOL YEAR

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 50. AVERAGE ANNUAL HOURS³⁰ OF ARTS-BASED PROFESSIONAL DEVELOPMENT IN RESPONDING SCHOOLS BY ARTS DISCIPLINE AND TEACHER TYPE DURING THE 2010-11 SCHOOL YEAR

Arts Disciplines	School-Based Arts Teachers	Non-Arts Teachers
	Mean Hours	Mean Hours
Dance	13-18	7-12
Music	13-18	7-12
Theater	13-18	7-12
Visual Arts	13-18	7-12

²⁹ On the 2010-11 survey, the number of annual professional development hours included six categories of responses, ranging from 1-6 hours through 31 hours or more.

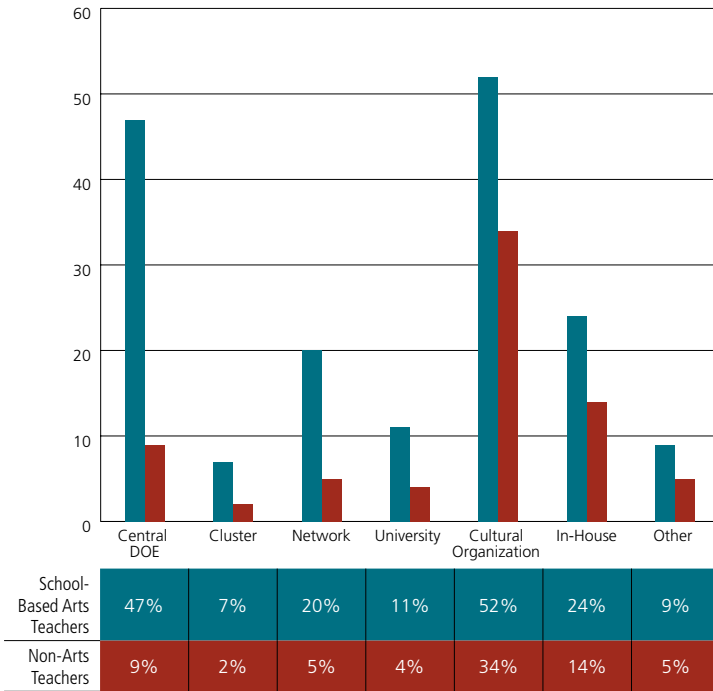
³⁰ Ibid.

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 51 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 2010-11 school year.

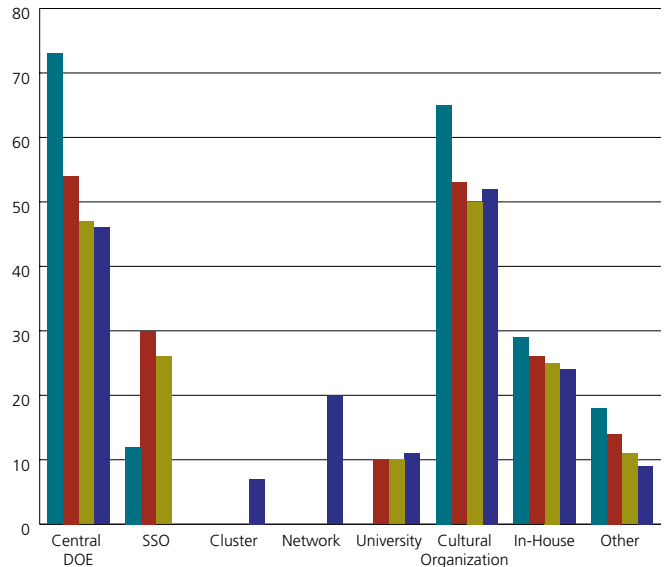
Figure 51. PERCENT OF RESPONDING SCHOOLS IN WHICH ARTS TEACHERS OR NON-ARTS TEACHERS ATTENDED ARTS-BASED PROFESSIONAL DEVELOPMENT BY PROVIDER DURING THE 2010-11 SCHOOL YEAR



Tables 51-54 show the percent of schools that reported school-based arts teachers attended arts professional development, by provider and school level from the 2007-08 through 2010-11 school years.

Figure 52 displays these data for the 2008-09 through 2010-11 school years for all schools.³¹

Figure 52. PERCENT OF ALL RESPONDING SCHOOLS IN WHICH ARTS TEACHERS ATTENDED ARTS PROFESSIONAL DEVELOPMENT BY PROVIDER DURING THE 2007-2008, 2008-2009, AND 2009-2010 SCHOOL YEARS



Provider	2007-08	2008-09	2009-10	2010-11
Central DOE	73%	54%	47%	46%
SSO	12%	30%	26%	0%
Cluster	0%	0%	0%	7%
Network	0%	0%	0%	20%
University	0%	10%	10%	11%
Cultural Organization	65%	53%	50%	52%
In-House	29%	26%	25%	24%
Other	18%	14%	11%	9%

³¹ Starting in the 2010-11 school year, school clusters and networks replaced school support organizations (SSOs). Therefore, "SSO" was no longer a response in the 2010-11 survey and "Cluster" and "Network" were added.

Table 51. PERCENT OF RESPONDING ELEMENTARY SCHOOLS IN WHICH SCHOOL-BASED ARTS TEACHERS ATTENDED ARTS PROFESSIONAL DEVELOPMENT BY PROVIDER

Professional Development Providers	2007-08	2008-09	2009-10	2010-11
Central DOE	75%	54%	53%	54%
SSO	14%	32%	28%	—
Cluster	—	—	—	8%
Network	—	—	—	19%
University ³²	—	8%	5%	8%
Cultural Arts Organization	66%	55%	52%	54%
In-House	25%	20%	18%	18%
Other	15%	10%	9%	8%

³² Professional development provided by a university was not included as a response in the 2007-08 survey.

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

Professional Development Providers	2007-08	2008-09	2009-10	2010-11
Central DOE	68%	52%	43%	41%
SSO	12%	36%	31%	–
Cluster	–	–	–	6%
Network	–	–	–	23%
University ³³	–	8%	12%	12%
Cultural Arts Organization	65%	53%	48%	51%
In-House	32%	27%	29%	26%
Other	14%	10%	7%	7%

Table 53. PERCENT OF RESPONDING HIGH SCHOOLS IN WHICH SCHOOL-BASED ARTS TEACHERS ATTENDED ARTS-BASED PROFESSIONAL DEVELOPMENT BY PROVIDER

Professional Development Providers	2007-08	2008-09	2009-10	2010-11
Central DOE	69%	48%	36%	41%
SSO	9%	20%	17%	–
Cluster	–	–	–	5%
Network	–	–	–	14%
University ³⁴	–	18%	15%	15%
Cultural Arts Organization	67%	53%	46%	51%
In-House	36%	37%	30%	31%
Other	25%	21%	15%	13%

Table 54. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS IN WHICH SCHOOL-BASED ARTS TEACHERS ATTENDED ARTS-BASED PROFESSIONAL DEVELOPMENT BY PROVIDER

Professional Development Providers	2007-08	2008-09	2009-10	2010-11
Central DOE	73%	61%	55%	44%
SSO	12%	31%	26%	–
Cluster	–	–	–	7%
Network	–	–	–	23%
University ³⁵	–	7%	12%	14%
Cultural Arts Organization	65%	50%	53%	49%
In-House	29%	25%	28%	26%
Other	18%	14%	13%	12%

³³ Professional development provided by a university was not included as a response in the 2007-08 survey.

³⁴ Ibid.

