

# Annual Arts in Schools Report



2008-2009



Department of Education  
Division of Teaching and Learning



# Letter from the Chancellor

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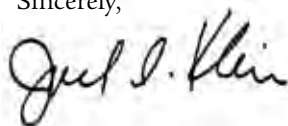
Dear Public School Community,

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

In New York City, the bar has been set very high for student learning in the arts. Arts instruction must be aligned with the rigorous performance indicators established in the New York City *Blueprints for Teaching and Learning in the Arts*. These *Blueprints* clearly define what students should know, understand, and be able to do in the arts at every grade level. They are widely recognized as a model for high-quality arts instruction, adopted by school districts across the country and even internationally. This year, we introduced a new *Blueprint* for the study of the Moving Image. We are confident that this latest *Blueprint*, like the existing *Blueprints* for Dance, Theater, Music, and Visual Arts, will set the standard for teaching and learning in the increasingly influential field of media arts.

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

Sincerely,



Joel I. Klein

*Chancellor, New York City Department of Education*



# Table of Contents

<b>Letter from the Chancellor</b>	<b>3</b>
<b>Introduction</b>	<b>7</b>
<b>Executive Summary 2008-2009</b>	<b>9</b>
<b>Key Findings</b>	<b>17</b>
<b>Student Access/Participation Arts Education 2008-2009</b>	<b>25</b>
Elementary Schools	
Middle Schools	
High Schools	
Multi-Grade Schools	
District 75 Schools	
<b>Quality Arts Education</b>	<b>55</b>
School Leaders' Support for Quality Arts Education	
Student Participation and Achievement in the Arts	
Support for Quality Teaching	
Certified Arts Teachers	
Arts and Cultural Organizations	
Arts Budgeting by Schools	
External Funding for Arts Education	
Space	
Parent Involvement	
<b>Challenges</b>	<b>81</b>
<b>Next Steps</b>	<b>83</b>
<b>Tools and Resources for Schools</b>	<b>91</b>
<b>Methodology</b>	<b>93</b>
<b>Appendices</b>	<b>97</b>
Appendix 1: New York City and State Requirements for the Arts	
Appendix 2: Advisory Council for Arts Education	



# Introduction

*"We will continue to monitor and bring greater integrity and accountability to the delivery and discussion of arts education in City schools. This will help us put arts education into the center of what we do in schools."*

*- Chancellor Joel I. Klein*

**U**nder the leadership of Mayor Bloomberg and Chancellor Klein, New York City has made the arts a priority for its public schools. The arts enrich our children's lives and learning, and all students deserve the opportunity to experience a rich arts education. This administration's focus on the arts began with the *Blueprint for Teaching and Learning in the Arts*, a curriculum framework for what students should know, understand, and be able to achieve in dance, music, theater, and visual arts.

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

With this third *Annual Arts in Schools Report*, for 2008-2009, we have data to guide us in what we must do to provide quality arts education for every New York City public school student going forward.









# Executive Summary 2008-2009

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

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

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

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

## SUPPORTS FOR SCHOOLS AND SCHOOL LEADERS

The Office of the Arts and Special Projects (OASP) collaborated with School Support Organizations (SSOs) and arts and cultural organizations to provide ongoing support system-wide throughout 2008-09.

Using the data from *Annual Arts Education Survey 2007-08* and the recommendations of the *Annual Arts in School Report 2007-2008*, a targeted set of strategies was formulated to assist schools in expanding students' access to and participation in the arts. The OASP has:

- designed and delivered technical assistance and support to more than 700 schools across the system to:
  - » provide sequential arts learning based upon the NYC Department of Education's *Blueprints for Teaching and Learning in the Arts*
  - » communicate the unique role of the arts in student learning and achievement
  - » support effective arts instruction and assessment in each of the four arts disciplines to improve student outcomes in the arts
  - » meet ArtsCount accountability for NYSED requirements in the arts
- identified schools in need of improving their programs in arts education, and provided specific support services such as site visits, seminars, and introduction to the *Blueprints for Teaching and Learning in the Arts*.

# Executive Summary

## 2008-2009 *continued*



- invested in the development of the Arts Education Liaison position in over 1,228 schools. Liaisons are the conduit through which the OASP disseminates information and provides support to advance student participation and learning in the arts. During the 2008-09 school year, multiple ArtsCount meetings were held in all five boroughs. They were designed for the Arts Education Liaisons to:
  - » understand the accountability targets for arts education in dance, music, theater, and visual arts as set forth in the New York State Requirements for Arts Education
  - » utilize effectively the data from their *Annual Arts in Schools Survey* to strengthen arts programming for all students
  - » think flexibly about resources to enhance arts instruction
  - » access the expertise of the arts and cultural communities
  - » prepare for the new *Arts Survey* through technical assistance workshops
  - » encourage collaboration regarding parent participation in arts events and programs
  - » use the Cultural Pass to become familiar with the institutions and organizations around New York City that can extend arts learning for students and staff

### SUPPORTING EDUCATIONAL QUALITY AND INNOVATION THROUGH CAPACITY BUILDING

NYCDOE's Office of the Arts and Special Projects promotes high-quality arts education to encourage creativity, innovation, critical-thinking skills, and 21st century competencies for all students, and has directly supported school leaders in their vision to build quality arts programs through the following:

- the opportunity to participate in the **The Shubert Arts Leadership Institute**, a three-session series made possible through a generous grant from The Shubert Foundation, to address issues and concerns relating to all aspects of high-quality arts education, including curriculum, scheduling, staffing, and cultural partnerships
- the *Arts Education Toolkit for School Leaders* developed by the OASP, funded through The Shubert Foundation, and made up of:
  - » newly published, OASP-authored *Arts Education Manual: A Blueprint for School Leaders*
  - » all four *Blueprints for Teaching and Learning in the Arts* (dance, music, theater, and visual arts) along with accompanying wall charts
  - » *Quality Arts Education in New York City*, the Office of Arts and Special Projects DVD that demonstrates exemplary teaching practices in the arts at all levels
  - » ongoing support to school leaders system-wide through school visits, consultancy regarding arts programming and staffing issues, principal conferences for SSOs, access to high-quality professional development opportunities for arts specialists designed and delivered by the OASP, and the Cultural Pass Program for School Leaders

## Executive Summary

### 2008-2009 *continued*

- dissemination of *Arts Education Reflection Tool* for dance, music, theater, and visual arts at the elementary, middle, and high school levels, developed in collaboration with the Arts Education Task Force
- technical assistance Webinar for school leaders in preparation for the *Annual Arts Education Survey*
- the newly developed *Blueprint for Teaching and Learning in the Arts: The Moving Image* (Grades PreK-12) in conjunction with the Mayor's Office of Film, Theatre and Broadcasting and the Tribeca Film Institute, and in collaboration with teams of teachers, arts partners, higher education and industry representatives
- the new *Dance Education for Diverse Learners: A Special Education Supplement to the Blueprint for Teaching and Learning in Dance* (2009)
- increased awareness of the requirements for arts education, resulting in higher outcomes on the 2009 survey response rate. The 2008-09 response rate was 94%, representing 1,403 schools, as compared with a 91% response rate, or 1,307 schools, for 2007-08

### SUPPORTS FOR QUALITY TEACHING

An essential factor in quality arts education is the effectiveness of teaching. The OASP has endeavored to provide teachers access to professional learning and has:

- managed United States Department of Education (USDOE) Grants resources and dissemination of effective practices that will benefit student learning in the arts citywide. *Artful Learning Communities: Assessing Learning in the Arts* has designed and implemented a continuum of professional development focused on formative assessment practices of student learning to drive instruction and improve student achievement in the arts.
- designed and delivered citywide formative assessment workshops for 459 arts teachers to improve student achievement in the arts PreK-12.
- collaborated with institutions of higher education to promote development of programs and strategies to increase the number of teachers with arts certification.
- conducted two three-day professional development series in theater and visual arts for teams of early elementary (K-3) classroom teachers in fall 2008. Teachers were introduced to elements of arts instruction that can be successfully introduced into their classrooms, and were given resources, including *Blueprint*-based arts lesson and unit plans, that align with elementary core curriculum goals.
- inaugurated supports for dance educators made possible through a generous grant from **The Arnhold Foundation** that targets specific groups of dance educators:
  - » **The Arnhold New Dance Teacher Support Program** provides first-year dance teachers with supports, including mentoring and a dance instructional toolkit.

- » **The Arnhold Dance Fellows Program** provides teaching fellows who have an undergraduate dance major with supports to secure the Dance K-12 license and move to a dance teaching assignment.
- » **The Arnhold DELTA Support Program** recognizes master dance teachers who have been serving as *Blueprint* facilitators for citywide professional development workshops and supports development of dance unit plans for dissemination city-wide.
- designed and delivered ongoing coaching and support for **Shubert Theater Teaching Fellows**.
- implemented Year 4 of **Broadway Junior/Shubert MTI Program** with 18 participating middle schools to increase access to performing arts education for middle-grades students.
- targeted supports for new teachers:
  - » *Blueprint* orientation held in early fall 2008
  - » P-Credit Courses (in-service workshops offered to teachers to enhance teaching skills) available to new teachers: Theater P credit course offered in winter of 2009
  - » intervisitations for new arts specialists to the classroom of experienced practitioners planned through the dissemination stage of the USDOE grant “*The Art of Teaching: Promoting the Professional Growth of Arts Specialists*”
- designed and delivered a series of short courses to strengthen foundational knowledge of teachers:
  - » Museum Ambassadors Program: A series at the Museum of Modern Art and The Metropolitan Museum of Art for middle and high school visual arts, social studies, and language arts teachers that focused on an interdisciplinary approach to museum-based education and featured arts specialists
  - » Dance For Diverse Learners: A P-credit course that taught teachers how to align goals of the *Blueprint for Teaching and Learning in Dance* with the IEP goals and specific targeted supports for students with ASD, ADHD, and cognitive and physical challenges

### COORDINATION OF RESOURCES TO BOLSTER CAPACITY OF SCHOOL ARTS PROGRAMS

The OASP coordinates specific programs to provide additional resources to schools including:

- Capezio grants to over 100 schools to provide dance costumes and clothing
- Salute to Music/All-City High School Music Programs: Saturday morning, citywide, instrumental and vocal music performing ensembles for intermediate and high school students
- Carnegie/Julliard school-based professional artist/music specialist partnerships in 33 schools

# Executive Summary

## 2008-2009 *continued*



- Metropolitan Opera HD: school-based, live broadcasts from the Metropolitan Opera
- Mattel Installation of the Music Memory Program and Orff instrument instruction: designated elementary schools during fall 2009
- VHi Save the Music: ongoing donation of band and orchestral instruments to support citywide elementary school music programs taught by certified music teachers
- Shubert Elementary School Program: an artist-in-residence and consultancy program for 10 elementary schools not providing theater instruction to students

### PARENT SUPPORT

Parents are key partners in the education of their children and important advocates for access to quality arts learning. The OASP provides support for parents:

- parent engagement through “Family Saturday at the Met” planned in collaboration with the Office of Parent Engagement and Advocacy to introduce families to learning opportunities at an art institution
- student enrollment: Panel presentations for the Office of Student Enrollment in conjunction with summer parent orientation meetings
- presentations at Community Education Council (CEC) meetings to inform parents about quality arts education

### STUDENT ACHIEVEMENT IN THE ARTS

It is essential for New York City public schools to set high standards for student achievement in the arts and that student artistic achievement be honored and recognized through performances and exhibitions. Listed below are some of the many recognitions of the rich diversity of student work:

- Chancellor’s Endorsed Diploma in the Arts in conjunction with the administration of *Commencement Assessments in the Arts* in dance, music, theater, and visual arts. These examinations ensure a consistent and rigorous course of study across all of our high schools for students who have taken a three- and five-year sequence. In June 2009, 653 students were awarded this diploma.
- Nationally normed technical theater career and technical education exam. This will make it possible for students to graduate with a diploma that is certified in Career and Technical Education and go on to careers in theatrical trades.
- P.S. Art Annual juried exhibition of exemplary PreK-12 student work in the visual arts; installed June and July at The Metropolitan Museum of Art and in the fall at Tweed. Over 1,000 student artists submitted artwork. This exhibit is documented in the P.S. Art 2009 catalogue.
- The second annual Gallery Walk on Madison Avenue, introducing students and their families to alternative venues for viewing works of art; PreK-12 student artwork was included in the exhibitions at 15 gallery sites.

# Executive Summary

## 2008-2009 *continued*



- Student research in art history for high school students through Dedalus Scholarships/Art History Research Project supported by the Dedalus Foundation.
- Ezra Jack Keats /Matisse 23rd Annual Bookmaking competition for grades 3-12 aligned with picture book and author studies, and career opportunities; funded by the Ezra Jack Keats and the Pierre and Tana Matisse Foundations.
- The Rock and Roll Hall of Fame sponsored five \$5,000 yearly scholarships to graduating seniors.

### ARTS AND CULTURAL COMMUNITY

Arts organizations and cultural institutions play a critical role in arts education for NYC public schools. Each year, arts organizations work with schools to bring exceptional arts education opportunities to students citywide. The OASP works closely with the Department of Cultural Affairs and with the arts and cultural community to support their work with schools through:

- contract vetting and approval of 158 Direct Student Service Providers in last cycle of Pre-Qualification Solicitation. The PQS for professional development will provide schools with a catalog of pre-approved experts—including arts and cultural organizations and other experts in scheduling, space, program evaluation and assessment, budgeting, and staffing—that schools can enlist to help them build and manage effective arts programs.
- *Blueprint* orientation for vendors held in spring and fall 2009
- sponsoring the Arts and Cultural Services Fair bringing together school leaders and arts service providers from the cultural community. This event was held in partnership with The After-School Corporation on September 24, 2009 at the Park Avenue Armory to assist school leaders in selecting, developing and managing arts partnerships with 118 participating arts and cultural service providers.

### IMPLEMENTATION OF NEW YORK STATE ARTS LEARNING STANDARDS & REQUIREMENTS

- The OASP hosted a focus group for New York State Department of Education and New York City Department of Education principals and teachers of the arts, June 2009.
- The OASP will continue to work with the NYSED to explore flexibility for fulfilling the arts requirements for New York City so as to best provide a continuum of learning experiences for students at the middle school level.

### LEADERSHIP, EMPOWERMENT, ACCOUNTABILITY, AND INNOVATION FOR ARTS EDUCATION

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



### ADVISORY COUNCIL FOR ARTS EDUCATION

Advisory Council for Arts Education was created as an ongoing committee to inform arts education practice, to devise and implement shared strategies and to serve as conduit to the cultural, higher education, and school communities. The Advisory Council for Arts Education, composed of members of the arts and cultural community, school leaders, and representatives of higher education, has played a vital role in guiding the New York City Department of Education (NYCDOE). The Council's work has included the following issues of importance:

- feedback on NYCDOE arts education practices, initiatives and programs
- input and mechanisms to support arts education access, sequential instruction, and student achievement
- assistance to build school leaders' capacity to create, implement and support arts education
- supports to build teacher and teaching artist capacity to implement and support quality arts education
- development of an arts education index
- elementary school arts instruction and pre-service training

### SCHOOL BUDGETING FOR ARTS EDUCATION\*

Last year, the deterioration of the national economy affected projected local revenues and all City agencies, including the Department of Education. Schools were asked to absorb mid-year budget cuts. School leaders, however, managed to increase their overall spending in the arts. In school year 2008-09, schools:

- increased their overall FY09 budget for the arts (aggregate school arts budgets increased by \$17,645,540, or 5.7%, from FY08).
- increased per capita arts budget (FY08 \$311 per student to FY09 \$316 per student).\*\*
- increased their arts budgeting on personnel by 6.3% (\$18,279,695).
- decreased their arts budgeting on arts and cultural vendors from \$25,189,784 in FY08 to \$22,466,763 in FY09 (-\$2,723,021, or -10.8%).\*\*\*
- decreased their arts budgeting on supplies/equipment from FY08 (e.g., materials, equipment repair, transportation) by 12% (-\$479,737).
- hired an additional 79 new certified arts teachers.

\* Data on budgeting in this section provided by the Division of Budget Operations and Review from all school Galaxy budgets and central locations. At the end of 2008-09, 10 schools were closed; if these schools submitted a survey, their 2008-09 data is included in this report.

\*\*Per capita based on the following registers: FY08 register - 992,141; and FY09 audited register - 1,029,459

\*\*\*Vendor spending based on contracted arts vendors



# Key Findings

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**N**ew York City public schools are providing students with a range of opportunities in the arts, offering instruction in dance, music, theater, and visual arts. Our schools strive to meet and exceed the standards set by the New York State Education Department, as described in Appendix 1 of this report. Data from the 2008-09 surveys indicate that schools have a foundation for offering a variety of arts disciplines and continue to make progress in increasing student participation in these offerings. This year's report will also provide disaggregated data for multi-grade schools (schools serving grades PreK-2, K-8, K-12, and 6-12). This section highlights key findings.



ELEMENTARY SCHOOLS

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

TABLE 1. PERCENT OF RESPONDING ELEMENTARY SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED BY ARTS TEACHERS AND CULTURAL ORGANIZATIONS ONLY IN THE 2006-07 THROUGH 2008-09 SCHOOL YEARS (ANY GRADE, KINDERGARTEN THROUGH FIFTH)

NUMBER OF ARTS DISCIPLINES	2006-07	2007-08	2008-09
At Least One Arts Discipline	98%	97%	99%
At Least Two Arts Disciplines	84%	91%	96%
At Least Three Arts Disciplines	68%	76%	85%
Four Arts Disciplines	38%	45%	60%

One hundred percent of all responding elementary schools reported that they offered at least one arts discipline, while 83 percent reported that they provide arts instruction in all four art disciplines to any grade served by the school, kindergarten through fifth, when delivered through a combination of a classroom teacher, school-based arts teacher, or a cultural organization.

TABLE 2. PERCENT OF RESPONDING ELEMENTARY SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED BY CLASSROOM TEACHERS, ARTS TEACHERS AND CULTURAL ORGANIZATIONS IN THE 2008-09 SCHOOL YEAR (ANY GRADE, KINDERGARTEN THROUGH FIFTH)

NUMBER OF ARTS DISCIPLINES	2008-09
At Least One Arts Discipline	100%
At Least Two Arts Disciplines	99%
At Least Three Arts Disciplines	96%
Four Arts Disciplines	83%

The percent of responding elementary schools offering instruction to any grade, kindergarten through fifth, when provided by Arts Teachers and Cultural Organizations in the 2008-09 school year has increased in each discipline since 2006-07.

**TABLE 3. PERCENT OF RESPONDING ELEMENTARY SCHOOLS OFFERING ARTS INSTRUCTION BY DISCIPLINE PROVIDED BY ART TEACHERS AND CULTURAL ORGANIZATIONS IN THE 2006-07 THROUGH 2008-09 SCHOOL YEARS (ANY GRADE, KINDERGARTEN THROUGH FIFTH)**

ARTS DISCIPLINES	2006-07	2007-08	2008-09
Dance	63%	73%	80%
Music	89%	89%	93%
Theater	52%	56%	72%
Visual Arts	92%	92%	95%

### MIDDLE SCHOOLS

Middle schools continue to make progress in increasing the variety of arts offerings.

**TABLE 4. PERCENT OF RESPONDING MIDDLE SCHOOLS BY NUMBER OF ARTS DISCIPLINES IN THE 2006-07 THROUGH 2008-09 SCHOOL YEARS (ANY GRADE, SIXTH THROUGH EIGHTH)**

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

The percent of responding middle schools in 2008-09 offering instruction in each of the arts disciplines has remained relatively constant from the 2007-08 school year.

**TABLE 5. PERCENT OF RESPONDING MIDDLE SCHOOLS OFFERING ARTS INSTRUCTION BY DISCIPLINE IN THE 2006-07 THROUGH 2008-09 SCHOOL YEARS (ANY GRADE, SIXTH THROUGH EIGHTH)**

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

Note: The table heading on p. 20 of the *Annual Arts In Schools Report 2007-2008* should have read: Percent of Responding Middle Schools Offering Arts Instruction by Discipline in the 2006-07 Through 2007-08 School Years (Any Grade, Sixth Through Eighth)



HIGH SCHOOLS

Of the high schools that responded to the *Annual Arts Education Survey in 2008-09*, nearly one quarter (23 percent) offer instruction in *all four* arts disciplines to any grade, ninth through twelfth.

- 28% of high school students have taken three or more credits in the arts as compared with 34% for the 2007-08 school year, exceeding the State requirements for graduation.\*
- 93% (86% for 2007-08) of New York City’s high schools offer instruction in visual arts, 76% (67% for 2007-08) offer instruction in music, 46% (70% for 2007-08) in theater, and 41% (42% for 2007-08) in dance.

TABLE 6. PERCENT OF RESPONDING HIGH SCHOOLS BY NUMBER OF ARTS DISCIPLINES IN THE 2006-07 THROUGH 2008-09 SCHOOL YEARS (ANY GRADE, NINTH THROUGH TWELFTH)

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

TABLE 7. PERCENT OF RESPONDING HIGH SCHOOLS OFFERING ARTS INSTRUCTION BY DISCIPLINE IN THE 2006-07 THROUGH 2008-09 SCHOOL YEARS (ANY GRADE, NINTH THROUGH TWELFTH)

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

\* From HSST data. Percentage reflects actual graduates as of July 2009.



MULTI-GRADE SCHOOLS

New to the report this year is disaggregated data for multi-grade schools (schools that serve K-2, K-8, 6-12, or K-12 students). Of the multi-grade schools that responded to the *Annual Arts Education Survey* in 2008-09, the following percentages of these schools offer arts opportunities in any grade, kindergarten through fifth, provided by arts teachers and cultural organizations. These percentages increase when arts instruction in any grade, kindergarten through fifth, is delivered through the combination of classroom teachers, arts teachers, and cultural organizations.

TABLE 8. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED BY ARTS TEACHERS AND CULTURAL ORGANIZATIONS ONLY IN THE 2008-09 SCHOOL YEAR (ANY GRADE, KINDERGARTEN THROUGH FIFTH)

NUMBER OF ARTS DISCIPLINES	2008-09
At Least One Arts Discipline	89%
At Least Two Arts Disciplines	82%
At Least Three Arts Disciplines	66%
Four Arts Disciplines	40%

TABLE 9. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY NUMBER OF ARTS DISCIPLINES PROVIDED BY CLASSROOM TEACHERS, ARTS TEACHERS AND CULTURAL ORGANIZATIONS IN THE 2008-09 SCHOOL YEAR TO (ANY GRADE, KINDERGARTEN THROUGH FIFTH)

NUMBER OF ARTS DISCIPLINES	2008-09
At Least One Arts Discipline	89%
At Least Two Arts Disciplines	86%
At Least Three Arts Disciplines	78%
Four Arts Disciplines	60%

TABLE 10. PERCENT OF MULTI-GRADE SCHOOLS OFFERING ARTS INSTRUCTION BY DISCIPLINE PROVIDED BY ARTS TEACHERS AND CULTURAL ORGANIZATIONS ONLY IN THE 2008-09 SCHOOL YEAR (ANY GRADE, KINDERGARTEN THROUGH FIFTH)

ARTS DISCIPLINES	2008-09
Dance	64%
Music	78%
Theater	52%
Visual Arts	83%

**TABLE 11. PERCENT OF MULTI-GRADE SCHOOLS BY NUMBER OF ARTS DISCIPLINES IN THE 2008-09 SCHOOL YEAR (ANY GRADE, SIXTH THROUGH EIGHTH)**

NUMBER OF ARTS DISCIPLINES	2008-09
At Least One Arts Discipline	87%
At Least Two Arts Disciplines	73%
At Least Three Arts Disciplines	49%
Four Arts Disciplines	34%

**TABLE 12. PERCENT OF MULTI-GRADE SCHOOLS OFFERING ARTS INSTRUCTION BY DISCIPLINE IN THE 2008-09 SCHOOL YEAR (ANY GRADE, SIXTH THROUGH EIGHTH)**

ARTS DISCIPLINES	2008-09
Dance	51%
Music	69%
Theater	45%
Visual Arts	79%

**TABLE 13. PERCENT OF MULTI-GRADE SCHOOLS BY NUMBER OF ARTS DISCIPLINES IN THE 2008-09 SCHOOL YEAR (ANY GRADE, NINTH THROUGH TWELFTH)**

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

**TABLE 14. PERCENT OF MULTI-GRADE SCHOOLS OFFERING ARTS INSTRUCTION BY DISCIPLINE IN THE 2008-09 SCHOOL YEAR (ANY GRADE, NINTH THROUGH TWELFTH)**

ARTS DISCIPLINES	2008-09
Dance	41%
Music	77%
Theater	44%
Visual Arts	93%

DISTRICT 75

New to the report this year is information about the District 75 schools that report offering specific arts disciplines every year:

TABLE 15. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS OFFERING ARTS DISCIPLINE EVERY YEAR

ARTS DISCIPLINES	2008-09
Dance	36%
Music	66%
Theater	28%
Visual Arts	72%
Film	13%

TABLE 16. PERCENT OF RESPONDING DISTRICT 75 SCHOOLS REPORTING STUDENT PARTICIPATION IN ANY PULL-OUT OR MULTI-GRADE ARTS ACTIVITIES DURING THE SCHOOL DAY IN 2008-09 (ANY GRADE, KINDERGARTEN THROUGH FIFTH)

ARTS DISCIPLINES	2008-09
Dance	4%
Music	11%
Theater	25%
Visual Arts	30%

ARTS TEACHERS

Seventy-eight percent of responding schools have at least one full-time certified arts teacher.\* Sixty-four percent of schools have at least one full-time certified visual arts teacher, and 46 percent have at least one full-time certified music teacher. Fourteen percent of schools have at least one full-time dance teacher, and 11 percent of schools have at least one full-time theater teacher.

ARTS AND CULTURAL COMMUNITY


The arts programs in our schools are enriched by partnerships with the thriving arts and cultural community of New York City. Eighty-one percent of our schools work with one or more arts and cultural organizations, and 305 arts and cultural organizations provide services to schools.

\*Data from Annual Arts Education Survey



# Student Access/Participation Arts Education 2008-2009

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



# Student Access/Participation Arts Education

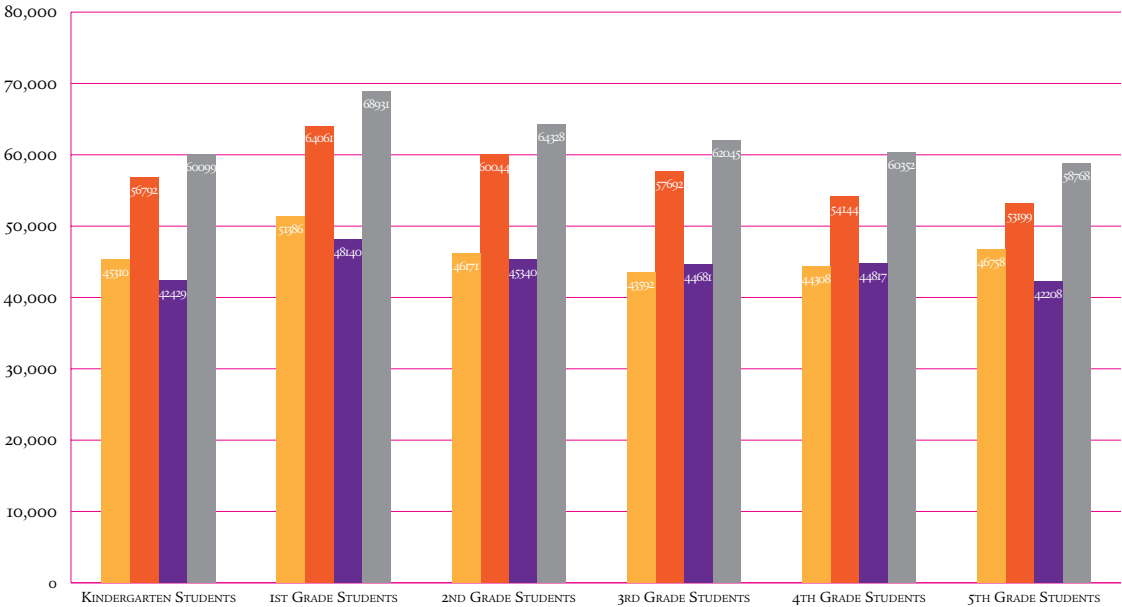
## 2008-2009 *continued*

“The arts provide students with the opportunity to share their talents and achievements within the community. We are a community that embraces and loves the arts. Performances and work are celebrated, giving students opportunities to share with a wider audience.”

