



# CENTERPIECE

## FOCUS ON: EDUCATION

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### MEASURING THE ESSENTIAL: EDUCATION SURVEY 2008

BY LAURIE BASKIN, ALISSA A. MOORE  
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#### INTRODUCTION BY DANIEL RENNER

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For the first time in 11 years, the federal government has conducted an assessment of the arts in our nation's schools. The National Assessment of Educational Progress (NAEP) is the only continuing, national measurement of the academic achievement of the United States' public and private schools. While only music and the visual arts were measured in 2008, there are aspects of this report that are useful for all of us in the theatre and arts education. Arts education advocacy tips included at the end of the report may help encourage the federal government to include theatre in the next NAEP.

Assessment has been a prominent focus for TCG's Education Department for the past few years. The work on Building a National TEAM: Theatre Education Assessment Models continues as education directors from the field meet to refine these assessment tools and prepare for more training and another convening on June 16, 2010 in Chicago as the pre-conference to TCG's annual national conference. Video highlights from the last educational theatre pre-conference are available on the TCG website as well as the most recent [TCG Education Survey reports and results](#), the tabulations of which are included in this publication.

We urgently need a national measure of students' ability to create, perform and respond to theatre to aid us in our efforts to fund our programs and to continue to make the case to parents, teachers and superintendents for why theatre education is important. As Secretary of Education Arne Duncan stated earlier this year:

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*“These results are important for several reasons. First, they remind us that the arts are a core academic subject and part of a complete education for all students. The arts are also important to American students gaining the 21st century skills they will need to succeed in higher education and the global marketplace—skills that increasingly demand creativity, perseverance and problem solving combined with performing well as part of a team. The results also remind us that learning in the arts can and should be rigorous and based on high standards, and that it can be evaluated objectively, using well-designed measures. This Arts Report Card should challenge all of us to make K-12 arts programs more available to America's children and youth. Such programs not only engage students' creativity and academic commitment today, but they uniquely equip them for future success and fulfillment. We can and should do better for America's students.”*

Duncan’s words underscore the absolute necessity of investing in arts education as a way to prepare our students for success in all fields. Earlier this year at the renowned Jacob’s Pillow Dance Festival, the American radio and television political commentator Rachel Maddow echoed Duncan’s sentiments, while offering the unique perspective of someone outside of our field:

*“A country without an expectation of minimal artistic literacy, without a basic structure by which the artists among us can be awakened and given the choice of following their talents and a way to get to be great at what they do, is a country that is not actually as great as it could be...Not just in wartime but especially in wartime, and not just in hard economic times but especially in hard economic times, the arts get dismissed as 'sissy.' Dance gets dismissed as craft; creativity gets dismissed as inessential, to the detriment of our country. And so when...we say that even when you cut education to the bone, you do not cut arts and music education, because arts and music education IS bone, it is structural, it is essential; you are preserving the way of life that we are supposedly fighting for and it's worth being proud of.”*

I wholeheartedly agree with this statement which highlights how crucial arts education is in the current context of economic downturn and hardship. Duncan’s words are strong, while Maddow’s lift our spirits in a time when we need them, and together they are a call to creative arms.

**REPORT AND SUMMARY OF THE  
2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS**

**PORTIONS OF THE NAEP ARTS ASSESSMENT TOOLKIT REPRINTED WITH  
PERMISSION FROM THE ARTS EDUCATION PARTNERSHIP**

WWW.AEP-ARTS.ORG

## **FACT SHEET**

### **What is the Nation's Arts Report Card?**

Commonly referred to as the Nation’s Report Card, the National Assessment of Educational Progress (NAEP) is the only continuing, national measure of the academic achievement of America’s public and private schools. For 40 years student performance has been measured in the following subjects: reading, math, writing, science and geography. The 2008 NAEP Arts Assessment, or the [2008 Nation’s Arts Report Card](#), is the fifth NAEP assessment in the arts. The next NAEP arts assessment is scheduled to take place in 2016.

### **How was the information collected?**

The 2008 NAEP Arts Assessment was given to a nationally representative sample of 7,900 eighth grade students from 260 public and private schools. The 2008 NAEP Arts Assessment was conducted in music and the visual arts. Approximately one-half of these students were assessed in music, and the other half were assessed in visual arts. The NAEP Arts Framework, developed in 1996, serves as the blueprint for the assessment, describing the specific knowledge and skills

that should be assessed in the four arts disciplines: music, visual arts, theatre and dance. Additionally, three arts processes—responding, creating and performing—are central to students’ experiences in these disciplines. In 2008, due to budget constraints, only the responding process in music and both the responding and creating processes in visual arts were assessed. Theatre and dance were not assessed.

The responding processes in music and visual arts were assessed with multiple-choice questions and constructed response questions that required students to produce answers of a few words or sentences. Students were asked to analyze and describe aspects of music they heard, critique instrumental and vocal performances and demonstrate their knowledge of standard musical notation and music’s role in society. For the responding portion of the visual arts assessment, students were asked to analyze and describe works of arts and design. For the creating portion, students were required to create a self-portrait that was scored for identifying detail, compositional elements and use of materials. Self portraits were rated as *sufficient*, *uneven*, *minimal* or *insufficient*, based on the student’s representation of clear observations and characteristics specific to the individual work. The visual arts assessment included multiple-choice questions regarding the technical similarity between two self-portraits, aesthetic properties and characteristics of artistic medium such as charcoal.

Although the questions in the 2008 assessment were taken from those administered in the previous arts assessment in 1997, not all of the results can be compared between the two years. Only the percentages of students’ correct responses to the multiple-choice questions in 2008 can be compared to those in 1997. Changes in the arts materials available for use and the degradation of 1997 samples of art works prevent comparisons with 2008 student responses to the creating questions.