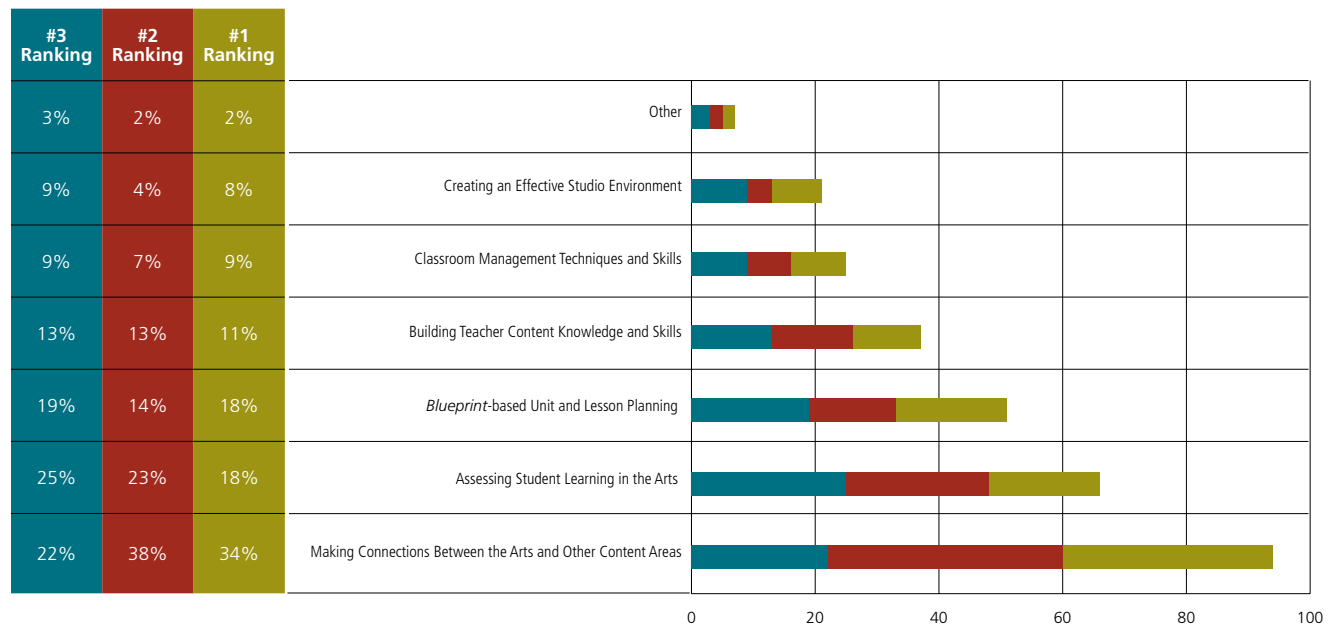
³⁵ Ibid.

Arts-Based Professional Development That Would Be Useful

In addressing instructional needs in their schools, school administrators were asked to report their priorities for professional development in the arts. Figures 53 and 54 display the percent of all responding schools that reported

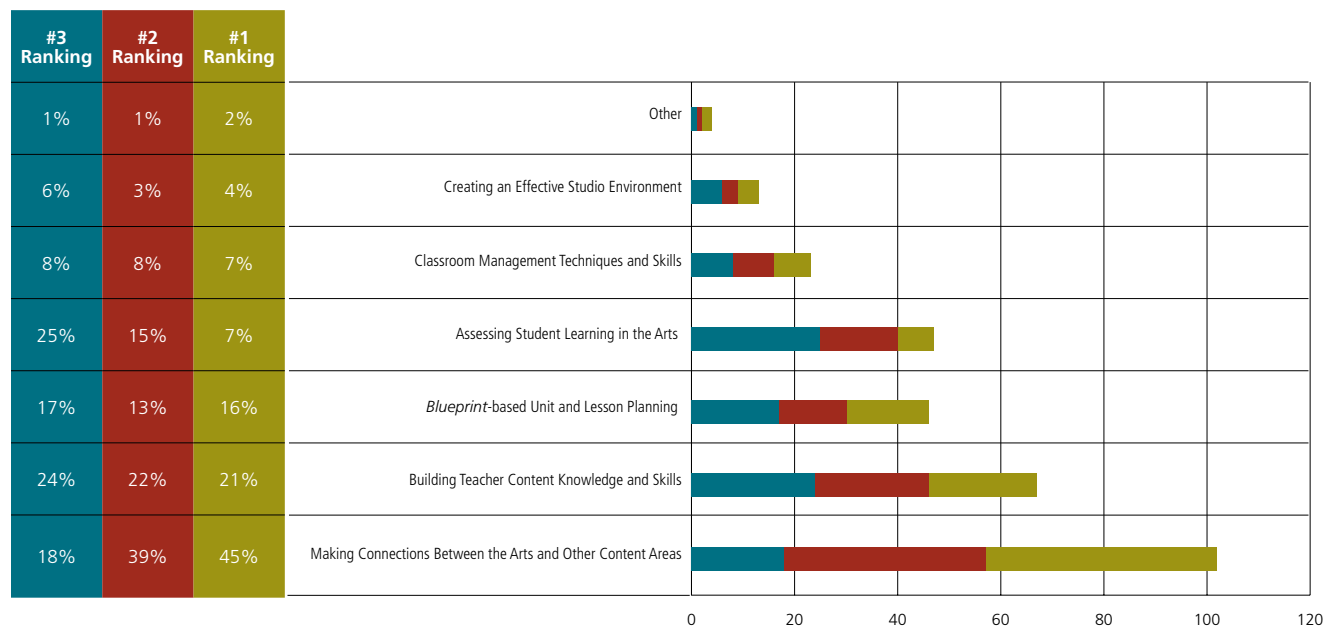
arts professional development opportunities that would be useful for school-based arts teachers and non-arts teachers during the 2010-11 school year.

Figure 53. PERCENT OF RESPONDING SCHOOLS THAT REPORTED ARTS PROFESSIONAL DEVELOPMENT OPPORTUNITIES THAT WOULD BE USEFUL FOR SCHOOL-BASED ARTS TEACHERS DURING THE 2010-11 SCHOOL YEAR



Note: #1 Ranking Is Most Useful Professional Development Opportunity.

Figure 54. PERCENT OF RESPONDING SCHOOLS THAT REPORTED ART PROFESSIONAL DEVELOPMENT OPPORTUNITIES THAT WOULD BE USEFUL FOR NON-ARTS TEACHERS DURING THE 2010-11 SCHOOL YEAR



Note: #1 Ranking Is Most Useful Professional Development Opportunity.

Certified School-Based Arts Teachers

The data in Tables 55 and 56 are provided from the NYCDOE Division of Human Resources. The tables show the number of certified school-based arts teachers by discipline and school-level from 2004-05 through 2010-11.

Table 55. 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*	183	907	119	1,253	2,462
2010-11	184	915	130	1,243	2,481

*Note: 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.

Table 56. NUMBER OF CERTIFIED SCHOOL-BASED ARTS TEACHERS BY SCHOOL LEVEL

School Years	Elementary	Middle	High	Other*	Total
2004-05	464	639	909	257	2,269
2005-06	507	601	961	264	2,333
2006-07	563	585	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**	566	510	850	536	2,462
2010-11	561	538	824	558	2,481

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

**Note: 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.

School administrators who responded to the *Annual Arts Education Surveys* had the opportunity to indicate the number of full-time and part-time certified school-based arts teachers on their staff.³⁶ Figure 55 displays 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 2010-11. Figures 56-59 display these same data by school level.

³⁶ 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 55. PERCENT OF ALL RESPONDING SCHOOLS WITH AT LEAST ONE PART-TIME AND/OR FULL-TIME CERTIFIED SCHOOL-BASED ARTS TEACHER BY ARTS DISCIPLINE