- Elementary School Principal, Bronx

- Dance
- Music
- Theater
- Visual Arts

**FIGURE 1. NUMBER OF STUDENTS, GRADES K-5 PARTICIPATING IN THE ARTS BY DISCIPLINE 2008-09 AS REPORTED BY THE SCHOOLS IN THE ANNUAL ARTS EDUCATION SURVEY**



Total Number of Students Enrolled K-5: 418,343  
 The above chart includes alternate assessment students.

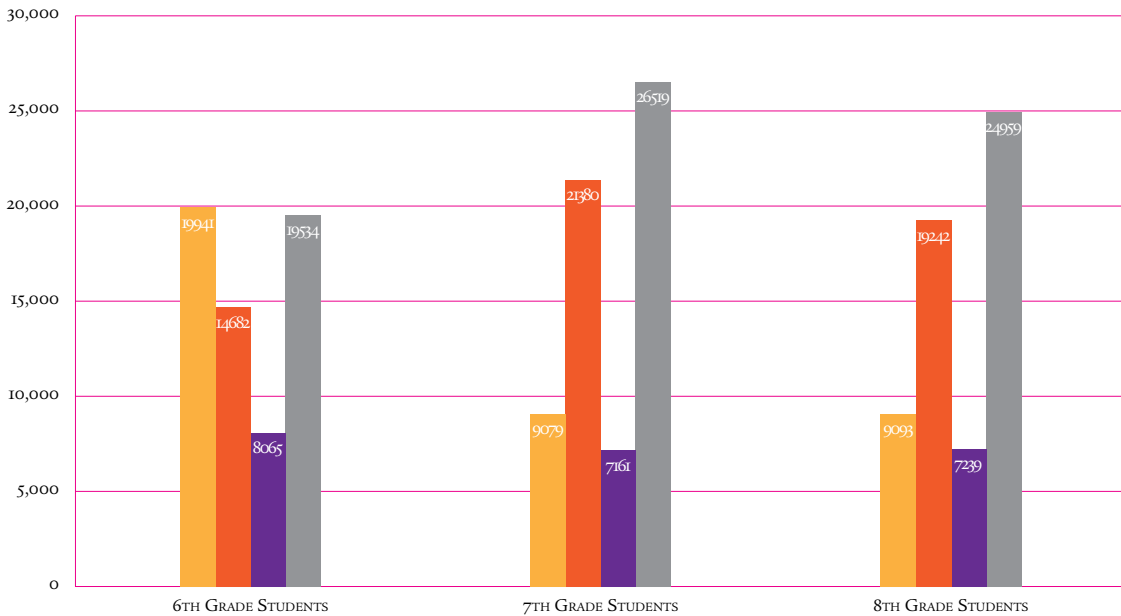


# Student Access/Participation Arts Education

## 2008-2009 *continued*

- Dance
- Music
- Theater
- Visual Arts

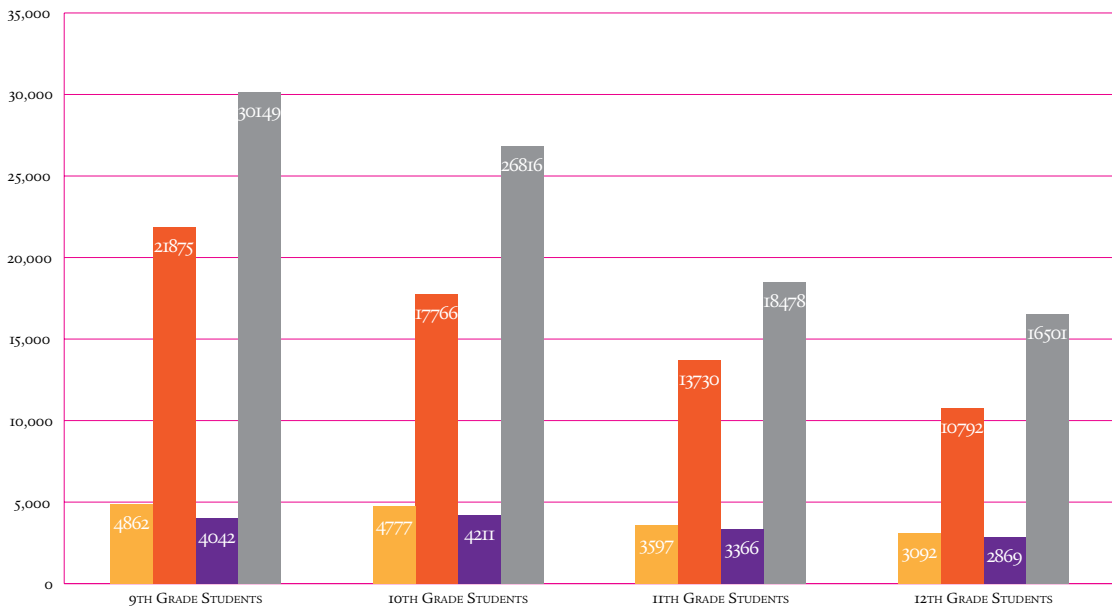
**FIGURE 2. NUMBER OF STUDENTS, GRADES 6-8 PARTICIPATING IN THE ARTS BY DISCIPLINE 2008-09 AS REPORTED BY THE SCHOOLS IN THE ANNUAL ARTS EDUCATION SURVEY**



Total Number of MS Students: 201,172  
 The above chart includes alternate assessment students.

- Dance
- Music
- Theater
- Visual Arts

**FIGURE 3. NUMBER OF STUDENTS, GRADES 9-12 PARTICIPATING IN THE ARTS BY DISCIPLINE 2008-09 AS REPORTED BY THE SCHOOLS IN THE ANNUAL ARTS EDUCATION SURVEY**



Total Number of HS Students: 286,203  
 The above chart includes alternate assessment students.

# Student Access/Participation Arts Education

## 2008-2009

### Elementary Schools

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*“The guiding principle of our arts program is the belief that hands-on learning and the use of authentic experiences promote a powerful learning commitment to the arts. We believe strongly that exacting discipline and creative risk are the elements needed for success in learning and that an arts education is vital to the total education of the child. Our goal is to develop a sense of cultural awareness by exposure to the many and various forms of arts instruction and to meet the standards of the Blueprints for the arts.”*

*- Elementary School Principal, Queens*

**E**lementary schools continue to make progress toward meeting the New York State Education Department (NYSED) requirement of providing all four arts disciplines to all students. When elementary schools use a combination of school-based staff, including classroom teachers and arts and cultural organizations, to deliver arts instruction, 100 percent of responding schools offer at least one arts discipline, 99 percent offer at least two arts disciplines, 96 percent offer three, and 83 percent offer all four arts disciplines.

Elementary schools offer a variety of arts education opportunities provided by arts specialists, classroom teachers, and cultural organization, although most schools do not provide students with the full scope and sequence. The following are the percentages of responding elementary schools for 2008-09 by arts offerings:

- 99% of schools offer visual arts;
- 98% of schools offer music;
- 93% of schools offer dance; and
- 88% of schools offer theater.

For 2008-09, the following are the percentages of responding schools that serve PreK students by arts offerings:

- 75% of schools offer visual arts;
- 70% of schools offer music;
- 45% of schools offer dance; and
- 31% of schools offer theater.

# Student Access/Participation Arts Education

## 2008-2009

### Elementary Schools *continued*



In 2008-09, 12 percent of reporting elementary schools provided arts instruction to all grades served, kindergarten through fifth, in all four art disciplines when delivered by arts specialists and cultural organizations as compared with 8 percent in 2007-08. This year, elementary schools had the opportunity to report on contributions of classroom teachers to arts instruction. When arts instruction provided by classroom teachers is included in the analysis, 39 percent of the responding elementary schools reported that they provide art instruction in *all four* disciplines to all grades served, kindergarten through fifth grade, by a classroom teacher, school-based art teacher, or a cultural organization in the 2008-09 school year.

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

New to the *Annual Arts Education Survey 2008-2009* were questions that afforded elementary school leaders the chance to report on a range of instructional hours delivered not only by arts specialists and cultural organizations, but also hours of arts instruction taught by the classroom teacher in grades one through five. On average, the elementary schools that responded to the survey for 2008-09, reported that they provide more visual arts and music instructional hours to all grades during the year by a school-based art teacher, classroom teacher, or cultural organization than they provide for dance or theater.

**TABLE 17. AVERAGE INSTRUCTIONAL HOURS DELIVERED BY CLASSROOM TEACHERS, ART TEACHERS, AND CULTURAL ORGANIZATIONS BY GRADE AND DISCIPLINE IN ELEMENTARY SCHOOLS IN THE 2008-09 SCHOOL YEAR\***

ARTS DISCIPLINES	1ST GRADE MEAN HRS.	2ND GRADE MEAN HRS.	3RD GRADE MEAN HRS.	4TH GRADE MEAN HRS.	5TH GRADE MEAN HRS.
Dance	2I-30	II-20	II-20	II-20	2I-30
Music	4I-50	4I-50	4I-50	3I-40	4I-50
Theater	II-20	II-20	II-20	II-20	II-20
Visual Arts	6I-70	5I-60	5I-60	5I-60	4I-50

\*Please note that instruction provided by classroom teachers was not captured in previous years. See methodology for explanation of mean hours.

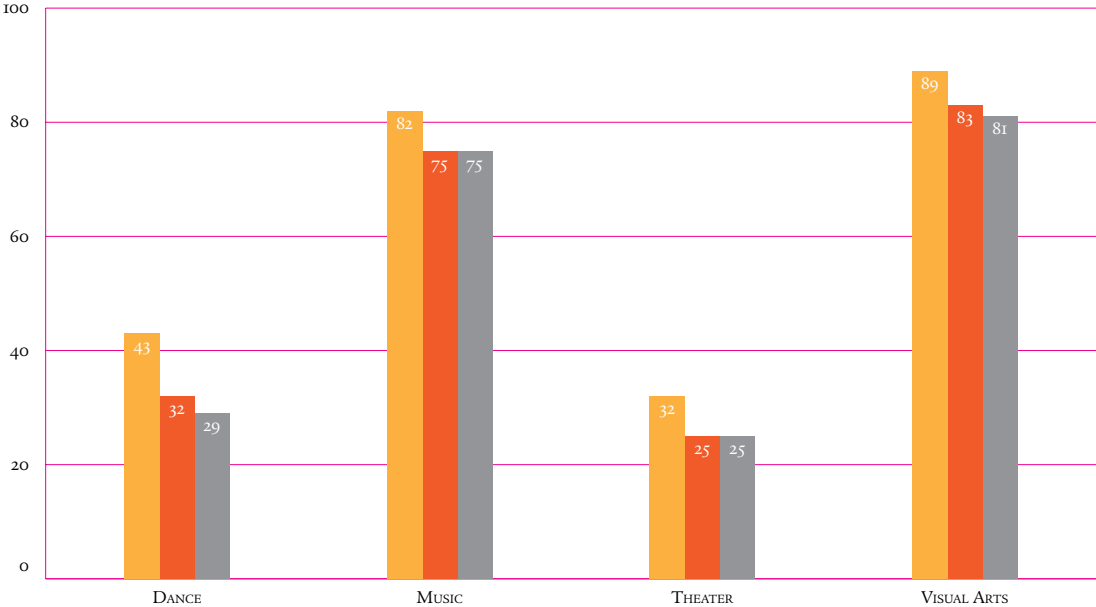
# Student Access/Participation Arts Education

## 2008-2009

### Elementary Schools *continued*

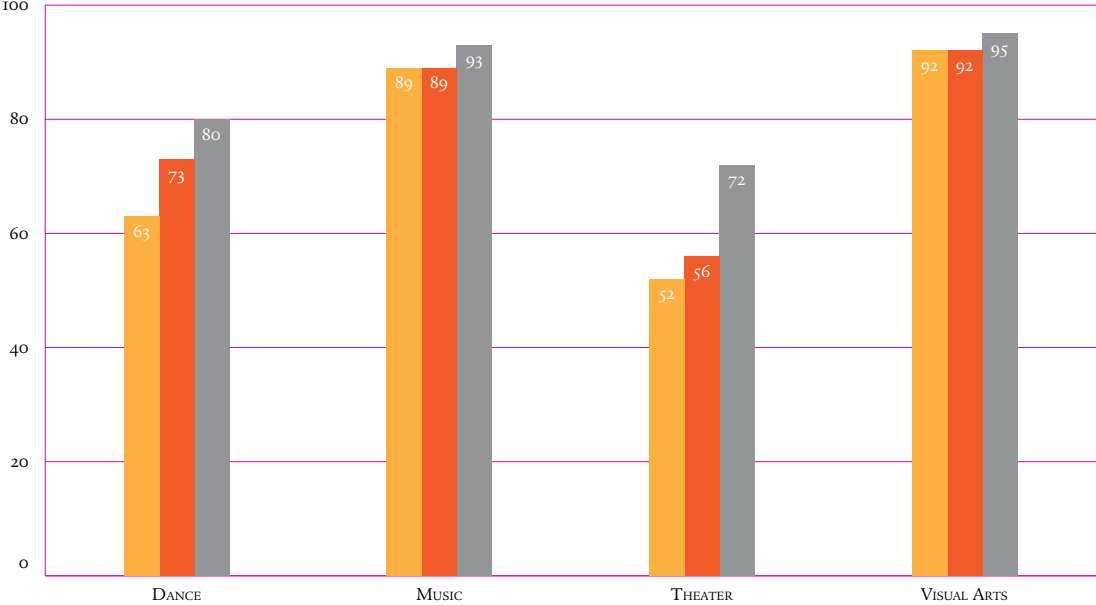
- 2006-07
- 2007-08
- 2008-09

**FIGURE 4. PERCENT OF ELEMENTARY SCHOOLS OFFERING ARTS INSTRUCTION DELIVERED BY SCHOOL-BASED STAFF (ARTS TEACHERS ONLY) BY ARTS DISCIPLINE IN THE 2006-07 THROUGH 2008-09 SCHOOL YEARS (ANY GRADE, KINDERGARTEN THROUGH FIFTH)**



- 2006-07
- 2007-08
- 2008-09

**FIGURE 5. PERCENT OF ELEMENTARY SCHOOLS OFFERING ARTS INSTRUCTION BY DISCIPLINE PROVIDED BY ARTS TEACHERS AND CULTURAL ORGANIZATIONS IN THE 2006-07 THROUGH 2008-09 SCHOOL YEARS (ANY GRADE, KINDERGARTEN THROUGH FIFTH)**

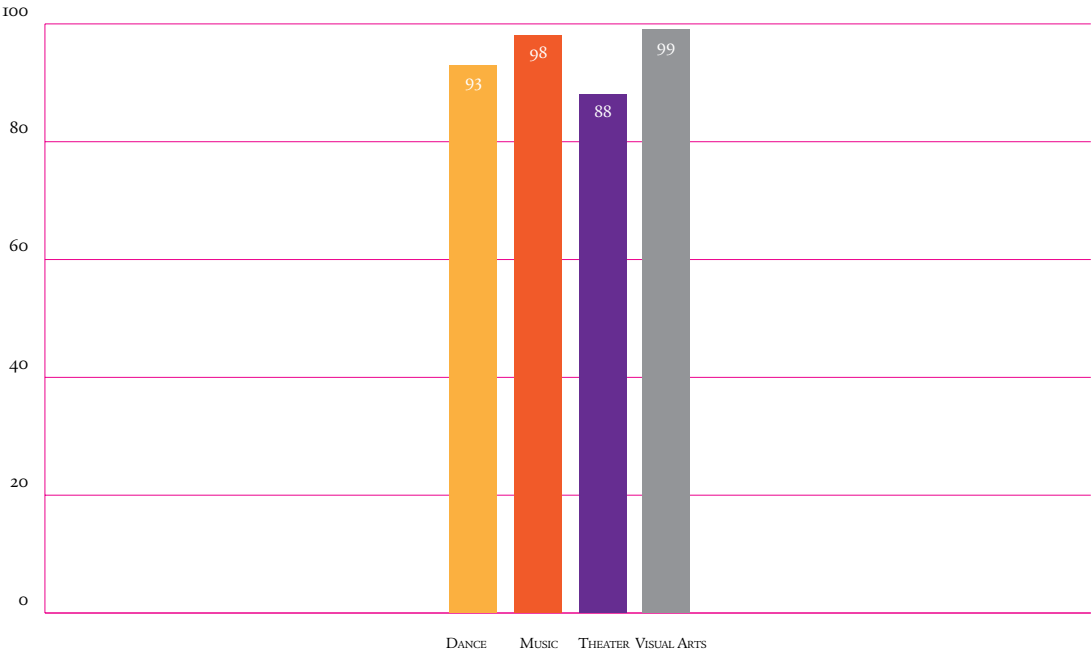


Student Access/Participation Arts Education  
2008-2009  
Elementary Schools *continued*

When arts provided by classroom teachers are included in the analysis, more than 90 percent of the responding elementary schools in 2008-09 reported that they provide visual arts, music, and/or dance to *any grade*, kindergarten through fifth, and 88 percent provide theater.

- Dance
- Music
- Theater
- Visual Arts

FIGURE 6. PERCENT OF ELEMENTARY SCHOOLS OFFERING ARTS INSTRUCTION BY DISCIPLINE PROVIDED BY CLASSROOM TEACHERS, ARTS TEACHERS AND CULTURAL ORGANIZATIONS IN THE 2008-09 SCHOOL YEAR (ANY GRADE, KINDERGARTEN THROUGH FIFTH)

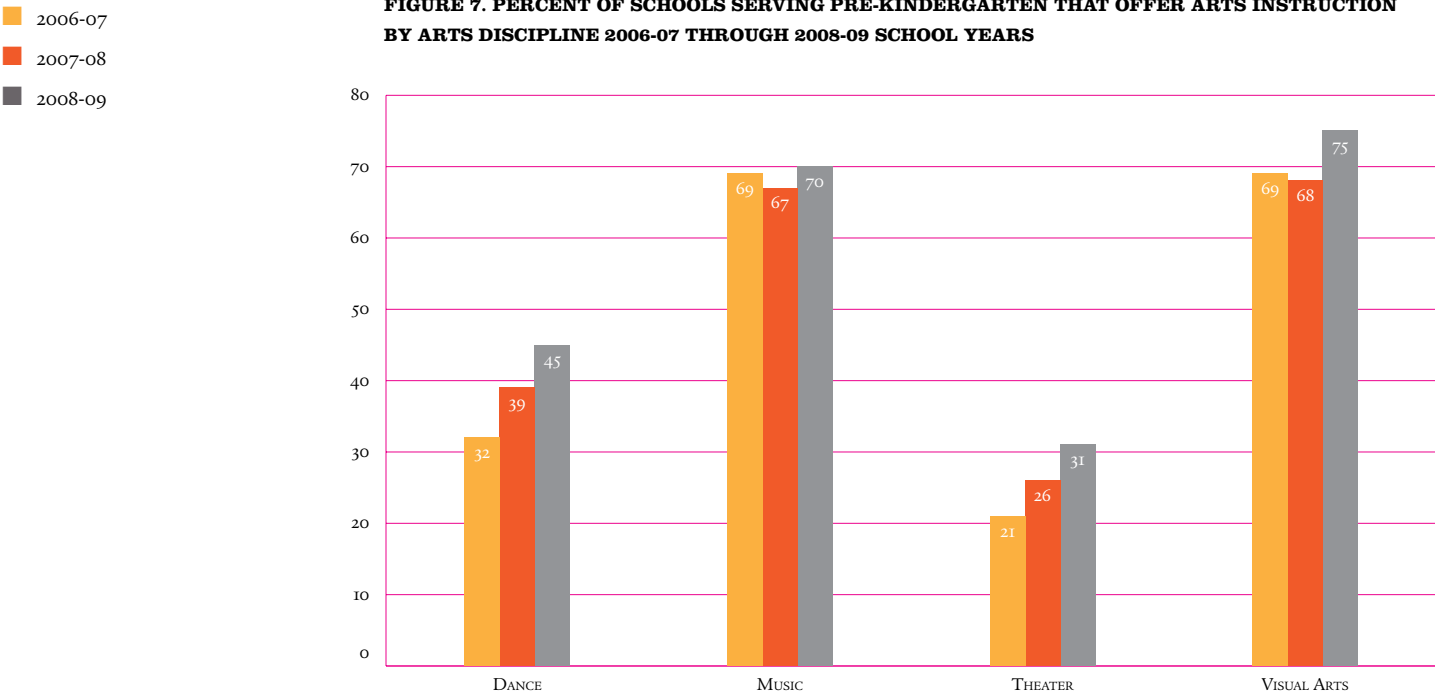


Student Access/Participation Arts Education  
2008-2009  
Elementary Schools *continued*

Pre-Kindergarten Arts Instruction

Of the responding schools that indicated that they serve pre-kindergarten, 75 percent reported that they provide students in this grade with art instruction in visual arts and 70 percent provide their students instruction in music in the 2008-09 school year. Fewer schools reported that they provide instruction in dance (45 percent) and theater (31 percent).

FIGURE 7. PERCENT OF SCHOOLS SERVING PRE-KINDERGARTEN THAT OFFER ARTS INSTRUCTION BY ARTS DISCIPLINE 2006-07 THROUGH 2008-09 SCHOOL YEARS





# Student Access/Participation Arts Education 2008-2009 Middle Schools



*“The MTI Broadway Junior project provided the students an opportunity to excel in socialization skills and self-discipline. In addition, the students understood the importance of commitment and teamwork while learning how to read scripts, act, sing and dance.”*  
- Middle School Principal

**F**or 2008-09, more middle schools offered instruction in visual arts and music than in dance and theater. The following are the percentages of responding schools and the arts offerings reported:

- 90% offer visual arts;
- 74% offer music;
- 57% offer theater; and
- 56% offer dance.

Of the middle schools that responded to the survey, 63 percent reported that all eighth grade graduating students met the NYSED requirement for 2008-09.\* (Based on October 1, 2009 promotion data for eighth grade students. Does not include District 75 students.)

## LEARNING ENVIRONMENT SURVEY

On the 2008-09 *Learning Environment Survey*, middle school students reported that they have taken a range of arts courses. In 2008-09, an average of 46 percent of students in grades 6-8 reported that they took one or more courses in visual arts, and 33 percent of students reported that they took one or more courses in music. Fewer students reported taking dance (17 percent) and theater (14 percent) classes.

**TABLE 18. PERCENTAGE OF STUDENTS WHO REPORTED PARTICIPATING IN THE ARTS BY DISCIPLINE AND GRADE THROUGH THE 2008-09 LEARNING ENVIRONMENT SURVEY**

GRADE	DANCE			MUSIC			THEATER			VISUAL ARTS		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
6	20%	19%	19%	46%	38%	38	16%	17%	17%	55%	50%	50%
7	16%	15%	15%	40%	34%	34	13%	13%	13%	45%	46%	46%
8	15%	16%	16%	33%	28%	28%	11%	13%	13%	42%	39%	39%

\*Data from 2007-08 based on number of eighth graders enrolled

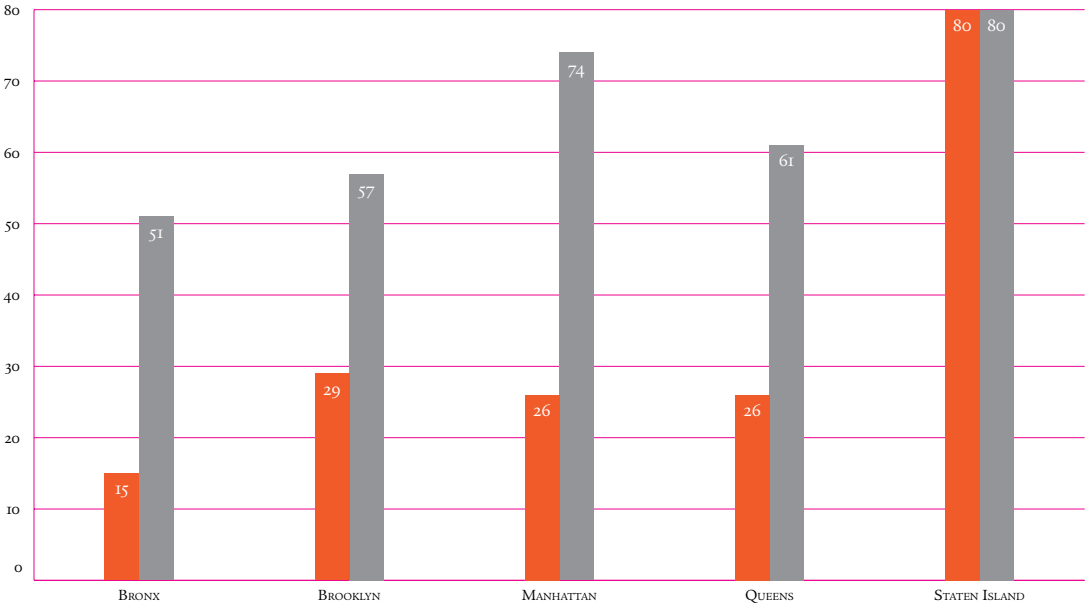
Student Access/Participation Arts Education  
2008-2009  
Middle Schools *continued*

MIDDLE SCHOOL ARTS SEQUENCE

At the middle school level, some schools provide a rigorous course of study in the arts. In these schools, students are offered a sequence of courses—three or more courses in a particular arts discipline that build on the knowledge and skills taught in each previous course. At least half of the responding middle schools from each borough in 2008-09 offer an arts sequence in at least one arts discipline, ranging from 51 percent in the Bronx to 80 percent in Staten Island.

2007-08  
2008-09

FIGURE 8. PERCENT OF MIDDLE SCHOOLS OFFERING ARTS SEQUENCES BY BOROUGH IN THE 2007-08 AND 2008-09 SCHOOL YEARS



Student Access/Participation Arts Education  
2008-2009  
Middle Schools *continued*

MIDDLE SCHOOL SCREENED ARTS PROGRAMS

- 13% of middle schools screen for the arts when they admit students.
- 25% of middle schools screen students for entry into arts programs after they are admitted to the school.

