

Culture through Ballroom Dance, Ltd.

"Teaching Ballroom Dance to the Next Generation"

Kansas City School District, 2009-2010

**Ballroom Dance Program
Research on Student Experiences
May 2010**

By Dr. Will Adams

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Table of Contents

	Page
Abstract	1
Statewide Survey Compared	2
Chapter 1: An Overview	3
Response Rates	4
Demographics	4
Other Methodology	4
An Overview	4
Childhood Obesity	6
Appropriate Behavior towards the Opposite Gender	6
Self Esteem	6
Open Ended Comments	7
Cross Tabulations	7
Chapter 2: Subset Cross Tabs Compared	8
Ballroom Dance as Exercise	8
Dance Outside of Class Teaching Others?	9
Dance Practice Outside of Class	10
Improved Boy/Girl Relations	11
Self Esteem Increase	12
Open Ended Comments	14
Positive Themes	15
Negative Themes	16
Summary	16
Chapter 3: Comparison of Subsets within Each Independent Variable	17
Gender	17
Class	18
Effect of Dancing in the Festival Show	19
School	21
Summary	21
Appendix A: Questionnaire and Gross Tabulations	24
Appendix B: Selected Open Ended Comments	25
Appendix C: Statewide Arts Education Survey: Summary of Results	29
Index of Tables and Graphs	31

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Abstract

In late May 2010, 111 of the nearly 200 students who received ballroom dance instruction in the Kansas City school district during 2009-2010 responded to a survey Questionnaire. These included 74 of the 95 who danced in the Performing Arts Festival May 11. There were only six questions, to be answered Yes, No, or Sometimes. Then students were invited to comment on their dance experience in their own words. Key findings of this research include the following:

- Dancing is good exercise according to 82% of respondents.
- For many students, exercise includes not only dancing in class, but practicing at other times and/or teaching dance steps to family or friends.
- Dancing teaches students to get along better with the opposite gender, say 80% of respondents.
- Most dancers (89%) report "Yes" or "Sometimes" gaining confidence, and 94% say either "Yes" or "Sometimes" having more respect for others.
- In the open ended comments, 57% are entirely Positive, another 35% give Mixed comments. Only nine (8%) are entirely Negative.
- Cross tabulation analysis by Gender, Grade in school, participation in the Festival Show, and School shows only limited variation in views by subset on whether dancing is good exercise and feeling more respect towards others.
- Cross tab analysis shows greater variation of views on the other questions.
- Gender cross tab shows little significant difference in views of boys and girls.
- Fourth grade and older students involved in this program are considerably more receptive and accepting than 5th graders, though majorities of the latter are still mostly positive in their responses.
- Dancing in a show correlates with far greater positive attitudes.
- Teachers can do much to help students like and enjoy ballroom dancing.
- A 3-year statewide study of arts education in Missouri reveals that while most Missouri students receive visual arts and music instruction, less than half are instructed in theater, and almost none in dance. *Findings in this study strongly recommend more theater and dance instruction.*
- The program of Culture through Ballroom Dance, Ltd., thus fits the greatest needs of arts education: Dance and Theater.

Statewide Survey Compared. While ballroom dancing is most often regarded as an aspect of Physical Education, it also fits the parameters of Fine Arts Education according to the Missouri Show Me standards and various national standards. See www.cultureballroomdance.com, Artistic Standards.

Researchers have fortunate access to results of a 3-year statewide study of Arts Education in Missouri. The Missouri Department of Elementary and Secondary Education and the Missouri Alliance for Arts Education cooperated on this study. The main findings and recommendations are reproduced in Appendix C, pages 29-30 below.

There are three main findings of this research that apply to the CBD dance program in Kansas City area schools.

1. *Finding:* "[F]ine arts education is significantly related to higher standardized test scores, higher attendance and graduation rates, and lower disciplinary rates for serious student infractions."
2. *Finding:* "Nearly all students in Missouri public schools have opportunities to participate in fine arts education, particularly in the areas of Visual Art and Music. Course offerings in Dance and Theater are limited."
3. *Recommendation:* "Increase the availability of courses in Theater and Dance."

The first finding is a general one, frequently confirmed by research on effects of arts education. The second gets specific about types of arts education. Elsewhere in the report these findings are given specific values: About 99% of Missouri students in secondary education have access to visual arts and music. Only a little more than 40% have access to theater, while less than 1% receive dance education.

Thus *the dance program of Culture through Ballroom Dance, Ltd., fills the two greatest areas of need: Dance and Theater.* Throughout the year the program encourages students to perform in various venues: Black history month, Cinco de Mayo, in school assemblies, and meetings with parents and other relatives. Some get to perform in the annual Performing Arts Festival.

Chapter 1: An Overview

The 2009-2010 school year saw cutbacks for the first time since the program began in spring 2006. The financial crisis in the Kansas City School District budget resulted in withholding of all funds from the dance program. CBD was informed that we can continue the program provided we fund it from other sources. Two small grants and a generous donation in December kept the program going in eight schools, about half the scope of the previous year and less than half the number of students. Nevertheless two firsts were recorded: (1) The first time a wheel chair dance has appeared in the Festival; and (2) The first time high school students have taken part in both the lessons and the Festival show.

The part of the Performing Arts Festival that included dancing took place Tuesday evening, May 11, 2010. Some 95 dancers from the CBD program in eight schools participated. The next week CBD personnel delivered a DVD of the performance to each school, and also requested students to fill out a short questionnaire of six questions plus open ended comments (see Appendix A for Questionnaire and overall results). Responses were sought from all who took dance lessons whether or not they were in the show. A total of 111 turned in the Questionnaires. In some schools, all participants did so; in others, only some students did. Table 1 shows response rates by schools.

Table 1: CBD Services and Survey Response Rates by School, 2009-2010

School	Number Students	In Show		Questionnaires Received	
		Number	Percent	Number	Percent
Attucks	18	2	11%	18	100%
Border Star	48	20	42%	24	50%
Foreign Language	12	6	50%	0	0%
Gladstone	41	17	41%	30	76%
Ladd	13	11	85%	13	100%
Pinkerton	18	8	44%	8	44%
SWECC	8	6	75%	2	25%
Swinney	16	12	22%	16	100%
TOTALS	177	74	42%	111	66%

Numbers and Percents in the Show are only those from whom a Questionnaire was received. The actual total in the show was 95, but the other 21 did not respond to the survey.

Response Rates. All dancers from Attucks, Ladd and Swinney responded. From 25% to 76% did so from Border Star, Gladstone, Pinkerton and South West Early College Campus. Foreign Languages students did not return any.

Demographics. Table 2 gives respondents' demographic breakdown by three more independent variables: Gender, Grade (year in school), and whether each did or did not participate in the Festival show.