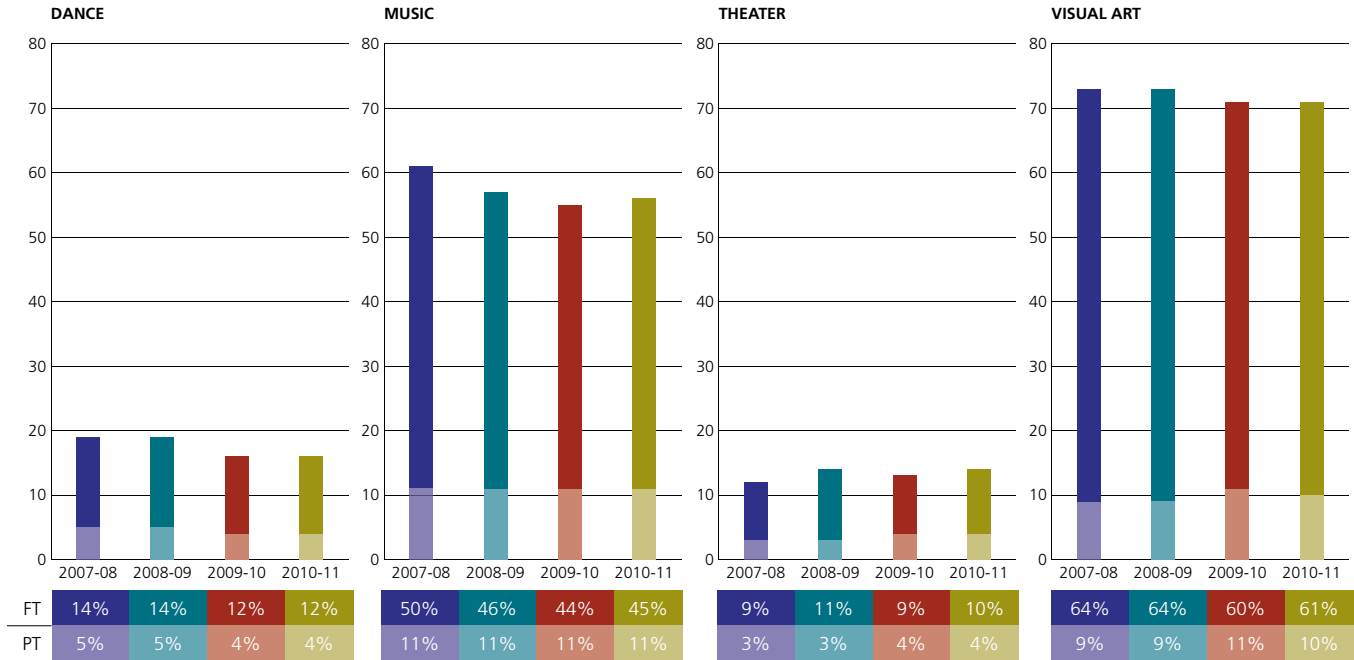


Figure 56. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE PART-TIME AND/OR FULL-TIME CERTIFIED SCHOOL-BASED DANCE TEACHER BY SCHOOL LEVEL

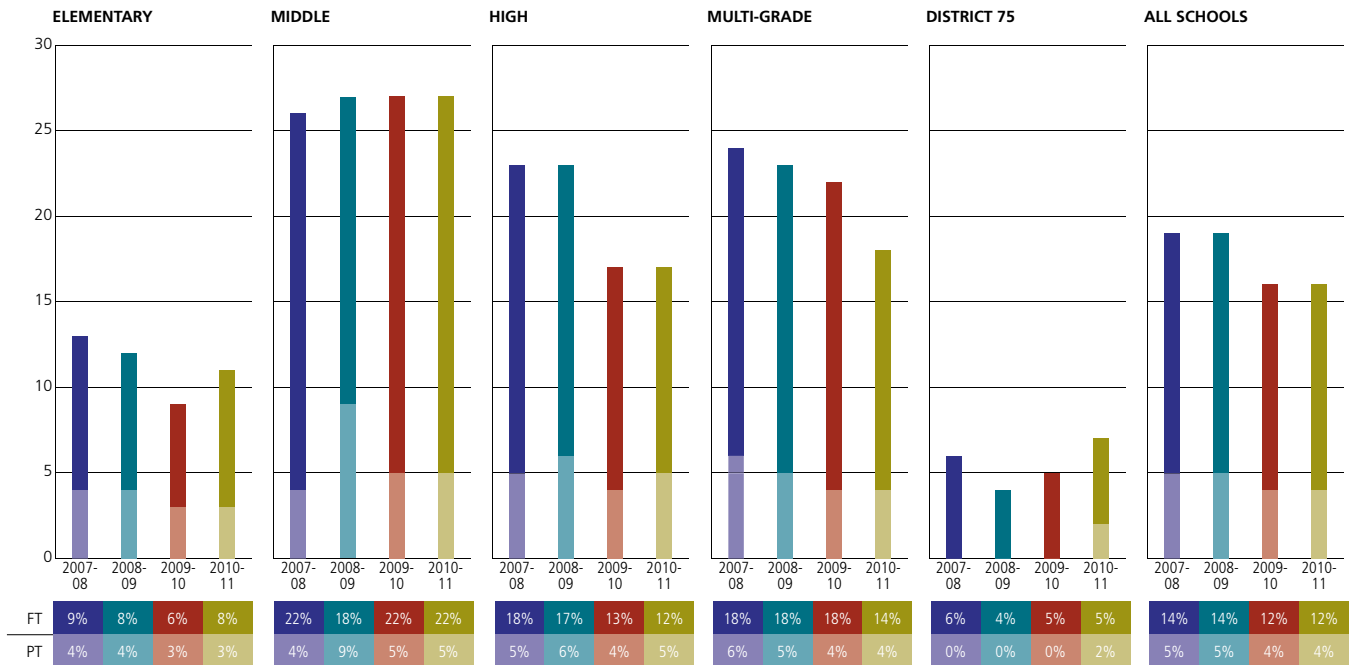


Figure 57. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE PART-TIME AND/OR FULL-TIME CERTIFIED SCHOOL-BASED MUSIC TEACHER BY SCHOOL LEVEL

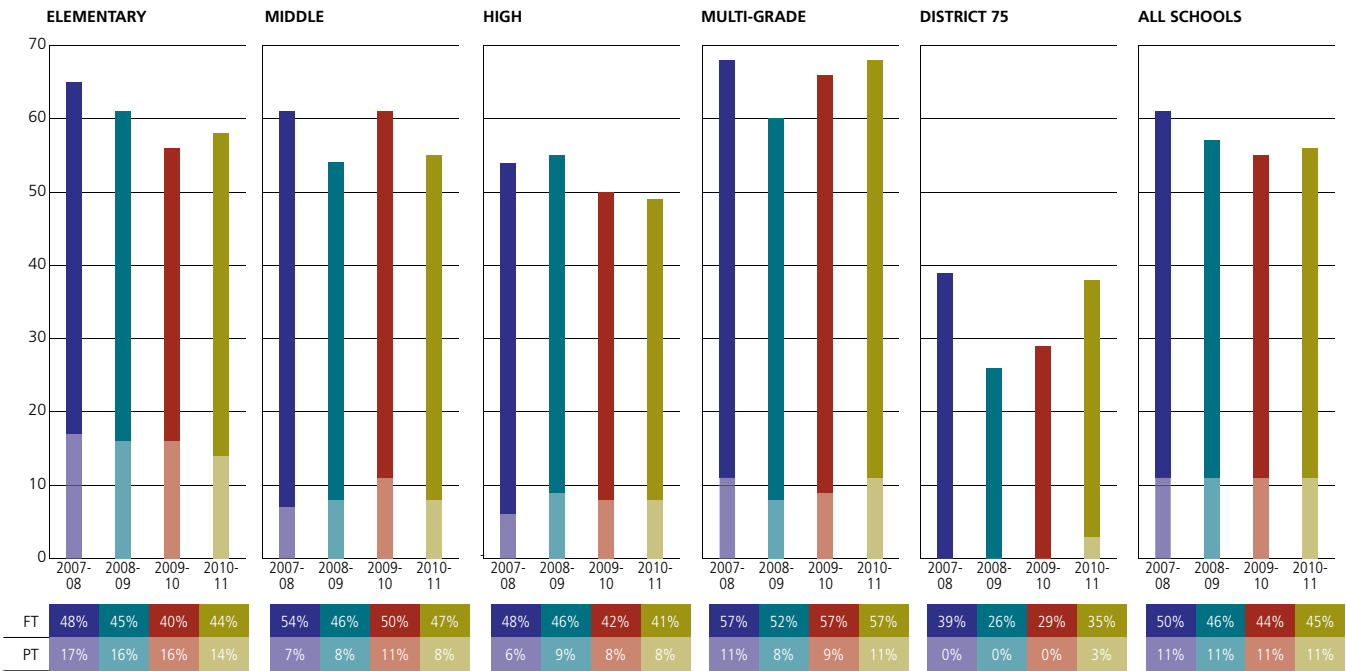


Figure 58. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE PART-TIME AND/OR FULL-TIME CERTIFIED SCHOOL-BASED THEATER TEACHER BY SCHOOL LEVEL