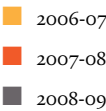
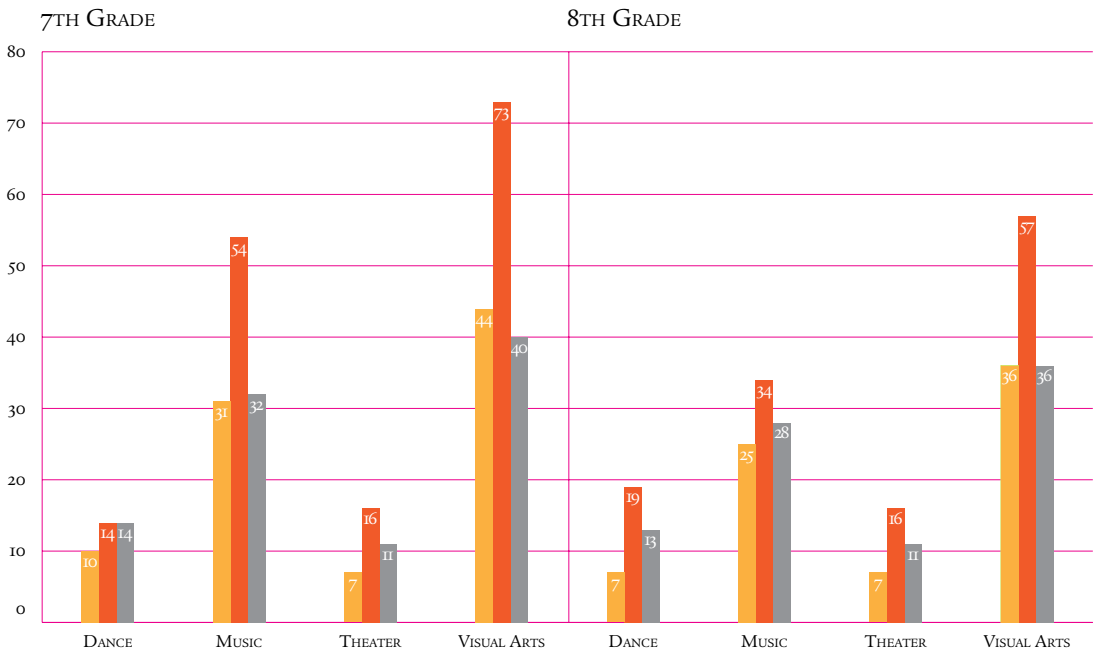


FIGURE 9. PERCENT OF SEVENTH AND EIGHTH GRADE STUDENTS PARTICIPATING IN ARTS INSTRUCTION BY DISCIPLINE FOR THE 2006-07 THROUGH THE 2008-09 SCHOOL YEARS



# Student Access/Participation Arts Education

## 2008-2009

### High Schools



*“Our school strongly believes that the study of the arts is an integral component of the high school program. We offer beginning classes in the ninth grade, allowing our students to explore the arts and to decide upon their interest level. Subsequently, every interested student is allowed to continue within one of the arts programs. We offer four-year sequences in both music and fine arts. Our belief remains that participation in the arts establishes many opportunities for our students in the future.”*

*- High School Principal, Queens*

**H**igh school students are provided with numerous opportunities to study the arts.

- 84% of responding schools offer instruction in two arts disciplines. Half of responding high schools offer instruction in three, and nearly a quarter offer all four arts disciplines.
- For the first time, in June 2009, the Chancellor’s Endorsed Arts Diploma was awarded to 653 high school students who had successfully demonstrated a high degree of proficiency in the arts by completing a 10-credit sequence of study in dance, music, theater or visual arts, as well as earning a passing grade on a rigorous exit exam in that discipline of study. In addition, 220 graduating seniors completed a five-credit sequence in an arts discipline and received a Certificate of Achievement. (Of the 1,163 students who took the exit exams, 873 graduating seniors passed.)

# Student Access/Participation Arts Education

## 2008-2009

### High Schools *continued*

**TABLE 19. PERCENT OF HIGH SCHOOLS OFFERING ARTS INSTRUCTION BY DISCIPLINE IN THE (2006-07 THROUGH 2008-09 SCHOOL YEARS (ANY GRADE, NINTH THROUGH TWELFTH)**

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

### LEARNING ENVIRONMENT SURVEY

When students reported their arts participation on the 2008-09 *Learning Environment Survey*, an average of 45 percent of students indicated that they had taken a visual arts and 36 percent indicated that they had taken a music course during the 2007-08 school year. Fewer students reported that they had taken a dance (14 percent) or theater (11 percent) course during the 2007-08 school year.

**TABLE 20. PERCENTAGE OF STUDENTS WHO REPORTED PARTICIPATING IN THE ARTS BY DISCIPLINE AND GRADE THROUGH THE 2008-09 LEARNING ENVIRONMENT SURVEY**

GRADES	DANCE			MUSIC			THEATER			VISUAL ARTS		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
9	10%	9%	11%	37%	57%	29%	7%	7%	9%	38%	35%	36%
10	11%	11%	13%	43%	34%	34%	6%	8%	10%	44%	41%	43%
11	13%	13%	14%	53%	40%	39%	8%	9%	12%	52%	46%	47%
12	15%	14%	16%	63%	44%	44%	11%	12%	14%	60%	49%	52%

# Student Access/Participation Arts Education

## 2008-2009

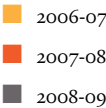
### High Schools *continued*

#### HIGH SCHOOL ARTS SEQUENCES

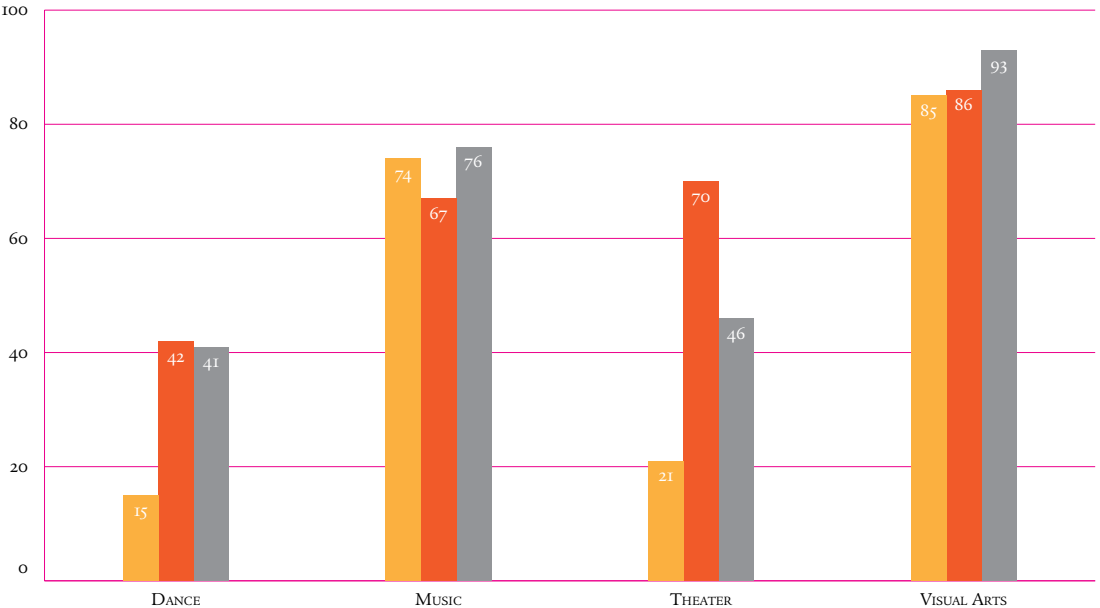
- Over a quarter (27%) of the responding high schools in 2008-09 reported that they offer a 6-, 8- or 10-credit sequence in visual arts. Fewer high schools reported that they offer sequences in music (18%), theater (9%), dance (8%), and film (7%).

**TABLE 21. PERCENT OF HIGH SCHOOLS OFFERING EITHER 6-CREDIT OR 8- TO 10-CREDIT SEQUENCES IN AN ARTS DISCIPLINE IN THE 2007-08 AND 2008-09 SCHOOL YEARS**

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



**FIGURE 10. PERCENT OF HIGH SCHOOLS OFFERING ARTS INSTRUCTION BY DISCIPLINE IN THE 2006-07 THROUGH 2008-09 SCHOOL YEARS (ANY GRADE, NINTH THROUGH TWELFTH)**

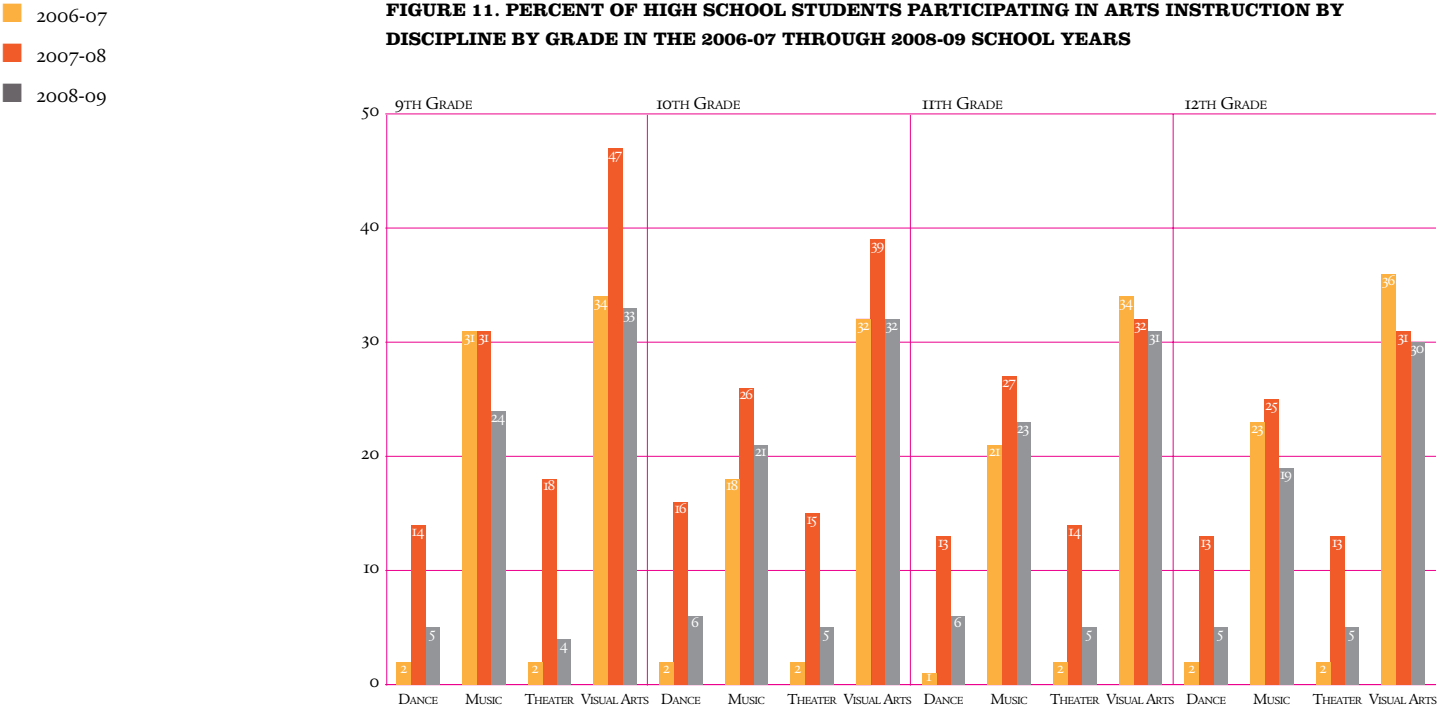




# Student Access/Participation Arts Education

## 2008-2009

### High Schools *continued*



# Student Access/Participation Arts Education 2008-2009

## High Schools *continued*

**TABLE 22. PERCENT OF HIGH SCHOOLS OFFERING ARTS SEQUENCES OF 6 CREDITS OR 8 TO 10+ CREDITS BY DISCIPLINE AND BOROUGH**

Dance	2007-08	2008-09	2007-08	2008-09
BOROUGH	6 CREDITS		8-10+ CREDITS	
BRONX	4%	5%	4%	3%
BROOKLYN	7%	5%	4%	3%
MANHATTAN	4%	10%	4%	5%
QUEENS	6%	3%	6%	5%
STATEN ISLAND	17%	11%	0%	0%

Music	2007-08	2008-09	2007-08	2008-09
BOROUGH	6 CREDITS		8-10+ CREDITS	
BRONX	18%	9%	3%	8%
BROOKLYN	13%	8%	8%	13%
MANHATTAN	6%	13%	4%	9%
QUEENS	11%	13%	16%	13%
STATEN ISLAND	29%	30%	29%	40%

Theater	2007-08	2008-09	2007-08	2008-09
BOROUGH	6 CREDITS		8-10+ CREDITS	
BRONX	9%	2%	4%	3%
BROOKLYN	7%	4%	5%	7%
MANHATTAN	2%	5%	4%	8%
QUEENS	14%	10%	3%	5%
STATEN ISLAND	29%	22%	0%	22%

Visual Arts	2007-08	2008-09	2007-08	2008-09
BOROUGH	6 CREDITS		8-10+ CREDITS	
BRONX	13%	14%	7%	6%
BROOKLYN	15%	20%	9%	11%
MANHATTAN	7%	18%	14%	19%
QUEENS	23%	23%	16%	13%
STATEN ISLAND	25%	11%	25%	56%

# Student Access/Participation Arts Education

## 2008-2009

### Multi-Grade Schools

“Our current arts program ensures our students arts instruction in visual arts, music, dance, and/or theater. This is achieved through the collaborative efforts of our school-based arts staff and teaching artists from various cultural organizations. Arts specialists and classroom teachers meet regularly to articulate and align instruction to support student learning. This year, we were able to provide a choice of art disciplines to our seventh and eighth grade students.”

- K-8 School Principal, Brooklyn

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

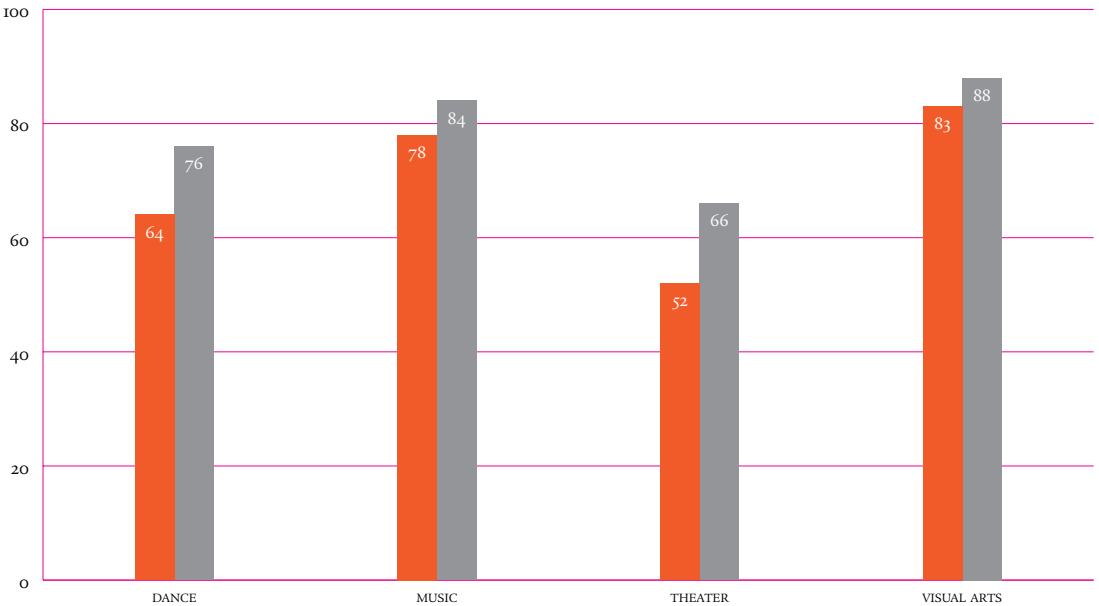
**M**ulti-grade schools represent an increasing number (276) of the schools that serve NYC public students.

**TABLE 23. DISTRIBUTION OF MULTI-GRADE SCHOOLS RESPONDING TO THE SURVEY IN THE 2008-09 SCHOOL YEAR**

School Level	2008-09
PreK-2	9%
K-8	68%
K-12	1%
6-12	21%

- Arts Teachers and Cultural Organizations
- Classroom Teachers, Arts Teachers, and Cultural Organizations

**FIGURE 12. PERCENT OF MULTI-GRADE SCHOOLS OFFERING ARTS INSTRUCTION BY DISCIPLINE AND ART PROVIDER IN THE 2008-09 SCHOOL YEAR (ANY GRADE, KINDERGARTEN THROUGH FIFTH)**



# Student Access/Participation Arts Education

## 2008-2009

### Multi-Grade Schools *continued*

**TABLE 24. PERCENT OF RESPONDING MULTI-GRADE SCHOOLS BY NUMBER OF ARTS DISCIPLINES AND ARTS PROVIDER IN THE 2008-09 SCHOOL YEAR (ANY GRADE, KINDERGARTEN THROUGH FIFTH)**

NUMBER OF ARTS DISCIPLINES	ARTS PROVIDED BY:	
	ARTS TEACHERS AND CULTURAL ORGANIZATIONS	CLASSROOM TEACHERS, ARTS TEACHERS, AND CULTURAL ORGANIZATIONS
AT LEAST ONE ARTS DISCIPLINE	89%	89%
AT LEAST TWO ARTS DISCIPLINES	82%	86%
AT LEAST THREE ARTS DISCIPLINES	66%	78%
FOUR ARTS DISCIPLINES	40%	60%

**TABLE 25 . PERCENT OF ELEMENTARY SCHOOLS IN MULTI-GRADE SITES THAT PROVIDE ALL FOUR ART DISCIPLINES TO ALL GRADES SERVED, KINDERGARTEN THROUGH FIFTH, IN THE 2008-09 SCHOOL YEAR**

	ALL FOUR ARTS DISCIPLINES TO ALL GRADES SERVED K-5
ARTS TEACHERS AND CULTURAL ORGANIZATIONS	12%
CLASSROOM TEACHERS, ARTS TEACHERS, AND CULTURAL ORGANIZATIONS	33%

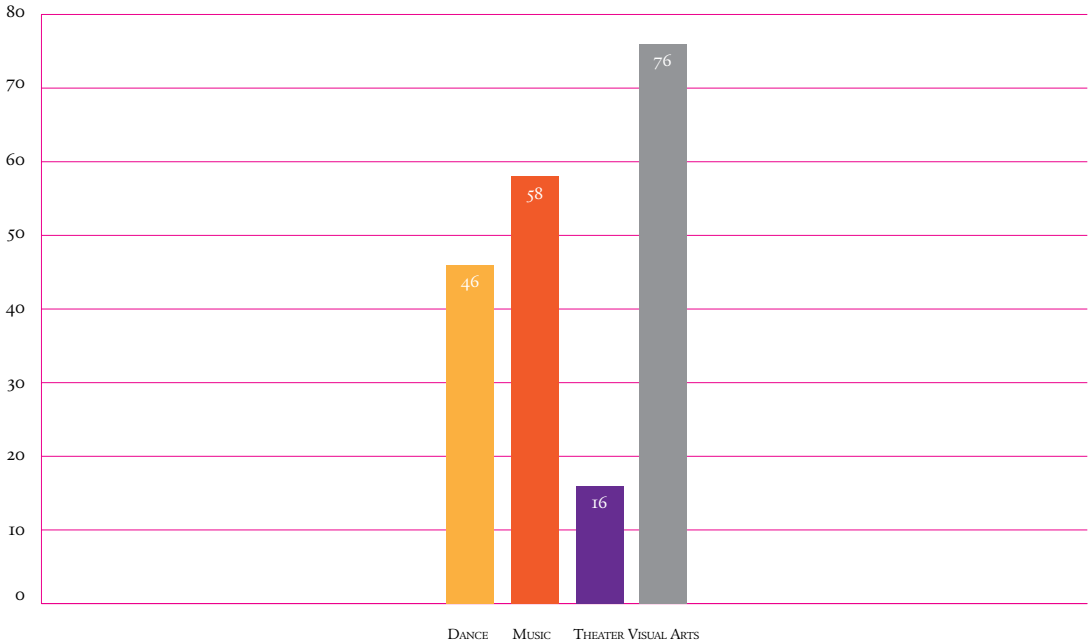
# Student Access/Participation Arts Education

## 2008-2009

### Multi-Grade Schools *continued*

- Dance
- Music
- Theater
- Visual Arts

**FIGURE 13. PERCENT OF MULTI-GRADE SCHOOLS OFFERING ARTS INSTRUCTION BY ARTS DISCIPLINE DELIVERED BY SCHOOL-BASED STAFF (ARTS TEACHERS ONLY) IN THE 2008-09 SCHOOL YEAR (ANY GRADE, KINDERGARTEN THROUGH FIFTH)**



**TABLE 26. AVERAGE INSTRUCTIONAL HOURS DELIVERED BY CLASSROOM TEACHERS, ARTS TEACHERS, AND CULTURAL ORGANIZATIONS BY GRADE AND DISCIPLINE IN MULTI-GRADE SCHOOLS IN THE 2008-09 SCHOOL YEAR**

ART DISCIPLINES	1ST GRADE MEAN HRS.	2ND GRADE MEAN HRS.	3RD GRADE MEAN HRS.	4TH GRADE MEAN HRS.	5TH GRADE MEAN HRS.
DANCE	21-30	11-20	11-20	11-20	11-20
MUSIC	41-50	41-50	31-40	31-40	31-40
THEATER	21-30	11-20	11-20	11-20	11-20
VISUAL ARTS	61-70	51-60	51-60	41-50	41-50

# Student Access/Participation Arts Education 2008-2009

## Multi-Grade Schools *continued*

**TABLE 27. PERCENT OF MULTI-GRADE SCHOOLS WITH GRADES SIXTH THROUGH EIGHTH THAT SCREENED STUDENTS IN THE ARTS IN THE 2008-09 SCHOOL YEAR**

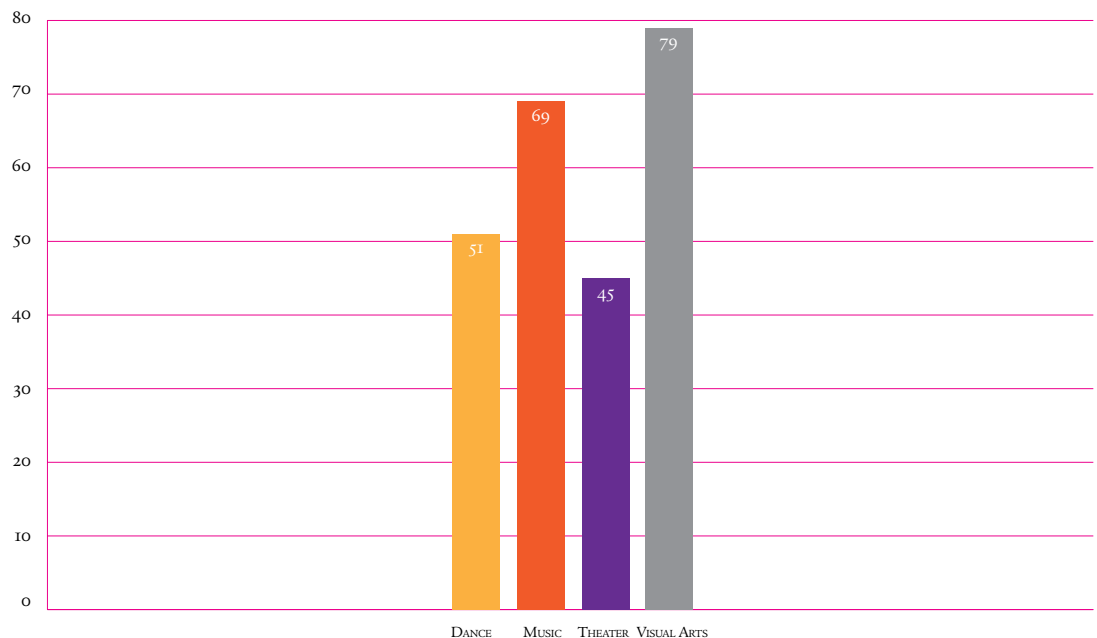
SCREENING	2008-09
BEFORE ADMISSION	4%
AFTER ADMISSION	15%

**TABLE 28. PERCENT OF MULTI-GRADE SCHOOLS BY NUMBER OF ARTS DISCIPLINES IN THE 2008-09 SCHOOL YEAR (ANY GRADE, SIXTH THROUGH EIGHTH)**

NUMBER OF ARTS DISCIPLINES	2008-09
AT LEAST ONE ARTS DISCIPLINE	87%
AT LEAST TWO ARTS DISCIPLINES	73%
AT LEAST THREE ARTS DISCIPLINES	49%
FOUR ARTS DISCIPLINES	34%



**FIGURE 14. PERCENT OF MULTI-GRADE SCHOOLS OFFERING ARTS INSTRUCTION BY DISCIPLINE IN THE 2008-09 SCHOOL YEAR (ANY GRADE, SIXTH THROUGH EIGHTH)**



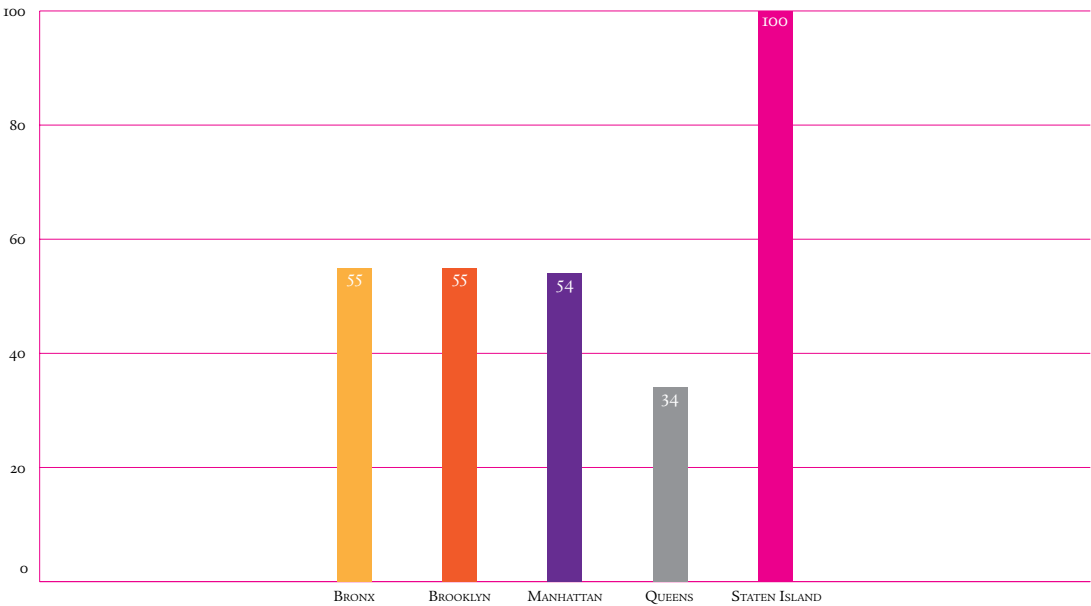
# Student Access/Participation Arts Education

## 2008-2009

### Multi-Grade Schools *continued*

- Bronx
- Brooklyn
- Manhattan
- Queens
- Saten Island

**FIGURE 15. PERCENT OF MULTI-GRADE SCHOOLS WITH GRADES NINTH THROUGH TWELFTH OFFERING ARTS SEQUENCES BY BOROUGH IN THE 2008-09 SCHOOL YEAR**



**TABLE 29. PERCENT OF MULTI-GRADE SCHOOLS BY NUMBER OF ARTS DISCIPLINES ANY GRADE NINTH THROUGH TWELFTH IN THE 2008-09 SCHOOL YEAR**

NUMBER OF ARTS DISCIPLINES	2008-09
AT LEAST TWO ARTS DISCIPLINES	84%
AT LEAST THREE ARTS DISCIPLINES	52%
FOUR ARTS DISCIPLINES	21%