### **What were the key findings?**

- For both music and visual arts, on average among the eighth graders assessed:
  - Students eligible for reduced or free lunch scored lower than students ineligible.
  - Black and Hispanic students scored lower than White and Asian/Pacific Islander students.
  - Public school students scored lower than private school students.
  - Students in urban schools scored lower than students in suburban schools.
- The overall average responding score for eighth graders assessed was set at 150 on a scale of 300 for both music and visual arts, with a wide variance in scores between the lowest- and highest-achieving students. Scores ranged from 105 for music and 104 for visual arts for the lowest-performing students to 194 for music and 193 for visual arts for the highest-performing students. Because music and visual arts are two distinct disciplines, results are reported separately for each area and cannot be compared.
- The average creating task score for visual arts was reported separately as the average percentage of the maximum possible score from 0 to 100 with a national average of 52. In general, students who performed well on the responding questions also performed well on the creating questions.
- Compared to 1997, the average reported frequency of arts instruction for eighth graders remained about the same. However, according to data collected from school administrators, eight percent of eighth graders attended schools where no music instruction was offered, and 14 percent of eighth graders attended schools where no visual arts instruction was offered. These findings show a slight improvement from 1997.

The existence of the NAEP arts assessment is an important acknowledgment that the arts are a core subject and that they can be rigorously assessed; moreover, results of the arts assessment portray the current levels of opportunity for American children to learn important knowledge and skills essential to being an educated person. The results reveal barriers to student achievement in the arts, with significant racial/ethnic, gender and socioeconomic gaps. For further details please refer to the Arts Education Partnership [Summary Results](#) document.

In response to the results, the [Secretary of Education](#) and senior officials at the [National Endowment for the Arts](#) and the [National Assessment Governing Board](#) all called for substantially increasing access to arts learning and significantly improving the quality of national data collection on the status of arts education in the nation's schools. The current NAEP results graphically demonstrate that our nation still has a long way to go in ensuring that every child has access to a high quality arts education.

## SUMMARY OF RESULTS

### Background to the 2008 NAEP Arts Assessment

The NAEP Arts Assessment was administered to a nationally representative sample of 7,900 eighth grade students from 260 public and private schools. Approximately one-half of these students were assessed in music, and the other half were assessed in visual arts.

Although the questions in the 2008 assessment were taken from those administered in the previous arts assessment in 1997, not all of the results can be compared between the two years. Only the percentages of students' correct responses to the multiple-choice questions in 2008 can be compared to those in 1997. Changes in the arts materials available for use and the degradation of 1997 samples of art works prevent comparisons with 2008 student responses to the creating questions.

### Key Findings of the 2008 NAEP Arts Assessment

#### *Access to Arts Learning Opportunities*

##### *Music*

- School administrators reported that 57% of eighth graders attended schools where instruction in music was available “at least three or four times a week,” compared to 43% in 1997. Conversely, 8% of eighth graders attended schools in 2008 in which instruction in music was not offered, down from 9% in 1997. In 2008, 16% of students attended schools in which music was offered “less than once a week” or not at all.
- The following percentages of students reported participating in various musical activities in school: playing in a band, 16 %; playing in an orchestra, 5%; singing in a chorus or choir, 17%; and one or more of the three activities, 34%.

##### *Visual Arts*

- School administrators reported that 47% of eighth graders attended schools where instruction in visual arts was available “at least 3 or 4 times a week,” compared to 52% in 1997. Conversely, 14% of eighth graders attended schools in 2008 in which instruction in visual arts was not offered, down from 17% in 1997. In 2008, 24% of students attended schools in which visual arts were offered “less than once a week” or not at all.
- Twenty percent of students in both 1997 and 2008 reported that their teacher did not have them paint or draw once a month. In 2008, 59% of the students reported that their art teacher did not have them create things out of clay or other materials in their visual arts class at least once a month.
- The results show a decrease in the number of eighth grade students who are visiting art museums, galleries or exhibitions with their class at least once a year. In 1997, 22% of students responded that they had visited an art museum once a year; in 2008, only 16% reported visiting a museum, a statistically significant decline from 1997.

#### *What Students Know and Can Do*

The average responding score was reported on a NAEP scale of 0 to 300 for both music and visual arts. Because music and visual arts are two distinct disciplines, results are reported separately for each area and cannot be compared. Scores ranged from 105 (music) and 104 (visual arts) among lowest-performing students to 194 (music) and 193 (visual arts) among highest-performing students. In visual arts, the difference between the lower percentile (10th) and the higher (90th) was 89 points.

##### *Music*

- In response to multiple-choice questions in music, 52% of students correctly answered a question requiring them to identify the texture of the musical example; only 20% of students scored “adequate” when reading musical notation; 50% were able to correctly identify the sound of an instrument after listening to a musical recording; when asked to identify the origin of a musical style, 52% responded with a “developed” answer. These responses were not significantly different from the 1997 assessment.

##### *Visual Arts*

- On the creating assessment in visual arts, the overall average was a 52%. In general, the students who performed well on the questioning also responded well to the creating art task.
- Creating questions required students to create their own works of art and design. The average creating task score for visual arts was reported separately as the average percentage of the maximum possible score from 0 to 100,

with a national average of 52. In general, students who performed well on the responding questions also performed well on the creating questions.

- In response to a multiple choice question regarding the technical similarity between two self-portraits, aesthetic properties and characteristics of mediums, 36% of students correctly responded that “both works combine loose gestural lines with careful drawing.” In response to a multiple choice question requiring students to describe the characteristics of charcoal in the self portraits, 38% of students provided a “partial” answer for these questions. On the creating portion of the assessment, 4% of students created a self-portrait that was rated “sufficient”; 25% received a rating of “uneven”; 57% received a rating of “minimal”; and 14% received a rating of “insufficient.”
- In 2008, an overall average of 42% of students chose the correct answer on multiple choice questions in visual arts, the same percentage of students who selected the correct answer in 1997. On multiple choice questions in visual arts, percentages ranged from 62% of students who correctly identified the purpose of insulating package materials to 23% who correctly identified an artistic style that influenced cubism.