Table 2: Demographics

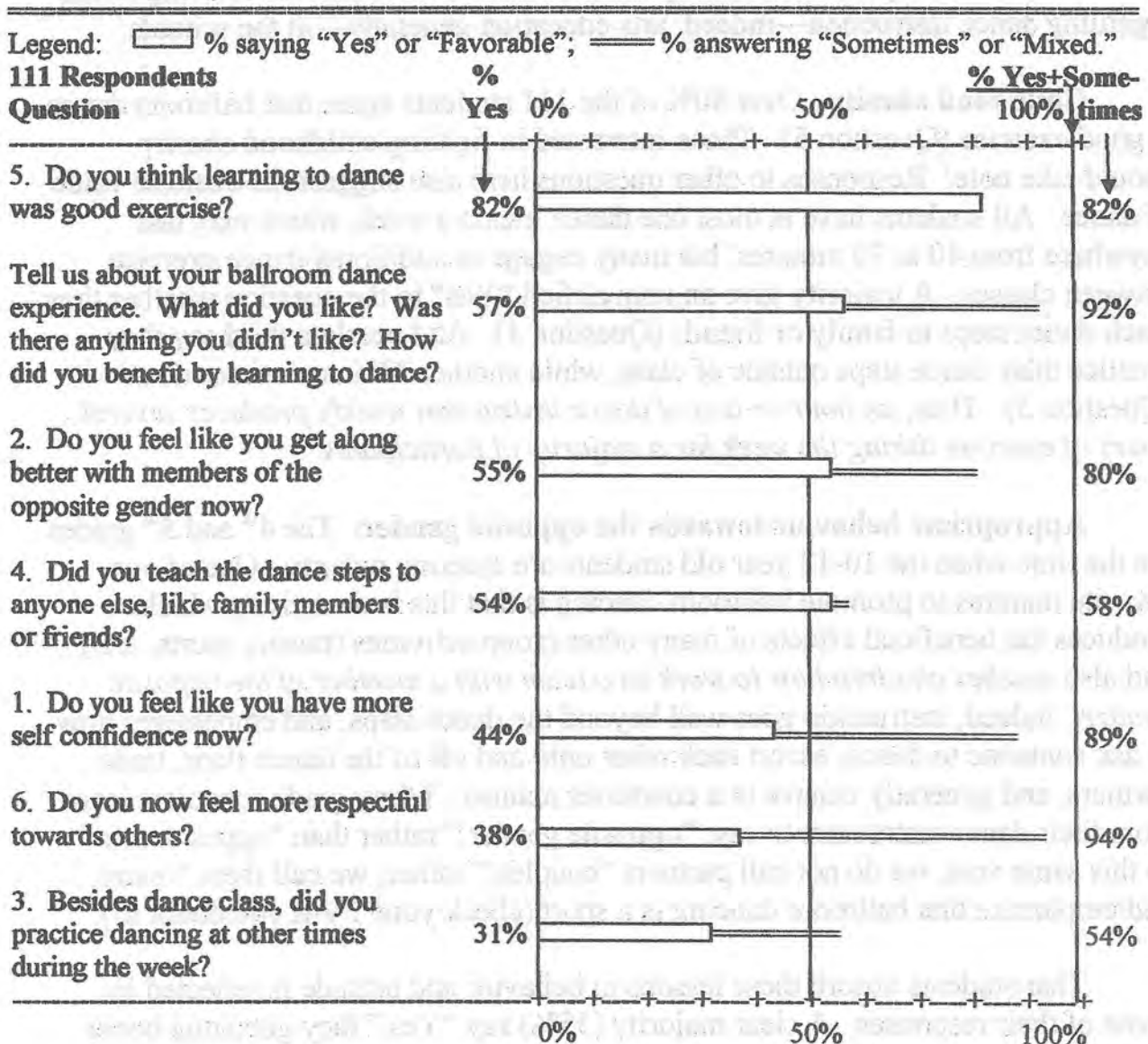
Respondents by Grade			Respondents by Gender		
Grade	Number	Percent	Gender	Number	Percent
4	35	31.5%	Boys	56	50.5%
5	67	60.4%	Girls	55	49.5%
6	5	4.5%	Total	111	100%
7	2	1.8%	Respondents by Participation in Show		
8	1	0.9%	Participated	72	64.9%
10	1	0.9%	Did not	39	35.1%
Totals	111	100%			

Other Methodology. Since the Survey was an effort to secure a canvass (all dancers responding), not a sample, no effort is made here to calculate sampling error. Those schools with 100% responses have no sampling error at all. Those with less have some, and the lower the percent responding the less precise are the opinion measurements. Suffice it to say that responses measure the opinion of those responding, and probably indicate the likely views of most non-respondents.

An Overview. Five of the six closed questions invited students to answer Yes, Sometimes, or No. Question 5 about dancing being good exercise omitted the "Sometimes" option; it seemed that students should be able to say Yes or No. At the end of the short Questionnaire, students were invited to express in their own words any other views they might have, and instructions suggested they include what they liked or didn't like, and how they benefitted. These responses have been coded as Positive, Mixed, and Negative (Appendix B). It is worth noting that only nine of the 111 respondents (8%) gave comments that were entirely Negative.

Graph 1 lists these seven items high to low by best response (Yes or Positive). Blank bars extending from the left (0%) to the appropriate percent on the left-right axis let us compare Positive responses to all questions. The Mixed or Sometimes responses are indicated by a double line ("equals" signs) continuing to the right to indicate the sum of the most favorable plus the middle responses.

Graph 1: Responses to All Questions, Gross Tabulation



NOTES

In Questions 1-4 and 6, Response options were: Yes, Sometimes, or No. Question 5 (ranked first above) omitted "Sometimes." Open ended responses (ranked second above) were coded as Positive, Mixed, and Negative. Only 9 of the 111 respondents gave comments that were entirely negative. See Appendix B, pages 22-25.

"Yes" and "Favorable" are indicated by a solid bar , and percents appear at left of bars. "Sometimes" and "Mixed" are indicated by a double line. Percents at right represent Yes/Favorable plus Sometimes/Mixed added together. Subtracting that percent from 100% gives No/Negative percents.

Patterns of responses to these questions address a number of recurring issues regarding dance instruction—indeed, arts education generally—in the schools:

Childhood obesity. Over 80% of the 111 students agree that ballroom dance is good exercise (Question 5). Those interested in fighting childhood obesity should take note! Responses to other questions here also suggest the exercise value of dance. All students have at most one dance lesson a week, which may last anywhere from 40 to 70 minutes, but many engage in additional dance exercise between classes. A majority give an unqualified “Yes” to the question whether they teach dance steps to family or friends (Question 4). And nearly a third say they practice their dance steps outside of class, while another 23% sometimes do so (Question 3). Thus, *an hour or less of dance instruction weekly produces several hours of exercise during the week for a majority of participants.*

Appropriate behavior towards the opposite gender. The 4th and 5th grades are the time when the 10-12 year old students are entering puberty. One of our favorite mantras to promote ballroom dancing is that this is an activity which produces the beneficial effects of many other group activities (music, sports, etc.) and also *teaches children how to work as a team with a member of the opposite gender.* Indeed, instruction goes well beyond the dance steps, and emphasizes how to ask someone to dance, escort each other onto and off of the dance floor, trade partners, and generally behave in a courteous manner. Many grade schoolers learn from their dance instructors to say, “opposite gender,” rather than “opposite sex.” In this same vein, we do not call partners “couples;” rather, we call them “teams,” and emphasize that ballroom dancing is a sport (check your TV if you doubt it!).

That students absorb these lessons in behavior and attitude is reflected in some of their responses. A clear majority (55%) say “Yes,” they get along better with the opposite gender now; another quarter say they do “Sometimes.” So again, we are looking at 80% of student dancers who see improvement here.

Self esteem. It is common knowledge that 4th grade through high school can be a critical time for maturing students. Many endure crippling self-doubt which, if not dealt with, can produce flawed adults who at best barely cope with life and at worst become abusers and even criminals. Thus anything which promotes self esteem is a plus for children going through these ages, and promises less anti-social behavior in their adult years. CBD staffers have seen many examples of dance students turning their lives around through ballroom dance activities.

Asked whether they have more self confidence now, 44% of respondents say an unqualified Yes, and another 45% say Sometimes—a total of 89% of survey students (Question 1). A corollary is whether they feel more respectful towards others. “Yes” say 38% of these respondents, and another 56% say “Sometimes.” These two responses tell us that 94% of dance student respondents report greater respect for other people at least Sometimes—as near unanimous as any instructor can ever expect (Question 6).