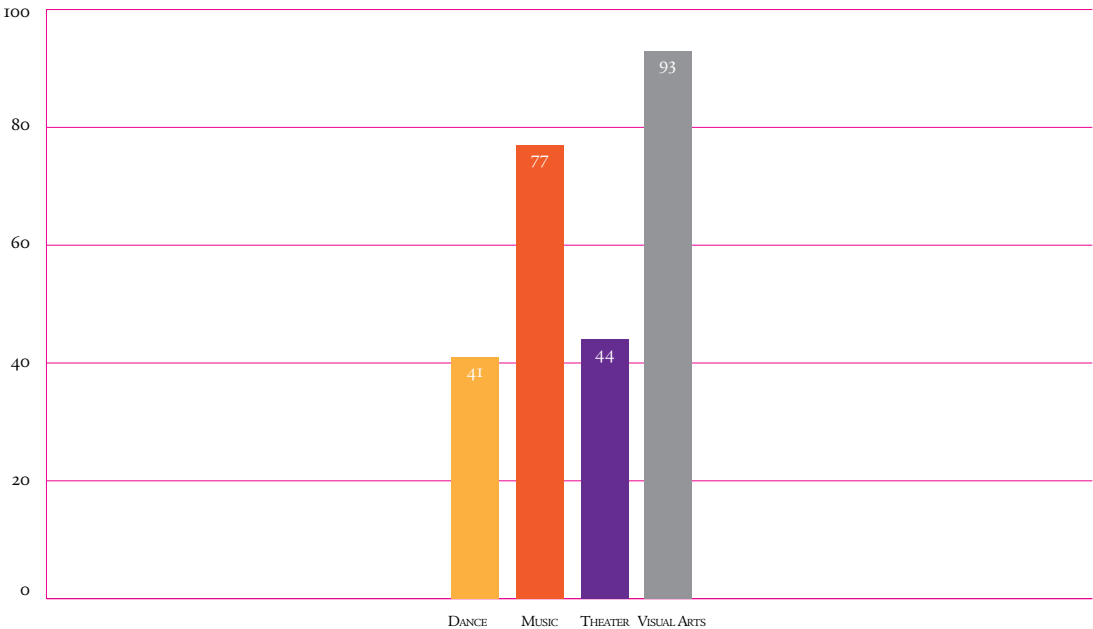
# Student Access/Participation Arts Education

## 2008-2009

### Multi-Grade Schools *continued*

- Dance
- Music
- Theater
- Visual Arts

**FIGURE 16. PERCENT OF MULTI-GRADE SCHOOLS OFFERING ARTS INSTRUCTION BY DISCIPLINE IN THE 2008-09 SCHOOL YEAR (ANY GRADE, NINTH THROUGH TWELFTH)**



**TABLE 30. PERCENT OF MULTI-GRADE SCHOOLS WITH OFFERING EITHER 6-CREDIT OR 8- TO 10-CREDIT SEQUENCES IN AN ARTS DISCIPLINE IN THE 2008-09 SCHOOL YEAR (ANY GRADE, NINTH THROUGH TWELFTH)**

ART DISCIPLINES	2008-09
DANCE	8%
MUSIC	19%
THEATER	9%
VISUAL ARTS	26%
FILM	4%

# Student Access/Participation Arts Education

## 2008-2009

### District 75 Schools

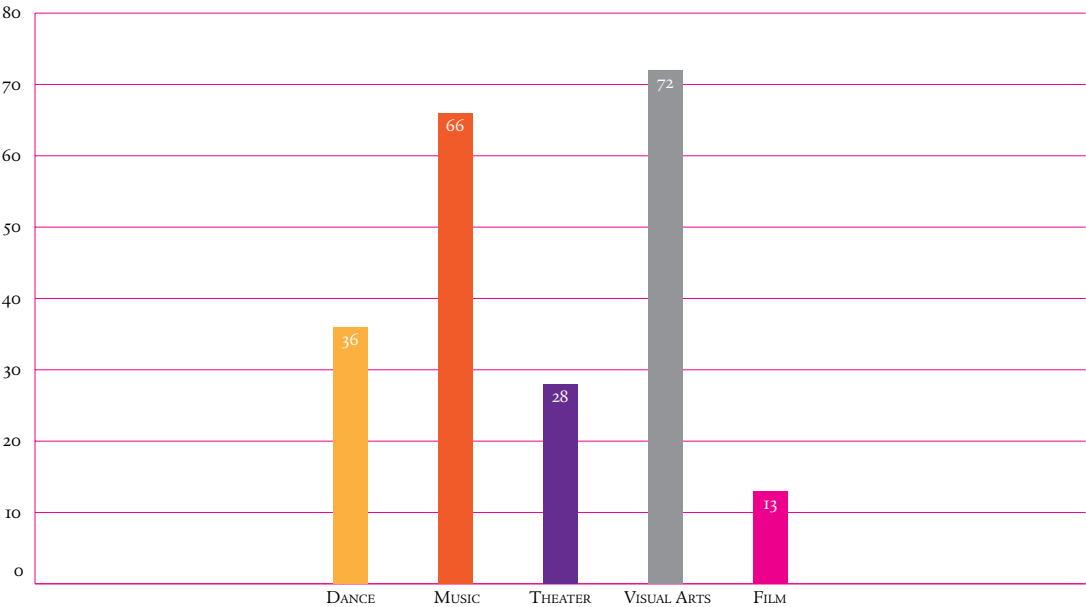
*“Our school serves students that face many and varied challenges including severe physical disabilities, speech and language delays, intellectual delays, autism and/or learning disabilities. One of the goals of our arts program is to enable our students to meet adapted standards based on the New York City Blueprint for Teaching and Learning in the Arts. A second goal is to enable our students to participate in performing groups or to create visual arts projects - just like their general education peers.”*

- District 75 Principal, Queens

**M**any District 75 schools offer arts disciplines every year. Of the responding District 75 schools, for 2008-09 greater percentages reported that they offer visual arts (72 percent) and/or music (66 percent) than dance (36 percent), theater (28 percent), or film (13 percent).

- Dance
- Music
- Theater
- Visual Arts
- Film

**FIGURE 17. PERCENT OF DISTRICT 75 SCHOOLS OFFERING ARTS DISCIPLINE EVERY GRADE LEVEL AS REPORTED IN THE 2008-09 SCHOOL YEAR**



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

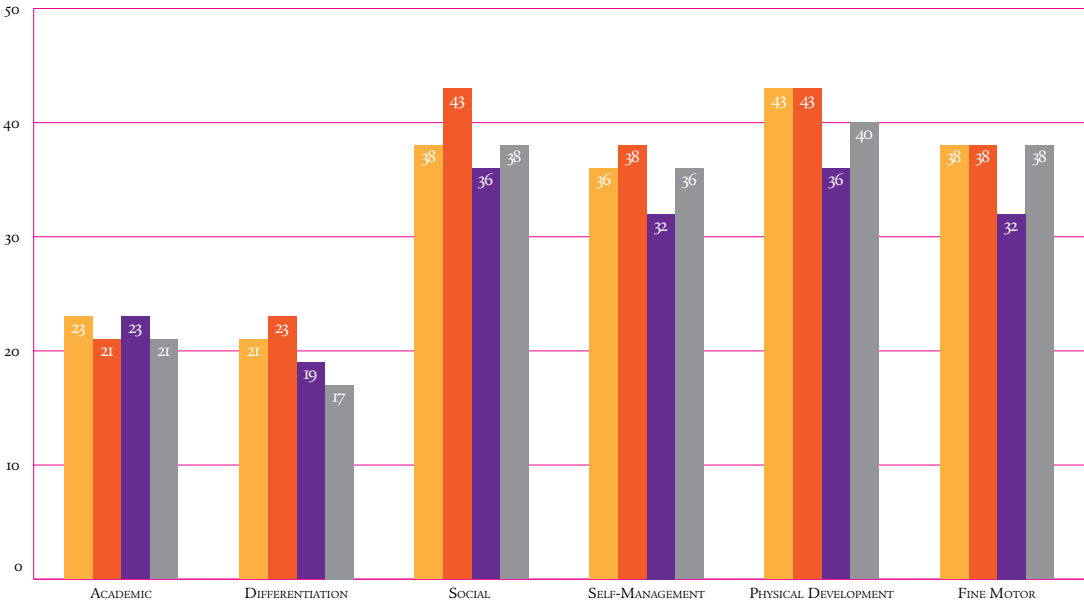
# Student Access/Participation Arts Education

## 2008-2009

### District 75 Schools *continued*

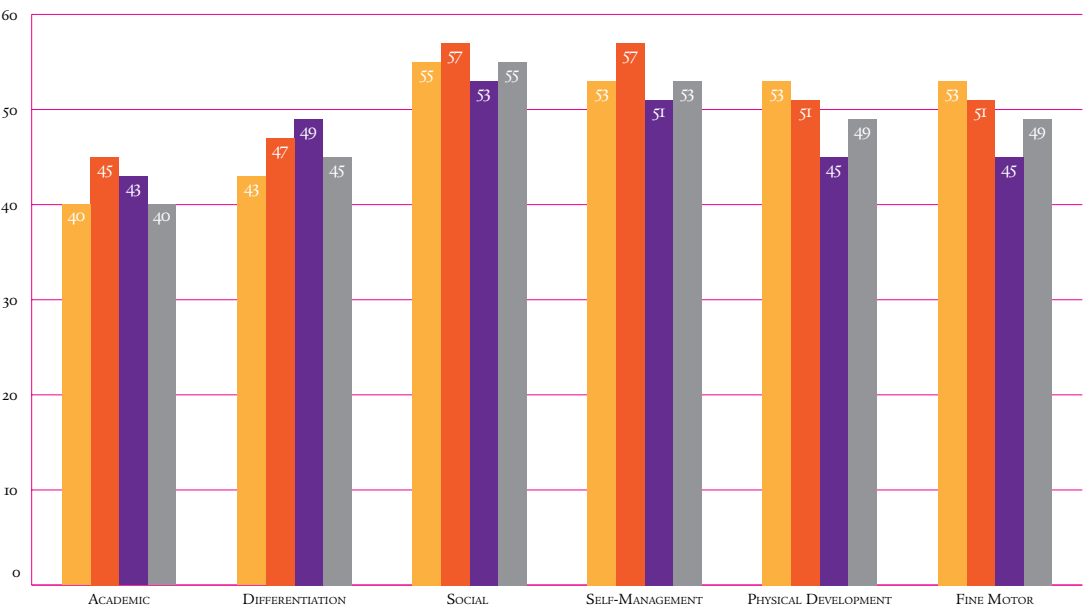
- PreK-2nd
- 3rd-5th
- 6th-8th
- 9th-12th

**FIGURE 18. PERCENT OF DISTRICT 75 SCHOOLS REPORTING TEACHERS WHO USE DANCE TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL METHOD AND LEVEL IN THE 2008-09 SCHOOL YEAR**



- PreK-2nd
- 3rd-5th
- 6th-8th
- 9th-12th

**FIGURE 19. PERCENT OF DISTRICT 75 SCHOOLS REPORTING TEACHERS WHO USE MUSIC TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL METHOD AND LEVEL IN THE 2008-09 SCHOOL YEAR**



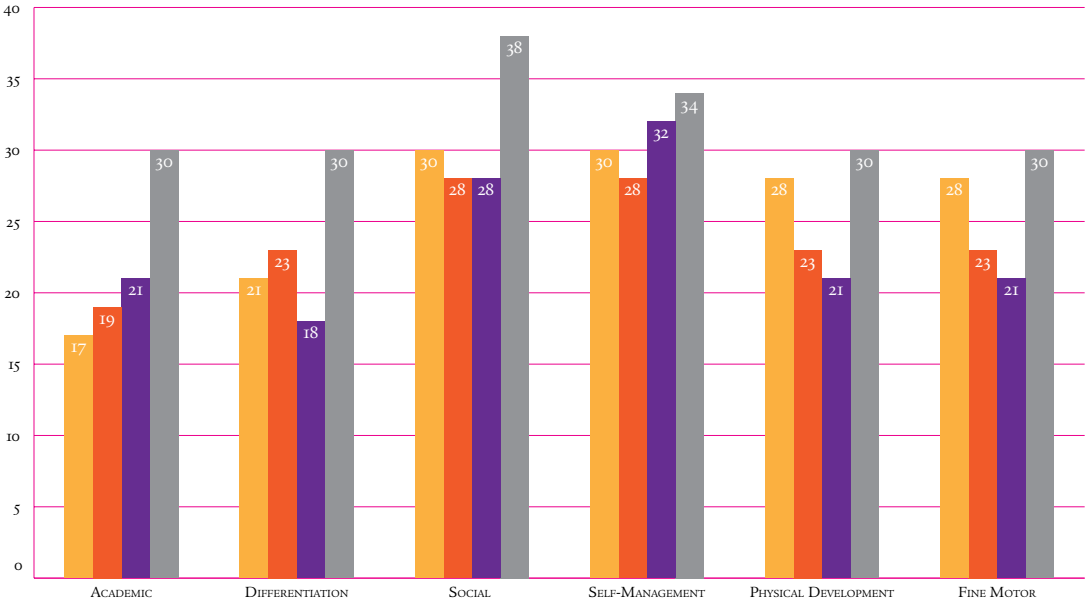
# Student Access/Participation Arts Education

## 2008-2009

### District 75 Schools *continued*

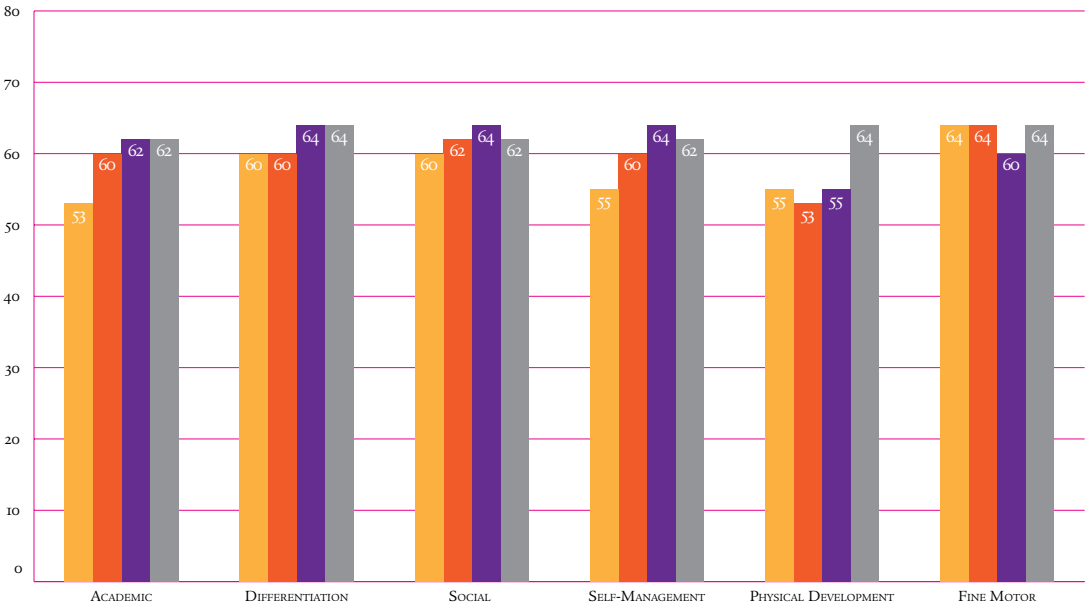
- PreK-2nd
- 3rd-5th
- 6th-8th
- 9th-12th

**FIGURE 20. PERCENT OF DISTRICT 75 SCHOOLS REPORTING TEACHERS WHO USE THEATER TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL METHOD AND LEVEL IN THE 2008-09 SCHOOL YEAR**



- PreK-2nd
- 3rd-5th
- 6th-8th
- 9th-12th

**FIGURE 21. PERCENT OF DISTRICT 75 SCHOOLS REPORTING TEACHERS WHO USE VISUAL ARTS TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL METHOD AND LEVEL IN THE 2008-09 SCHOOL YEAR**



# Student Access/Participation Arts Education

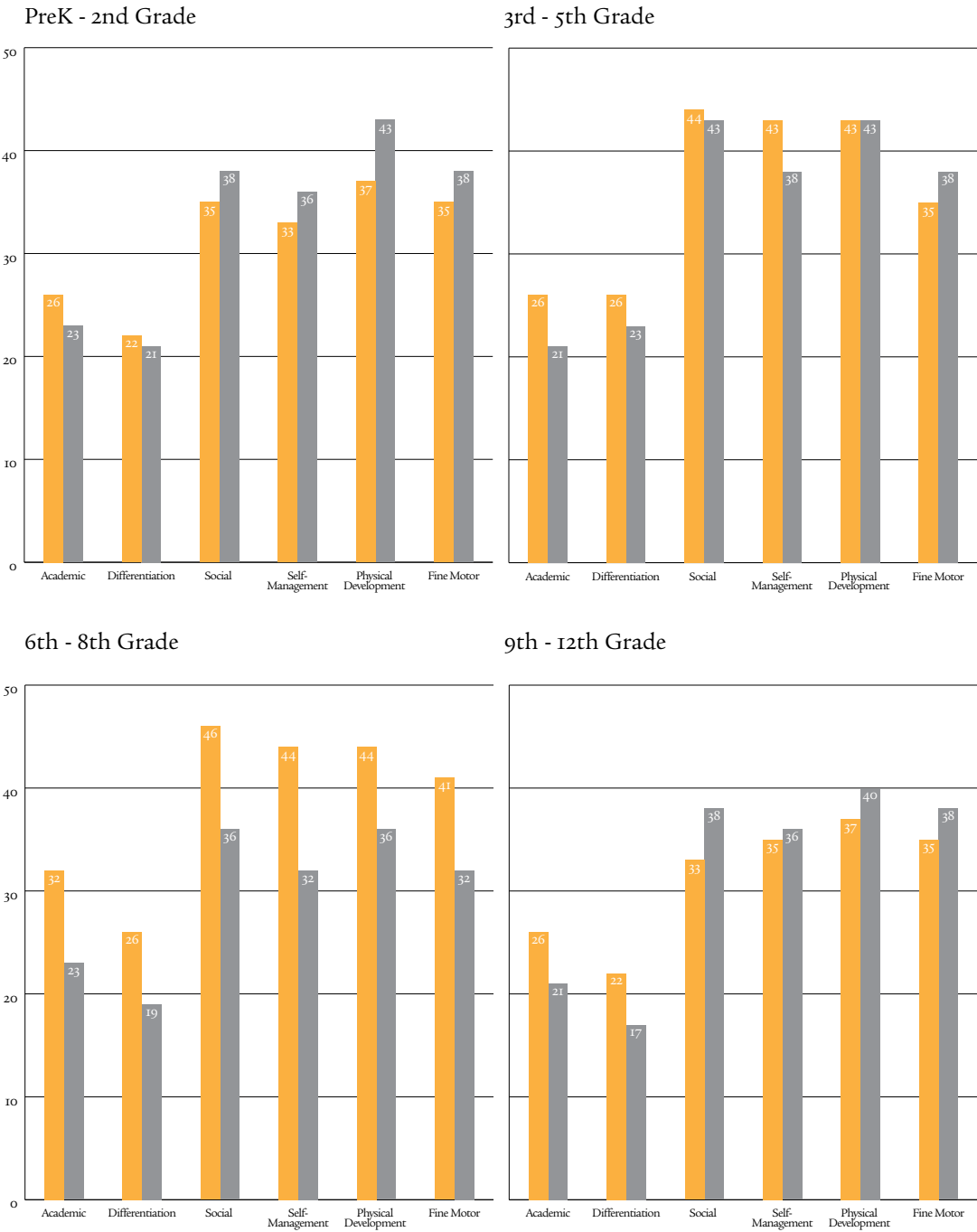
## 2008-2009

### District 75 Schools *continued*

2007-08

2008-09

**FIGURE 22. PERCENT OF DISTRICT 75 SCHOOLS REPORTING TEACHERS WHO USE DANCE TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL METHOD AND LEVEL IN THE 2007-08 AND 2008-09 SCHOOL YEARS**



2007-08

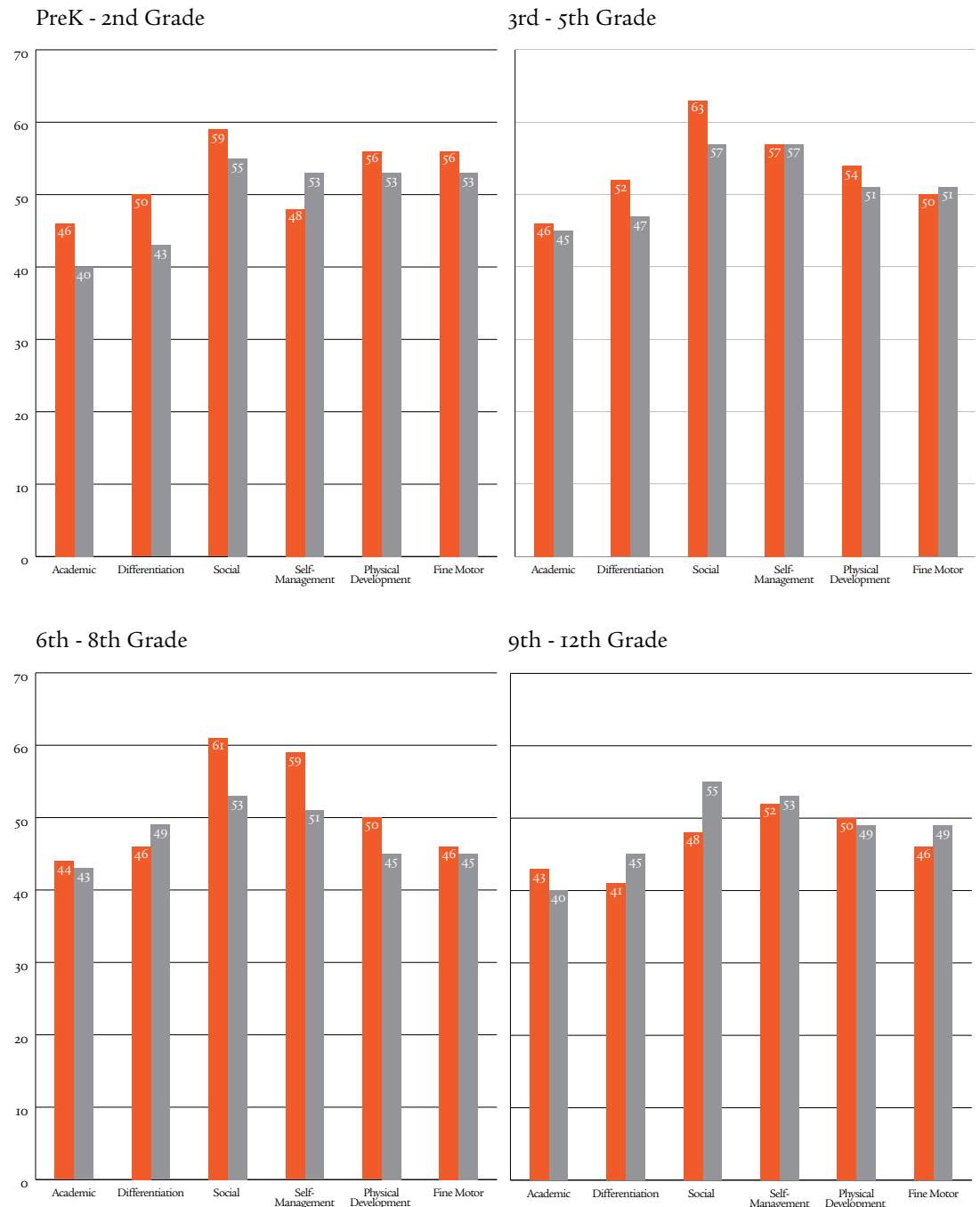
2008-09

# Student Access/Participation Arts Education 2008-2009

## District 75 Schools *continued*

2007-08  
2008-09

**FIGURE 23. PERCENT OF DISTRICT 75 SCHOOLS REPORTING TEACHERS WHO USE MUSIC TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL METHOD AND LEVEL IN THE 2007-08 AND 2008-09 SCHOOL YEARS**



# Student Access/Participation Arts Education

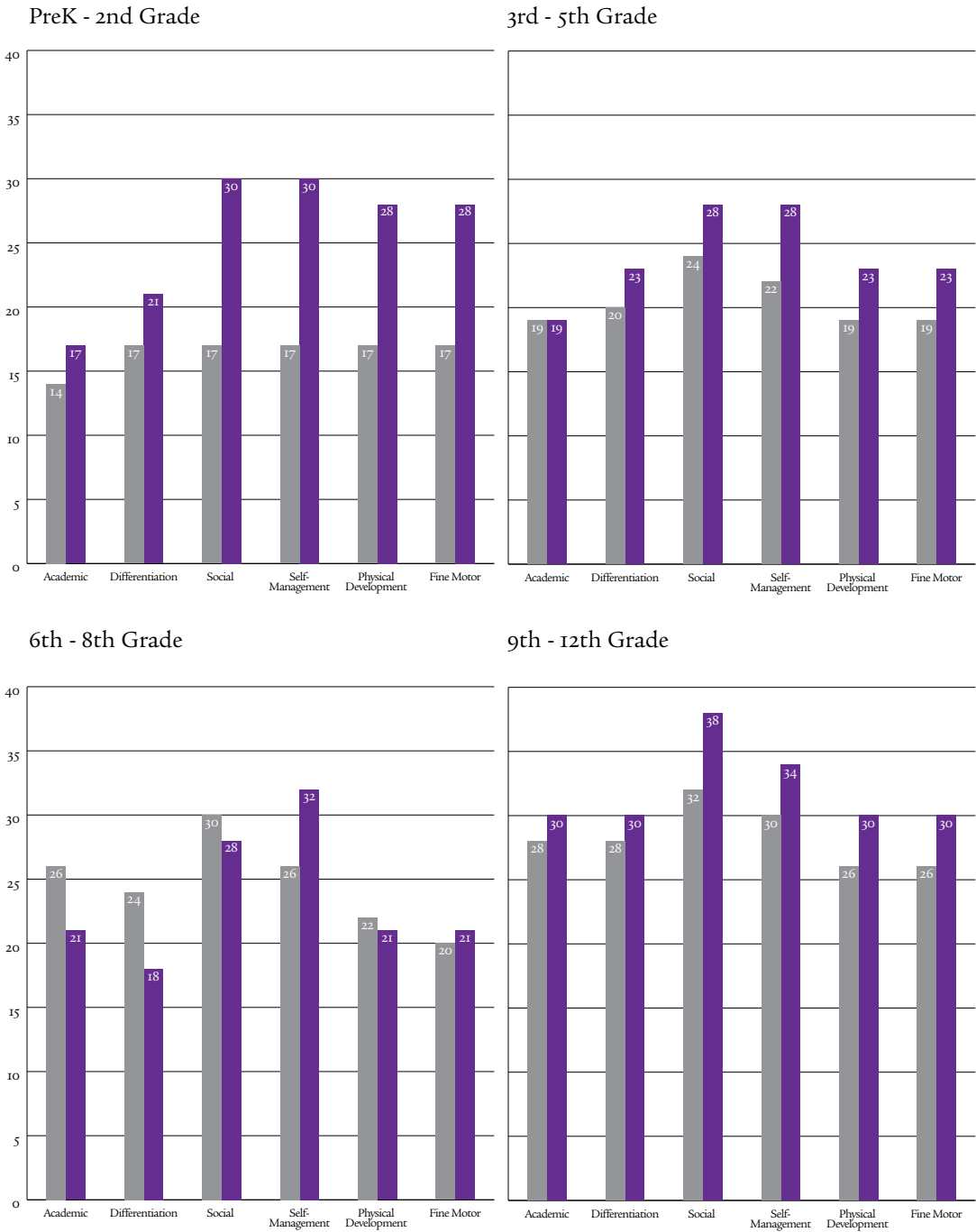
## 2008-2009

### District 75 Schools *continued*

2007-08

2008-09

**FIGURE 24. PERCENT OF DISTRICT 75 SCHOOLS REPORTING TEACHERS WHO USE THEATER TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL METHOD AND LEVEL IN THE 2007-08 AND 2008-09 SCHOOL YEARS**