### ***The Achievement Gap***

Differences in scoring, many of them significant, appeared across ethnicity, socio-economic status, school location (urban, suburban or rural), school type (public or private) and gender. Overall, White and Asian/Pacific Islander females in private schools located in suburbs, rural areas or in towns scored the highest in music and visual arts (93% of eighth grade students in the US in 2008 attended public schools).

#### *Ethnicity*

- In 2008, White and Asian/Pacific Islander students scored higher in both music and visual art than Black and Hispanic students. Scores for responding in music for White and Asian/Pacific Islander students were 29 to 32 points higher than scores for Black and Hispanic students.
- Scores for responding in visual arts for White and Asian/Pacific Islander students were 22 to 31 points higher than the scores for Black and Hispanic students. Scores for creating in visual arts for White and Asian/Pacific Islander students were 8 to 12 points higher than the scores for Black and Hispanic students.

#### *Socioeconomic Status*

- Students from lower-income families (students eligible for free/reduced-price school lunch) scored 28 points lower in music and 9 points lower in visual arts than students who were not eligible.

#### *School Location*

- Students who attended city schools had lower average scores than students who attended suburban, town and rural schools—differences of 13, 14 and 8 points respectively.

#### *School Type*

- The average responding score in music for eighth graders in public schools was 14 points lower than the score for students in private schools and 10 points lower in visual arts.

#### *Gender*

- Female students scored 10 points higher than their male counterparts in the responding sections of both music and visual arts.
- Female students scored 6 points higher than male students in creating visual art.

### ***Teaching and Learning in the Classroom***

#### *Music*

- When students were asked how often they were assigned certain activities in music class, the only statistically significant difference from the 1997 NAEP Arts Assessment was in “writing down music”—from 26% of students in 1997 to 33% in 2008. For other activities in music class, there was no significant change.
- The percentage of students who reported being asked by their teacher to listen to music at least once a month showed a decline from 51% in 1997 to 49% in 2008.
- The percentage of students who reported being asked by their teacher to make up their own music in music class at least once a month showed an increase from 16% in 1997 to 17% in 2008.

#### *Visual Arts*

- The percentage of eighth grade students who were asked by their teacher to write about their artwork in visual arts class at least once a month increased from 21% in 1997 to 27% in 2008.

- The percentage of students whose teacher had them choose their own art project in visual arts class at least once a month decreased from 47% in 1997 to 39% in 2008.
- 54% of eighth graders reported that they or their teacher saved their artwork in a portfolio in 2008, an insignificant difference from the 50% reported in 1997.

## FREQUENTLY ASKED QUESTIONS

### **Why weren't students assessed in all three competencies—creating, performing and responding—in music and visual arts?**

The [U.S. Department of Education's report](#) on developing arts assessment strategies points out, "At its best, the teaching of the arts emphasizes creating and performing arts as well as studying existing works of art. If this is the way the arts ought to be taught, this is the way the arts should be assessed with tasks that ask students to respond to, create and perform works of art." Unfortunately, budget constraints prohibited assessment in all three areas of competency.

### **Why weren't dance and theatre assessed?**

The small number of U.S. schools with programs in theatre and dance resulted in too few data points for an assessment in those disciplines. The National Assessment Governing Board also cites budget constraints as a barrier to assessments in dance and theatre.

### **What does the NAEP tell us about the status of arts education in our nation's schools?**

While the NAEP gives us some valuable information about what students know and are able to do in the arts, we lack complete national data about the status and conditions of arts education instruction in our nation's schools. The NAEP measures student knowledge and skills in the arts, but it does not provide a complete picture of the availability and quality of arts education currently delivered in our nation's schools. Unfortunately, complete recent data has not been collected about the status of arts education in our nation's public and private schools.

### **Are plans in place to measure how much arts education is available to students in this country?**

The U.S. Department of Education's [Fast Response Survey System](#) (FRSS), which measures how much arts education is being delivered in schools, is currently underway. Preliminary findings will be available in 2011, and the full report will be complete in 2012. The last FRSS in the arts was conducted in the 1999-2000 school year.

### **Absent complete data, what do we know about the status of arts education in our schools?**

A 2007 study from the Center on Education Policy has found that, since the enactment of the *No Child Left Behind* act, 30 percent of districts with at least one school identified as needing improvement—those with the students most responsive to the benefits of the arts—have decreased instruction time for art and music. The arts are uniquely able to boost learning and achievement for young children, students from economically disadvantaged circumstances and students needing remedial instruction.

A March 2009 study conducted by the U.S. Government Accountability Office (GAO) titled, [Access to Arts Education: Inclusion of Additional Questions in Education's Planned Research Would Help Explain Why Instruction Time Has Decreased for Some Students](#), points to the need for additional research by the U.S. Department of Education to determine the impact of NCLB on access to arts learning. It also finds that minority and low-income students are experiencing decreases in access to arts education, and that the status of state budgets significantly impacts the availability of arts education in schools.

In addition to more frequent and comprehensive FRSS and NAEP arts reports, the U.S. Department of Education's research efforts must be strengthened by systematically including the arts in studies conducted on the condition of education, practices that improve academic achievement and the effectiveness of Federal and other education programs.

### **What plans are in place for the next NAEP Arts Assessment? What are the changes that arts education advocates recommend in the administration of the next arts NAEP in 2016?**

The 1997 NAEP Arts Assessment was the most comprehensive arts assessment of its kind, going beyond "fill-in-the-bubble" and pencil and paper tasks to include portfolio and performance-based assessments. In fact, the 1997 NAEP Arts

Assessment was the most comprehensive assessment and report of learning *in any subject area*, and became a model for future NAEP assessments and reports in a range of other core subjects of learning.

The 2008 Arts Assessment only measured students' ability to respond to music and to create and respond to the visual arts. Future NAEPs in the arts should measure students' ability to create, perform, and respond to dance, music, theatre and the visual arts. The NAEP Arts Assessment was administered only to eighth grade students. For a comprehensive understanding of student learning in the arts, future assessments should be administered in grades 4, 8 and 12. The most recent NAEP Arts Assessment prior to the 2008 report was conducted in 1997, leaving an 11-year gap in information about student knowledge in this core academic subject area. The NAEP should be administered at least once every five years. The next NAEP Arts Assessment is scheduled to take place in 2016.