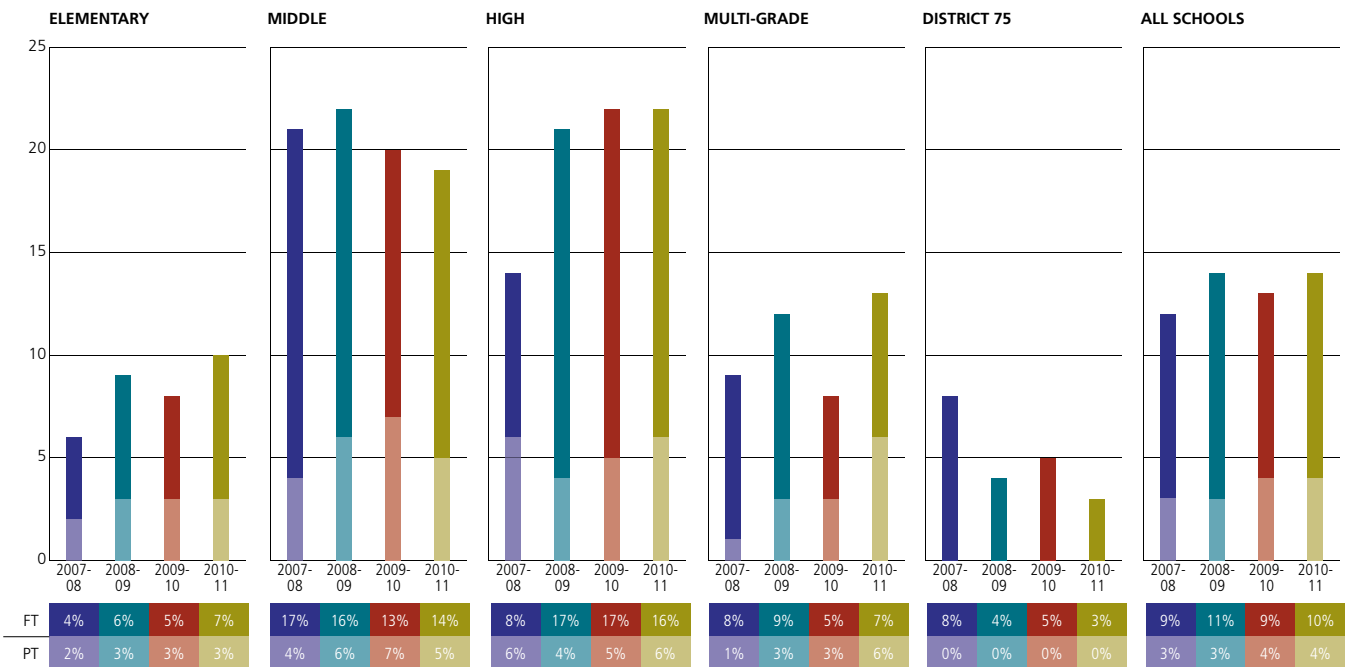
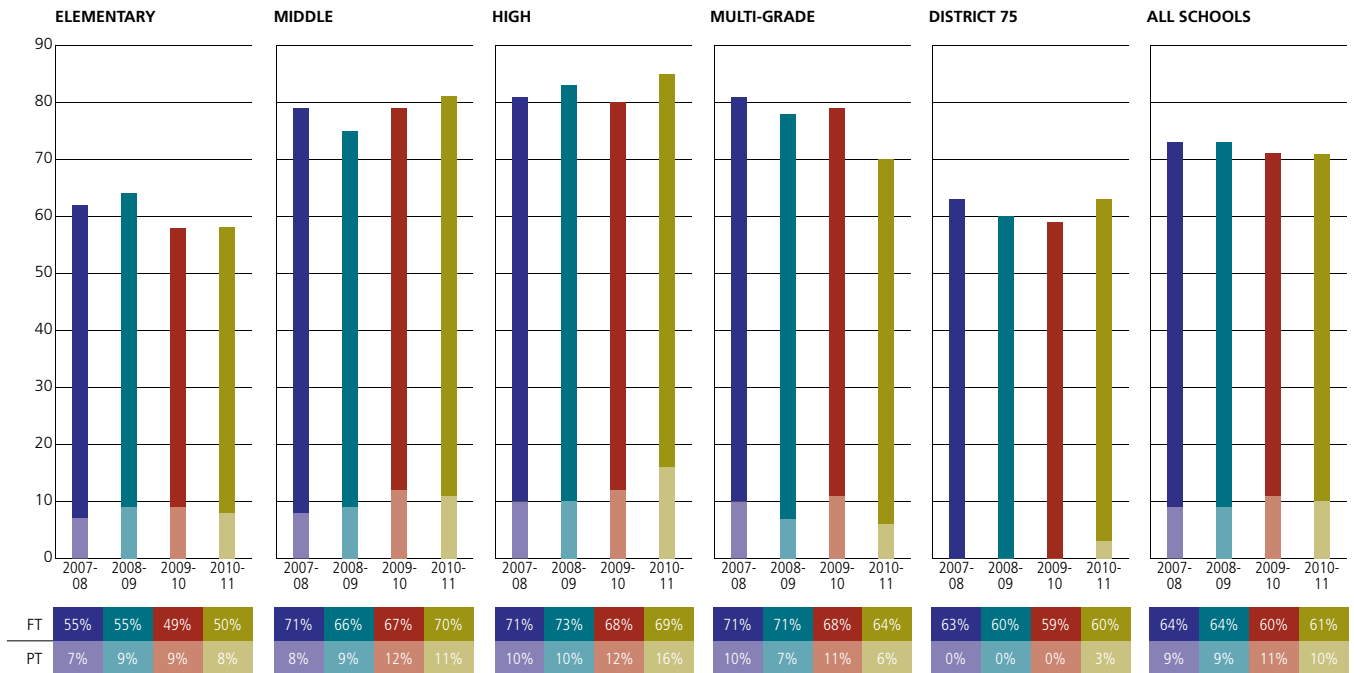


Figure 59. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE PART-TIME AND/OR FULL-TIME CERTIFIED SCHOOL-BASED VISUAL ARTS TEACHER BY SCHOOL LEVEL



“New York City’s artists and cultural groups help make the city a great place to live, learn, and work, and a destination for ambitious and creative people from across the world.”

- Mayor Michael Bloomberg

“In order to allow learning within all four arts disciplines, we partner with cultural organizations. ...Through these partnerships, students not only reap the benefits of an enriched curriculum, but teachers also have the opportunity to grow professionally through planning and delivering instruction in cooperation with teaching artists, thereby expanding their capacity to integrate the arts through the school day for our students.”

- Elementary School Principal, Manhattan

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 a literate individual: students who are college and career ready in speaking, writing, speaking, listening and language.

On the 2010-11 *Annual Arts Education Survey* school administrators were asked to report on all cultural arts organization partnerships. The data in Table 57 present information on the percent of all responding schools that reported working with at least one cultural arts organization from 2007-08 through 2010-11. Table 58 presents these data by borough. The number of cultural arts organizations partnered with responding schools from 2007-08 through 2010-11 is displayed in Table 59.

Table 57. PERCENT OF RESPONDING SCHOOLS PARTNERED WITH AT LEAST ONE CULTURAL ARTS ORGANIZATION

	2007-08	2008-09	2009-10	2010-11
At Least One Arts Provider	89%	81%	88%	86%

Table 58. PERCENT OF RESPONDING SCHOOLS PARTNERED WITH AT LEAST ONE ARTS EDUCATION PROVIDER BY BOROUGH

Boroughs	2007-08	2008-09	2009-10	2010-11
Bronx	87%	74%	85%	85%
Brooklyn	89%	80%	87%	87%
Manhattan	89%	85%	89%	89%
Queens	92%	83%	89%	85%
Staten Island	84%	85%	89%	84%

Table 59. NUMBER OF CULTURAL ARTS ORGANIZATION PARTNERED WITH RESPONDING SCHOOLS

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

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, then they were asked to provide a reason for discontinuing services with the organization. Table 60 shows the percent of schools that had been partnered with at least one cultural arts organization in 2010-11

that indicated they would continue or discontinue or were uncertain about continuation of services with at least one of these organizations. For those schools that reported that they would discontinue services with at least one cultural arts organization, Table 61 provides the reasons reported for discontinuing services.

Table 60. PERCENT OF RESPONDING SCHOOLS PARTNERED WITH AT LEAST ONE CULTURAL ARTS ORGANIZATION REPORTING CONTINUATION OF SERVICES

Responses	2009-10	2010-11
Yes, School Will Continue Service with At Least One Cultural Arts Organization	68%	76%
No, School Will Discontinue Service with At Least One Cultural Arts Organization	4%	4%
Uncertain, School is Uncertain About Continuation of Services with at Least One Cultural Arts Organization	23%	25%

Table 61. PERCENT OF RESPONDING SCHOOLS REPORTING REASONS FOR DISCONTINUATION OF SERVICE FROM CULTURAL ARTS ORGANIZATION

Responses	2009-10	2010-11
High Cost of Services	6%	7%
Limited Capacity of Provider	4%	4%
Reduced School Budget	50%	25%
Unsatisfactory Quality of Services	5%	12%
Other Responses*	22%	53%

*Note: In 2010-11, schools that responded "Other" indicated the following reasons for discontinuing service: school closing or grant ended.