# Student Access/Participation Arts Education

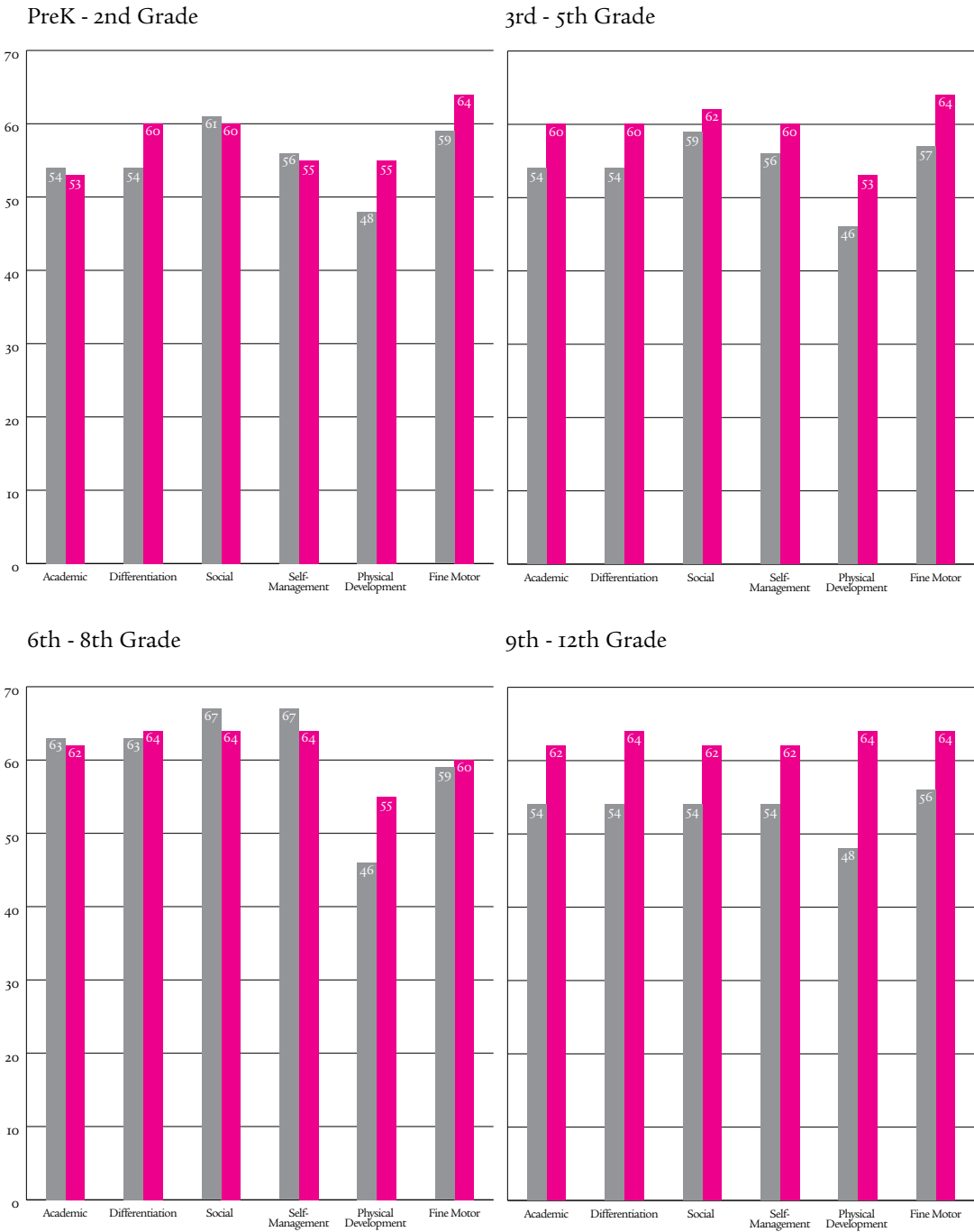
## 2008-2009

### District 75 Schools *continued*

2007-08

2008-09

**FIGURE 25. PERCENT OF DISTRICT 75 SCHOOLS REPORTING TEACHERS WHO USE VISUAL ARTS TO ADVANCE STUDENT IEP GOALS BY INSTRUCTIONAL METHOD AND LEVEL IN THE 2007-08 AND 2008-09 SCHOOL YEARS**





# Quality Arts Education

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## Quality Arts Education

### School Leaders' Support for Quality Arts Education



*“Our school has a strong commitment to arts education and recognizes its potential to enrich every aspect of teaching and learning. Our goals, strategies, and major arts initiatives center on supplying the student population with instruction in visual arts, music, dance, and theater using the Blueprint for Teaching and Learning in the Arts while integrating a balanced literacy approach. Students at our school actively engage in the processes that constitute creation, performance, and participation in the arts. They respond to and analyze the visual arts, music, dance, and theater with an understanding of the cultural dimensions and contributions of all arts disciplines. The art, music, dance, and theater instruction implement use of a comprehensive and sequential standards-based approach targeting the benchmarks in the Blueprints. This allows students to be arts makers, acquire literacy in the arts, make connections, be aware of community and cultural resources and develop into lifelong learners of the arts.”*

*- Elementary School Principal, Brooklyn*

**A** rigorous arts education requires school leaders to create an arts-rich school where each student has access to ongoing and sequential learning in the arts and continued experiences involving New York City’s vital arts and cultural community. School leaders are empowered to make critical decisions about arts education for the students in their schools in order to:

- ensure student achievement in the arts for all students;
- provide that adequate resources, including budget, are allocated to the arts;
- support and foster quality arts instruction;
- select arts and cultural institutions/organizations services and partners;
- schedule appropriate instructional time for the arts; and
- allocate appropriate space for arts instruction.

# Quality Arts Education

## Student Participation and Achievement in the Arts

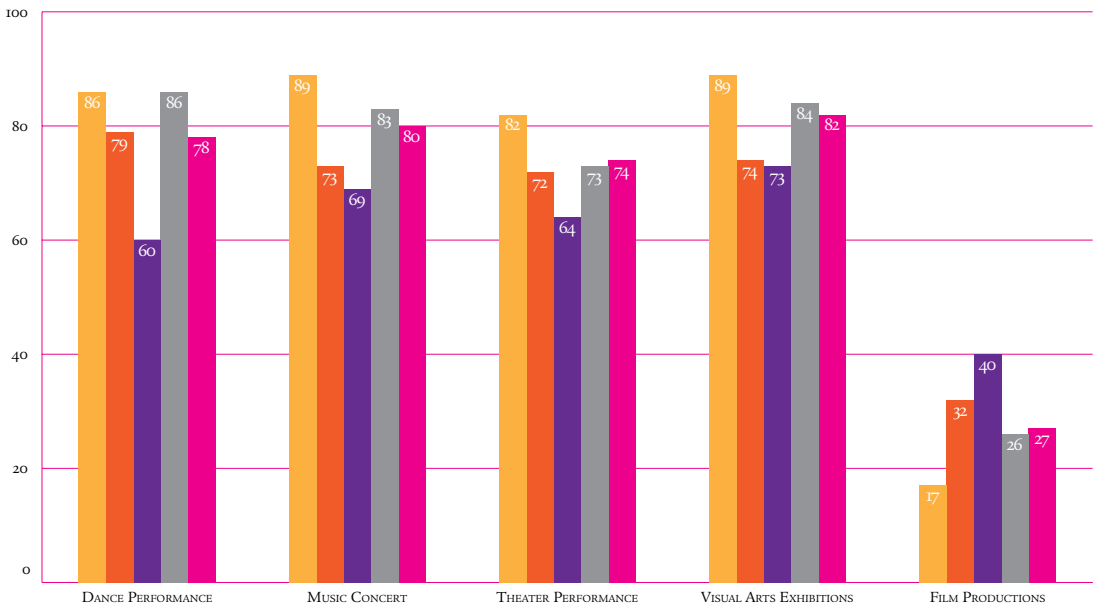
“Our school’s goal is to implement a diverse, integrated arts program through a variety of standards-based instructional approaches for all students. In addition, we will continue to encourage parental involvement through exhibits, shows, performances and trips. As a result of these efforts, our students will have a deeper appreciation of the arts, produce works of art that show a variety of cultural influences, and demonstrate knowledge of the arts into all curricular areas, as well as meeting or exceeding standards by their performance on all assessments.”

- Elementary School Principal, Brooklyn

### STUDENT PARTICIPATION\*

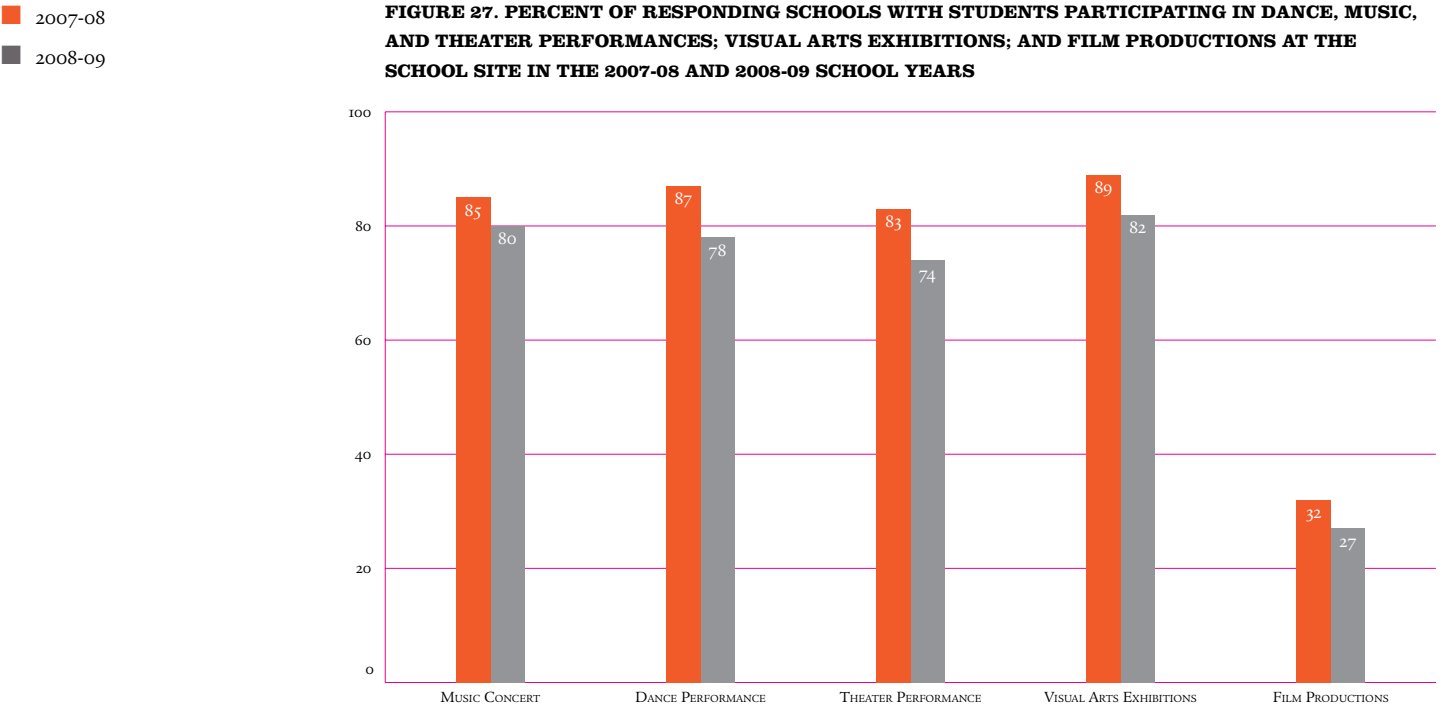
**FIGURE 26. PERCENT OF SCHOOLS WITH STUDENTS PARTICIPATING IN DANCE, MUSIC, AND THEATER PERFORMANCES; VISUAL ARTS EXHIBITIONS; AND FILM PRODUCTIONS AT THE SCHOOL SITE BY LEVEL IN THE 2008-09 SCHOOL YEAR**

- Elementary
- Middle
- High
- Multi-Grade
- Total



\*The charts for “Student Participation” include all school levels that responded to survey including District 75.

Quality Arts Education
Student Participation and Achievement in the Arts
continued



“Our school community recognizes that arts education is a powerful contributor in development of well-rounded individuals. Its inclusion in the school’s instructional program strengthens students’ ability to think creatively, critically, and to problem solve.”

- High School Principal, Manhattan

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

For the first time, the *Annual Arts Education Survey 2008-2009* gave schools the opportunity to report on pull-out or multi-grade arts instruction.

**TABLE 31. PERCENT OF RESPONDING SCHOOLS IN WHICH STUDENTS PARTICIPATE IN ANY PULL-OUT OR MULTI-GRADE ACTIVITIES DURING THE SCHOOL DAY IN THE 2008-09 SCHOOL YEAR (ANY GRADE, KINDERGARTEN THROUGH FIFTH)**

ART DISCIPLINES	2008-09
DANCE	28%
MUSIC	41%
THEATER	31%
VISUAL ARTS	38%

Quality Arts Education

Student Participation and Achievement in the Arts *continued*



ASSESSMENT OF STUDENT WORK

*“Our school community strongly believes that the arts are an integral part of every child’s education. In school year 2009-10, we will strive to create a well-rounded, standards-based arts education in the areas of dance, music, theater and visual arts in order to increase student achievement. We will create rubrics for arts skills and performance objectives to assess and help students set goals for their own arts learning.”*

- Elementary/Middle School Principal, Manhattan

ASSESSMENT IS KEY: STUDENT PROGRESS IN THE ARTS

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

TABLE 32. PERCENT OF RESPONDING SCHOOLS THAT REPORT THE USE OF THE FOLLOWING METHODS OF EVALUATING STUDENT PROGRESS IN THE ARTS IN THE 2008-09 SCHOOL YEAR

ASSESSMENTS	2008-09
CULMINATING PROJECTS	83%
TEACHER OBSERVATIONS WITH DESCRIPTIVE FEEDBACK TO STUDENTS	73%
CONFERENCES WITH STUDENTS	68%
STUDENT PORTFOLIOS	66%
ARTS PERFORMANCE ASSESSMENTS	66%
STUDENT SELF- AND PEER-ASSESSMENT	55%
SCALED RUBRICS WITH CRITERIA	53%
WRITTEN ASSESSMENTS	51%
STUDENT ARTS JOURNALS	30%



# Quality Arts Education Support for Quality Teaching



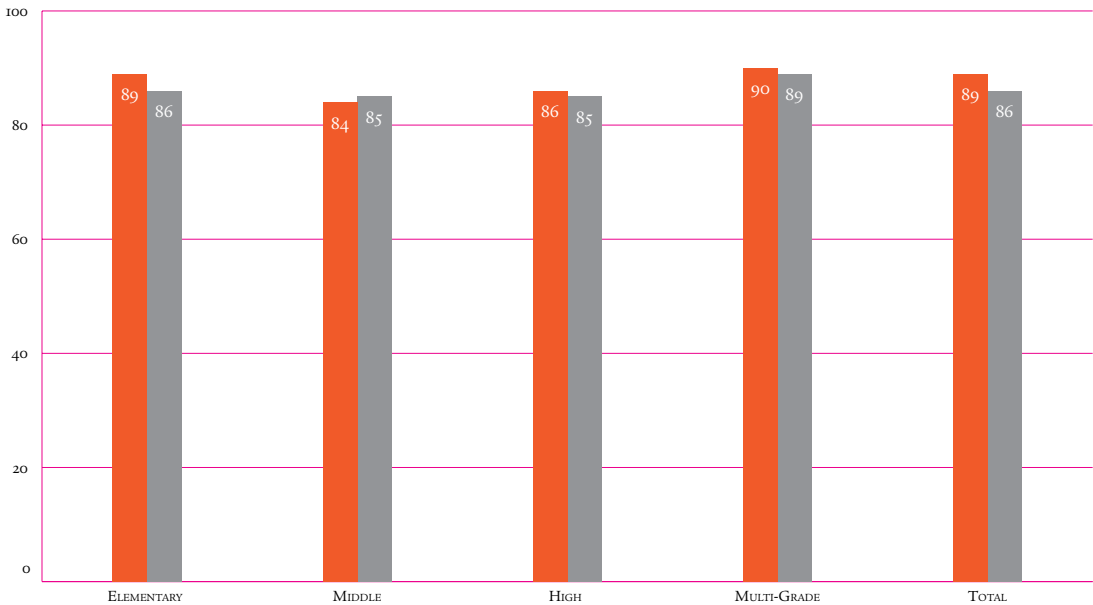
*“Our school leadership recognizes that the teacher’s intrinsic motivation is the driving force. As such, the planning year features monthly workshops that empower teachers as key decision-makers in short-term and long-term goal setting, program design, curriculum development, lesson planning, and assessment practices for the arts.”*  
- Elementary School Principal, Brooklyn

## PROFESSIONAL DEVELOPMENT

School leaders demonstrate their commitment to quality teaching by investing staff time in professional learning opportunities delivered by a variety of providers. The following figures represent the participation of both arts teachers and non-arts teachers in professional development in the arts.

2007-08  
2008-09

**FIGURE 28. PERCENT OF RESPONDING SCHOOLS REPORTING ARTS TEACHERS ATTENDING ARTS PROFESSIONAL DEVELOPMENT BY LEVEL IN THE 2007-08 AND 2008-09 SCHOOL YEARS**



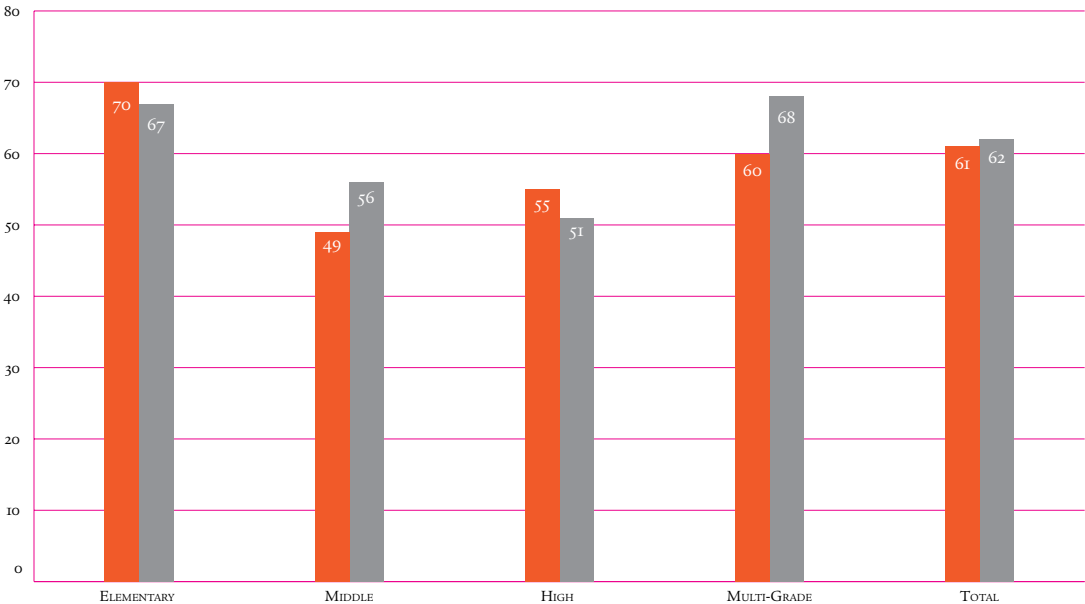
# Quality Arts Education

## Support for Quality Teaching *continued*

2007-08

2008-09

**FIGURE 29. PERCENT OF RESPONDING SCHOOLS REPORTING NON-ARTS TEACHERS ATTENDING ARTS PROFESSIONAL DEVELOPMENT BY LEVEL IN THE 2007-08 AND 2008-09 SCHOOL YEARS**



Central DOE

SSO

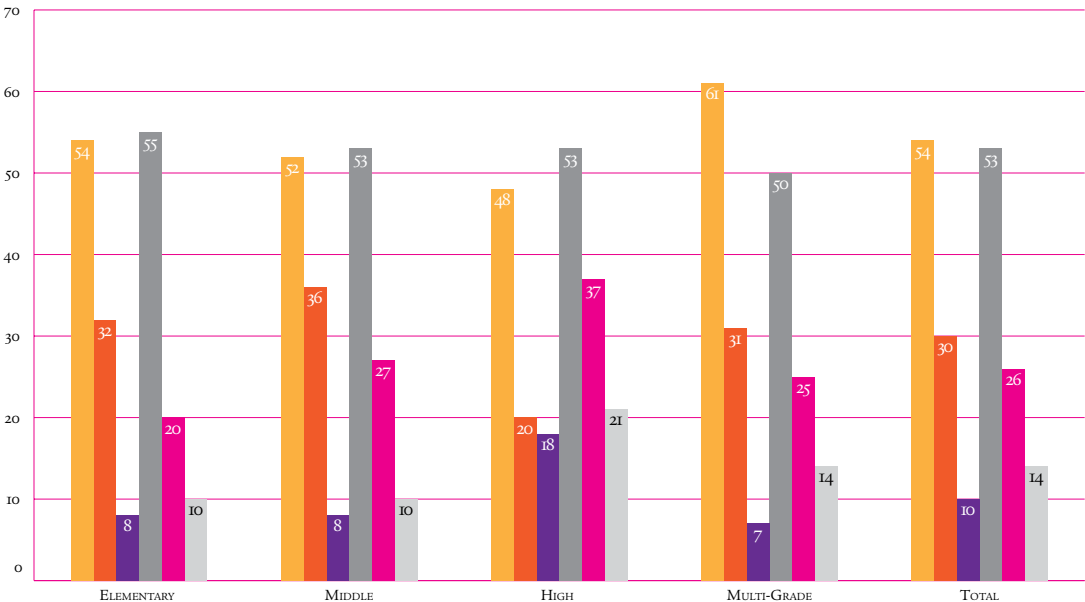
University

Cultural Organization

In-House

Other

**FIGURE 30. PERCENT OF SCHOOLS WITH ARTS TEACHERS ATTENDING ART PROFESSIONAL DEVELOPMENT BY PROVIDER AND LEVEL IN THE 2008-09 SCHOOL YEAR**



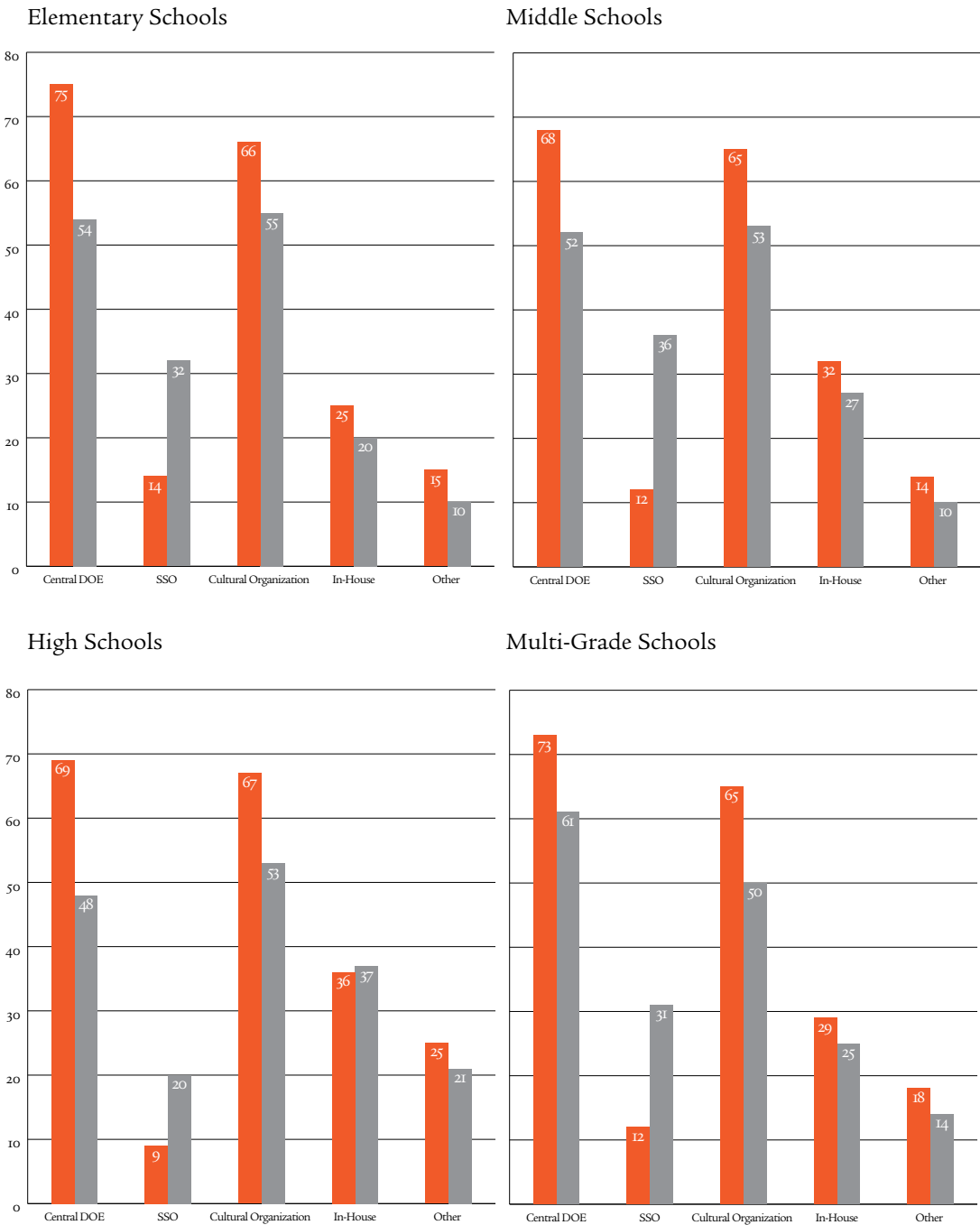
# Quality Arts Education

## Support for Quality Teaching *continued*

2007-08

2008-09

**FIGURE 31. PERCENT OF SCHOOLS WITH ARTS TEACHERS ATTENDING ART PROFESSIONAL DEVELOPMENT BY PROVIDER AND LEVEL IN THE 2007-08 AND 2008-09 SCHOOL YEARS<sup>1</sup>**



<sup>1</sup>Universities as professional development providers was not a response option in the 2007-08 ArtsCount survey.

## Quality Arts Education

### Support for Quality Teaching *continued*

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

- making connections between the arts and other content areas
- assessing student learning in the arts
- *Blueprint*-based unit and lesson planning
- building teacher content knowledge and skills
- creating an effective studio environment
- classroom management techniques and skills



# Quality Arts Education

## Certified Arts Teachers



The following are data from the NYCDOE Division of Human Resources:

- The total number of certified arts teachers increased by 14.5 percent from 2004-05 to 2007-08.
- In 2008-09, the number of certified arts teachers increased by 3.2 percent from 2007-08. This represents an increase in all levels except middle school, where there was a 2.8 percent decrease.
- At the elementary school level, the number of certified arts teachers hired from 2004-05 to 2008-09 increased by 36.6%.