## **WHY SHOULD YOU CARE ABOUT THE NATION'S ARTS REPORT CARD...AND WHAT YOU CAN DO**

The NAEP Arts Assessment reaffirms that the arts are a core academic subject as defined in the *Elementary and Secondary Education Act* (currently called *No Child Left Behind*), and that creativity is a skill that can be learned and assessed. President Obama has acknowledged the role that creativity will play in preparing students for a 21st-century workforce, saying "I'm calling on our nation's governors and state education chiefs to develop standards and assessments that don't simply measure whether students can fill in a bubble on a test, but whether they possess 21st-century skills like problem-solving and critical thinking and entrepreneurship and creativity."

In recent years, systemic cutbacks in school arts programs have seriously eroded students' arts education opportunities. A 2007 study by the Center on Education Policy found that, since the enactment of *No Child Left Behind*, 30 percent of districts with at least one school identified as needing improvement—those with the students most responsive to the benefits of the arts—have decreased instruction time for art and music. Additionally, the NAEP results report that 8 percent of eighth grade students attend schools where no music instruction is offered, and 14 percent attend schools where no visual arts instruction is offered. Arts organizations have a critical role to play to ensure that the data outlined in this report is used to bolster the case for creating, maintaining or expanding curricular school arts programs for all students.

### **Actions you can take to promote the Arts NAEP Report Card:**

#### ***Draw public attention to the report***

- Use the NAEP results release to prompt a public conversation about the status of arts education at the state and local levels. Use the fact sheet included above as a starting point for conversation, or one of the sample press releases on their website.
- Ask a board president, artist, educator, parent or business leader to sign and submit a letter-to-the editor that puts the national test results into a context that addresses the status of arts education in your community.

#### ***Collaborate with in-school arts specialists***

- Share the results of the Report Card and strategize with teachers, curriculum specialists and parents to send a clear, consistent message to local decision-makers. In-school specialists are your best allies in persuading school administrators to devote funding and resources to arts education—you might refer visual arts and music specialists to the [National Art Education Association](#) and [National Association for Music Education](#) for more information.

#### ***Persuade decision-makers to increase funding for arts education***

- Meet with local and state education policymakers, including principals, superintendents and school board members. Secure a commitment to strengthening arts education!
- Contact your legislators. The U.S. Congress and state legislatures are making important education and policy funding decisions. In your letters, phone calls or emails include information about NAEP and the benefit of arts education.
- Attend PTA meetings, school board meetings and other community forums.
- Meet with the administrators in your school district that make decisions regarding spending. Work with them to identify local, state, federal and private support for arts education and help your district to secure those funds.

***Mobilize your community and the public in support of arts education***

- Post AEP's NAEP Fact Sheet in newsletters and performance programs. Share the results with your board of directors, and encourage them to join in the advocacy effort.

***Identify new partners in promoting arts education***

- Remember that universities, business-owners and child-care providers are important stakeholders in providing students with quality education.
- Meet with local artists and social service organizations to explore and create new partnerships through which your organization can advance arts education.
- Identify jobs in your community that require knowledge of or skills in the arts. Share this analysis with your school board.

**Special thanks to the Arts Education Partnership for allowing TCG to reprint portions of the NAEP Arts Assessment Toolkit.** The full AEP toolkit can be found here: [www.aep-arts.org/NAEP.html#5](http://www.aep-arts.org/NAEP.html#5).

**The following national arts service organizations also collaborated on the creation of the NAEP Arts Assessment Toolkit:** [Americans for the Arts](#), [Arts Education Partnership](#), [Educational Theatre Association](#), [The League of American Orchestras](#), [MENC: The National Association for Music Education](#), [National Art Education Association](#), and the [Performing Arts Alliance](#).

This is the tenth year that TCG has reported findings from the Education Survey of its membership. For the sixth year we are aligning the Education Survey with TCG's Fiscal Survey. The Education Survey tabulation reflects education programming data from the 102 participating theatres, while the Fiscal Survey tabulation reflects fiscal data from the 176 participating theatres. Though there was some overlap in theatres filling out both surveys, there is a significantly different pool of responding theatres, which the tabulations reflect.

## EDUCATION SURVEY RESULTS

A total of 102 theatres participated in TCG's 2008 Education Survey. Throughout this report, the theatres are grouped by total annual expenses: Group 1: \$499,999 and less; Group 2: \$500,000 to \$999,999; Group 3: \$1 million to \$2.9 million; Group 4: \$3 million to \$4.9 million; Group 5: \$5 million to \$9.9 million; and Group 6: \$10 million and over.

	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>	<u>Group 5</u>	<u>Group 6</u>
	(10)	(11)	(27)	(20)	(20)	(14)

The following averages/minimums/maximums are based on the number of responses.

### 1. Financial Information

#### Total theatre expenses (budget)

<i>Number of responses</i>	(10)	(11)	(27)	(20)	(20)	(14)
Average	\$260,978	\$807,129	\$1,674,322	\$3,717,175	\$7,092,311	\$30,731,281
Minimum	\$13,700	\$555,000	\$1,000,000	\$3,025,377	\$5,100,000	\$10,000,000
Maximum	\$480,100	\$980,164	\$2,900,000	\$4,578,118	\$9,900,000	\$94,000,000

<b>Number of theatres with an education endowment</b>	1	1	4	3	1	3
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### 2. Personnel Information

#### Number of full-time education staff

<i>Number of responses</i>	(6)	(7)	(25)	(19)	(19)	(14)
Average	3	2	2	2	3	6
Minimum	1	1	1	1	1	2
Maximum	6	6	4	6	12	16