Open ended comments. Finally, students were invited to comment about their ballroom dance experiences in their own words, especially what they like, perhaps didn’t like, and how they benefitted. Detailed comments are collected in separate files and some examples will be offered later in this report Appendix B). However, researchers coded responses as Positive, Mixed, and Negative. A large majority (57%) are Positive, and more than another third (35%) are Mixed. This is 92% Positive or Mixed. Only nine respondents (8%) gave entirely Negative comments. It seems likely that few activities in school could expect to get much lower Negatives than this; even so, CBD personnel have studied these few negatives and intend to modify some approaches to meet some of the objections.

Cross tabulations. In addition to tabulating overall responses from the 111 respondents, we calculated responses by subsets of four cross tabulations. This lets us compare the views of boys compared to girls, those who participated in the Festival to those who did not, students at six of the eight participating schools, and 4th, 5th, and higher grades. In the latter case, we lumped together the nine who were above 5th grade (five in 6th, two in 7th, and one each in 8th and 10th grades. In the school cross tab, we omitted Foreign Languages Academy (from which there were no respondents), and the two (girls) from South West Early College Campus. This leaves us with 13 subsets: Boys, girls, 4th, 5th, higher grades, six schools, and those who were and were not in the show.

In the pages which follow, we compare views of these 13 subsets, along side the gross totals discussed above. We take up the Questions in about the same sequence that they are listed in Graph 1 above (except for the open ended comments, held for last), listing the subsets high to low within each graph, by most positive response.

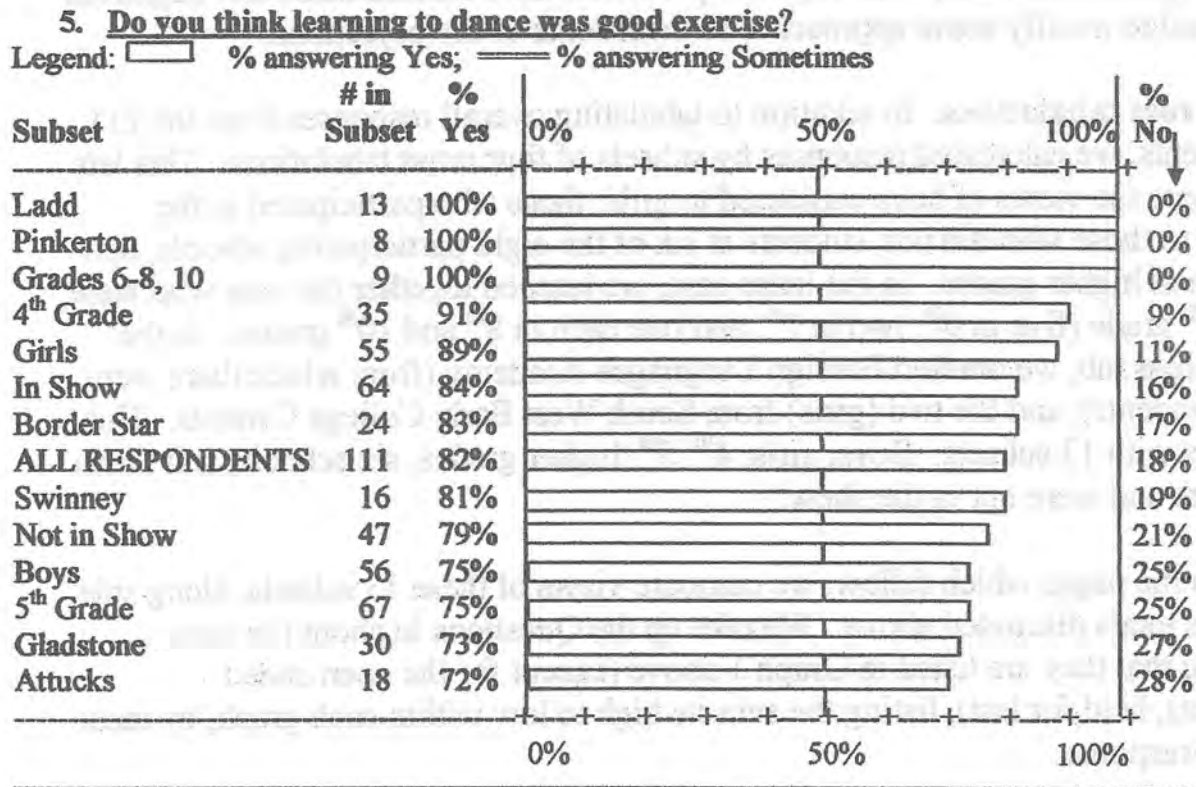
Chapter 2: Subset Cross Tabs Compared

Ballroom Dance as Exercise. Question 5 asked: "Do you think learning to dance was good exercise?" The only response options were "Yes" or "No."

Graph 2 (below) lists the 13 subsets and the gross tabulation high to low by the percent of the 111 respondents who answered "Yes."

Two schools (Ladd and Pinkerton) and the upper grades were unanimous in affirming the exercise value of Dance. Sixteen percent more 4th than 5th graders concurred, and 14% more girls than boys thought so. Students in the Festival saw more exercise value than those who weren't, but by only 5%. Gladstone and Attucks were less impressed than any other subsets, though nearly three fourths of each group noted the exercise value. In sum, all subsets affirm the proposition by rather sizeable majorities.

Graph 2: Responses to Question 5, All Crosstab Subsets



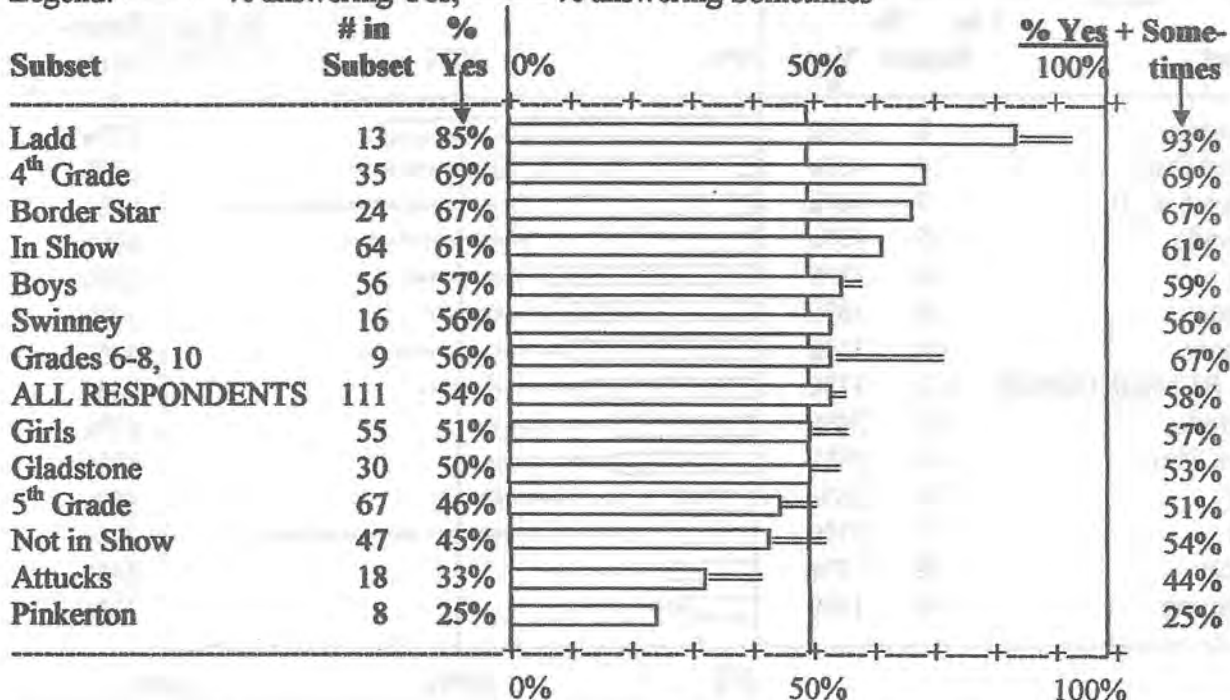
Dance Outside of Class Teaching Others? During ballroom dance classes in recent years students have often reported engaging in dance activities outside of class. Two questions in this survey address this topic. In Question 4, 54% of the 111 respondents reported that they “teach the dance steps to [others], like family members or friends.” In Question 3, 31% said that they “also practice dancing at other times during the week.” Adding in those who said “Sometimes” raises the percentages to 95% and 76% respectively.