**TABLE 33. NUMBER OF CERTIFIED ARTS TEACHERS BY DISCIPLINE FOR YEARS 2004-05 THROUGH 2008-09**

	DANCE	VISUAL ARTS	MUSIC	THEATER	TOTAL
2004-05	138	1,189	882	60	2,269
2005-06	135	1,216	912	70	2,333
2006-07	157	1,263	957	81	2,458
2007-08	174	1,296	957	91	2,518
2008-09	190	1,331	974	102	2,597
PERCENTAGE CHANGE FROM 2004-05 TO 2008-09	37.7%	11.9%	10.4%	70%	14.5%
PERCENTAGE CHANGE FROM 2007-08 TO 2008-09	9.2%	2.7%	1.8%	12.1%	3.2%

**TABLE 34. NUMBER OF CERTIFIED ARTS TEACHERS BY LEVEL FOR YEARS 2004-05 THROUGH 2008-09**

	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
PERCENTAGE CHANGE FROM 2004-05 TO 2008-09	36.6%	-12.8%	16.2%	36.2%	14.5%
PERCENTAGE CHANGE FROM 2007-08 TO 2008-09	5.8%	-2.8%	1.7%	14%	3.2%

\*"OTHER" CATEGORY INCLUDES LOCATIONS CLASSIFIED AS OFFICE, REGISTERED PROGRAM, K-12 ALL GRADES, UNGRADED.

# Quality Arts Education

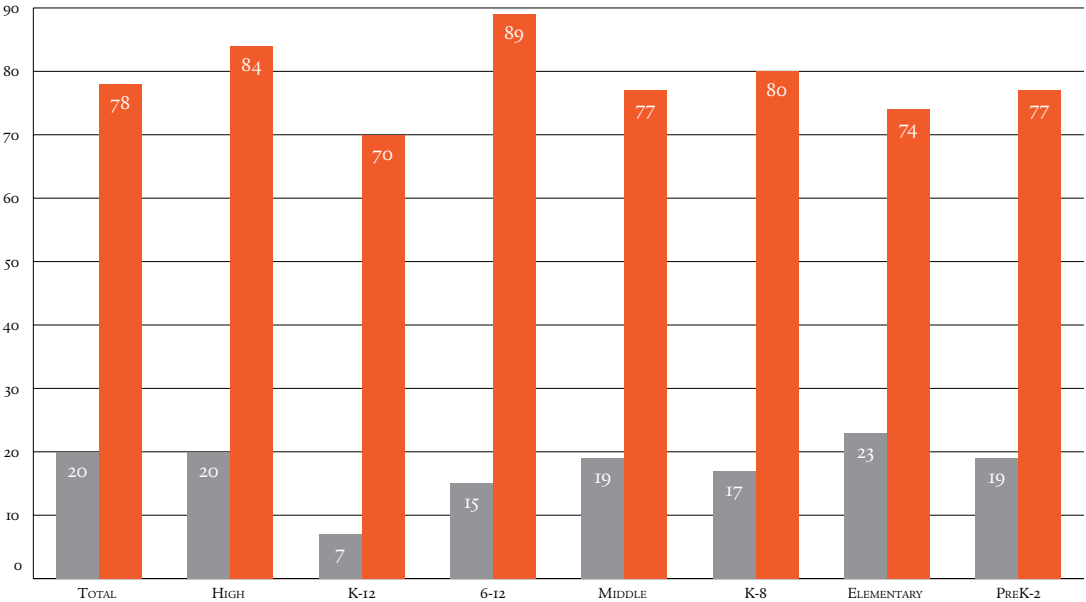
## Certified Arts Teachers *continued*

The following charts are based on data as reported by schools in the *Annual Arts Education Survey 2008-09*.

■ Part-Time

■ Full-Time

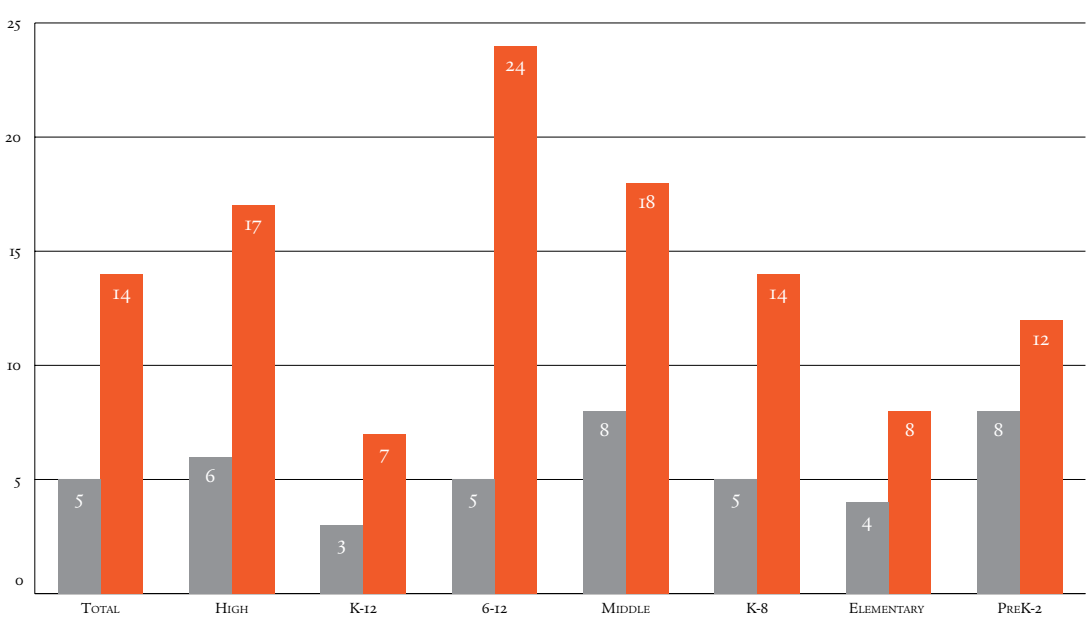
**FIGURE 32. PERCENT OF SCHOOLS WITH AT LEAST ONE FULL-TIME AND/OR PART-TIME CERTIFIED ARTS TEACHERS BY LEVEL IN THE 2008-09 SCHOOL YEAR**



■ Part-Time

■ Full-Time

**FIGURE 33. PERCENT OF SCHOOLS WITH AT LEAST ONE FULL-TIME AND/OR PART-TIME CERTIFIED DANCE TEACHER BY LEVEL IN THE 2008-09 SCHOOL YEAR**



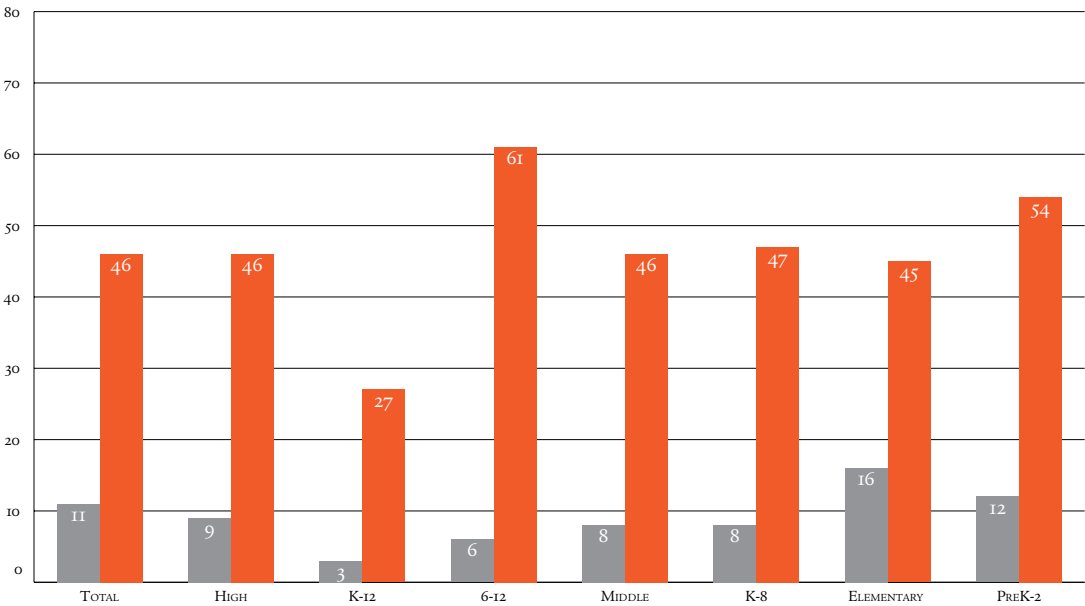
Quality Arts Education

Certified Arts Teachers *continued*

■ Part-Time

■ Full-Time

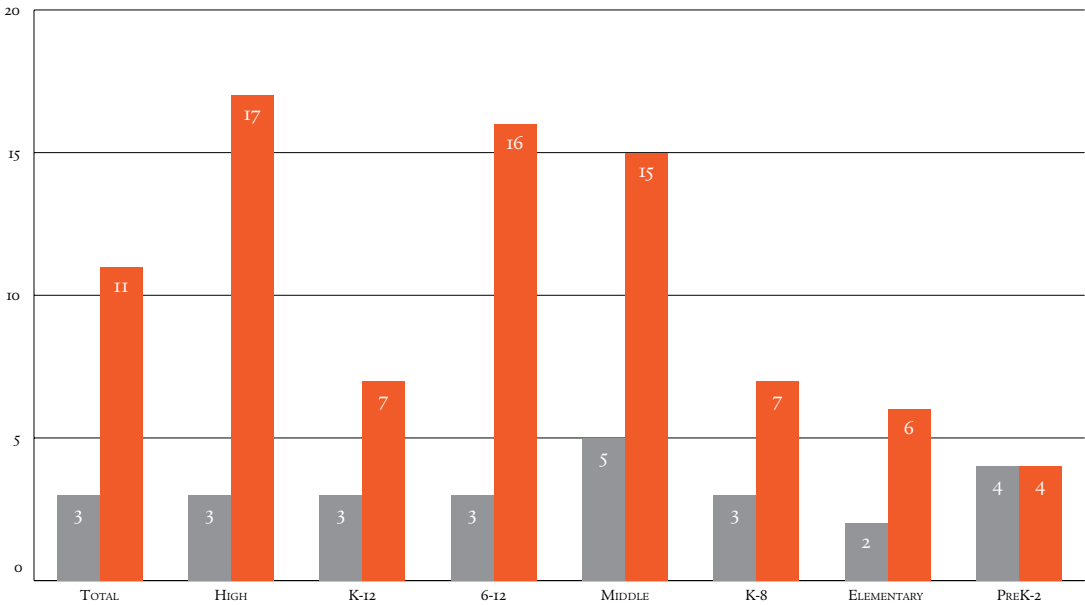
FIGURE 34. PERCENT OF SCHOOLS WITH AT LEAST ONE FULL-TIME AND/OR PART-TIME CERTIFIED MUSIC TEACHER BY LEVEL IN THE 2008-09 SCHOOL YEAR



■ Part-Time

■ Full-Time

FIGURE 35. PERCENT OF SCHOOLS WITH AT LEAST ONE FULL-TIME AND/OR PART-TIME CERTIFIED THEATER TEACHER BY LEVEL IN THE 2008-09 SCHOOL YEAR

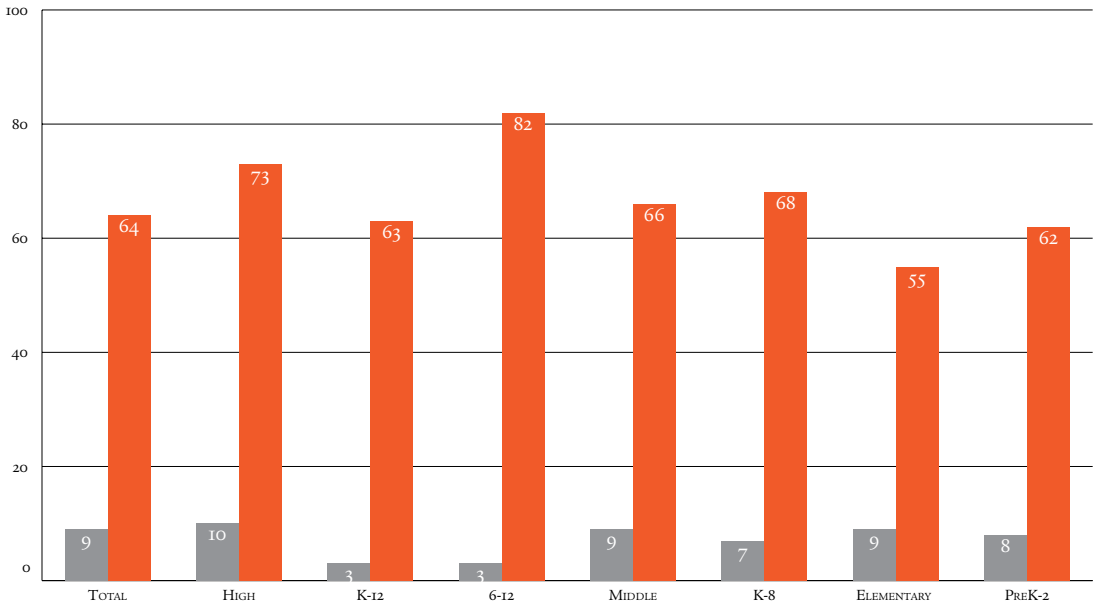


# Quality Arts Education

## Certified Arts Teachers *continued*

■ Part-Time  
■ Full-Time

**FIGURE 36. PERCENT OF SCHOOLS WITH AT LEAST ONE FULL-TIME AND/OR PART-TIME CERTIFIED VISUAL ARTS TEACHER BY LEVEL IN THE 2008-09 SCHOOL YEAR**



*“We currently have two full-time arts professionals. Next year, we hope to attain a third arts specialist on a full-time basis. We want to build our school into an arts institution for our neighborhood. By incorporating a dance or additional music teacher, we will get one step closer to this goal.”*

*- Elementary School Principal, Bronx*

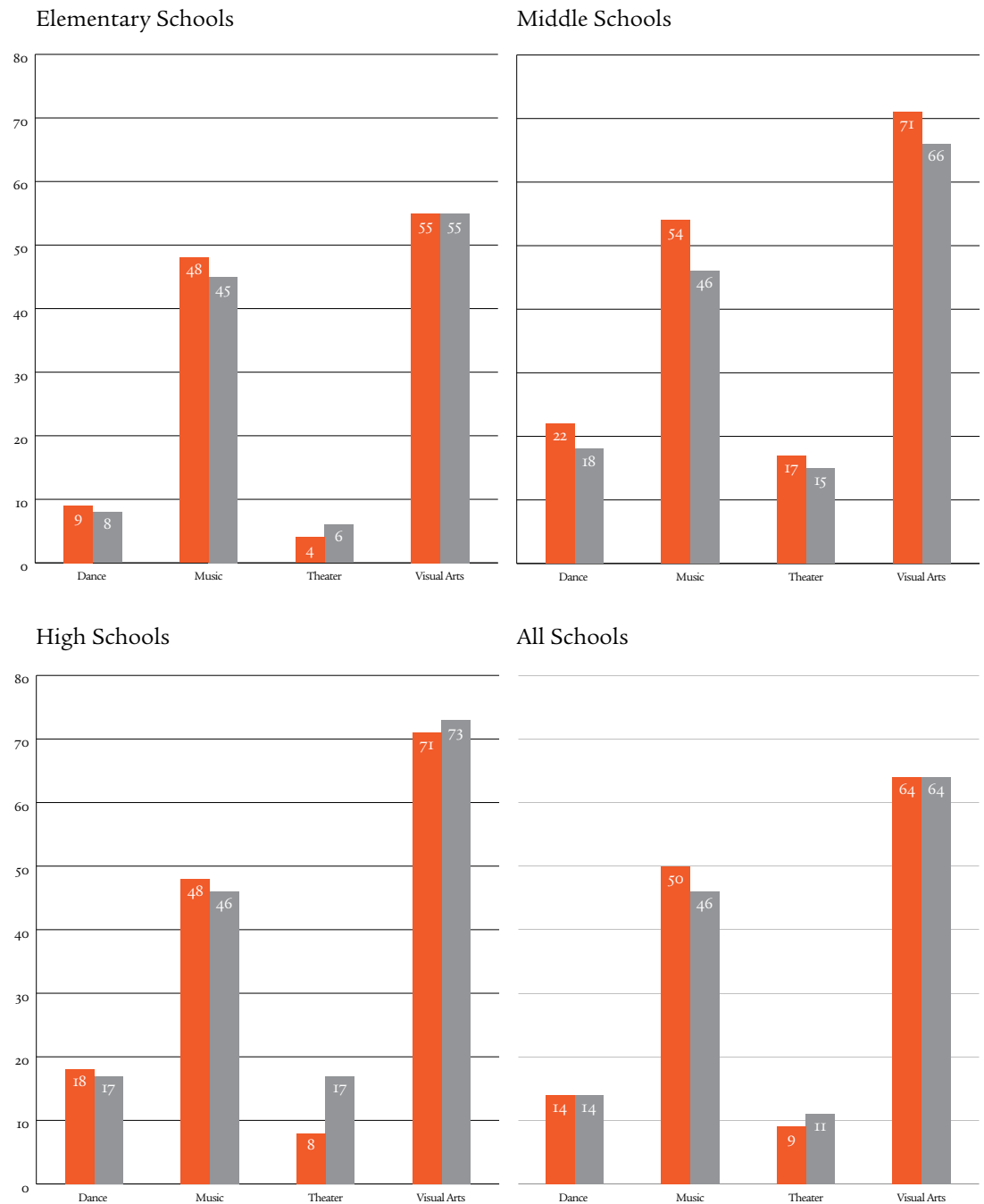


# Quality Arts Education

## Certified Arts Teachers *continued*

2007-08  
2008-09

**FIGURE 37. PERCENT OF SCHOOLS WITH AT LEAST ONE FULL-TIME CERTIFIED TEACHER BY DISCIPLINE AND LEVEL IN THE 2007-08 AND 2008-09 SCHOOL YEARS**

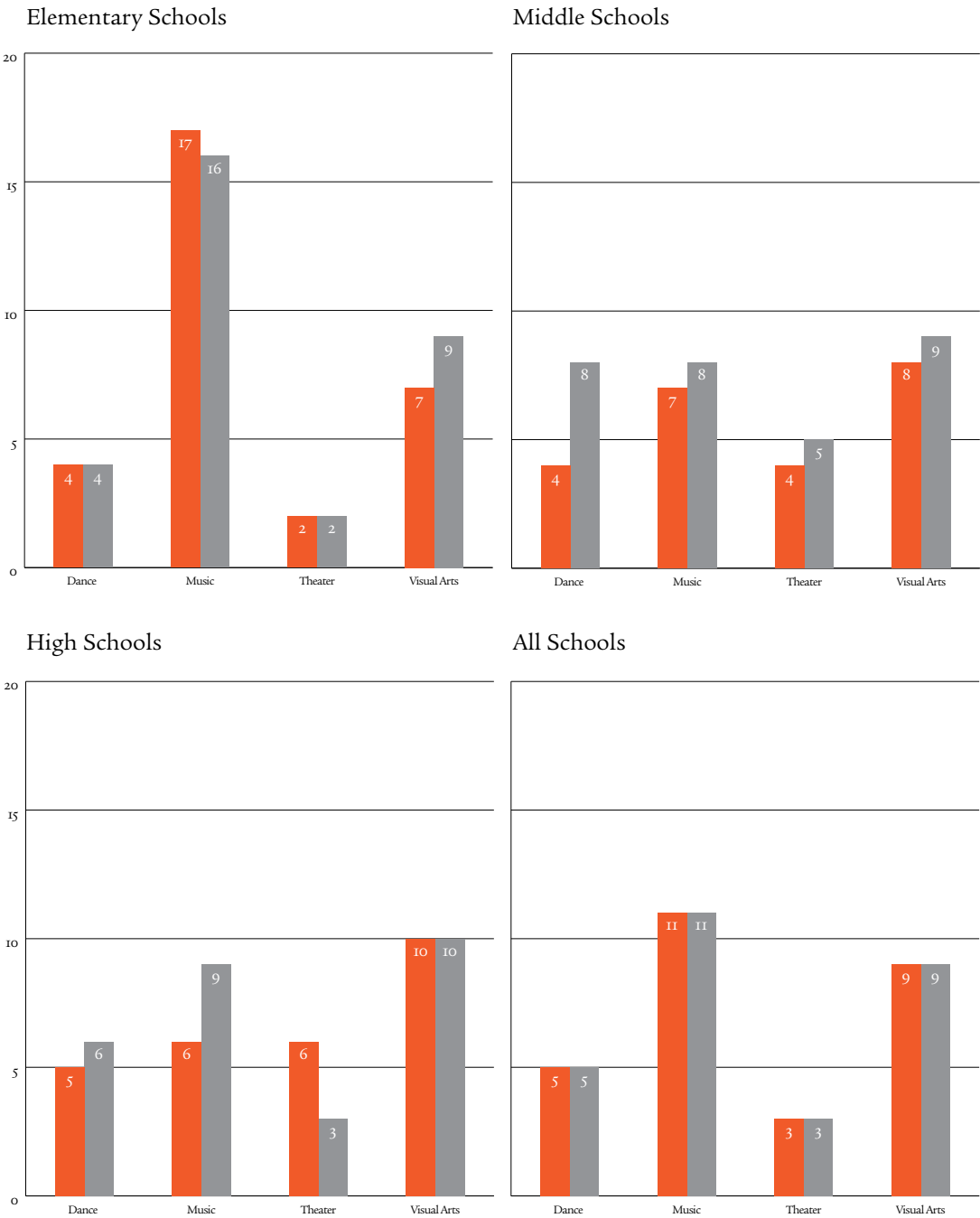


# Quality Arts Education

## Certified Arts Teachers *continued*

2007-08  
2008-09

FIGURE 38. PERCENT OF SCHOOLS WITH AT LEAST ONE PART-TIME CERTIFIED TEACHER BY DISCIPLINE AND LEVEL IN THE 2007-08 AND 2008-09 SCHOOL YEARS



## Quality Arts Education

### Arts and Cultural Organizations



*“Our school enjoys many partnerships with arts programs throughout New York City. Through these partnerships, our students have the unique opportunity to work with a wide range of professional artists, musicians, filmmakers, photographers, and graphic designers. These partnerships provide hands-on training for students, professional development for teachers, and opportunities for all members of our school community to attend Broadway shows, museums, concerts, galleries and other cultural events.”*

*- Elementary School Principal, Queens*



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

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

- 55% of elementary schools
- 53% of middle schools
- 53% of high schools
- 50% of multi-grade schools



# Quality Arts Education

## Arts and Cultural Organizations *continued*

Eighty-one percent of responding schools report working with at least one arts and cultural organization provider to enhance arts instruction and programming. In addition, 87 percent of schools reported satisfaction with those services.

**TABLE 35. PERCENT OF ALL RESPONDING SCHOOLS WORKING WITH AT LEAST ONE ARTS EDUCATION SERVICE PROVIDER**

	2007-08	2008-09
AT LEAST ONE ARTS PROVIDER	89%	81%

**TABLE 36. RESPONDING SCHOOLS REPORTING CONTINUING USE OF ARTS EDUCATION SERVICE PROVIDERS<sup>2</sup>**

RESPONSE	2008-09
YES, SCHOOL WILL CONTINUE USE OF AT LEAST ONE ARTS EDUCATION SERVICE PROVIDER	87%
NO, SCHOOL WILL DISCONTINUE USE OF AT LEAST ONE ARTS EDUCATION SERVICE PROVIDER	5%
UNCERTAIN, SCHOOL IS UNCERTAIN ABOUT CONTINUING USE OF AT LEAST ONE ARTS EDUCATION SERVICE PROVIDER	36%

**TABLE 37. PERCENT OF RESPONDING SCHOOLS REPORTING REASONS FOR DISCONTINUATION OF USE OF THEIR ARTS PROVIDERS**

RESPONSE	2008-09
HIGH COST OF SERVICES	11%
LIMITED CAPACITY OF PROVIDER	11%
REDUCED SCHOOL BUDGET	18%
UNSATISFACTORY QUALITY OF SERVICES	21%
OTHER	46%

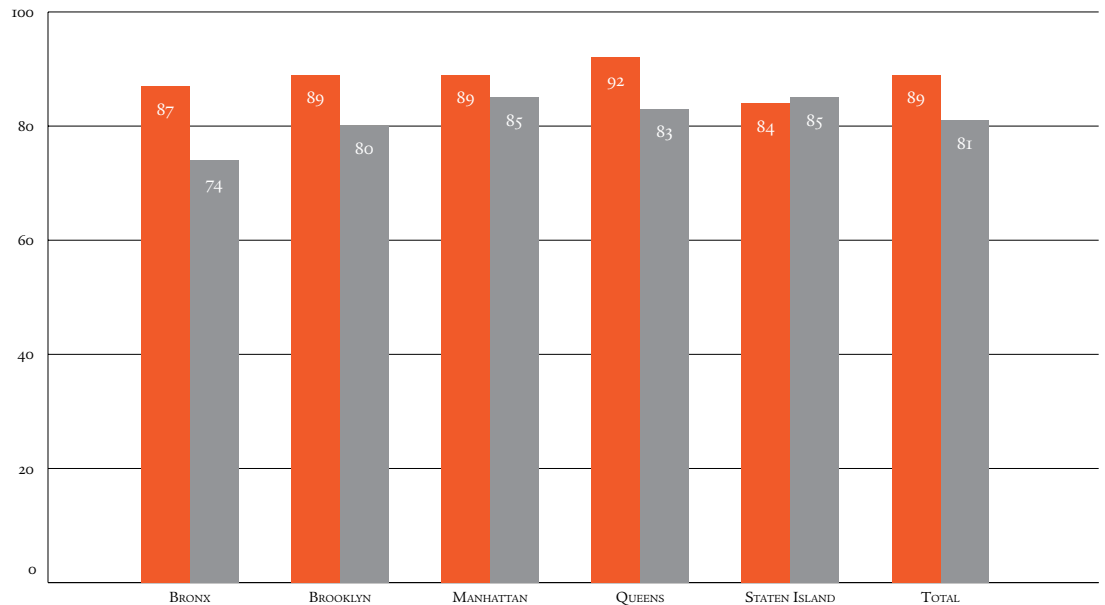
<sup>2</sup>Survey item was phrased as a multiple response item, as schools may be working with more than one provider. Therefore, the percentage may total more than 100%.

