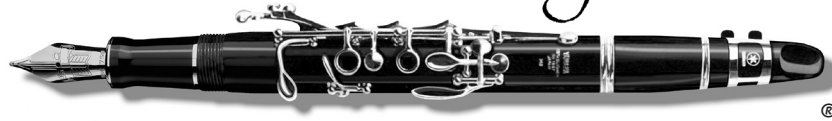


# *Education Through Music*



## **Annual Report 2009-2010**



**At Education Through Music,** *we believe every child deserves a well-rounded education: one that includes music both as a subject in its own right and as a means of supporting learning in other areas.*



# Annual Report 2009-10

**Education Through Music (ETM®) was founded in 1991 to promote the use of music in the curricula of schools with at-risk populations, as a means of enhancing students' academic performance and general development.**

ETM forms long-term partnerships with inner-city elementary and middle schools that lack sufficient resources for school-wide music education. We work closely with each principal to design an individualized program for each partner school that serves every child at each school, and involves all members of the school community to help them embrace music as an integral component of a well-rounded education.

In addition to partnering directly with inner-city schools, ETM provides professional development and consulting services to schools and organizations around the country, including two licensed affiliates in California.

## New York City Partner School Programs

Over 11,000 students (every child attending ETM's 23 New York City partner schools) received regular music instruction during the 2009-10 school year. Every student at each elementary and K-8 partner school received weekly instruction in general music, incorporating choral music, Orff instruments, recorder, keyboard, and/or music therapy. At our middle school partner, every student received 45 classes in general music and guitar. Teaching artists made use of ETM's curriculum, which follows New York State and National arts learning standards. In addition to providing a foundation of knowledge and skills in music, teaching artists employed integration strategies and collaborated with academic teachers to reinforce critical thinking skills that supported student learning in other subjects, such as math, science, language arts, and social studies.

ETM began new partnerships with five schools. One of the schools was our first public middle school partner, and signified the first phase of our strategic plan initiative to expand our program to public middle schools, both to serve more students in this age group, and to provide stronger continuing opportunities for students coming out of ETM elementary schools. After a successful pilot year, we hope to replicate this effort in other communities in the future.

Along with expanding into new schools, ETM enhanced programs at existing schools by introducing elective band for the 5th grades at two schools, and elective string orchestra for grades 4-8 at two schools. The instrumental programs were offered in addition to weekly, in-school general music, and included two to three rehearsals per week before or after school, and weekly group lessons during the school day.

At all partner schools, students performed in winter and spring concerts for their family and the community. Several schools held concerts for African American History Month or other occasions, and three schools performed in the Bronx Week Parade. ETM arranged for a variety of visiting artist concerts. This included visits and performances by renowned violinist and ETM Advisory Committee Member Joshua Bell to two partner schools, and by songwriters and a body percussionist to four schools. ETM continued its relationship with the Usdan Center for the Creative and Performing Arts, which provided scholarships to 16 enthusiastic and talented students from ETM partner schools for the center's summer day camp in Long Island.

ETM's training and professional development provided teaching artists with tools to be effective in the classroom, and helped teachers and principals understand how arts education can support school improvement.

Teaching artist training included a five-day clinic for newly hired teachers, and a three-day intensive workshop for new and returning teaching artists. The workshops introduced concepts and teaching strategies, including classroom management, integration strategies, lesson planning, and assessment. ETM reinforced summer



training during the school year with additional professional development workshops, monthly observations, and one-on-one mentoring. Teaching artists with access to resources such as keyboards and SMART Boards (interactive whiteboards) attended additional customized training sessions at ETM's office. Prior to the school year, ETM program staff became SMART-certified trainers, so that they could coach teachers on how to use the technology effectively.

ETM held two multi-school Teachers Institutes in November, to introduce classroom teachers to ETM's program, and demonstrate the value of music education. Over 150 teachers participated, as well as principals. Academic teachers also received professional development tailored to each school. Principals received ongoing guidance through individual communication with ETM's Executive Director and Director of Programs, as well as at small and large group principal meetings. ETM staff spoke to parents at school concerts and other events to advocate for music education, and to help principals increase parent and community involvement.

Each partner school provided some level of financial support for their music programs, with 16 of 18 continuing partner schools increasing their financial commitment from 2008-09 to 2009-10. In addition, seven schools employed a certified music teacher during 2009-10, and two more schools planned to hire a music teacher for 2010-11. (ETM involves these music teachers in our training activities.) By adding music teacher positions to their staff, these principals demonstrated their commitment to making music education a permanent part of their schools. In addition, as the number of ETM teaching artists necessary to help those schools provide music to every child is reduced, ETM can use our resources to help new partner schools.



## Classroom Teacher Feedback

“ETM brings out the best in my students. It gives them an outlet to express and enjoy themselves in a different way, and yet it still ties into their academics.”