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

Figure 60 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 2010-11 school year. Table 62 displays these data for all schools in the 2009-10 and 2010-11 school years.

Figure 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 DURING THE 2010-11 SCHOOL YEAR

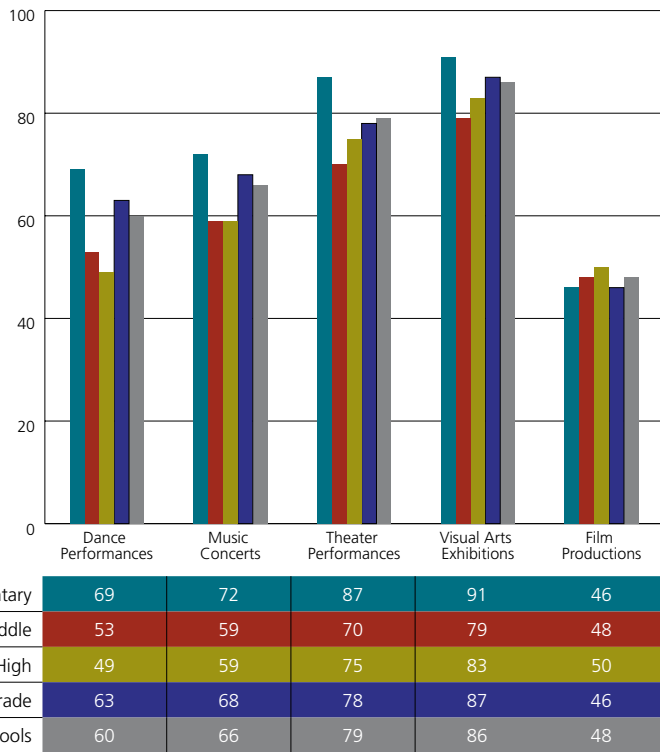


Table 62. PERCENT OF RESPONDING SCHOOLS WITH STUDENTS PARTICIPATING IN DANCE, MUSIC, OR THEATER PERFORMANCES; VISUAL ARTS EXHIBITIONS; AND/OR FILM PRODUCTIONS OUTSIDE THE SCHOOL SITE BY SCHOOL LEVEL

School Levels	Dance Performance		Music Concert		Theater Performance		Visual Arts Exhibitions		Film Productions	
	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11
Elementary	70%	69%	72%	72%	86%	87%	88%	91%	53%	46%
Middle	53%	53%	61%	59%	67%	70%	80%	79%	43%	48%
High	48%	49%	60%	59%	77%	75%	83%	83%	51%	50%
Multi-Grade	62%	63%	68%	68%	81%	78%	89%	87%	53%	46%
All Schools	60%	60%	66%	66%	80%	79%	86%	86%	49%	48%

“As you make tough budget, staffing, and resource decisions for the upcoming year, please keep your school’s arts instruction in mind. You may need to think flexibly about resources, but we all should be committed to providing our students with the invaluable learning experiences that the arts provide.”

- Chancellor Dennis M. Walcott

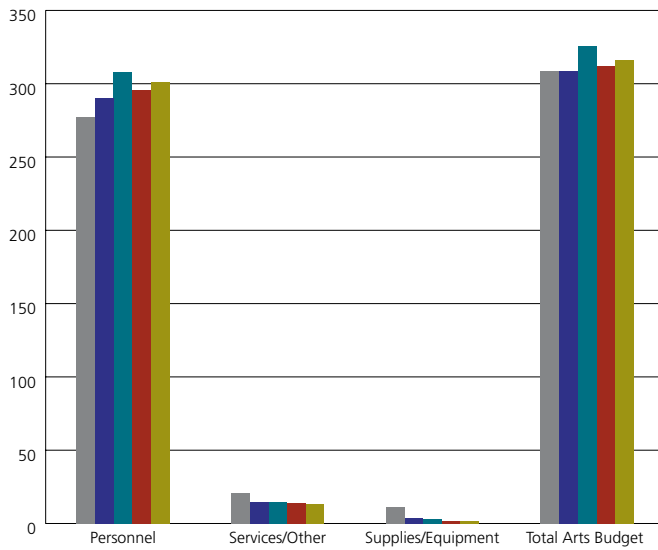
Arts Budgeting by Schools

Schools’ arts budgets include staff salaries, equipment/ supplies, and services such as cultural arts organization partnerships. The data in Figures 60-63 were provided from the NYCDOE Division of Budget Operations and Review and the Division of Contracts and Purchasing Management databases.

Figure 61 displays the total NYCDOE budget for arts education from the 2006-07 through 2010-11 fiscal years. Figures 62-64 display the arts education budgets for elementary, middle, and high schools in the 2008-09 through 2010-11 fiscal years.³⁷

³⁷ The arts education budgets for elementary, middle, and high schools in the 2006-07 and 2007-08 fiscal years can be found in the *2009-2010 Annual Arts in Schools Report* (<http://schools.nyc.gov/offices/teachlearn/arts/ArtsCount/ArtsReport/2009-10/AAISR09-10.pdf>).

Figure 61. DISTRIBUTION OF FUNDS BUDGETED FOR THE ARTS



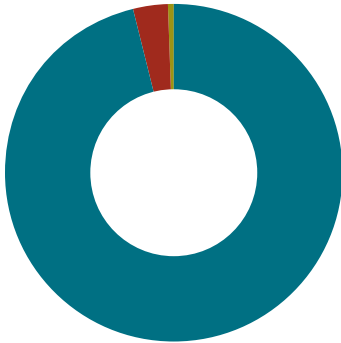
Millions of Dollars

2006-07	277	21	11	309
2007-08	290	15	4	309
2008-09	308	15	3	326
2009-10	296	14	2	312
2010-11	301	13	2	316

Figure 62. TOTAL NYCDOE BUDGET FOR ARTS EDUCATION IN ELEMENTARY SCHOOLS

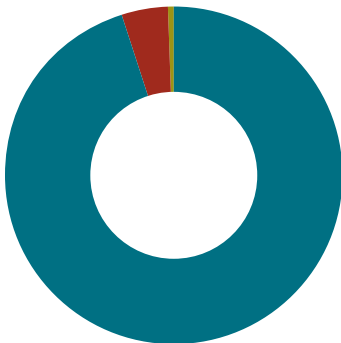
FISCAL YEAR 2010-11

Personnel	\$117,179,858
Services/Other	\$4,022,270
Supplies/Equipment	\$440,277



FISCAL YEAR 2009-10

Personnel	\$114,939,896
Services/Other	\$5,087,164
Supplies/Equipment	\$647,224



FISCAL YEAR 2008-09

Personnel	\$117,694,021
Services/Other	\$7,658,672
Supplies/Equipment	\$915,637

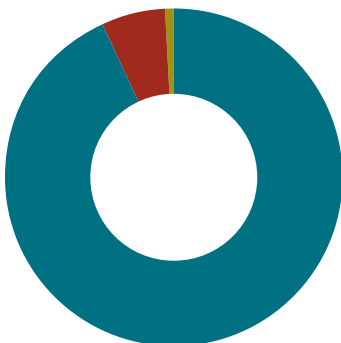
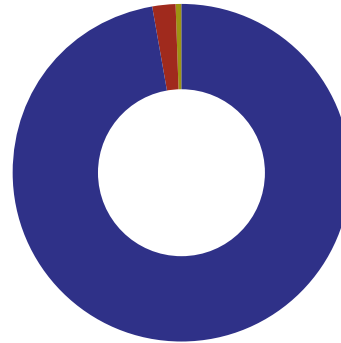


Figure 63. TOTAL NYCDOE BUDGET FOR ARTS EDUCATION IN MIDDLE SCHOOLS

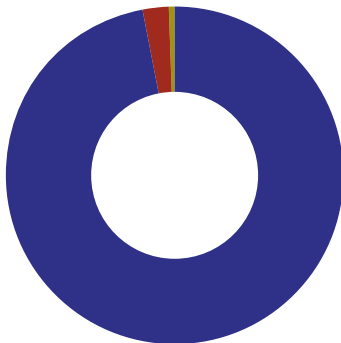
FISCAL YEAR 2010-11

Personnel	\$79,699,283
Services/Other	\$1,772,405
Supplies/Equipment	\$279,648



FISCAL YEAR 2009-10

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



FISCAL YEAR 2008-09

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

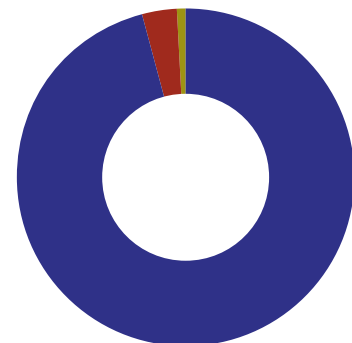
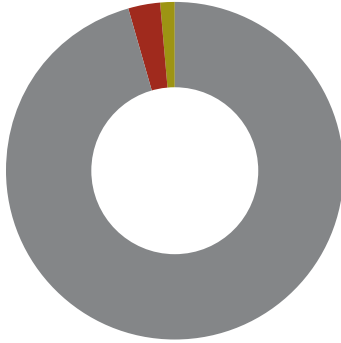