# Quality Arts Education

## Arts and Cultural Organizations *continued*

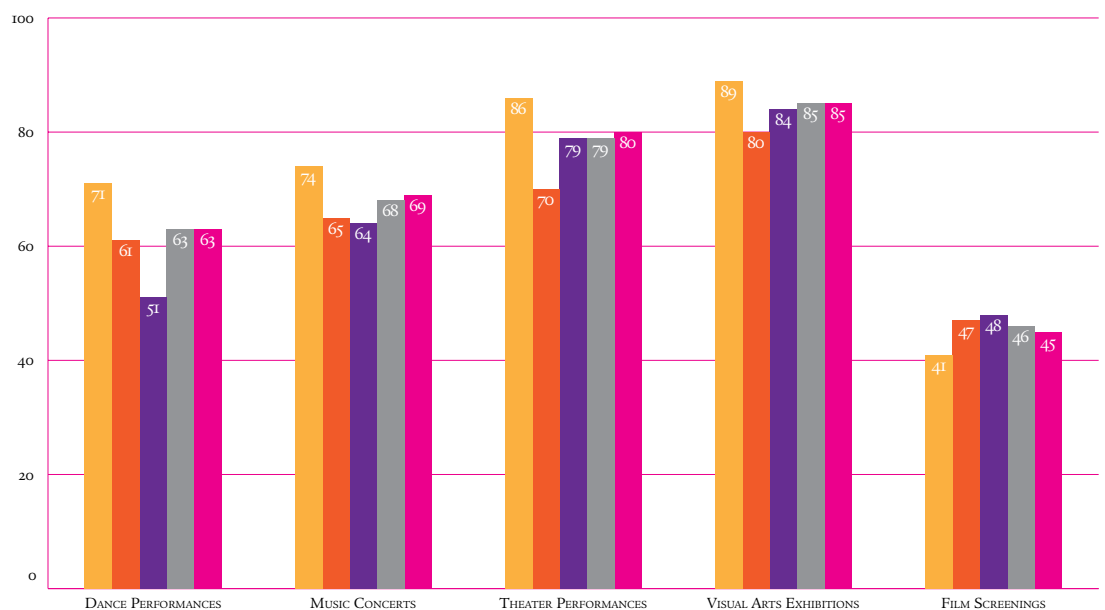
2007-08  
2008-09

**FIGURE 39. PERCENT OF RESPONDING SCHOOLS WITH AT LEAST ONE ARTS EDUCATION SERVICE PROVIDER BY BOROUGH IN THE 2007-08 AND 2008-09 SCHOOL YEARS**



Elementary  
Middle  
High  
Multi-Grade  
Total

**FIGURE 40. PERCENT OF SCHOOLS WITH STUDENTS PARTICIPATING IN DANCE, MUSIC, AND THEATER PERFORMANCES; VISUAL ARTS EXHIBITIONS; AND FILM SCREENINGS OUTSIDE THE SCHOOL SITE BY LEVEL IN THE 2008-09 SCHOOL YEAR**



## Quality Arts Education

### Arts and Cultural Organizations *continued*

**TABLE 38. PERCENT OF SCHOOLS WITH STUDENTS PARTICIPATING IN DANCE, MUSIC, AND THEATER PERFORMANCES; VISUAL ARTS EXHIBITIONS OUTSIDE THE SCHOOL SITE BY LEVEL IN THE 2006-07 THROUGH 2008-09 SCHOOL YEARS**

SCHOOL LEVEL	MUSIC CONCERT			DANCE PERFORMANCE			THEATER PERFORMANCE			VISUAL ARTS EXHIBITIONS		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
ELEMENTARY	77%	92%	74%	76%	85%	71%	82%	93%	86%	84%	96%	89%
MIDDLE	70%	80%	65%	69%	75%	61%	83%	82%	70%	82%	88%	80%
HIGH	73%	80%	64%	60%	69%	51%	78%	87%	79%	77%	92%	84%
TOTAL	75%	85%	69%	71%	79%	63%	77%	89%	80%	68%	93%	85%



# Quality Arts Education

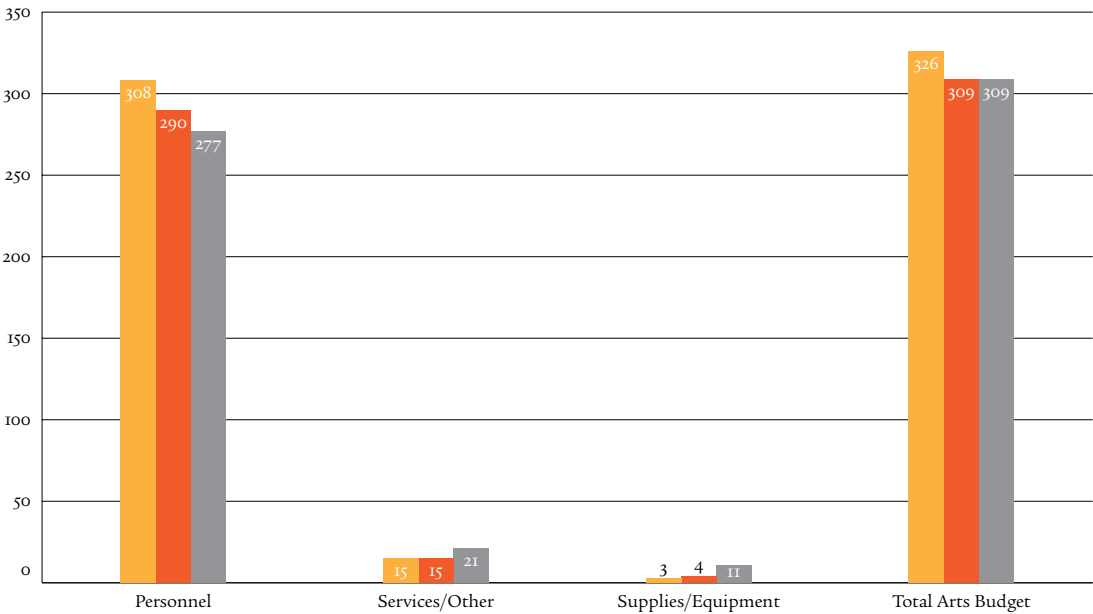
## Arts Budgeting by Schools

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

For FY09, schools have continued to increase their budgeting for arts personnel with a 6.3 percent increase from FY08. The total arts budget for FY09 was \$326,212,714, an increase of 5.7 percent from FY08. However, budgeting for supplies and services have decreased.

FY09  
FY08  
FY07

FIGURE 41. TOTAL NYCDOE BUDGET FOR ARTS EDUCATION: FY 07, FY08, FY09 (IN MILLIONS)



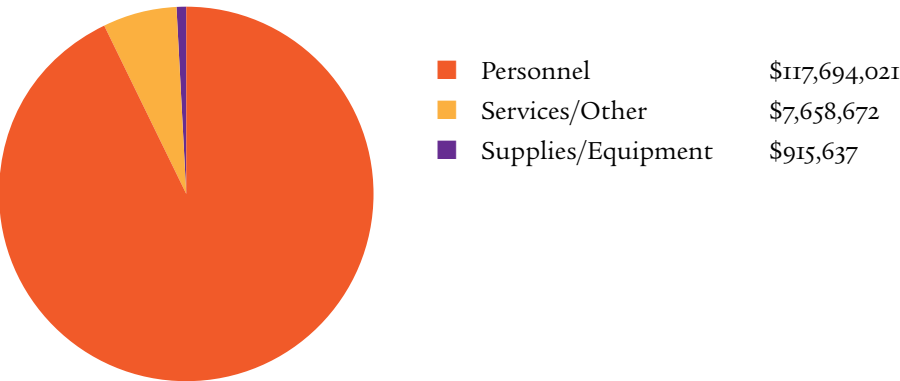
Note: Fiscal years correspond to school years as follows:  
FY07/2006-07  
FY08/2007-08  
FY 09/2008-09

Quality Arts Education

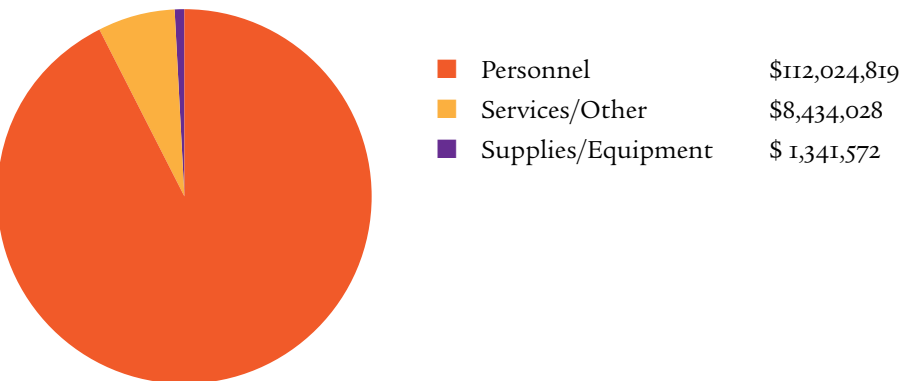
Arts Budgeting by Schools *continued*

FIGURE 42. DISTRIBUTION OF FUNDS BUDGETED FOR THE ARTS BY SCHOOL LEVEL

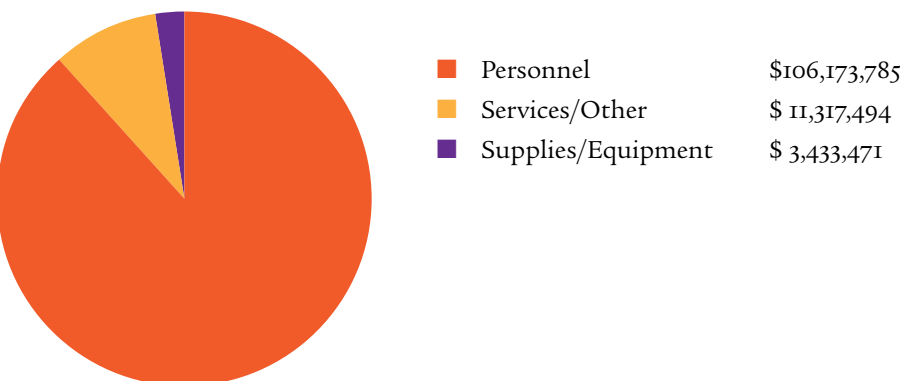
TOTAL ELEMENTARY SCHOOLS BUDGET FY09  
\$126,268,330



TOTAL ELEMENTARY SCHOOLS BUDGET FY08  
\$121,800,419



TOTAL ELEMENTARY SCHOOLS BUDGET FY07  
\$120,924,750



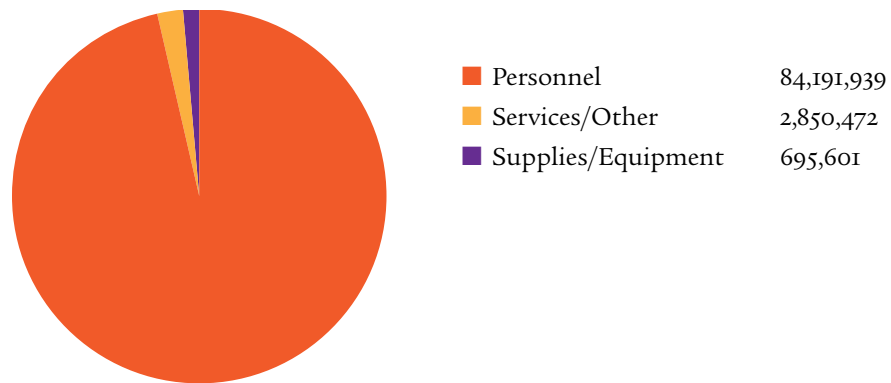


# Quality Arts Education

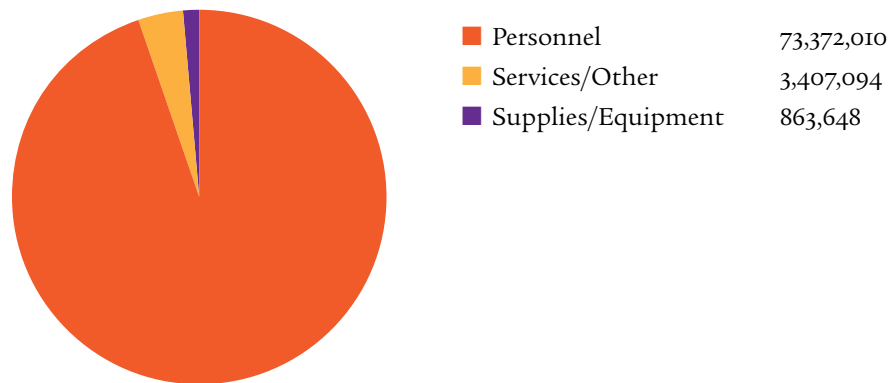
## Arts Budgeting by Schools *continued*

**FIGURE 43. DISTRIBUTION OF FUNDS BUDGETED FOR THE ARTS BY SCHOOL LEVEL**

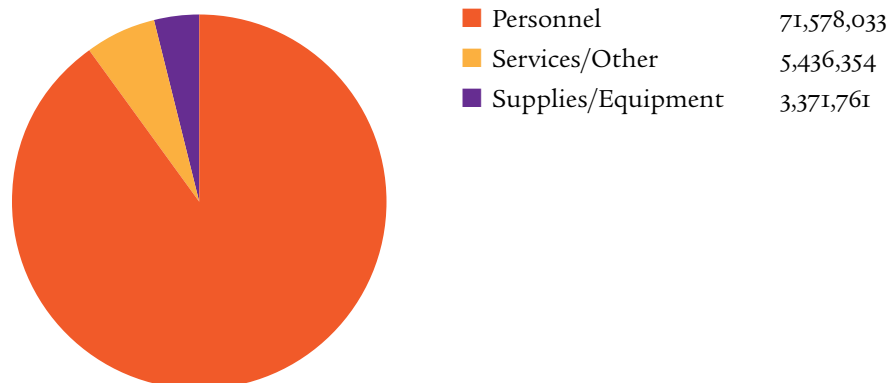
**TOTAL MIDDLE SCHOOLS BUDGET FY09**  
\$87,738,012



**TOTAL MIDDLE SCHOOLS BUDGET FY08**  
\$77,642,752



**TOTAL MIDDLE SCHOOLS BUDGET FY07**  
\$80,386,148

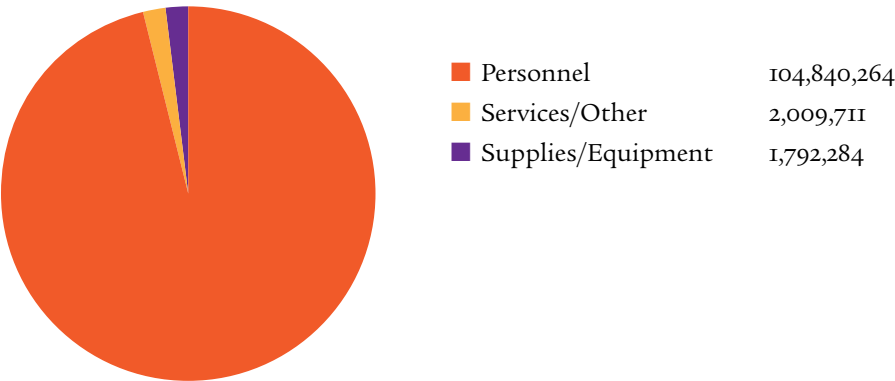


Quality Arts Education

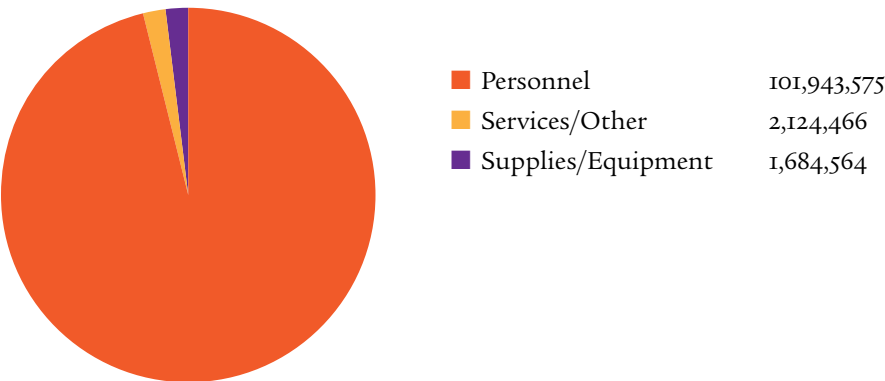
Arts Budgeting by Schools *continued*

FIGURE 44. DISTRIBUTION OF FUNDS BUDGETED FOR THE ARTS BY SCHOOL LEVEL

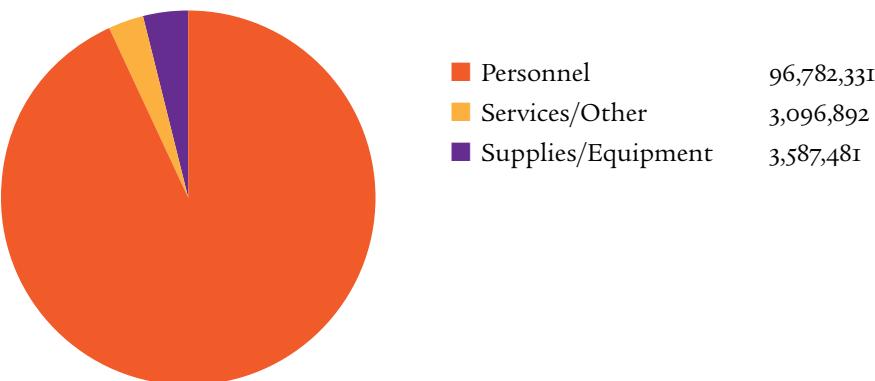
TOTAL HIGH SCHOOLS BUDGET FY09  
\$108,642,259



TOTAL HIGH SCHOOLS BUDGET FY08  
\$105,752,605



TOTAL HIGH SCHOOLS BUDGET FY07  
\$103,466,704



# Quality Arts Education

## External Funding for Arts Education

*“Our kids love the arts. Our goal is to become an ‘arts academy.’ We will continue to build our program and maintain all grant funding sources while simultaneously creating opportunities for additional funding.”*

*- Elementary School Principal, Bronx*

**S**chool leaders actively seek external funding to support arts education for their students.

**TABLE 39. PERCENTAGE OF SCHOOLS REPORTING USE OF EXTERNAL FUNDING (IN-KIND OR DIRECT) FOR ARTS EDUCATION BY SOURCE AND LEVEL IN THE 2007-08 AND 2008-09 SCHOOL YEARS**

FUNDING SOURCE	ELEMENTARY		MIDDLE		HIGH		MULTI-GRADE		TOTAL	
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09
PRIVATE FOUNDATION	21%	11%	17%	10%	28%	12%	26%	15%	23%	12%
LOCAL BUSINESS OR COOPERATION	7%	6%	5%	3%	12%	6%	7%	4%	8%	5%
PTA/PA	34%	27%	21%	13%	13%	8%	24%	16%	23%	18%
STATE, COUNTY, LOCAL ARTS ORGANIZATIONS OR AGENCIES	17%	8%	8%	2%	11%	9%	14%	6%	13%	7%
EDUCATION ASSOCIATIONS	6%	2%	5%	3%	6%	2%	5%	2%	6%	2%
FEDERAL GRANTS	7%	6%	12%	7%	10%	6%	8%	7%	9%	7%
STATE GRANTS	11%	8%	12%	5%	11%	6%	20%	9%	14%	7%
CITY COUNCIL	22%	18%	10%	10%	8%	6%	13%	14%	13%	13%
CULTURAL ORGANIZATIONS	25%	23%	16%	8%	23%	15%	21%	21%	21%	18%
OTHER	4%	11%	3%	7%	9%	9%	4%	11%	5%	10%

# Quality Arts Education Space

The ideal physical environment for arts learning is one that is dedicated to the arts discipline and is appropriately and comfortably equipped with the specific equipment and supplies needed to optimize students' experiences. Responding schools reported the following about dedicated space and appropriately equipped classrooms:

**TABLE 40. PERCENT OF RESPONDING SCHOOLS WITH DEDICATED AND/OR APPROPRIATELY EQUIPPED ARTS CLASSROOMS BY SCHOOL LEVEL IN THE 2008-09 SCHOOL YEAR**

ELEMENTARY SCHOOLS	DEDICATED CLASSROOMS	APPROPRIATELY EQUIPPED CLASSROOMS
DANCE	17%	11%
MUSIC	36%	36%
MUSIC INSTRUMENTAL	37%	38%
MUSIC VOCAL	30%	32%
THEATER	8%	9%
AUDITORIUM	72%	68%
VISUAL ARTS	59%	54%
MIDDLE SCHOOLS	DEDICATED CLASSROOMS	APPROPRIATELY EQUIPPED CLASSROOMS
DANCE	32%	32%
MUSIC	34%	35%
MUSIC INSTRUMENTAL	42%	41%
MUSIC VOCAL	35%	31%
THEATER	13%	16%
AUDITORIUM	69%	63%
VISUAL ARTS	65%	57%
HIGH SCHOOLS	DEDICATED CLASSROOMS	APPROPRIATELY EQUIPPED CLASSROOMS
DANCE	33%	29%
MUSIC	43%	43%
MUSIC INSTRUMENTAL	42%	40%
MUSIC VOCAL	35%	35%
THEATER	19%	19%
AUDITORIUM	67%	55%
VISUAL ARTS	74%	66%

In addition, School Construction Authority reports the following information regarding arts rooms in school buildings. While an appropriately equipped and dedicated arts room maximizes opportunities for quality arts teaching and learning, arts instruction may also be provided through a push-in model delivered by an arts specialist or cultural provider independent of arts room availability.

	2004-05	2005-06	2006-07	2007-08	2008-09
NUMBER OF SCHOOL BUILDINGS WITH ARTS ROOMS	1,018	1,039	1,068	1,051	1,070
NUMBER OF ARTS ROOMS	2,864	3,159	3,187	2,888	3,104
ARTS ROOMS PER BUILDING	2.8	3.0	3.0	2.7	2.9

# Quality Arts Education

## Parent Involvement

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

*-K-12 Principal, Staten Island*

**T**he 2008-2009 *Learning Environment Survey* asked parents to cite the single most important improvement they would like their school to make. Eight percent of parents chose more or better arts programs. In addition, 18 percent chose more or better enrichment programs, and 15 percent chose more or better hands-on learning—two areas that include arts programs and instruction.

### ANNUAL ARTS SURVEY

Parents are involved in a variety of arts activities at schools. The following chart represents the percent of schools who reported “great or moderate” amount of parent involvement.

**TABLE 41. PERCENTAGE OF SCHOOLS THAT REPORT HIGH TO MEDIUM PARENT INVOLVEMENT IN ARTS PROGRAM BY LEVEL IN THE 2006-07 THROUGH 2008-09 SCHOOL YEARS**

PARENTAL INVOLVEMENT	ELEMENTARY			MIDDLE			HIGH			TOTAL		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
ATTENDING SCHOOL ARTS EVENTS	86%	96%	95%	73%	81%	80%	51%	65%	70%	77%	85%	84%
VOLUNTEERING IN ARTS PROGRAMS OR CLASSROOMS	30%	53%	53%	27%	25%	19%	29%	11%	13%	30%	66%	34%
DONATING ARTS MATERIALS OR SUPPLIES	23%	37%	38%	19%	19%	23%	24%	7%	9%	23%	25%	26%
ATTENDING SCHOOL-SPONSORED ARTS WORKSHOPS	32%	59%	59%	30%	24%	19%	29%	12%	15%	32%	38%	37%
ATTENDING SCHOOL-SPONSORED WEEKDAY AND WEEKEND TRIPS TO CULTURAL ORGANIZATIONS	42%	69%	65%	36%	39%	43%	39%	21%	23%	40%	48%	47%
SPONSORING FUND RAISING ACTIVITIES FOR ARTS PROGRAMS	25%	35%	40%	18%	22%	24%	22%	89%	15%	22%	25%	29%

*“We will continue to reach out to our school community on the various resources available throughout the year so that every individual will be able to receive a well-rounded arts program. Parental involvement will allow us to filter these resources into our school culture and create initiatives in which all the disciplines in art will take place. Understanding how the beautification of our neighborhood will be enhanced by using various art forms will inspire the school community to achieve a sense of pride and good citizenship.”*

*- District 75 Principal, Bronx*

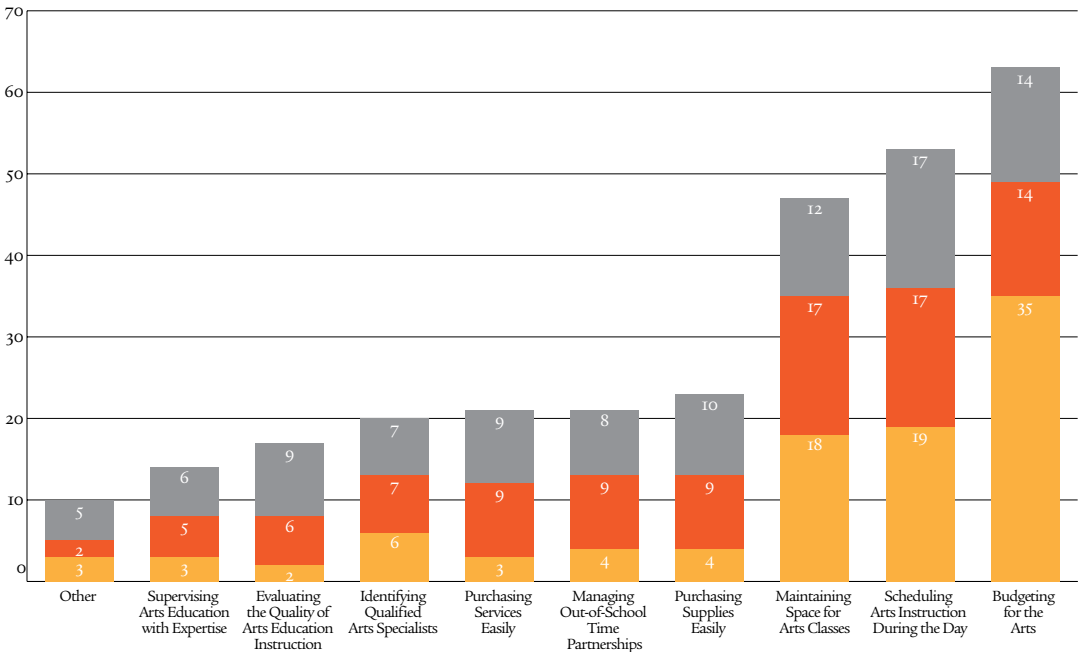
# Challenges

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

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

- # 1 Ranking
- #2 Ranking
- #3 Ranking

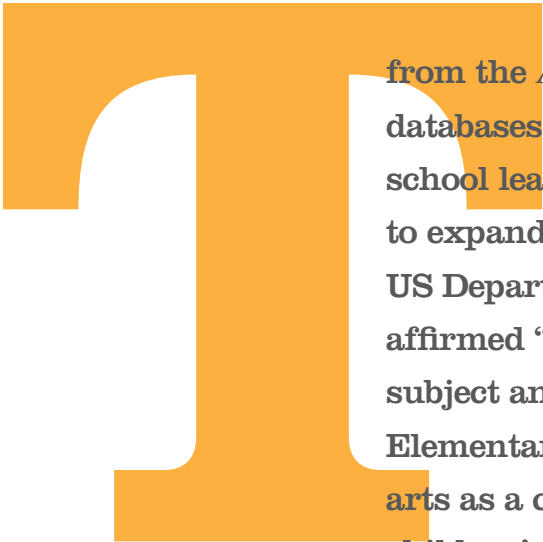
FIGURE 45. PERCENT OF SCHOOLS THAT REPORTED THE FOLLOWING CHALLENGES IN PROVIDING ARTS EDUCATION







# Next Steps



This is our third *Annual Arts in Schools Report*. The data from the *Annual Arts Education Surveys 2006-2009* and other NYCDOE databases for 2006-09 have provided valuable information to school leaders, teachers, parents, and community organizations to expand students' access to and participation in the arts. US Department of Education Secretary Duncan has recently affirmed "the importance of the arts as a core academic subject and part of a complete education for all students. The Elementary and Secondary Education Act (ESEA) defines the arts as a core subject, and the arts play a significant role in children's development and learning process." Under Mayor Bloomberg and Chancellor Klein, New York City has led the nation in innovation for accountability in the arts to pursue the goal for excellence in 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 *Blueprint for Teaching and Learning in the Arts*, will depend on our continued collaboration with the arts and cultural community, the higher education community, and other City and State agencies.