#### Number of part-time education staff

<i>Number of responses</i>	(5)	(5)	(17)	(13)	(10)	(8)
Average	3	4	4	2	3	13
Minimum	1	1	1	1	1	1
Maximum	10	11	20	8	9	90

#### Number of artist educators

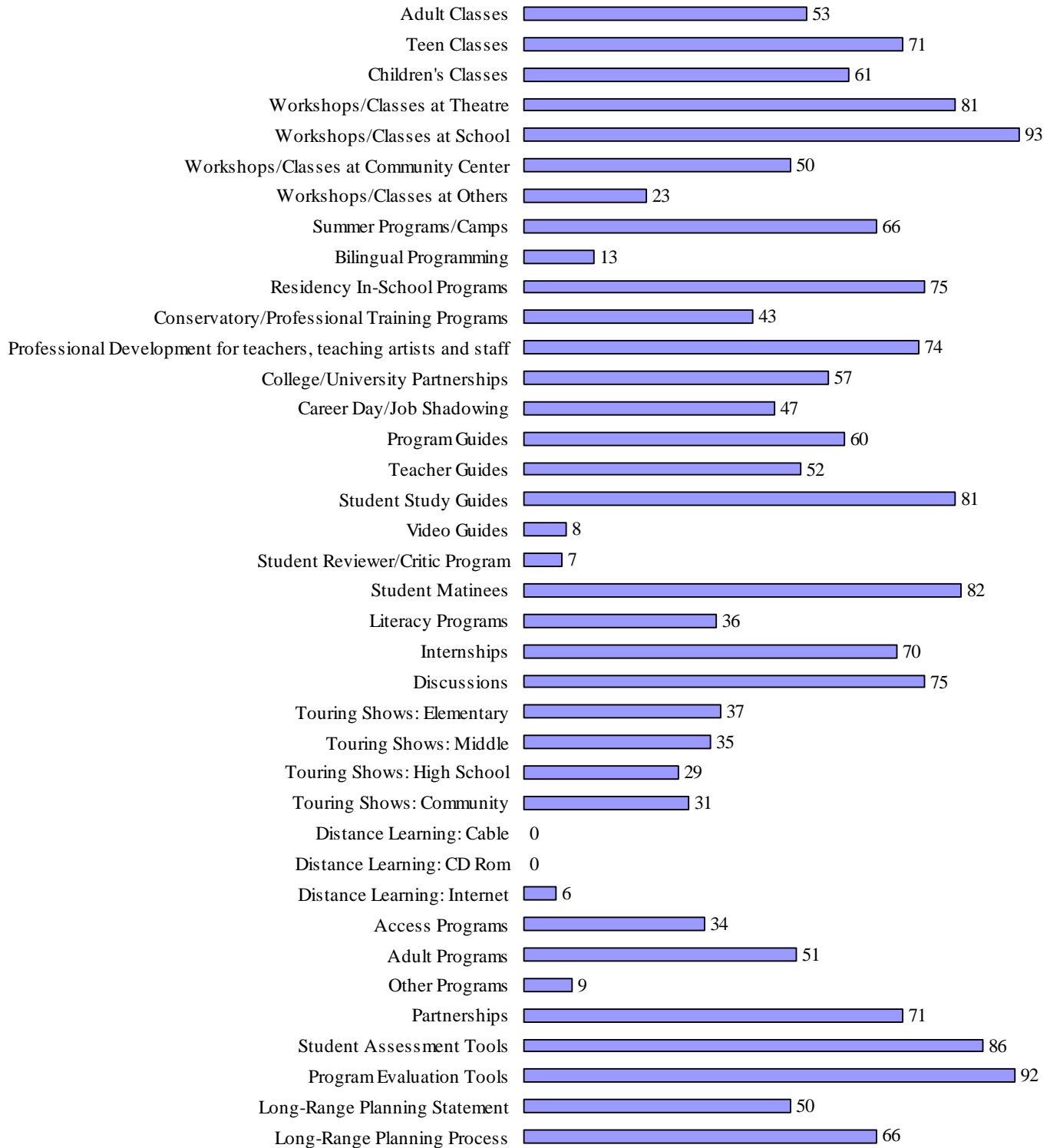
<i>Number of responses</i>	(9)	(10)	(25)	(20)	(19)	(12)
Average	5	13	16	19	18	25
Minimum	2	3	3	1	1	6
Maximum	20	65	79	60	80	89

#### Number of education interns

<i>Number of responses</i>	(5)	(8)	(20)	(17)	(18)	(12)
Average	3	2	5	6	4	2
Minimum	1	1	1	1	1	1
Maximum	9	8	19	30	16	11

### 3. Educational Programming

Number of Responses out of 102 Theatres



	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>	<u>Group 5</u>	<u>Group 6</u>
	(10)	(11)	(27)	(20)	(20)	(14)
<i>Number of total participants</i>						
<b>Number of education volunteers</b>						
<i>Number of responses</i>	(6)	(5)	(12)	(12)	(9)	(8)
Average	6	3	8	7	15	19
Minimum	1	2	2	1	1	2
Maximum	26	5	30	25	75	63

#### 4. Audience Statistics

##### Total number of students (K-12) served in 2007-08 season

<i>Number of responses</i>	(9)	(11)	(26)	(20)	(19)	(14)
Average	6,931	8,348	15,795	24,899	17,379	21,609
Minimum	22	22	10	50	1,200	2,500
Maximum	50,000	22,000	113,087	200,000	60,281	72,433

##### AGE DEMOGRAPHICS – For all education programming, the percent of programs geared to each age group:

###### Ages 5-11

<i>Number of responses</i>	(8)	(9)	(21)	(19)	(16)	(9)
Average	16%	30%	39%	34%	36%	22%
Minimum	5%	2%	2%	2%	5%	5%
Maximum	30%	65%	90%	75%	87%	56%

###### Ages 12-18

<i>Number of responses</i>	(10)	(11)	(26)	(20)	(19)	(14)
Average	55%	54%	50%	44%	42%	55%
Minimum	10%	20%	10%	10%	6%	17%
Maximum	100%	100%	100%	90%	70%	85%