- Classroom teacher, PS 76, Bronx

“Certain students who struggle academically were able to achieve success and confidence through participation in music class.”

- Classroom teacher, PS 3, Brooklyn

“My students have been very excited about music class and I have read many daily journal entries on what they love about it. I have 100% attendance on days that we have music class.”

- Classroom teacher, PS 182, Bronx

“One of my students has a reading disability and struggles with academics. He loves to sing and dance and looks forward to music every week...This has been a wonderful, positive experience for him.”

- Classroom teacher, PS 75, Manhattan

## Results

### Increases in Academic Achievement

- Classroom teachers reported that music class supported their students' skills in **vocabulary development, literacy, sound recognition, math, memory, and critical thinking.**
- Classroom teachers noted that ETM's program improved students' abilities **to concentrate and focus.**
- Standardized test score analysis found that ETM partner schools generally **out-perform the city-wide average.** On School Progress Reports for 2009-10, over 36% of ETM's public partner schools received an "A" grade, versus only 25% of schools city-wide.
- Standardized test results from our parochial partner schools showed students making **9.7 months of progress in reading/language arts during a 7-month time period.**

### Improvements in Self-Esteem and Motivation

- On our year-end parent survey, over 90% of parents indicated that **ETM's program helped their child build confidence and self-esteem "a lot."**
- Over 93% of parents said **ETM helped their child stay interested in school.**
- On year-end surveys, 100% of teaching artists were able to cite a specific example of how ETM improved students' **academic, social, or emotional development.**
- Classroom teachers reported noticing a significant impact of music class on students' overall development, saying music improved students' **social skills, self-esteem and motivation, and ability to interact and cooperate with others.** One teacher reported having **100%** attendance on days her students have music class.
- Classroom teachers cited examples of music helping students with **special needs and English Language Learners.** They reported that music helped students with learning disabilities maintain attention span and gain self-esteem.

### Improvements in Instruction and Collaboration

- On spring surveys, **98% of classroom teachers** rated the teaching artist serving their students as an "effective" educator.
- Spring surveys showed that over 83% of classroom teachers had been interacting with their teaching artist on at least a weekly basis, and **86% said they had a collaborative relationship with the teaching artist.**
- On year-end surveys, 94% of teaching artists were able to cite a specific example of **successful collaboration with one or more classroom teachers.**

### Increases in Schools' Capacity to Sustain Programs

- Principals reported **positive impacts of ETM on all members of their school communities, including students, teachers, staff, and parents.**
- Each partner school provided some level of financial support for their music programs, with 16 of 18 continuing partner schools **increasing their financial commitment** from 2008-09 to 2009-10.
- **Two schools hired a music teacher** for the coming year.





## Beyond our Partner Schools

In addition to our New York City partner school activities, ETM provided professional development and consulting services to the Stamford Symphony, United Federation of Teachers Charter School, Dominican Schools Music Project, and our two licensed affiliate organizations: ETM-LA in Los Angeles and ETM-Bay Area in San Francisco. These activities provided an opportunity to affect more children, as well as to use best practices to refine our model and enhance our local programs.

ETM was selected to present at the National Association of Elementary School Principals 89th Annual Convention and Exposition in April. ETM Executive Director Katherine Damkohler, Director of Programs Pete Pauliks, and partner school principal Louise Sedotto led a workshop for principals, teachers, and administrators on designing and leading arts education programs.

## Organizational Highlights

Despite a year of economic hardship, ETM maintained its financial strength through conservative planning and oversight.

ETM held two major fundraising events: a Benefit in January at the home of Advisory Committee Member Joshua Bell, and our first Golf Tournament in August. The ETM Associates (volunteers) held a number of smaller fundraising events throughout the year.

ETM's Board of Directors welcomed Heather Hanssen in March. Ms. Hanssen is a marketing and business development consultant, and formerly worked for Sesame Workshop and Hearst Magazines.

## Plans for the Future

In September 2010, ETM partnered with four additional schools, including our second middle school partner. We expanded into the Hunts Point neighborhood, which is one of the highest poverty areas of the Bronx.

ETM also added new ensembles to five schools, based on the instrumental programs introduced during 2009-10. On average, 50% of each grade is participating in the new programs, on top of the 100% participation in general music.

We will continue to advise our two affiliates in California, ETM-LA and ETM-Bay Area. Both organizations have been steadily expanding to serve more children in their communities.

2011 will mark the 20th Anniversary of ETM's founding. Over the past twenty years, ETM has grown from serving 175 children at one school, to serving 13,000 children in schools throughout New York City, and our model reaches thousands of additional children, thanks to the efforts of our affiliates. We plan to celebrate our anniversary by remembering our past accomplishments, and looking forward to continue improving and expanding our programs, so that more children can receive high-quality music education.