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



The Office of Arts and Special Projects (OASP) continues to analyze arts education data to refine and develop a strategic plan to address findings of the *Annual Arts in Schools Report*.

### **GOAL: SUPPORT QUALITY ARTS EDUCATION FOR ALL NEW YORK CITY PUBLIC SCHOOL STUDENTS**

Goal 1.1 Ensure student achievement in the arts.

Goal 1.2 Support School Leaders to plan and provide comprehensive, sequential *Blueprint*-based instruction for all students.

Goal 1.3 Build capacity of teachers to deliver quality teaching and learning in the arts.

Goal 1.4 Support all schools to meet ArtsCount/NYSED requirements.

Below are the key findings by school level.

### **ELEMENTARY SCHOOLS**

**Key findings:** Although elementary schools are providing arts opportunities to students, all four arts disciplines are not available in every school and not every student is participating in these experiences. At the elementary level, arts education is delivered through a collaborative approach and can be taught through a combination of certified arts teachers, community teaching artists, and classroom teachers. It is critically important to clearly define expectations for the delivery of standards-based, sequential arts learning for all partners who provide elementary instruction. While New York City is fully invested in providing quality arts education for all students, the instructional hours guideline for the early elementary classroom presents challenges in implementation. The NYCDOE will continue to work with the NYSED to address these challenges and devise appropriate instructional requirements that will assure that quality early elementary arts instruction is being provided. Targeted strategies for elementary schools include the following:

- **Support Division of Teaching and Learning Deputy Chancellor's goal for improvement in quality of elementary arts: Arts education professional development for classroom teachers.** The OASP will conduct a professional development series for early elementary (K-3) classroom teachers and for classroom cluster teachers assigned to teach the arts to increase their foundational knowledge in the arts. Teachers will be introduced to elements of arts instruction that they can successfully introduce into their classrooms, and will be given resources, including *Blueprint*-based arts lesson and unit plans that align with elementary core curriculum goals. (Addresses Goal 1.3.)
- **Dissemination of an Elementary Arts Instructional Hours Tracking Tool:** The OASP will make available a tool that will enable elementary schools to track instructional hours in each arts discipline provided by arts teachers, arts and cultural providers, and classroom teachers throughout the school year. (Addresses Goal 1.4.)
- **The "What Counts Tool":** This tool articulates instruction led by elementary classroom teachers that extend and support a quality arts education based on the *Blueprints for Teaching and Learning in the Arts*.



### MIDDLE SCHOOLS

**Key findings:** There are still too many students who do not consistently complete courses in the arts and meet State requirements at the middle school level. While 83 percent of our middle grades schools provide instruction in two required disciplines, only 63 percent of middle school students meet the minimum NYSED arts requirement. At the same time, although the number of certified arts teachers has increased overall in the past four years, at the middle school level the number of certified arts teachers has decreased, especially in music. These issues will be addressed through:

- **Identifying private funding as an incentive for hiring new middle schools arts specialists:** Determined efforts will be launched to incentivize the hiring of new arts specialists in middle schools with supports that will target space upgrades and ongoing professional supports for new teachers over a multi-year period. (Addresses Goals 1.2, 1.3, and 1.4.)
- **The Campaign for Middle School Success:** Support for creating credit-bearing extended-day courses in the arts. Additionally, as the NYCDOE engages in more widespread reform efforts to improve achievement at the middle school level, the arts will be an important component of the resulting strategy. (Addresses Goals 1.1, 1.2, and 1.3.)
- **Middle school arts requirements:** The OASP will work with NYSED to explore modifications for the arts requirements for New York City so as to best provide a continuum of learning experiences for students at the middle school level. (Addresses Goals 1.1, 1.2, and 1.4.)

### HIGH SCHOOLS

**Key findings:** Twenty-eight percent of students graduated having exceeded the State requirements at the high school level, and 23 percent of our schools are offering three- to five-year sequences in the arts. To encourage even more schools to offer arts sequences, the NYCDOE will provide seminars for high school leaders to learn how to create these sequences and provide students with access to arts sequences. The NYCDOE will continue to implement:

- **Grade 12 arts exit exams:** Commencement examinations in all four arts disciplines will ensure a consistent and rigorous course of study across all of our high schools. These exams will allow students who have taken a three- and five-year sequence and passed this test to graduate with a Chancellor's Endorsed Diploma in the Arts. In addition, we will also introduce a nationally normed technical theater career and technical education exam that will allow students to graduate with a Regents Diploma that is certified in Career and Technical Education and go on to careers in theatrical trades as well as post-secondary theater programs.

### SUPPORTS FOR ALL SCHOOLS, PREK-12

**Key Findings:** Schools leaders report that resources, staffing, and scheduling are among the challenges they face in implementing quality arts education programs. These challenges must be addressed within the framework of overall goal of quality arts instruction. To address these issues, the OASP will provide the following capacity-building supports for School Leaders and teachers citywide:

- **Support for Chancellor’s Collaborative Inquiry Initiative:** The OASP will engage arts specialists and support school communities in the citywide Collaborative Inquiry Initiative to support student achievement in the arts through focused instructional strategies in classrooms, K-12 through a three-day capacity building workshop series. (Addresses Goals 1.1 and 1.3.)
- **ArtsCount Support Outreach to Low Arts Schools:** The OASP will continue to reach out to individual schools to offer site visits, consultancy, and leadership development opportunities to strengthen arts instruction at the school level. (Addresses Goals 1.2 and 1.4.)
- **Arts Index:** The design and piloting of an Arts Index that will become part of the accountability framework for schools and school leaders. This tool would combine reported data and other metrics that would be weighted to provide an overview of a school’s efforts to provide a quality arts education to all students. (Addresses Goals 1.2 and 1.4.)
- **Dissemination of Models for Sequential Arts Learning:** The OASP will make available online models for schools to develop sequential arts learning in dance, music, visual arts and theater at all levels. (Addresses Goals 1.1 and 1.3.)
- **Support for Development of Assessment Tools and Strategies:** The OASP will continue to support the development of assessment tools and strategies that will be disseminated through professional development, ARIS, and online at the OASP Website for citywide dissemination. (Addresses Goals 1.1 and 1.3.)
- **Advisory Council for Arts Education:** This council of representatives from a diverse group of arts and cultural organizations citywide will continue to provide guidance on the innovative use of collaborative and collective resources to support school leaders and quality arts education in our schools with particular focus on the following areas:  
Supporting the Capacity of School Leaders
  - » implementing sequential arts instruction
  - » developing quality elementary school arts programs
  - » promoting the professional growth of arts specialists, classroom teachers and teaching artists in *Blueprint*-based instruction
  - » developing an arts index(Addresses Goals 1.1, 1.2., 1.3, and 1.4.)

- **Arts Education Toolkit for School Leaders:** This toolkit includes all *Blueprints* and charts; a *Quality Arts Education in NYC* DVD; and, most importantly, the *Arts Education Manual: A Blueprint for School Leaders*, a guide to the invaluable resources now available to principals for implementing and sustaining quality school arts programs. Examples of these resources include: a School Arts Reflection Tool, a diagnostic tool for evaluating arts instruction; information about the high school arts comprehensive examinations; sample school arts budgets; options for instructional schedules; and an enhanced guide to arts and cultural services. (Addresses Goals 1.2 and 1.3.)
- **Supports for school leaders in developing and managing arts programs:** The OASP will collaborate with the School Support Organizations (SSOs) to provide school leaders and arts education liaisons with the following supports needed to build quality arts programs:
  - » **The Shubert Arts Leadership Institute** and targeted seminars will help address budget, space, scheduling, and staffing—the main challenges that principals report as impediments to achieving universal arts education. (Addresses Goal 1.2.)
  - » **Collaborative Inquiry for School Leaders** - A cohort of school leaders will engage in close examination of critical instructional issues that influence the quality of arts learning at the school level. (Addresses Goal 1.2.)
  - » **Arts and cultural services events** showcasing New York City’s extensive arts and cultural organizations, highlighting the services that schools can purchase to bolster their arts instructional programs, and assisting school leaders in developing and managing arts partnerships with arts and cultural service providers. (Addresses Goals 1.1 and 1.2.)
  - » **Facilitated visits to schools** demonstrating best practices in arts instruction, management of arts programs, and partnerships with arts and cultural organizations. (Addresses Goals 1.1 and 1.2.)
  - » **Network Leader supports and dialogue** to identify and address school needs in the arts. (Addresses Goal 1.2.)
- **Making experts more easily available to schools:** The OASP has issued a Pre-Qualification Solicitation (PQS) for professional development on an ongoing basis. The PQS for professional development will continue to provide schools with pre-approved experts (including arts and cultural organizations and other experts in scheduling, space, program evaluation and assessment, budgeting, and staffing) that schools can enlist to help them build and manage effective arts programs. (Addresses Goals 1.1, 1.2, and 1.3.)

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### CULTURAL ORGANIZATIONS

**Key findings:** Approximately 81 percent of our schools engage the services of our city's extraordinary arts and cultural organizations. In order to strengthen these relationships between schools and cultural organizations and nurture the growth of new partnerships, our school leaders need to become better consumers. Toward this end, the NYCDOE has developed the following:

- **Annual Cultural Pass Program:** The Cultural Pass provides school leaders and arts education liaisons with free general admission or other free services to more than 50 arts and cultural organizations across the city. This program acquaints school leaders with the services that are available to their schools and also encourages them to continue their own arts learning. (Addresses Goals 1.2 and 1.3.)
- **Arts and Cultural Services Fair:** Arts and cultural organizations have the opportunity to interact with citywide school leaders and school arts education liaisons to provide information about the wide array of services available to schools PreK-12. (Addresses Goal 1.2 and 1.3.)
- **Arts and Cultural Education Services Guide:** This guide is designed to provide NYC schools with access to the education programs of the city's arts and cultural community. The guide lists both organizations that are NYCDOE approved vendors and those organizations that are not. The ACES Guide offers an ever-growing, comprehensive list of arts and cultural education programs in New York City and is updated three (3) times per year. (Addresses Goals 1.2 and 1.3.)

### ARTS TEACHERS

**Key findings:** As described earlier, there has been a decrease in the number of middle school arts teachers. From 2006-07 to 2008-09, there has been a 4.8 percent decrease\* at the middle school level, primarily in the number of music teachers. In addition, the number of dance and theater teachers in our system represents only 10 percent of our total arts teachers. In order to achieve universal access to arts education in fulfillment of the State requirements, we will work to increase the number of qualified certified arts teachers available to all schools, in general, and to the middle schools, in particular. We also will focus on the areas of dance, music, and theater, where certified teachers are fewest in number. Toward this end, the NYCDOE will:

- **Collaborate with postsecondary institutions:** The NYCDOE will continue to dialogue with heads of New York City's colleges and universities to explore opportunities to partner in the development of teachers with arts certification. The goal of these discussions is to increase the number of certified arts teachers in our schools as well as to better prepare classroom teachers to provide appropriate elementary instruction. (Addresses Goals 1.1 and 1.3.)
- **Bolster the arts teacher pipeline:** We will build on the work we are currently doing to support the certification process for theater teachers through the Shubert Theater Fellows program as well as continuing the support of the Arnhold Dance Fellows program for dance teachers. This program also provides supports and resources for new theater teachers and grants to those schools that hire teachers to help offset their production costs. We will also seek new solutions for increasing the number of music teachers using public and private incentives. (Addresses Goals 1.1 and 1.3.)

\*Division of Human Resources Data

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### BUDGETING AND SPACE

**Key findings:** Spending on arts education per pupil varies across schools. It is our goal to understand the real cost of per-pupil arts education so that schools can make effective decisions as they budget for their arts programs. As previously noted, the OASP will provide technical support for principals on budgeting for the arts.

- **Disseminate model arts budgets:** Budget models from schools that are delivering comprehensive arts education will be shared through the Arts Education Manual for School Leaders and online, as well in seminars and through school intervisitation programs. (Addresses Goal 1.2.)

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

- **Identify private and/or public funding to support arts classroom and performance-space renovation:** Continuing the work of the arts SPACE (Space for Performing and Creative Education) grants, a multi-year initiative to renovate performing arts and studio spaces in schools, the OASP and the Fund for Public Schools are launching a fourth round of renovations for the 2008-09 school year. (Addresses Goals 1.1 and 1.4.)
- **Building Campus Toolkit:** The OASP has posted a document to assist schools in making optimum collaborative use of studio and performance spaces in a shared building. (Addresses Goals 1.1 and 1.4.)

### ENSURING AND MEASURING THE QUALITY OF ARTS EDUCATION

While increasing student participation in and access to arts education is our primary goal based on the data, we also want to ensure that the arts education students are receiving is of the highest quality. To accomplish this goal, the NYCDOE will assist schools in establishing methods to measure the quality of arts education through the following strategies:

- **School Arts Reflection Tool:** The Arts Education Task Force has created a tool for evaluating quality in arts education programs. New York University's Institute of Education and Social Policy field-tested this document in our schools. This tool addresses both instructional practice and programmatic structure to be used by school leaders, arts organizations, teachers, and teaching artists. (Addresses Goals 1.1, 1.2, and 1.4.)
- **Quality Arts Education in NYC Video:** The OASP produced a *Best Practices in Arts Education* video to provide school leaders and teachers with a demonstration of age-appropriate student outcomes in arts education at each school level and in each arts discipline. (Addresses Goals 1.1, 1.2, and 1.3.)

### MEASURE PROGRESS

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

- **Annual Arts in Schools Reports:** Both this system-wide report and the individual school reports posted on each school's Website will allow the public (including parents, teachers, and community members) to understand how and to what extent each school is providing all students with access to arts education. This information will allow principals to make informed decisions about arts education. (Addresses Goals 1.1 and 1.4.)
- **Arts Index.** Development and piloting of an arts index that will become part of the accountability framework for schools and school leaders
- **Accountability Measures:** The arts will continue to be a key component of the NYCDOE accountability system. As outlined in ArtsCount, the arts will be included on the following components:
  - » Principal Performance Review
  - » Parent, Student, and Teacher Learning Environment Survey
  - » School Quality Review(Addresses Goal 1.1 and 1.4.)
- **Data Collection Consultancy:** An independent partner will be identified to work with the NYCDOE on data collection for the *Annual Arts in Schools Report 2009-2010* and *Annual Arts Education Survey 2009-2010* in order to build on longitudinal data collection. (Addresses Goal 1.1 and 1.4.)





# 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>. See below for a list of some of these resources.

- *Arts Education Reflection Tool*
  - *Blueprint-aligned Unit Plans*
  - Arts and Cultural Education Services Guide
  - What Counts in Elementary Classroom Teacher-Led Arts Instruction
  - Arts Tracking Tool for Elementary School Leaders
  - Arts Toolkit for School Leaders
    - » All four *Blueprints for Teaching and Learning in the Arts* (Dance, Music, Theater, and Visual Arts) along with accompanying wall charts
    - » *Quality Arts Education in New York City* DVD that demonstrates exemplary teaching practices in the arts at all levels
    - » *Arts Education Manual: A Blueprint for School Leaders* (<http://schools.nyc.gov/offices/teachlearn/arts/SchoolLeaders/School%20Leaders%20Manual.pdf>)
- This manual includes the following:
- » 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/hallmarks-book.pdf>)



- The Arts and Cultural Education Services Guide: This online, searchable guide devotes a page to each of approximately 250 arts organizations, containing descriptive information about their arts education programs, their vendor and contract numbers (when available) and a link to the organization's Website.
- Arts Learning Grade by Grade, and Major Sequence Guidelines: An overview of the content and instructional time for elementary, middle, and high school, and suggested coursework for major arts sequences, are posted in the Curriculum section.
- Sample Units: Teacher-generated *Blueprint*-aligned arts units were posted in fall 2008 on an are updated in 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 and the Individual School Reports are based on a combination of data sources that include: the Annual Arts Education Survey, Department of Education (NYCDOE) databases, and the NYCDOE Learning Environment Survey. They provide information on student participation in the arts and arts education resources such as budgeting and human resources information as described below.**

- Comparison data is based upon survey data reported in *Annual Arts in Schools Reports*. Due to improved survey and data collection mechanisms for the *Annual Arts Education Survey 2008-2009*, additional data is provided in this year's aggregate report. This includes a separate section for data on multi-grade schools. (Multi-grade schools are those designated with grades PreK-2, K-12, K-8, 6-12.)
- Please note that except where otherwise noted, "arts teacher" for the purpose of the *Annual Arts in Schools Report 2008-2009* is defined as a teacher assigned to teach the arts.
- Numbers and percentages of allocated spaces and appropriately equipped arts classrooms are based on *Annual Arts Education Survey* responses. Data is also provided by School Construction Authority.
- Numbers and percentages of licensed arts teachers are based on two sources: the Division of Human Resources licensed arts teacher data and responses on the *Annual Arts Education Survey*.
- Arts budgeting information was calculated by the Division of Budget Operations and Review using Galaxy data. Additional information on in-kind and external funding sources is reported on the *Annual Arts Education Survey*.
- Data on contracted vendors for arts education services is provided by the Division of Contracts and Purchasing Management.
- In 2008-09, the *Annual Arts Education Survey* asked principals to comment on their school's arts program. These comments appear on the individual schools reports and selected samples have been included in this report.
- The 2006-07 *Annual Arts in Schools Report* included preliminary, self-reported data on the student-teacher ratio by arts discipline. This data point has not been included in subsequent reports as the interpretation of student-teacher ratios may not represent the actual student-teacher ratios of individual school sites.

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### **STUDENT PARTICIPATION DATA SOURCE ANNUAL ARTS EDUCATION SURVEY 2008-2009**

Each spring, all schools are asked to complete the *Annual Arts Education Survey*. The survey includes questions about student participation in arts courses by discipline; arts sequences; students' activities in the arts; the use of art to achieve IEP goals within District 75 schools; certified arts teachers; arts professional development; parental involvement with the arts; arts spaces in schools; cultural organization partnerships; challenges to providing arts; and the principal's vision for the arts program in his or her school. For 2008-09, schools were asked for the "number" of students participating. In previous years, schools were asked for the "percentage" of students participating.

The Office of Arts and Special Projects (OASP) contracted WorldAPP to develop and administer the *Annual Arts Education Survey*. WorldAPP also generated individual arts reports from the data submitted by schools. As had occurred in previous years, OASP staff conducted technical assistance seminars, including Webcasts, to prepare school administrators and arts education liaisons to complete the survey.

The OASP also contracted Metis Associates, an independent national research and evaluation firm headquartered in New York City, to conduct data analysis 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.

### **MEAN HOURS**

This year, school administrators were asked to indicate the number of arts instructional hours provided to students, in kindergarten through fifth grade, by a classroom teacher, arts teacher, or cultural organization. The data were structured so that administrators could select the number of hours using ranges of 10 (i.e., 0 hours, 1-10 hours, 11-20 hours, through 100 hours or more). To calculate the mean hours provided to students, the hours were converted into a continuous scale from 0 to 113, by dividing each range by 10. The mean scale was then converted back into ranges, using the high end of the range (e.g., a mean of 0.8 = 1-10 hours).

### **HUMAN RESOURCES DATA**

The Division of Human Resources (DHR) of the Department of Education tracks full-time, licensed arts teachers' annual school placements and provided 2008-2009 data for visual arts, music, dance, and theater teachers.

### **ARTS EDUCATION VENDOR DATA**

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



LEARNING ENVIRONMENT SURVEY

The *Learning Environment Survey* (LES) is an annual survey, first administered in the 2006–07 school year. It collects information from all New York City public school teachers, parents, and students in grades 6-12 on school-level academic expectations, communication, engagement, safety, and respect. The surveys include questions about participation in the arts and access to arts courses and activities. For the 2008-09 school year, 410,299 (80 percent) middle and high school students responded to the LES survey and 381,543 (45 percent) parents responded. The parent and student responses on the arts are included in the Aggregate Report. In addition, the *Learning Environment Survey* data is incorporated into the *Individual School Arts Reports*.

RESPONSE RATE

Data for the 2008-09 aggregate report is based on 1,403 responding schools (94 percent) as compared with 1,275 responding schools (89 percent)\* in the 2007-08 school year and 939 responding schools (75 percent) in the 2006-07 school year. For school year 2008-09, 1,498 schools received the *Annual Arts Education Survey* to complete.

Total Responses to Annual Arts Education Survey by School Level

Elementary Schools	520
Middle Schools	239
High Schools	321
Multigrade Schools	276
District 75 Schools	47
<b>Total Survey Responses</b>	<b>1403</b>

BUDGET DATA

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

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

\*2007-2008 report findings based on 89 percent of responding schools as of June 2008. However, 91 percent of schools responded to the arts survey as of September 2008.





# Appendices

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## Appendix 1:

### CITY AND STATE REQUIREMENTS AND GUIDELINES<sup>1</sup>

#### PreK-K

##### City and State Requirements and Guidelines

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

#### Grades 1-3

##### NYSED Requirements Grades 1-3<sup>2</sup>

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 4-6<sup>3</sup>

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

##### NYSED Guidelines Grades 4-6<sup>4</sup>

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

#### Grades 7-8

##### NYSED Requirements Grades 7-8<sup>5</sup>

Except as otherwise provided herein, all students shall be provided instruction designed to enable them to achieve, by the end of grade 8, State intermediate learning standards in the arts, including one half-unit of study in the visual arts and one half-unit of study in music. In New York City, one half-unit is the equivalent of approximately 55 hours of instruction by a certified arts teacher. New York City allows schools to offer any two of the four arts disciplines to their students to fulfill the grades 7-8 requirement.

### Grades 9-12

#### **NYSED Requirements Grades 9-12<sup>6</sup>**

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).

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### Appendix I Footnotes

1. The State Requirements & Guidelines listed are derived from the Summary of the Arts Provisions and New York State Standards, Provisions in the Part 100 of the Regulations of the Commissioner of Education (C.R. 100.3). Summary of the Arts Provisions are derived from the New York State Standards, Provisions in the Part 100 of the Regulations of the Commissioner of Education. Requirements have the force and effect of law. Policy statements indicate the basis from which the Education Department carries out the intent of the requirements. Guidelines are provided as recommendations and should not be interpreted as requirements.
2. Grades 1–6: 186 instructional days/year; five instructional hours/day = 93 total instructional hours/year in grades 1–4. State guidelines recommend 20 percent of total instructional time to be equivalent of 93 hours per year; 186 instructional days/year; five instructional hours/day = 93 total instructional hours/year.
3. Ibid.
4. Since there are requirements for arts instruction in grades 5–6 (C.R. 100.4[b][i][v]), it is not appropriate to meet the grade 7–8 required instruction in grade 6.
5. Grades 7–8: 186 instructional days/year; unit of study equals 180 minutes/week; unit of study = 36 minutes/day for 93 days (year or semester), which equals 55.8 hours of instructional time/year or the equivalent.
6. Grades 9–12: One unit of instruction is the equivalent of 180 minutes of instruction per week; unit is the equivalent of 90 minutes/week throughout the year.

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## Appendix 2

### ARTS EDUCATION ADVISORY COUNCIL

Andrew Ackerman, Children's Museum of Manhattan  
Rona Affoumado, New York University,  
Photeine Anagnostopoulos, New York City Department of Education  
William Bassell, Long Island City High School  
Jamie Bennett, New York City Department of Cultural Affairs  
Nefertari Bey, Apollo Theater Foundation, Inc.  
Ellen Black, Children's Museum of Manhattan  
Mary M Braebeck, New York University  
Karen Brooks Hopkins, Brooklyn Academy of Music  
Thomas Cahill, Studio in a School  
Ana Maria Correa, American Ballroom Theatre Dancing Classroom  
Paul E Cothran, VH-1 Save the Music Foundation  
Rob Davidson, VH-1 Save the Music Foundation  
David Dik, The Metropolitan Opera Guild  
Amy Dorfman, Shubert Foundation  
Marsha Drummond, The Metropolitan Opera  
Stephanie Dua, The Fund for Public Schools  
Jason Duchin, DreamYard  
Pierre Dulaine, American Ballroom Theatre Dancing Classroom  
Deborah Effinger, Bronx Theater High School  
Brian Ellner, New York City Department of Education  
Alexa Fairchild, Brooklyn Museum  
Carol Fineberg, CF Associates  
Tom Finkelpearl, Queens Museum of Art  
Joan Finkelstein, New York City Department of Education  
Clive Gillinson, Carnegie Hall



## Appendices

### Appendix 2 *continued*

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Eileen Goldblatt, New York City Department of Education  
Thelma Golden, The Studio Museum of Harlem  
Jody Gottfried, Arnhold, Dance Education Laboratory (DEL), 92nd Street Y  
Kathleen Grimm, New York City Department of Education  
Barbara Gurr, Consultant  
Mike Halverston, Center for Arts Education  
Radiah Harper, Brooklyn Museum  
Geri Hayes, New York City Department of Education  
Lara Holliday, The Fund for Public Schools  
Madeleine F Holzer, Lincoln Center Institute  
Kashif Iqbal, Jamaica Center for Arts and Learning  
Sarah Johnson, Carnegie Hall  
William Kasuli, New York City Department of Education  
Caroline Kennedy, The Fund for Public Schools  
Richard Kessler, Center for Arts Education  
Paul King, New York City Department of Education  
Jennifer Kozel, Children's Museum of Manhattan  
Tamar Laks, New York City Department of Education  
Elizabeth K Langsdorf, New York University, Wagner  
Kate D Levin, New York City Department of Cultural Affairs  
Julia C Levy, Roundabout Theatre Company  
Hilary Ley, The Metropolitan Opera  
Laurie Lock, VH-1 Save the Music Foundation  
Gabrielle Lopez, The Studio Museum of Harlem  
Tim Lord, DreamYard  
Sharon Luckman, Alvin Ailey American Dance Theater  
Yvonne Marceau, American Ballroom Theatre Dancing Classroom

## Appendices

### Appendix 2 *continued*

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Heather McCartney, Alvin Ailey American Dance Theater  
Greg McCaslin, Roundabout Theatre Company  
Barbara Murray, New York City Department of Education  
Scott Noppe-Brandon, Lincoln Center Institute  
Maria Palma, New York City Department of Education  
Eva Pataki, ICI LSO  
Bonnie Rosenberg, Office of the Mayor, NYC  
Karen Rosner, New York City Department of Education  
David Ross, New York City Department of Education  
Jerrold Ross, St. John's University  
Sara Schapiro, The Fund for Public Schools  
Lauren Schloss, Queens Museum of Art  
John G Schultz, Young Audiences New York  
David Shookhoff, Manhattan Theatre Club  
Elyssa Siminerio, New York City Department of Education  
Claire Stringer, Queens Museum of Art  
Sonnet Takahisa, National September 11 Memorial & Museum at the WTC  
Santiago Taveras, New York City Department of Education  
Shirley Taylor, Apollo Theater Foundation, Inc.  
Steve Tennen, Arts Connection  
Noelle Thorn The Metropolitan Opera  
Misty Tolle, Carnegie Hall  
Carol Varikos, New York City Department of Education  
Joseph P Versace, Bernstein  
Meryle Weinstein, New York University  
George Young, PS 146





# Annual Arts in Schools Report 2008-2009

## Making the Arts Count for Every New York City Student



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

- Mayor Michael R. Bloomberg