###### Ages 19-25

<i>Number of responses</i>	(9)	(7)	(18)	(16)	(19)	(14)
Average	12%	16%	17%	9%	8%	10%
Minimum	3%	2%	1%	1%	1%	4%
Maximum	30%	32%	100%	61%	35%	26%

###### Ages 26-40

<i>Number of responses</i>	(8)	(7)	(15)	(12)	(17)	(13)
Average	11%	9%	9%	6%	6%	12%
Minimum	2%	2%	1%	2%	1%	2%
Maximum	20%	25%	32%	15%	15%	41%

###### Ages 41-60

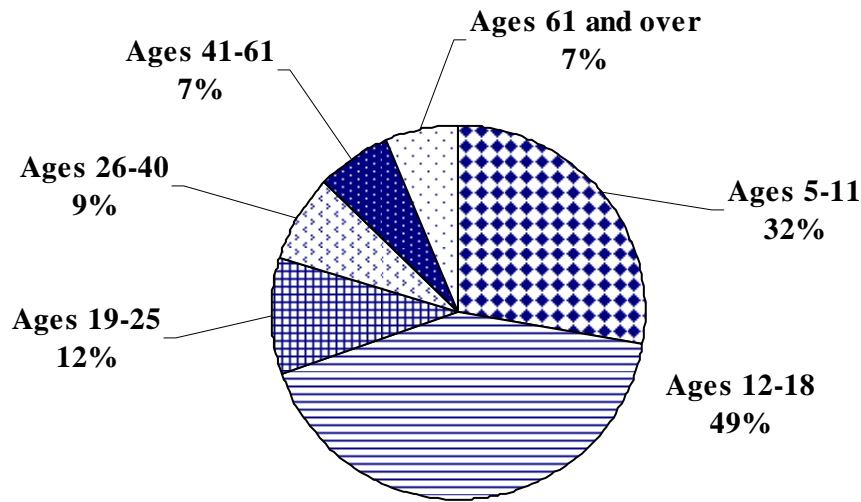
<i>Number of responses</i>	(8)	(7)	(16)	(13)	(17)	(11)
Average	9%	9%	6%	8%	8%	8%
Minimum	5%	2%	1%	1%	1%	2%
Maximum	20%	25%	15%	15%	15%	15%

###### Ages 61 and over

<i>Number of responses</i>	(7)	(6)	(12)	(13)	(17)	(10)
Average	10%	4%	6%	12%	7%	5%
Minimum	3%	1%	1%	3%	1%	1%
Maximum	20%	10%	30%	41%	20%	25%

## Education Program Age Demographics

Averages Among All Budget Groups



Note: The averages for each demographic group are based on the number of responses to each category, instead of the total number of responses resulting in the chart adding up to more than 100 percent.

	<u>Group 1</u> (10)	<u>Group 2</u> (11)	<u>Group 3</u> (27)	<u>Group 4</u> (20)	<u>Group 5</u> (20)	<u>Group 6</u> (14)
<b>Number of total participants</b>						
<b>5. Student Matinee Information</b>						
<b>Student matinee ticket prices</b>						
<i>Number of responses</i>	(5)	(6)	(21)	(16)	(17)	(10)
Average	\$10.20	\$11.50	\$9.36	\$10.56	\$11.03	\$12.90
Minimum	\$8.00	\$7.00	\$4.50	\$5.00	\$2.50	\$7.50
Maximum	\$15.00	\$15.00	\$22.00	\$18.00	\$18.00	\$26.00
<b>Total attendance for all student matinees for all productions</b>						
<i>Number of responses</i>	(6)	(6)	(22)	(18)	(18)	(14)
Average	8,629	4,877	12,066	16,896	15,530	7,900
Minimum	24	650	61	381	725	1,000
Maximum	50,000	17,158	78,000	153,198	94,572	14,518
<b>Number of student matinee performances for all productions</b>						
<i>Number of responses</i>	(6)	(6)	(21)	(18)	(18)	(14)
Average	21	25	56	46	48	21
Minimum	1	5	2	2	1	4
Maximum	90	69	425	337	299	59
<b>Number of productions for which student matinees were offered</b>						
<i>Number of responses</i>	(6)	(6)	(22)	(18)	(18)	(14)
Average	3	7	6	4	5	6
Minimum	1	3	1	1	2	2
Maximum	5	16	17	11	10	10

# EDUCATION PROGRAMS INFORMATION

## BASED ON TCG'S FISCAL SURVEY 2008

A total of 176 theatres participated in TCG's Fiscal Survey 2008. Throughout this report, the theatres are grouped by total annual expenses: Group 1: \$499,999 and less; Group 2: \$500,000 to \$999,999; Group 3: \$1 million to \$2.9 million; Group 4: \$3 million to \$4.9 million; Group 5: \$5 million to \$9.9 million; and Group 6: \$10 million and over.

