



## "Last Call"

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### Grading The School Grades

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Monday's release of progress reports for New York City's public schools by The New York City Department of Education provides helpful information for parents, but falls short of accurately assessing a school's ability to provide a well-rounded education for its students. While The Center for Arts Education (CAE) supports increased accountability, these reports only paint part of the picture of what is happening in our city's public schools.

Tracking overall performance of a school based overwhelmingly on standardized test scores may be informative. However, relying too heavily on these measures, and penalizing those schools and principals that receive failing grades, ultimately cheats our students and our city. The Center for Arts Education believes that a quality education is one that is balanced and includes learning in the arts, sciences, social studies, physical education, as well as reading and math. Students from all income levels, families, and in every community deserve a well-rounded education. All students should have access to a wide array of educational opportunities that will enrich their lives and provide the knowledge and skills necessary to succeed in a new global economy and become good citizens.

Good schools have arts. We are supported and encouraged by the fact that 60% of our partner schools received an A or B grade, reinforcing that good schools are those that include the arts. The arts provide students with unique opportunities to learn and grow, to develop creative and critical thinking skills and the ability to problem solve and innovate— all skills that employers in New York City and around the world are looking for.

The Center for Arts Education encourages parents and school communities to continue assessing the quality of programs in their schools that include the arts in order to ensure that New York City children are receiving a well-rounded education. We hope that these reports will not discourage those receiving lower grades from continuing to provide access to the arts for their students and instead venturing down a harmful path of a limited, less dynamic curriculum.

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