There appear to be greater differences between subsets when it comes to teaching family or friends to dance than any other question in this survey. Those giving an unequivocal “Yes” range from a quarter of the Pinkerton dancers to 85% of those at Ladd. Even so, only Attucks dancers, those not in the Festival, and 5th Graders had less than half saying “Yes” to this question. Moreover, far fewer respondents used the “Sometimes” response here than in any other question. This pattern suggests that most of the student dancers teach others a lot if they teach at all. Thus the impression that our teaching extends quite a bit beyond classrooms.

Graph 3: Responses to Question 4, All Crosstab Subsets

4. Did you teach the dance steps to anyone else, like family members or friends?

Legend: ☐ % answering Yes; ☐ % answering Sometimes



Dance Practice outside of Class. Graph 4 lets us compare students practicing on their own with teaching others to dance. Perhaps we can now see why the Pinkerton dancers didn't teach a lot of others; nearly two thirds of them were too busy practicing the steps themselves! Ladd dancers, on the other hand, were so involved teaching others that less than a quarter practiced regularly. Another 89%, however, practiced "Sometimes."

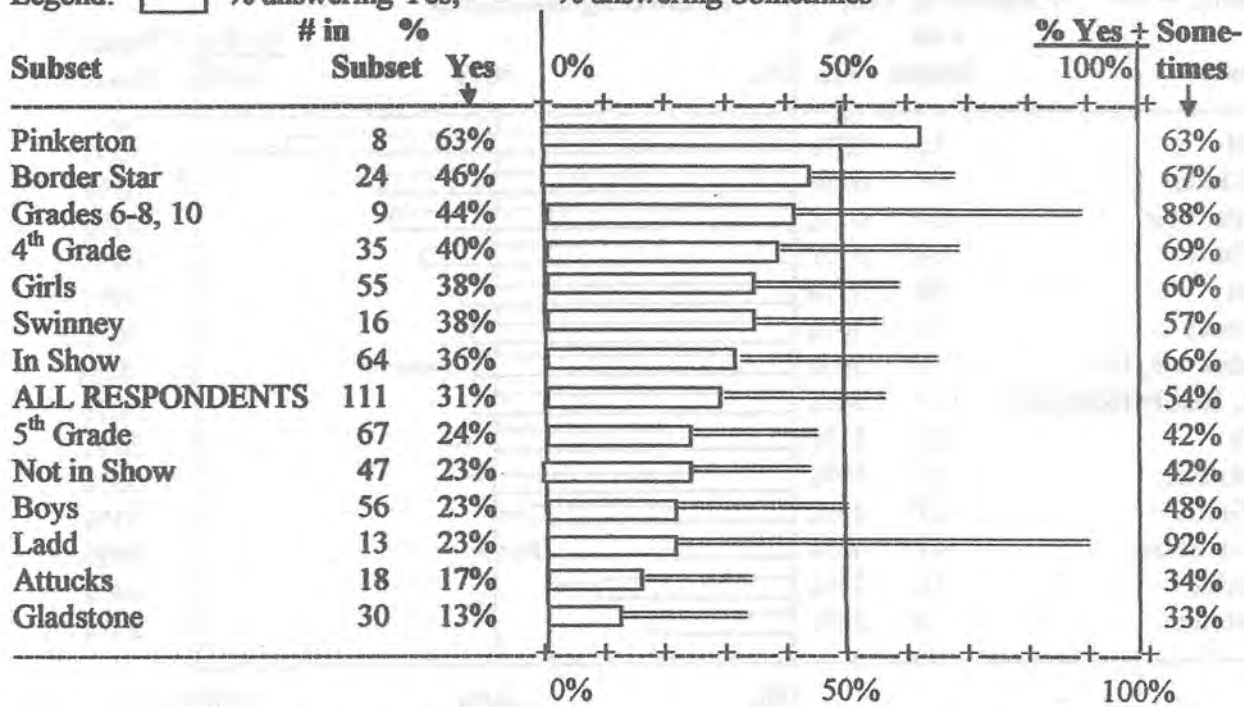
Interesting patterns emerge when we compare other subsets on the two Graphs. Boys practice less than girls but teach others more. Those in the Festival practiced *and* did more teaching of others than those not in the show. So did the Border Star and Swinney dancers.

Whatever the details, it is clear that dancing doesn't stop when the class ends. Students teach parents, siblings, and friends. *Thus the exercise value of ballroom dance instruction often extends from the classroom into students' homes and neighborhoods.*

Graph 4: Responses to Question 3, All Crosstab Subsets

3. Besides dance class, did you also practice dancing at other times during the week?

Legend: ☐ % answering Yes; ☒ % answering Sometimes



Improved Boy/Girl Relations. The second question asked, "Do you feel like you get along better with members of the opposite gender now?" Possible responses were "Yes," "No," or "Sometimes." Graph 5 lists subsets high to low by "Yes" percents, and adds on the "Sometimes" responses with double lines (right).

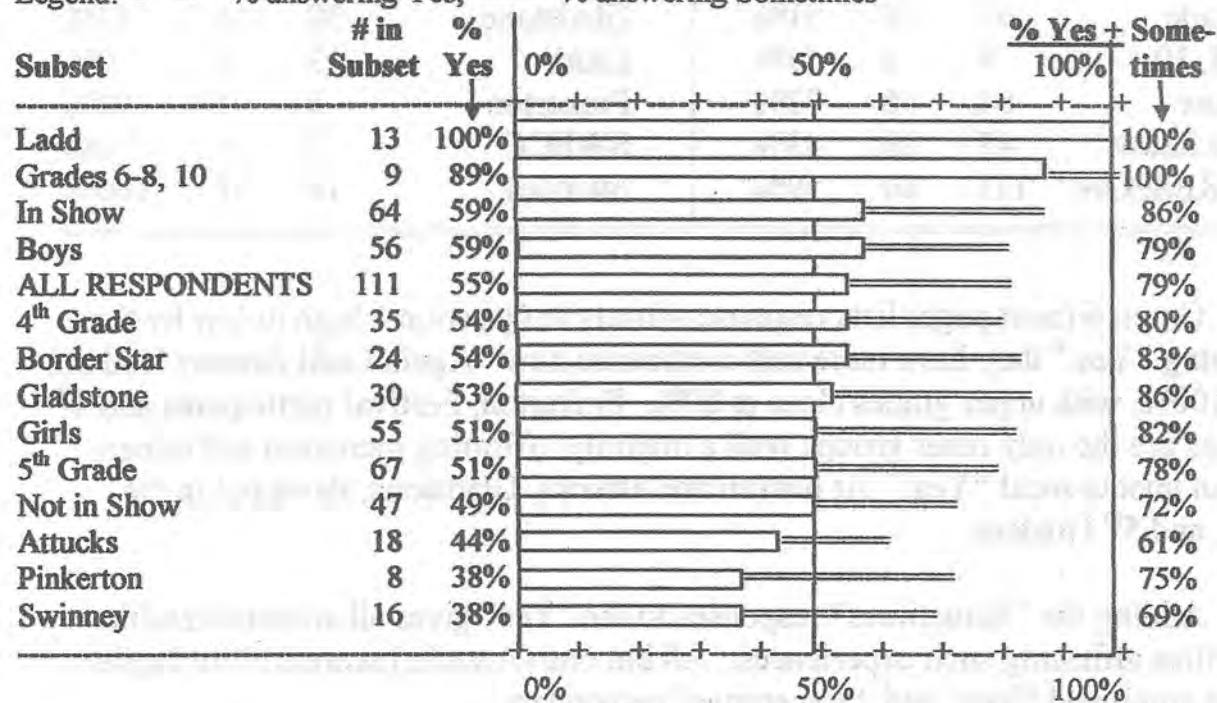
All Ladd respondents saw better relations with the opposite gender, and the upper grades were close behind. At the other end, only minorities ranging from 38% to 44% at Swinney, Pinkerton and Attucks students answered "Yes" to such improvements. More participants in the Festival show felt improvement by 59% to 49%, and more boys than girls thought so 59% to 51%. Other subsets clustered between 51% and 55%.