Figure 64. TOTAL NYCDOE BUDGET FOR ARTS EDUCATION IN HIGH SCHOOLS

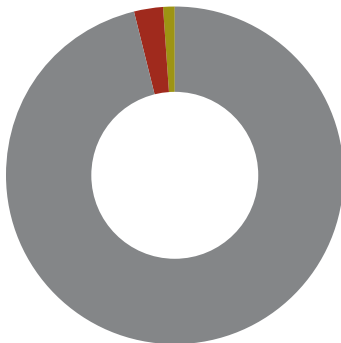
FISCAL YEAR 2010-11

Personnel	\$100,813,713
Services/Other	\$3,274,097
Supplies/Equipment	\$1,292,415



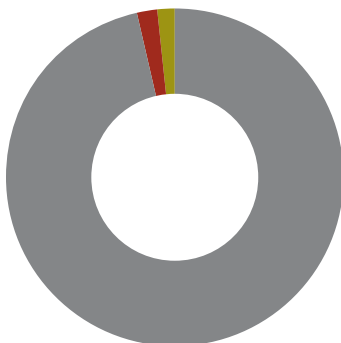
FISCAL YEAR 2009-10

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



FISCAL YEAR 2008-09

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



“We have been able to provide students with dance, theater, visual arts, music, and film. We would like to continue to provide students with these types of programs and many more as we did this current school year. With this in mind, we will be seeking additional funding from our City Council and community to enhance our students’ learning in the arts for 2011-12 school year!”

- District 75 Principal, Staten Island

External Funding for Arts Education

School administrators are asked to report on the use of external funding for arts education on the 2010-11 *Annual Arts Education Survey*. Table 63 shows the percent

of schools that reported using external funding for arts education by source and school level in the 2009-10 and 2010-11 school years.

Table 63. 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	
	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11
Private Foundation	18%	19%	14%	16%	21%	29%	19%	18%	18%	19%
Local Business or Corporation	8%	9%	5%	6%	11%	10%	6%	8%	8%	9%
PTA/PA	35%	40%	28%	23%	13%	14%	28%	26%	27%	28%
State, County, Local Arts Organization or Agencies	20%	16%	17%	14%	18%	15%	20%	17%	18%	16%
Education Associations	5%	3%	7%	3%	6%	5%	5%	3%	5%	4%
Federal Grants	12%	9%	16%	14%	12%	14%	12%	11%	12%	13%
State Grants	15%	11%	18%	12%	10%	11%	17%	11%	15%	11%
City Council	31%	33%	16%	19%	9%	8%	19%	19%	20%	21%
Cultural Organizations	39%	40%	23%	27%	24%	22%	34%	36%	32%	34%
Other	7%	8%	7%	5%	9%	7%	9%	8%	8%	7%

“We are moving into our new school building, where we deliberately designed a music room. This additional space will be welcomed and valued as a much needed expanded space, where both full classes and small groups can receive music instruction.”

- Elementary School Principal, The Bronx

Arts Space

Appropriately equipped classrooms or other school facilities used for arts instruction are essential for teaching each arts discipline. On the 2010-11 *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. Tables 64 and 65 provide data on the

percent of responding schools with at least one classroom or other school facility used for arts instruction and at least one appropriately equipped classroom or other school facility by classroom type and school level during the 2010-11 school year. Table 66 displays the percent of all responding school with at least one appropriately equipped classroom by classroom type from 2008-09 through 2010-11.

Table 64. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE CLASSROOM OR OTHER SCHOOL FACILITY USED FOR ARTS INSTRUCTION BY SCHOOL LEVEL DURING THE 2010-11 SCHOOL YEAR

Classrooms or Other School Facilities Used for Arts Instruction	Elementary	Middle	High	Multi-Grade	All Schools
Dance	49%	52%	44%	53%	49%
General Music	60%	42%	51%	61%	55%
Music Instrumental	52%	57%	44%	53%	51%
Music Vocal	43%	43%	32%	43%	40%
Theater	25%	34%	37%	32%	31%
Auditorium	83%	69%	56%	68%	71%
Visual Arts	76%	84%	86%	83%	81%
Film Studio	2%	6%	15%	5%	7%

Table 65. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE APPROPRIATELY EQUIPPED CLASSROOM OR OTHER SCHOOL FACILITY USED FOR ARTS INSTRUCTION BY SCHOOL LEVEL DURING THE 2010-11 SCHOOL YEAR

Classrooms or Other School Facilities Used for Arts Instruction	Elementary	Middle	High	Multi-Grade	All Schools
Dance	14%	33%	30%	26%	23%
General Music	51%	34%	41%	53%	46%
Music Instrumental	45%	51%	39%	45%	44%
Music Vocal	35%	34%	28%	33%	32%
Theater	14%	21%	22%	13%	17%
Auditorium	77%	62%	50%	61%	65%
Visual Arts	69%	72%	74%	75%	72%
Film Studio	2%	5%	12%	4%	5%

Table 66. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE APPROPRIATELY EQUIPPED CLASSROOM OR SCHOOL FACILITY USED FOR ARTS INSTRUCTION BY SCHOOL LEVEL

Classrooms or Other School Facilities Used for Arts Instruction	2008-09	2009-10	2010-11
Dance	21%	22%	23%
General Music	37%	37%	46%
Music Instrumental	39%	44%	44%
Music Vocal	32%	33%	32%
Theater	13%	13%	17%
Auditorium	61%	66%	65%
Visual Arts	57%	66%	72%
Film Studio	6%	5%	5%

Number of Arts Rooms

The NYCDOE School Construction Authority collects data on the number of arts rooms in school buildings. Table 67 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 2010-11.

Table 67. NUMBER OF ARTS ROOMS

Item	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Number of School Buildings with Arts Rooms	1,018	1,039	1,068	1,051	1,070	1,096	1,124
Number of Arts Rooms	2,864	3,159	3,187	2,888	3,104	3,327	3,515
Average Number of Arts Rooms per Building	2.8	3.0	3.0	2.7	2.9	3.0	3.1

Parent Involvement

Table 68 shows the percent of all responding schools that reported a “medium” to “high” level of parental

involvement in their schools’ arts programs on the *Annual Arts Education Survey* from 2006-07 through 2010-11.

Table 68. PERCENT OF RESPONDING SCHOOLS THAT REPORTED A MEDIUM-TO-HIGH PARENT INVOLVEMENT IN ARTS PROGRAM

Parental Involvement	2006-07	2007-08	2008-09	2009-10	2010-11
Attending School Arts Events	77%	85%	84%	78%	78%
Volunteering in Arts Programs or Classrooms	30%	66%	34%	27%	27%
Donating Arts Materials or Supplies	23%	25%	26%	25%	25%
Attending School-Sponsored Arts Workshops	32%	38%	37%	32%	32%
Attending School-Sponsored Weekday and/or Weekend Trips to Cultural Organizations	40%	48%	47%	43%	44%
Sponsoring Fund Raising Activities for Arts Programs	22%	25%	29%	24%	28%

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 69 presents data on the percent of parents who reported wanting to see

improvement in areas related to arts education in the 2009-10 and 2010-11 school years. These data do not include parents with students in District 75 schools.

Table 69. 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
Arts Programs	8%	8%
Enrichment Programs	17%	16%
Hands-on Learning	14%	14%

"We are constantly searching for additional sources of funding. We are trying to expand our arts programs to give all 2,000 students a quality arts experience in every arts area. Attempts at expanding our dance program are hampered by a lack of space."