	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>	<u>Group 5</u>	<u>Group 6</u>
<b>Total number of participants</b>	(16)	(28)	(45)	(27)	(35)	(28)
<b>1. Education Programs</b>						
<b>Number of education programs</b>						
<i>Number of responses</i>	(9)	(24)	(36)	(25)	(32)	(28)
Average	3	4	7	10	9	11
Minimum	1	1	1	1	1	1
Maximum	5	14	57	71	19	35
<b>Number of individuals of all ages served by the education program(s)</b>						
<i>Number of responses</i>	(9)	(24)	(36)	(25)	(32)	(28)
Average	8,802	6,049	17,779	27,190	13,971	25,573
Minimum	120	70	3	75	225	14
Maximum	65,000	53,745	154,700	183,774	53,625	136,196
<b>2. Expenses</b>						
<b>Total theatre expenses</b>						
<i>Number of responses</i>	(16)	(28)	(45)	(27)	(32)	(28)
Average	\$314,284	\$707,726	\$1,796,179	\$3,780,092	\$6,838,408	\$18,909,437
Minimum	\$131,157	\$508,177	\$1,018,584	\$3,089,000	\$5,022,162	\$10,101,745
Maximum	\$470,274	\$963,370	\$2,955,398	\$4,977,940	\$9,741,797	\$54,393,918
<b>Education programs payroll</b>						
<i>Number of responses</i>	(7)	(16)	(26)	(25)	(32)	(26)
Average	\$9,598	\$40,894	\$58,584	\$113,752	\$203,096	\$338,527
Minimum	\$740	\$2,400	\$364	\$15,050	\$22,286	\$49,478
Maximum	\$31,900	\$188,336	\$252,612	\$310,500	\$967,435	\$1,550,144
<b>Education programs fringe benefits</b>						
<i>Number of responses</i>	(4)	(15)	(26)	(25)	(32)	(26)
Average	\$1,901	\$7,115	\$13,576	\$21,560	\$36,485	\$68,751
Minimum	\$106	\$66	\$500	\$395	\$3,700	\$4,324
Maximum	\$4,298	\$23,294	\$112,000	\$97,880	\$176,365	\$338,656
<b>Education programs/outreach costs</b>						
<i>Number of responses</i>	(9)	(24)	(34)	(26)	(30)	(27)
Average	\$13,367	\$16,524	\$29,170	\$50,836	\$112,929	\$186,768
Minimum	\$275	\$183	\$1,858	\$296	\$5,089	\$15,887
Maximum	\$72,632	\$81,940	\$115,350	\$210,239	\$440,551	\$683,480
<b>Total education programs expenses</b>						
<i>Number of responses</i>	(9)	(25)	(36)	(26)	(32)	(27)
Average	\$21,676	\$46,304	\$79,665	\$180,944	\$345,452	\$578,961
Minimum	\$1,115	\$183	\$1,858	\$26,540	\$27,282	\$103,652
Maximum	\$108,830	\$211,630	\$344,904	\$412,059	\$1,415,309	\$2,572,280

	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>	<u>Group 5</u>	<u>Group 6</u>
<b>Total number of participants</b>	(16)	(28)	(45)	(27)	(35)	(28)
<b>Education as % of total theatre expenses</b>						
<i>Number of responses</i>	(9)	(25)	(36)	(26)	(32)	(27)
Average	5.3%	6.2%	4.7%	4.8%	5.4%	3.3%
Minimum	0.3%	0.0%	0.1%	0.7%	0.4%	0.6%
Maximum	23.1%	30.7%	18.8%	12.1%	27.3%	11.7%
<b>Theatres with 100% of their expenses devoted to educational programming</b>	0	0	0	0	0	0

### 3. Income

#### EARNED INCOME

##### Children's series ticket sales

<i>Number of responses</i>	0	6	11	11	8	10
Average	-	\$17,936	\$51,492	\$101,042	\$74,172	\$192,783
Minimum	-	\$3,168	\$3,989	\$2,337	\$2,910	\$10,951
Maximum	-	\$50,001	\$330,272	\$382,096	\$218,014	\$554,299

##### Arts in education/youth services

<i>Number of responses</i>	6	16	24	17	26	23
Average	\$39,979	\$40,041	\$96,337	\$80,538	\$83,353	\$136,100
Minimum	\$5,040	\$2,630	\$4,320	\$6,116	\$1,278	\$4,360
Maximum	\$158,590	\$236,498	\$985,820	\$371,274	\$435,441	\$663,747

##### Adult access/outreach programs

<i>Number of responses</i>	0	(7)	(4)	(3)	(5)	(4)
Average	-	\$71,191	\$10,721	\$12,780	\$12,187	\$30,162
Minimum	-	\$1,109	\$1,605	\$1,167	\$350	\$885
Maximum	-	\$284,142	\$20,039	\$30,422	\$40,275	\$100,000

##### Training programs

<i>Number of responses</i>	(3)	(12)	(15)	(13)	(17)	(18)
Average	\$20,412	\$77,933	\$66,526	\$153,338	\$440,559	\$315,749
Minimum	\$1,589	\$2,040	\$250	\$50,076	\$6,249	\$11,589
Maximum	\$38,298	\$270,083	\$322,513	\$370,467	\$2,305,496	\$1,355,891

##### Total income from education/outreach programs

(sum of AIE/Youth Services, Adult Access, and training programs income)

<i>Number of responses</i>	(8)	(21)	(32)	(21)	(31)	(26)
Average	\$37,639	\$98,770	\$104,777	\$161,947	\$313,471	\$343,632
Minimum	\$1,589	\$1,109	\$1,855	\$32,331	\$3,500	\$11,589
Maximum	\$158,590	\$395,993	\$985,820	\$451,228	\$2,400,871	\$1,827,873

#### CONTRIBUTED INCOME

##### NEA education grants

<i>Number of responses</i>	0	(1)	(1)	(1)	(1)	(1)
Average	-	\$30,000	\$15,000	\$35,000	\$50,000	\$75,000
Minimum	-	\$30,000	\$15,000	\$35,000	\$50,000	\$75,000
Maximum	-	\$30,000	\$15,000	\$35,000	\$50,000	\$75,000