However, when the "Sometimes" responses are added to those saying "Yes," majorities ranging from 61% to 100% of all subsets witness improved relations. *The ability of ballroom dance instruction to engender higher regard for and relations with the opposite gender is a key achievement of this program.*

Graph 5: Responses to Question 2, All Crosstab Subsets

2. Do you feel like you get along better with members of the opposite gender now?

Legend: % answering Yes; % answering Sometimes



Self Esteem Increase. The first question asked, "Do you feel you have more self confidence now? The last closed question involved another aspect of development: "Do you now feel more respectful towards others?" Due to an oversight, the latter question was omitted from 45 of the Questionnaires, resulting in only 66 who addressed respect for others. Table 3 (below) shows the distribution of these 66.

Since responses to Question 6 came mostly from three schools (Border Star, Pinkerton, and Swinney), plus a little over half of Gladstone dancers, it is clear that the 66 who answered this question were not representative of the entire 111. It is not possible, therefore, to generalize from the 66, nor to compare results to other questions, except for the three schools reporting in full. So analysis of question 6 is confined just to the 66 respondents.

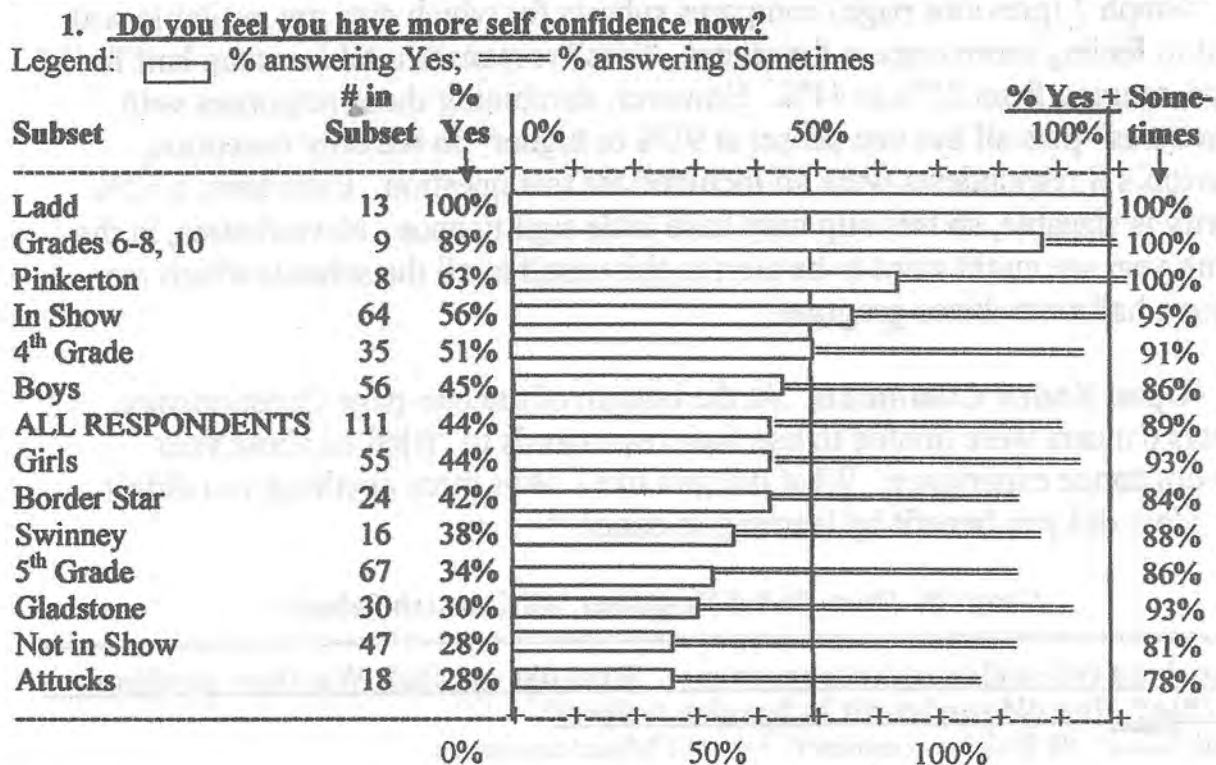
Table 3: Question 6 Respondents by Subset

Subset	Respondents			Subset	Respondents		
	All	Q. 6	%		All	Q. 6	%
Boys	56	32	57%	Attucks	16	0	0%
Girls	55	34	62%	Border Star	24	24	100%
4 th Grade	35	28	80%	Foreign Lang.	0	0	0
5 th Grade	67	34	51%	Gladstone	30	16	53%
6, 7, 8, 10	9	4	44%	Ladd	13	0	0%
In Show	64	46	72%	Pinkerton	8	8	100%
Not in Show	47	20	43%	SWECC	2	0	0%
ALL RESPON.	111	66	59%	Swinney	16	16	100%

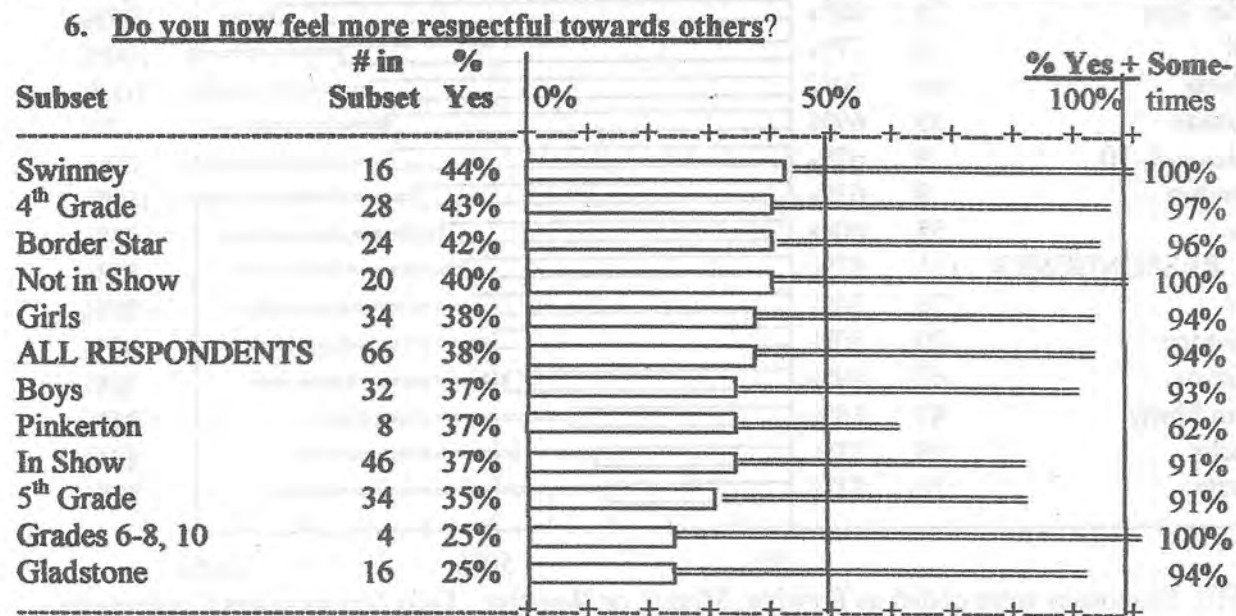
Graph 6 (next page) lists response subsets to Question 1 high to low by those affirming "Yes," they have more self confidence now. Again Ladd dancers lead off with 100%, with upper grades close at 89%. Pinkerton, Festival participants and 4th Graders are the only other groups with a majority affirming increased self esteem with an unequivocal "Yes." At bottom are Attucks, Gladstone, those not in the show, and 5th Graders.