- High School Principal, Manhattan

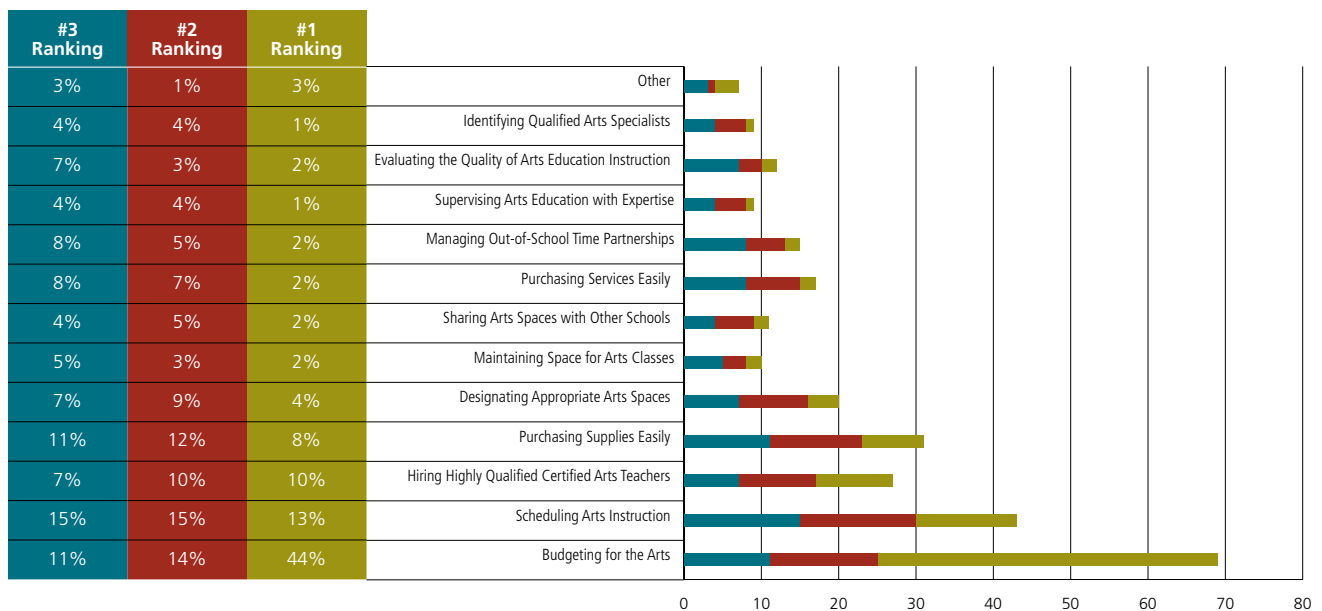
"If budget, space, and time permits, we would like to extend our arts program to include a dance and theater program for every child in the building, and extend our current art and music programs to as many grades as possible."

- High School Principal, Manhattan

CHALLENGES

On the 2010-11 *Annual Arts Education Survey*, school administrators were asked to rank their greatest challenges to providing sequential arts instruction. Figure 65 displays the percent of all responding schools that reported experiencing challenges to providing arts instruction, such as budgeting for the arts, scheduling arts instruction, and/or hiring highly qualified certified arts teachers, during the 2010-11 school year.

Figure 65. PERCENT OF RESPONDING SCHOOLS THAT REPORTED THE FOLLOWING CHALLENGES IN PROVIDING ARTS EDUCATION DURING THE 2010-11 SCHOOL YEAR



Note: #1 Ranking Is Greatest Challenge.



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

A Blueprint for Arts Education: 2011-2014

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

- Report to the Panel for Educational Policy by the Arts Advisory Committee

ARTS ADVISORY COMMITTEE

Arts Advisory 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 Advisory 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. Their report follows.

A BLUEPRINT FOR ART EDUCATION: 2011-2014

The Arts Prepare Students for School, Work, and Life

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

The Arts Strengthen the Learning Environment

Where schools are delivering high-quality, sequential learning opportunities in the arts for children, extraordinary results occur. A study by the Arts Education Partnership, *Third Space: When Learning Matters*, finds that schools with large populations of students in economic poverty can be transformed into vibrant hubs of learning when the arts are infused into their culture and curriculum. Additionally, studies have found that 8th graders from under-resourced environments who are highly involved in the arts have better grades, less likelihood of dropping out by grade 10, have more positive attitudes about school, attend school at a higher rate and are more likely to go on to college.

The Arts Help Close the Achievement Gap

The arts make a tremendous impact on the developmental growth of every child, leveling the “learning field” across socio-economic boundaries. The arts reach students not otherwise engaged, uniquely bridging the broad spectrum of learning styles. English Language Learners and children with special needs often become high achievers in arts learning settings. Their success in the arts classroom often transfers to achievement in other subject areas.

Students who participate in the arts outperform those who do not on virtually every measure.

- Researchers found that sustained learning in music and theater correlate to greater success in math and reading, with students from lower socio-economic backgrounds reaping the greatest benefits. It is now accepted that the arts are uniquely able to boost learning and achievement for young children, students with disabilities, students from under-resourced environments, and students needing remedial instruction.
- Students in high-poverty schools benefit dramatically from arts education. The arts teach children the skills necessary to succeed in life, including learning to solve problems and make decisions; learning to think creatively; building self-esteem and self-discipline; articulating a vision; developing the ability to imagine what might be; and accepting responsibility to complete tasks from start to finish.
- The College Board’s National Task Force on the Arts in Education recommends that “greater access to arts education can serve as an effective tool in closing the achievement gap, increasing the number of underserved students that achieve at the highest level in education.”

Goals:

- By 2014, all schools will meet the instructional requirements in the arts as designated by NYSED and aligned with the NYCDOE compliance metrics and as delivered by certified teachers of the arts, classroom teachers (when appropriate) and in sustained arts residencies.
- 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)
- By 2014, in order to assure and measure the quality of the instruction, all schools will participate in the arts performance assessments being developed under *Investing in Innovation: Arts Achieve* project. (2013-14 school year)
- 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.

Challenge: Some schools consistently fail to meet the instructional requirements in the arts and fall within the lowest 5% (75 schools) as revealed in the Annual Arts Survey. These schools are not providing their students with a complete education and are not preparing them for next steps in their school, college or career.

- Target excessed arts teachers to be strategically placed in the low 75 schools. (Fall 2011)
- Provide extended arts leadership training for low arts school principals through an enhanced Shubert Arts Leadership Institute. (Spring 2012)
- Provide tiered down, three-year incentives 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 art. Project Arts funds to be allocated; Year one 10k/Year two 5K/Year three 3K. (Spring 2012)

Challenge: The DOE will be hard pressed to sustain the level of arts instruction provided by certified teachers of the arts in this time of constrained resources. With constricted school budgets, principals may need to terminate arts programs and in the process arts teacher may be excessed. We need to maximize the impact of all teachers of the arts across school sites to assure that certified teachers are reaching as many students as possible.

- By July 1, 2011, put in place a system that allows for matching teachers of the arts with school leaders who are seeking to share teachers of the arts across school sites.
- By October 2011, survey all existing NYCDOE teachers to ascertain which teachers would be eligible for additional arts teaching certification. All candidates would be existing DOE teachers with a minimum bachelor's degree in the arts (dance, music, theater, visual arts). The program would support teachers through workshop preparation for the Content Special Test (CST), fee reimbursement for the CST and NYSED transcript review. Higher education partners will prepare additional course work to prepare them to take on this new instructional responsibility. This initiative could substantially increase the number of teachers of the arts within the existing talent pool.
- In 2011-2012, work with higher education and arts partners to devise a plan for sustaining the arts teacher pipeline for assuring that DOE positions exist for certified teacher of the arts; and to plan for the necessity of increased numbers of arts teachers to meet the 2014 goals. Models might include a *Teaching Fellows for the Arts* or another program to transition professional artists and graduates of arts education certification programs into the field while supporting and improving existing higher education programs and actively encouraging DOE schools to hire arts teachers. Model plan in place by the fall of 2013 and activated depending on the need at that time.
- In 2011-2014, continue to support and ramp up arts professional development to assure that existing and new arts teachers are effective, innovative and maximizing their instructional potential. This would require a shift in current DOE fee-for-service PD model and would need to be offset with DOE tax levy funds or private support.

Challenge: In order to move beyond a purely quantitative measurement for arts instruction, we must provide appropriate arts assessments that reveal information about the quality of teaching and learning in the arts. This qualitative data is essential in helping all school understand the value of the arts and to evaluate the progress they are in assuring that all students are achieving in the arts and are career and college ready.