**“I am so proud that there is such a rich music program here in my city.”**

- Joshua Bell, Violinist

“ETM is simply wonderful. My children have been given a gift; they will have a lifetime appreciation for music that will enrich their lives.”

- Parent, St. Clare, Bronx

**“Because of ETM and its partnership with our school, my daughter is happy to come to school, and it has enriched her academic performance.”**

- Parent, PS 76, Bronx

“The ETM program has developed musical abilities in many students who otherwise are not recognized for their achievements.”

- Principal, P.S. 121, Bronx

**“ETM is the best thing that has happened to this school.”**

- Parent, PS 76, Bronx

“The parental involvement and feedback was so positive when parents came to see their students perform. The whole tone of the building became more positive...”

- Principal, P.S. 76, Bronx

**“I credit ETM’s program for inspiring the student body to want to do better in all areas of school.”**

- Principal, Mount Carmel-Holy Rosary, Bronx



### ***Thank You***

*ETM thanks our contributors, volunteers, partner schools, and staff for making the year’s activities possible.*

*With your help, we expanded and improved services to disadvantaged children and to others outside our partnership network. We educated children, improved teaching, developed schools’ capacities to independently maintain the arts as an integral part of the curriculum, and assisted others in pursuing similar goals.*

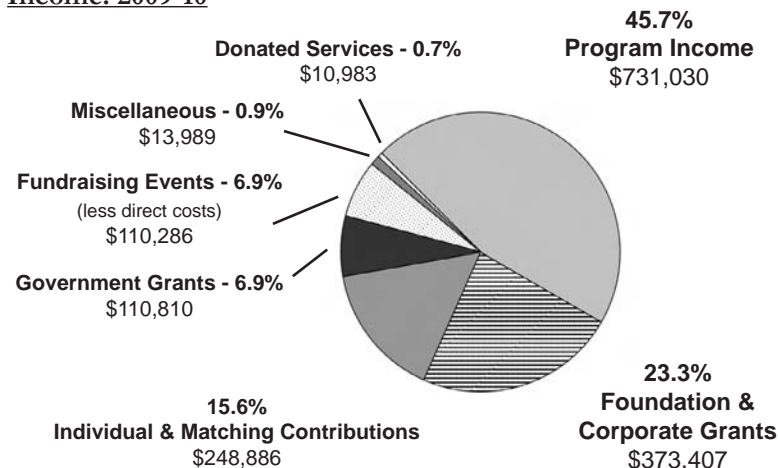
## Statements of Activities

Years ended August 31, 2010 and 2009

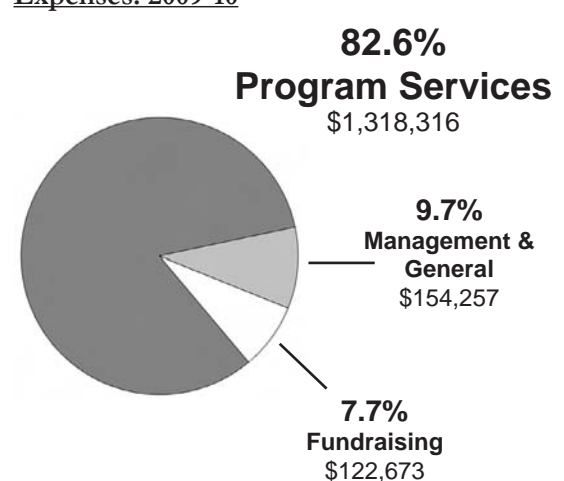
	2010	2009
<b>Changes in Unrestricted Net Assets</b>		
Revenues and Other Support		
Contributions (Note 9)	\$ 443,098	\$ 431,660
Benefit and event income	145,565	203,136
Less: Direct fundraising costs	(35,279)	(78,360)
Program income	731,030	508,895
Donated legal services	10,983	10,214
Investment income	4,596	5,821
Unrealized gain (loss) on investments	15,864	(17,897)
Realized loss on investments	(6,566)	(230)
Miscellaneous income	95	1,503
	1,309,386	1,064,742
Net assets released from restrictions		
Satisfaction of time and program restrictions	290,005	473,931
<b>Total Revenues and Other Support</b>	<b>1,599,391</b>	<b>1,538,673</b>
Expenses		
Program Services		
Education	1,318,316	1,332,315
Supporting Services		
Management and general	154,257	141,424
Fundraising	122,673	92,320
Total Supporting Services	276,930	233,744
<b>Total Expenses</b>	<b>1,595,246</b>	<b>1,566,059</b>
Increase (Decrease) in Unrestricted Net Assets	4,145	(27,386)
<b>Changes in Temporarily Restricted Net Assets</b>		
Contributions	271,400	254,370
Net assets released from restrictions	(290,005)	(473,931)
Decrease in Temporarily Restricted Net Assets	(18,605)	(219,561)
Decrease in net assets	(14,460)	(246,947)
Net assets, beginning of year	708,376	955,323
<b>Net Assets, End of Year</b>	<b>\$ 693,916</b>	<b>\$ 708,376</b>