Adding the "Sometimes" responses to the "Yes" gives all subsets sizeable majorities affirming such experiences. All but one (Attucks) score 81% or higher for the combined "Yes" and "Sometimes" responders.

Graph 6: Responses to Question 1, All Crosstab Subsets



Graph 7: Responses to Question 6, All Crosstab Subsets





NOTE: Through an oversight, question 6 appeared on only 66 of the 111 Questionnaires returned.

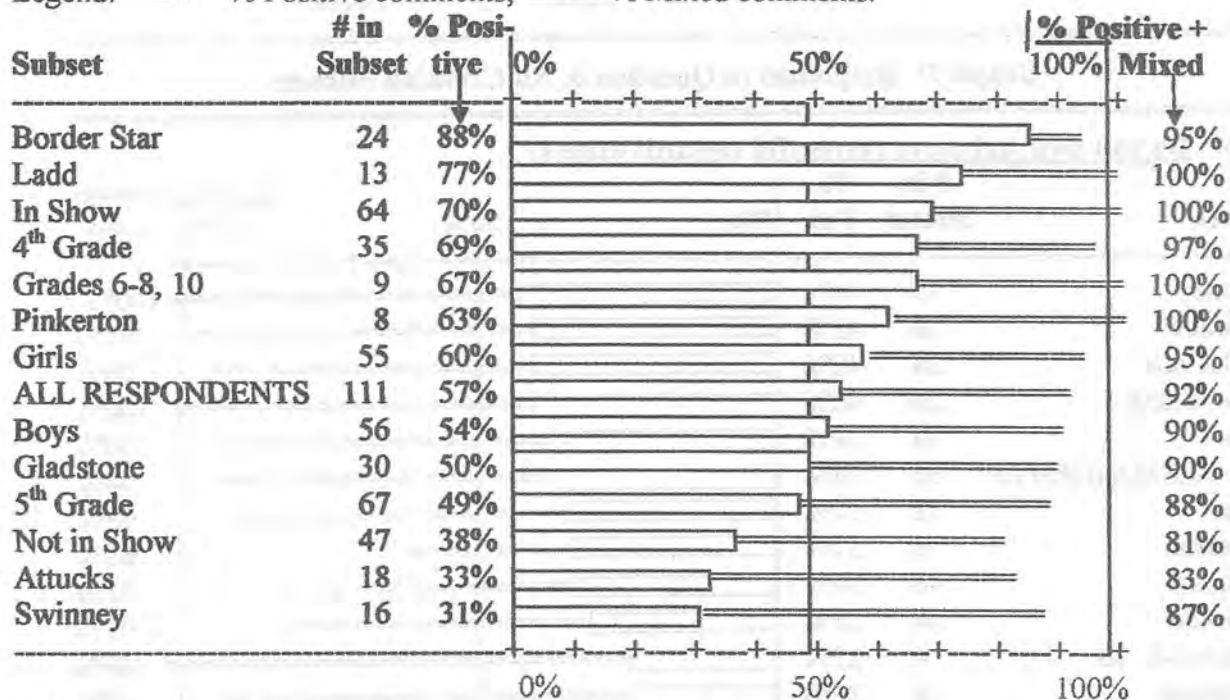
Graph 7 (previous page) compares subsets for which data are available with regard to feeling more respect for others. "Yes" responses total less than half for all groups, ranging from 25% to 44%. However, combining those responses with "Sometimes" puts all but one subset at 91% or higher. In the only exception, Pinkerton's 8 respondents were all included for this question. Even here, a 62% majority is sizeable, so this blip may have little significance. Nevertheless, in the coming year we might want to be alert to this result in all the schools which are hosting a ballroom dance program.

Open Ended Comments. At the bottom of the one-page Questionnaire, students dancers were invited to use their own words to "[t]ell us about your ballroom dance experience. What did you like? Was there anything you didn't like? How did you benefit by learning to dance?"

Graph 8: Open Ended Responses, All Crosstab Subsets

Tell us about your ballroom dance experience. What did you like? Was there anything you didn't like? How did you benefit by learning to dance?

Legend:  % Positive comments;  % Mixed comments.



NOTE: Responses were coded as Positive, Mixed, or Negative. Only 9 respondents' comments were entirely negative. Actual texts of responses are available elsewhere in the data.

All students wrote something. Some wrote just a short sentence, many filled the rest of the paper and a few continued on the back. Initially, researchers coded each response as generally Positive, Mixed, or Negative.

In all but four subsets, half or more responded Positively. When Mixed responses are added to the Positive, all subsets score 81% or higher; four reach 100% (Ladd, Pinkerton, upper grades, and those in the Festival).

Appendix B (pages 25-28) lists selected open ended comments from Positive, Mixed, and Negative clusters. Additional analysis of all such responses reveals recurring themes. Those that are Mixed may prove especially helpful in improving the dance program.

Positive Themes. The most frequent theme among positive comments was that ballroom dancing is fun / enjoyable. Most also mentioned one or more dances as their favorite. Line Dance (or Saturday Night Fever line dance) was named most often, with Cupid Shuffle a distant second. Only Border Star and Foreign Language Academy learned Michael Jackson's "Thriller," and most Border Star respondents mentioned it as a favorite.

Among partner dances, Swing, Tango, Salsa, Merengue, and Bachata were named often. Many said they like "the steps," and a few mentioned specific steps.

A third recurring positive theme was mention of the music.

A fourth referred to becoming a good dancer, knowing how to dance, and going to dances (many referred to "proms") when they are older. Quite a few also mentioned learning to work with a member of the opposite gender, a theme the dance instructors emphasize to the students. A few boys said they "liked the girls."

Getting to dance in the Festival show "in front of all those people" and being "on TV" were positives for many respondents.

A few respondents mentioned liking the instructors, watching instructors to learn the steps, respect for them, and wanting them to return. Some also referred to practicing at home and/or teaching others the dance steps, and wanting to learn more. One girl liked getting "a pretty dress" to wear in the show.

Negative Themes. A recurring negative theme was a reference to their partners, although some said they liked their partner. In 4th and 5th grades, asking students to pick a partner doesn't work well. Most are reluctant to admit any interest in the opposite gender, and if they do, others tease them. In most schools the regular teacher assigns partners. For future classes we are planning ways for students to *change partners more often*. Dancing with a variety of partners may be more enjoyable for all. In a few schools there were more of one gender than the other, leading some students to object to having two partners. It meant they had to dance all the time while one of their partners rested. Where there is a gender imbalance there is no alternative to doubling up, though even here changing partners from time to time may be helpful.