- The existing Federal DOE grants (i-3 and AEMDD) support the creation, implementation and research around performance assessments in the arts. This pivotal and ground-breaking work is important as a national model, but is under-funded. There should be a sustained fund raising commitment to off-set existing expenses and to support the technology platform needed for this work to assure that the NYCDOE is able to support holistic arts assessments. (2011-2014)

Challenge: Parents are a key lever in assuring that the arts are valued and sustained in individual schools. However, we have a wide range of parent engagement in the arts from their full participation and support to parent communities that do not see the value of or participate in the arts with their children.

- By 2012-13 and in conjunction with the Office of Family Information and Action, the Department of Cultural Affairs, cultural arts partners and the Center for Arts Education, devise a plan for sustained parent workshops, activities and arts encounters for students and parents in and out of school and at school sites and cultural organizations. Private funding would be required.

It is critical that we meet these goals by January of 2014 when a new mayor and a new administration are sworn in. Arts education has been a priority for Mayor Bloomberg and a strong component of the Department of Education under his watch. If we can fulfill the goals outlined in this paper—put in place the arts specialists needed to fulfill state instructional goals for all students and begin assessing student achievement in the arts—we will have created a marvelous legacy for the outgoing administration and a standard of excellence for the new administration to maintain. The direction we need to take is clear. For the sake of the children of this city, we must complete the journey.

Committee Members:

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

Next Steps

The data from the 2006-11 *Annual Arts Education Surveys* and other NYCDOE databases for 2006-11 have yielded valuable information to 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 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;
- support all schools to meet ArtsCount/NYSED requirements; and
- develop measures of student achievement in the arts aligned with college and career readiness.

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 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.
- 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.
- Outreach and support of arts aligned with Common Core capacities in new and innovative school models.
- Increase parental awareness of the existence of OASP Website and to *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.
- Support refining and improving the *Annual Arts Education Survey* process, development of aggregate report and individual school reports for parent/student information and decision making.
- Inform and support school arts needs in re-start settings.

Strong Partnerships with Families

- Support increased access for parent and partners to arts resources, institutions, reports, and information on 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 relationship 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 to schools, clusters, networks from *Annual Arts Education Survey*, *Commencement Assessments*, and *Arts Achieve*.
- 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 the organization's Website.
- *What Counts in Elementary Classroom Teacher-Led Arts Instruction*
- Arts Tracking Tool for Elementary School Leaders
- Arts Toolkit for School Leaders
- All five *Blueprints for Teaching and Learning in the Arts* (Dance, Music, 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* is a combination of data sources that include the *Annual Arts Education Survey*, NYCDOE databases, and the *NYC School 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.

2010-11 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, challenges to providing arts, and the principals' vision for his or her school's arts program.

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

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

Response Rate

Table 70 shows the overall response rates from 2006-07 through 2010-11 school years. Out of a total of 1,556 schools, 98% (N=1,527) completed the *Annual Arts*

Education Survey in spring 2011 compared with 95% (N=1,453) in spring 2010. Table 71 provides the 2010-11 response rates by school level.

Table 70. ANNUAL ARTS EDUCATION SURVEY RESPONSE RATES BY SCHOOL YEAR

School Year	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%

Table 71. 2010-11 ANNUAL ARTS EDUCATION SURVEY RESPONSE RATES BY SCHOOL LEVEL

School Level	Responding Schools	Percent
Elementary	585	38%
Middle	267	18%
High	358	23%
Multi-Grade ⁹	259	17%
District 75	58	4%
All Schools	1,527	100%

Calculation of Mean Arts Instructional Hours

School administrators were asked to indicate the number of arts instructional hours provided by a classroom teachers, 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 6 (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 = 6, 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 2010-11 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. This year there was one major change made to the survey. The change included revising questions about arts instruction provided to pre-kindergarten and kindergarten students to gather more information about

who provided the arts instruction (i.e., school-based arts teacher, classroom teacher, or cultural arts organization) by discipline. The previous survey (spring 2010) asked school administrators to report whether or not arts instruction was provided to pre-kindergarten and/or kindergarten students by a school-based arts teacher only.

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 2010-11 school year, 415,459 (83 percent) middle and high school students responded to the *NYC School Survey*, and 438,107 (52 percent) 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.

HUMAN RESOURCES DATA

The Division of Human Resources of the NYCDOE tracks full-time licensed school-based arts teachers' annual school placements, and provided 2010-11 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

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 GUIDELINES ³⁸

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 1–3³⁹

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

NYSED Guidelines Grades 1–3

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

Grades 4–6

NYSED Requirements Grades 4–6⁴⁰

In grades 4, 5, and 6, all students shall receive instruction that is designed to facilitate their attainment of the State Intermediate learning standards in the arts, including dance, music, theater, and visual arts.

NYSED Guidelines Grades 4–6⁴¹

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 7–8⁴²

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

³⁸The 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.

³⁹Grades 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.

⁴⁰Ibid.

⁴¹Since 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.

⁴²Grades 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.

Grades 9–12

NYSED Requirements Grades 9–12⁴³

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).

⁴³ 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	Caroline Kennedy, The Fund for Public Schools
Jody Gottfried Arnhold, Dance Education Laboratory (DEL), 92nd Street Y	Richard Kessler, Center for Arts Education
William Bassell, Long Island City High School	Paul King, New York City Department of Education
Nefertari Bey, Apollo Theater Foundation, Inc.	Jennifer Kozel, Children's Museum of Manhattan
Ellen Black, Children's Museum of Manhattan	Kate D. Levin, New York City Department of Cultural Affairs
Katharine Boies, Brooklyn Academy of Music	Julia C. Levy, Roundabout Theatre Company
Mary M. Braebeck, New York University	Hilary Ley, The Metropolitan Opera
Karen Brooks Hopkins, Brooklyn Academy of Music	Laurie Lock, VH-1 Save the Music Foundation
Thomas Cahill, Studio in a School	Gabrielle Lopez, The Studio Museum of Harlem
Ana Maria Correa, American Ballroom Theatre Dancing Classroom	Tim Lord, DreamYard
Paul E. Cothran, VH-1 Save the Music Foundation	Sharon Luckman, Alvin Ailey American Dance Theater
Bettina Covo, Local 802, AFM	Yvonne Marceau, American Ballroom Theatre Dancing Classroom
Rob Davidson, VH-1 Save the Music Foundation	Monica Martinez, New York University, Wagner
David Dik, Young Audiences, National	Heather McCartney, Alvin Ailey American Dance Theater
Amy Dorfman, Shubert Foundation	Greg McCaslin, Roundabout Theatre Company
Marsha Drummond, The Metropolitan Opera	Barbara Murray, New York City Department of Education
Stephanie Dua, The Fund for Public Schools	Tangie Murray, Rush Philanthropic
Jason Duchin, DreamYard	Scott Noppe-Brandon, Lincoln Center Institute
Pierre Dulaine, American Ballroom Theatre Dancing Classroom	Maria Palma, New York City Department of Education
Deborah Effinger, Bronx Theater High School	Bonnie Rosenberg, Office of the Mayor, NYC
Alexa Fairchild, Brooklyn Museum	Karen Rosner, New York City Department of Education
Carol Fineberg, CF Associates	David Ross, New York City Department of Education
Tom Finkelppearl, Queens Museum of Art	Jerrold Ross, St. John's University
Joan Finkelstein, New York City Department of Education	Lauren Schloss, Queens Museum of Art
Thom Freeman, New York University	John G. Schultz, Young Audiences New York
Clive Gillinson, Carnegie Hall	David Shookhoff, Manhattan Theatre Club
Eileen Goldblatt, New York Department of Education	Claire Stringer, Queens Museum of Art
Thelma Golden, The Studio Museum of Harlem	Shirley Taylor, Apollo Theater Foundation, Inc.
Kathleen Grimm, New York City Department of Education	Steve Tennen, ArtsConnection
Barbara Gurr, Consultant	Noelle Thorn, The Metropolitan Opera
Radiah Harper, Brooklyn Museum	Misty Tolle, Carnegie Hall
Geri Hayes, New York City Department of Education	Joseph P. Versace, Bernstein
Madeleine Holzer, Lincoln Center Institute	Meryle Weinstein, New York University
Kashif Iqbal, Jamaica Center for Arts and Learning	George Young, PS 46
Sarah Johnson, Carnegie Hall	

Annual Arts in Schools Report 2010-2011

Making the Arts Count for Every New York City Student



“Our students live in one of the world’s best arts cities, and they deserve nothing less than a world-class arts education.”

- Mayor Michael R. Bloomberg