	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>	<u>Group 5</u>	<u>Group 6</u>
<b>Number of total responses DOE and other government agencies</b>	(16)	(28)	(45)	(27)	(35)	(28)
<i>Number of responses</i>	0	(2)	(6)	(2)	(4)	(4)
Average	-	\$9,345	\$49,759	\$272,403	\$267,281	\$284,816
Minimum	-	\$7,000	\$4,290	\$261,257	\$596	\$34,558
Maximum	-	\$11,689	\$207,765	\$283,549	\$716,413	\$500,000
<b>Total income from federal government</b>						
<i>Number of responses</i>	(5)	(12)	(23)	(14)	(22)	(23)
Average	\$17,640	\$20,041	\$37,743	\$86,558	\$98,188	\$135,717
Minimum	\$4,200	\$802	\$4,290	\$20,000	\$10,000	\$20,000
Maximum	\$26,000	\$36,689	\$324,765	\$308,549	\$716,413	\$845,343
<i>Amount of total income from federal government supporting education programs</i>						
<i>Number of responses</i>	0	(5)	(5)	(5)	(5)	(6)
Average	-	\$19,850	\$16,858	\$78,651	\$52,587	\$58,545
Minimum	-	\$6,250	\$4,290	\$25,000	\$10,000	\$9,849
Maximum	-	\$36,000	\$25,000	\$261,257	\$99,495	\$196,419
<b>Total income from state government</b>						
<i>Number of responses</i>	(13)	(25)	(38)	(25)	(26)	(21)
Average	\$17,825	\$25,858	\$38,026	\$278,826	\$160,262	\$260,705
Minimum	\$3,721	\$2,730	\$1,000	\$11,028	\$15,940	\$9,480
Maximum	\$54,232	\$78,450	\$172,500	\$2,985,276	\$780,997	\$1,256,301
<i>Amount of total income from state government supporting education programs</i>						
<i>Number of responses</i>	(1)	(8)	(7)	(8)	(9)	(10)
Average	\$3,721	\$11,645	\$9,536	\$32,936	\$17,351	\$33,093
Minimum	\$3,721	\$2,000	\$1,200	\$2,925	\$3,180	\$7,000
Maximum	\$3,721	\$23,000	\$23,458	\$150,000	\$33,120	\$90,000
<b>Total income from city/county government</b>						
<i>Number of responses</i>	(7)	(20)	(31)	(24)	(26)	(22)
Average	\$13,736	\$39,023	\$69,035	\$100,561	\$144,880	\$472,241
Minimum	\$3,200	\$3,750	\$4,300	\$500	\$7,000	\$3,000
Maximum	\$32,614	\$191,240	\$395,006	\$752,784	\$780,940	\$2,957,462
<i>Amount of total income from city/county government supporting education programs</i>						
<i>Number of responses</i>	(1)	(2)	(4)	(6)	(6)	(10)
Average	\$1,000	\$3,550	\$9,395	\$18,848	\$19,373	\$25,815
Minimum	\$1,000	\$1,000	\$3,750	\$5,290	\$6,000	\$3,000
Maximum	\$1,000	\$6,100	\$22,378	\$40,650	\$55,185	\$63,000
<b>Total income from corporations</b>						
<i>Number of responses</i>	(11)	(24)	(44)	(26)	(31)	(28)
Average	\$19,590	\$43,036	\$103,949	\$200,744	\$324,745	\$816,550
Minimum	\$1,625	\$1,650	\$1,550	\$40,029	\$12,547	\$75,405
Maximum	\$69,337	\$299,500	\$667,500	\$573,854	\$1,767,000	\$3,720,516

	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>	<u>Group 5</u>	<u>Group 6</u>
<b>Number of total responses</b>	(16)	(28)	(45)	(27)	(35)	(28)
<i>Amount of total income from corporations supporting education programs</i>						
<i>Number of responses</i>	(2)	(10)	(15)	(14)	(19)	(19)
Average	\$5,500	\$14,670	\$39,764	\$62,667	\$43,372	\$127,033
Minimum	\$1,000	\$1,000	\$1,000	\$1	\$3,000	\$4,500
Maximum	\$10,000	\$37,000	\$170,000	\$300,000	\$155,000	\$346,175
<b>Total income from foundations</b>						
<i>Number of responses</i>	(16)	(28)	(45)	(26)	(32)	(28)
Average	\$58,109	\$175,648	\$211,834	\$373,071	\$485,691	\$1,210,975
Minimum	\$1,000	\$15,150	\$4,000	\$15,789	\$78,500	\$270,000
Maximum	\$160,446	\$1,179,550	\$690,489	\$1,097,500	\$1,930,532	\$4,826,250
<i>Amount of total income from foundations supporting education programs</i>						
<i>Number of responses</i>	(3)	(11)	(20)	(18)	(19)	(20)
Average	\$12,217	\$32,180	\$31,766	\$46,175	\$79,845	\$117,209
Minimum	\$5,500	\$2,000	\$2,000	\$877	\$6,454	\$10,000
Maximum	\$21,150	\$75,250	\$190,796	\$130,500	\$322,500	\$280,532
<b>Total income from individuals</b>						
<i>Number of responses</i>	(15)	(28)	(45)	(27)	(32)	(28)
Average	\$69,833	\$131,201	\$285,206	\$608,365	\$1,296,179	\$3,101,429
Minimum	\$8,671	\$3,375	\$11,870	\$14,081	\$74,773	\$602,954
Maximum	\$259,956	\$892,041	\$1,058,164	\$1,839,167	\$2,773,093	\$8,698,672
<i>Amount of total income from individuals supporting education programs</i>						
<i>Number of responses</i>	(1)	(9)	(6)	(10)	(13)	(11)
Average	\$5,650	\$9,288	\$7,702	\$51,208	\$23,040	\$52,073
Minimum	\$5,650	\$300	\$500	\$1,150	\$300	\$10,000
Maximum	\$5,650	\$32,000	\$25,000	\$189,629	\$111,065	\$338,662
<b>Total income from other sources</b>						
<i>Number of responses</i>	(1)	(5)	(8)	(7)	(10)	(9)
Average	\$156	\$56,407	\$432,209	\$234,086	\$1,018,088	\$839,674
Minimum	\$156	\$950	\$10,265	\$1,499	\$11,872	\$41,357
Maximum	\$156	\$236,989	\$1,179,400	\$916,250	\$5,157,027	\$2,334,287
<i>Amount of total income from other contributions supporting education programs</i>						
<i>Number of responses</i>	0	(2)	0	0	0	(1)
Average	-	\$90,705	-	-	-	\$41,000
Minimum	-	\$600	-	-	-	\$41,000
Maximum	-	\$180,810	-	-	-	\$41,000