*Excerpted from Audited Financial Statements prepared by Lutz & Carr, CPAs, LLP, New York, NY. To request a complete copy, contact ETM.*

### Income: 2009-10



### Expenses: 2009-10



## Supporters

*ETM sincerely thanks the following individuals and organizations for their contributions for 2009-10.*

### \$50,000 and above

Sidney E. Frank Foundation  
New York City Department of Cultural Affairs  
The Carl and Lily Pforzheimer Foundation

### \$25,000 to \$49,999

Altman Foundation  
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Susan Berkowitz  
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Maggie Davis  
Michael Dion  
Rachael Ditri  
Stacey Durma  
Heather Eliason  
Chiara Fasi  
Robert Flack  
Joshua Fleischmann  
Julie Hoplamazian  
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Robin Kate Turman  
Jeffrey Wang  
Shanna Lesniak-Whitney  
Lilli Wosk

## Substitute Teachers

Jason Baboryk  
Racquel Borromeo  
Kelly Martin

## School-Employed Music Teachers

Ahmed Abdullah  
Tanisha Campbell  
Sue Kamer  
Jessica Parr  
Jackie Pounce  
Faye Watson  
Ellen Wright

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Leslie Emmons  
Jennifer Goff  
Jeremy Halbridge  
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Mark Malyszko  
Rob Profusek  
Kristin del Rosario  
Dan Zaccagnino

## Partner Schools

### Bronx

PS 43, *Jonas Bronck School*  
Principal: Giovanna Delucchi, Partner since 2007, 500 students  
PS 68, *Edward A. Fogel School for Critical Thinking and the Arts*  
Principal: Cheryl Coles, Partner since 1997, 780 students  
PS 76, *Bennington School*  
Principal: Louise Sedotto, Partner since 2005, 1,125 students  
PS 121, *Throop School*  
Principal: Rachel Donnelly, Partner since 2005, 825 students  
PS 169, *The Baychester Academy*  
Principal: Cristine Vaughan, Partner starting 2009, 150 students  
PS 182  
Principal: Anne O'Grady, Partner starting 2009, 1,000 students  
MS 180, *Dr. Daniel Hale Williams School*  
Principal: Frank Uzzo, Partner starting 2009, 675 students  
St. Anselm School  
Principal: Teresa Lopes, Partner since 2007, 475 students  
St. Anthony School  
Principal: Frances Acosta, Partner since 2006, 200 students  
St. Athanasius School  
Principal: Marianne Kraft, Partner since 2006, 350 students  
St. Brendan School  
Principal: Michele Pasquale, Partner since 2005, 350 students  
St. Clare School  
Principal: Janice Desmond, Partner since 2005, 500 students

### Manhattan

PS 38, *Roberto Clemente School*  
Principal: Norma Caraballo, Partner since 2006, 350 students  
PS 75, *Emily Dickinson School*  
Principal: Robert O'Brien, Partner starting 2009, 750 students  
PS 83, *Luis Munoz Rivera School*  
Principal: Frances Castillo, Partner since 2008, 425 students  
PS 102, *Jacques Cartier School*  
Principal: Sandra Gittens, Partner since 2003, 350 students  
School of the Blessed Sacrament  
Principal: Imelda Engel, Partner since 1996, 250 students  
Mt. Carmel-Holy Rosary School  
Principal: Suzanne Kaszynski, Partner since 2001, 275 students  
St. Ann School  
Principal: Sr. Josephine Cioffi, Partner since 1997, 325 students  
St. James School  
Principal: Anne Marie McGoldrick, Partner starting 2009, 200 students  
St. Mark the Evangelist School  
Principal: Sr. Catherine Hagan, Partner since 2008, 250 students

### Brooklyn

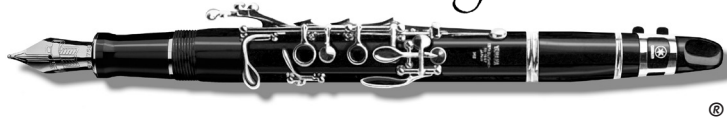
PS 3, *Bedford Village School*  
Principal: Kristina Beecher, Partner since 2000, 600 students  
PS 256, *Benjamin Banneker School*  
Principal: Sharyn Hemphill, Partner since 2008, 400 students

### **Licensed Affiliates**

ETM-LA, Inc. *Education Through Music - Los Angeles*  
Founded in 2006; [www.etmla.org](http://www.etmla.org)

ETM-Bay Area, Inc. *Education Through Music - Bay Area*  
Founded in 2008; [www.etmbayarea.org](http://www.etmbayarea.org)

*Education Through Music*



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New York, NY 10168

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