A few respondents objected to having to practice. Some mentioned a specific dance they didn't like.

A very few objected to being forced to dance by their teachers (not the dance instructors) under threat of a lower grade. (Discipline is always left to the school teachers, not the dance instructors.)

Another rare objection was a complaint that respondent never won "the game." This is a reference to the game, "Musical Merengue," modeled on the game "Musical Chairs." Paula Daub invented it in April 2009. It helps students get passed the reluctance to dance with particular partners. Those who don't get a new partner in dance position during the few seconds that the music is turned off are out of the game. Suddenly, they will dance with *anyone!*

At Gladstone we had many more boys than girls. A few 6th grade girls joined the 5th graders to even out the gender ratio. Some of the 5th grade girls wrote that they resented the 6th graders' presence, and didn't like it when some of the boys obviously preferred dancing with the 6th grade girls.

A very few also mentioned stage fright and crowding on stage during the Festival show as negatives.

Summary. *Many of these negatives are situation specific. Most positives, on the other hand, are generic.* This is a very encouraging pattern. However, we study the negative responses to make future improvements in our teaching methods.

Chapter 3: Comparison of Subsets within Each Independent Variable

In this chapter we compare subsets within their respective independent variables. For Gender we compare responses of Boys and Girls; for Grade, 4th and 5th graders and adding the nine from higher grades together; and views of those who danced in the show with those who did not. Finally, we compare responses from the six schools that turned in 8 or more Questionnaires.

In each of Tables 4 through 7, Question topics are listed high to low by percent of all respondents giving the most favorable response. This is the same sequence found in Graph 1, Page 5 above. One can see where responses of a particular subset do not match those of the entire 111 respondents.

Gender. Table 4 (below) compares responses of boys and girls to the six questions and coded open ended responses. Views by gender are nearly the same on Questions 1 and 6. A little over a third say "Yes" to respect for others and 45% say they have more respect for others. When "Sometimes" responses are added in, girls gain a bit over the boys.

Table 4: Gender Comparison

Question	Yes	Boys (56)		Yes	Girls (55)	
		Some	(Yes+ No Times some)		Some	(Yes+ No times Some)
5. Good exercise?	75%	--	(75%) 25%	89%	--	(89%) 11%
Open ended	54%	36%	(90%) 10%	60%	35%	(95%) 5%
2. Opposite gender	59%	20%	(79%) 21%	51%	31%	(82%) 18%
4. Teach others?	57%	2%	(59%) 41%	51%	6%	(57%) 43%
1. Self-confidence?	45%	41%	(86%) 14%	44%	49%	(93%) 7%
6. Respect others?	37%	56%	(93%) 7%	38%	56%	(96%) 6%
3. Practice elsewhere?	23%	25%	(48%) 52%	38%	22%	(70%) 40%

NOTES

Percents in parentheses are the sum of "Yes" plus "Sometimes."

5. "Sometimes" was not an option for Question 5 about exercise.

Open ended comments were coded "Positive, Mixed, or Negative."

6. The question about respect for others was accidentally left off of some Questionnaires; only 66 Responses were received for Question 6. Of these, 32 were boys and 34 girls.

The greatest differences are the top and bottom Questions, where 14% or 15% more girls said "Yes" than boys. On the exercise question, 75% of the boys say "Yes" while 89% of the girls do so. On practicing dance outside of class, 38% of girls say "Yes" compared to 23% of the boys. Adding "Sometimes" in the practicing question increases girls' margin over the boys.

On the remaining Questions, boys are somewhat more likely than girls to teach others outside of class and to think they get along better with the opposite gender now. On the other hand, girls are slightly more Positive than boys in responding to open ended Questions. See Appendix B, pages 25-26 below, for some representative open ended responses.

Class. Table 5 (next page) lets us compare responses of 4th and 5th graders and those from older grades. Here there is a clear pattern: The 4th graders are more positive on all questions than the 5th graders, in some cases by a wide margin. Even adding "Sometimes" to "Yes" does not change the pattern, except for Question 1 regarding confidence, which ties them at 91%.

There were only nine respondents in Grades 6th, 7th, 8th and 10th, so their views may or may not be indicative of the upper Grades in general. So far as these nine are concerned, however, they are even more positive in their views than the 4th Graders. The only place where "Yes" views are significantly lower than the lower Grades is Question 6, whether they respect others more now (25%). But the other 75% all said "Sometimes," bringing the combined sum to 100%. Moreover, this is the Question that didn't reach all respondents; only four of the nine in this subset had an opportunity to express their views.

Intuition would suggest that students who are pre- or in early puberty might be more receptive to boy-girl activities like ballroom dancing than those who are further along. It would also not be surprising if older students who are closer to being through puberty and interested in dating are also more receptive to learning ballroom dance. While these data are not conclusive, they do suggest that students most receptive to learning ballroom dance would be 4th Graders and perhaps 7th grade and above.

Further research on this theme will be helpful, but these data suggest that 4th graders and older students may be more accepting of ballroom dance lessons than 5th graders. If so, when a school must choose between offering the lessons to one

Table 5: Class Comparison

Question	Yes	4 th Grade (35)			Yes	5 th Grade (67)		
		Some	(Yes+ No Times some)			Some	(Yes+ No times Some)	
5. Good exercise?	91%	--	(91%)	9%	75%	--	(75%)	25%
Open ended	69%	28%	(97%)	3%	49%	39%	(88%)	12%
2. Opposite gender	54%	26%	(80%)	20%	51%	27%	(78%)	22%
4. Teach others?	69%	0%	(69%)	31%	46%	5%	(51%)	49%
1. Self-confidence?	51%	40%	(91%)	9%	34%	52%	(91%)	9%
6. Respect others?	43%	54%	(97%)	3%	35%	56%	(91%)	9%
3. Practice elsewhere?	40%	29%	(69%)	31%	24%	18%	(42%)	58%

Table 5: Class Comparison (continued)

Question	Yes	6 th , 7 th , 8 th , 10 th Grade (9)			
		Some	(Yes+ No Times some)		
5. Good exercise?	100%	--	(100%)	0%	<p>NOTES</p> <p>Percents in parentheses are the sum of "Yes" plus "Sometimes."</p> <p>5. "Sometimes" was not an option for Question 5 about exercise.</p> <p>Open ended comments were coded "Positive, Mixed, or Negative."</p> <p>6. The question about respect for others was accidentally left off of some Questionnaires; only 66 Responses were received for Question 6. Of these, 28 were 4th Grade, 34 were 5th, 4 were older.</p>
Open ended	67%	33%	(100%)	0%	
2. Opposite gender	89%	11%	(100%)	0%	
4. Teach others?	56%	11%	(67%)	33%	
1. Self-confidence?	89%	11%	(100%)	0%	
6. Respect others?	25%	75%	(100%)	0%	
3. Practice elsewhere?	44%	44%	(88%)	12%	

grade or another, the 4th grade may be the preferred choice, if wide acceptance is the goal. On the other hand, older students, further into puberty in most cases, may stand to gain more immediate utility from such lessons.

Effect of Dancing in the Festival Show. Due to limitations of time and space, not all students can participate in the school district's annual Performing Arts Festival. Each school chooses the students who will represent them. However,

each school is also encouraged to have their own dance shows for students and parents, and many do so. Our survey question only referred to “a show,” but most students probably interpreted it to mean the Festival. So although most students had an opportunity to perform in a show, not all did.

In any case, intuition suggests that those who dance in the Festival are likely to respond more positively than those who do not appear. Generally speaking, data in Table 6 confirm this hypothesis. Except for Question 6, respecting others (this difference may result from fewer respondents), show dancers were more likely to say “Yes” and often more likely to say “Some-times” than non-dancers. Dancers were almost twice as likely to give Positive open ended responses, and *all* nine that are completely Negative came from non participants in the Festival.

These data strongly suggest that increasing the opportunity of dance students to be in shows produces much more positive attitudes toward dance.

Table 6: Comparison of Those Who Danced in Show and Those Who Did Not

Question	Danced (72)				Did Not (39)			
	Yes	Some	(Yes+ Times some)	No	Yes	Some	(Yes+ times Some)	No
5. Good exercise?	84%	--	(84%)	16%	79%	--	(79%)	21%
Open ended	70%	30%	(100%)	0%	38%	43%	(81%)	19%
2. Opposite gender	59%	27%	(86%)	14%	49%	23%	(72%)	28%
4. Teach others?	61%	0%	(61%)	39%	45%	9%	(54%)	46%
1. Self-confidence?	56%	39%	(95%)	5%	28%	53%	(81%)	19%
6. Respect others?	37%	54%	(91%)	9%	40%	60%	(100%)	0%
3. Practice elsewhere?	36%	30%	(66%)	34%	23%	19%	(42%)	58%

NOTES

Five 6th graders, two 7th graders, and one each from 8th and 10th grades responded, but the nine are omitted here due to space limitations.

Percents in parentheses are the sum of Yes plus Sometimes.

5. “Sometimes” was not an option for Question 5 about exercise.

Open ended comments were coded “Positive, Mixed, or Negative.”

6. The question about respect for others was accidentally left off of some Questionnaires; only 66 Responses were received for Question 6. Of these, 46 danced, 20 did not.

School. The final independent variable is the school which the dance students attended. Six returned from 8 to 30 Questionnaires (see Table 3 on page 12). Table 7 (next page) lets us compare the responses by school. Schools appear in the Table in descending order of favorable responses.

The 13 respondents from Ladd give the most positive views. Three questions drew 100% "Yes," and another received 100% "Yes" plus "Sometimes." They were lower than three schools on practicing outside of class, and lower only than Border Star in Positive open ended responses.

Border Star and Pinkerton are close to Ladd in favorable views. Border Star was more likely to teach others to dance, while Pinkerton was more likely to practice dancing outside of class. These two activities are often tradeoffs: A group that does one a lot is less likely to do the other.

When "Yes" and "Sometimes" responses are added together, all six schools have favorable majorities for most Questions. Exceptions are teaching others at Pinkerton, practicing the dance steps outside of class for Gladstone, and teaching other *and* practicing elsewhere at Attucks.

This analysis is not to suggest that some schools are better than others; only that they are different. It would be surprising if students from all schools responded to ballroom dance lessons in exactly the same way. If dance instructors can ask such Questions during the school year, they might learn where students are passing up opportunities and encourage them to practice, teach others, or other dance action.

It should be noted that the actions of the regular teacher (classroom or Physical Education) can make a big difference in student response at their schools. All the teachers involved here gave excellent support to the ballroom dancers. Most participated in the class, and some held a practice time on days when no dance class was scheduled.

Summary. Schools that must choose between offering ballroom dance instruction to 4th or 5th graders should choose the younger grade if they want more accepting attitudes. Older students are also more receptive than 5th graders.

Also, the opportunity to dance in a show correlates highly with affirmative attitudes towards dance instruction. Since the annual Performing Arts Festival

Percents in parentheses are the sum of "Yes" plus "Sometimes."

NOTES to Graph 7

5. "Sometimes" was not an option for Question 5 about exercise.

Open ended comments were coded "Positive, Mixed, or Negative."

6. The question about respect for others was accidentally left off of some Questionnaires; only 66 Responses were received for Question 6. These include all 24 from Border Star, all 8 from Pinkerton, and all 16 from Swinney. Gladstone returned 16 of their 30; none were received from Attacks or Ladd.

Table 7: Comparison of Views by School

Question	Ladd (13)		Border Star (24)		Pinkerton (8)	
	Yes	Some (Yes+ times some)	Yes	Some (Yes+ times Some)	Yes	No (Yes+ times Some)
5. Good exercise? Open ended	100%	-- (100%)	83%	-- (83%)	100%	0%
2. Opposite gender	77%	23% (100%)	88%	7% (95%)	63%	19%
4. Teach others?	100%	0% (100%)	54%	29% (83%)	38%	25%
1. Self confidence?	85%	8% (93%)	67%	9% (67%)	25%	75%
6. Respect others?	100%	0% (100%)	42%	51% (93%)	63%	0%
3. Practice elsewhere?	--	-- (--)	42%	54% (96%)	37%	38%
	36%	30% (66%)	46%	21% (67%)	63%	37%

Table 7: Comparison of Views by School (continued)

Question	Swinney (16)		Gladstone (30)		Attucks (18)	
	Yes	Some (Yes+ times some)	Yes	Some (Yes+ times Some)	Yes	No (Yes+ times Some)
5. Good exercise? Open ended	81%	-- (81%)	73%	-- (73%)	72%	28%
2. Opposite gender	31%	56% (87%)	50%	40% (90%)	33%	17%
4. Teach others?	38%	31% (69%)	53%	33% (86%)	44%	39%
1. Self confidence?	56%	0% (56%)	50%	3% (53%)	33%	56%
6. Respect others?	38%	50% (88%)	30%	63% (93%)	28%	22%
3. Practice elsewhere?	44%	56% (100%)	25%	69% (94%)	--	--
	38%	19% (57%)	13%	20% (33%)	17%	66%

cannot accommodate more than a limited number of dancers in the show, participating schools should seek more opportunities to have their students dance in programs at the school. Also, if CBD can make more dance opportunities (such as a District dance during the year), it could help cultivate more positive attitudes among the students.

Finally, it is inevitable that students from different schools will respond in different ways to ballroom dance training. Despite such differences, strong support from the regular teachers is vital to the success of the dance lessons.

Appendix A: Questionnaire and Gross Tabulation

Circle one answer for each question

After having taken ballroom dance lessons;	Yes		No		Sometimes	
	#	%	#	%	#	%
1. Do you feel like you have more self self confidence now?	49	44.15	12	10.8%	50	45.0%
2. Do you feel like you get along better with members of the opposite gender now?	61	55.0%	22	19.8%	28	25.2%
3. Besides dance class, did you also practice dancing at other times during the week?	34	30.6%	51	45.9%	26	23.5%
4. Did you teach the dance steps to anyone else, like family members or friends? <i>(One student did not respond.)</i>	60	54.1%	46	41.4%	4	3.6%
5. Do you think learning to dance was good exercise? <i>(Sometimes was not an option.)</i>	91	82.0%	20	18.0%	--	--
6. Do you now feel more respectful Towards others? <i>(Question 6 was accidentally included on only 66 questionnaires.)</i>	25	37.9%	4	6.1%	37	56.1%

Please write in your own words:

Tell us about your ballroom dance experience. What did you like? Was there anything you didn't like? How did you benefit by learning to dance?
(If you need more space you can write on the back too)

Open ended comments are compiled else- in the data. They have been coded as Positive, Mixed, or Negative, with the following results:	Positive		Mixed		Negative	
	#	%	#	%	#	%
	63	56.8%	39	35.1%	9	8.1%

Appendix B: Selected Open Ended Comments

The complete list of open ended responses, divided into three groups (Positive, Mixed, Negative), are collected in their own data sets with the complete data from this survey. Those listed here are a representative sample from each set. Spelling and grammar are not corrected, and appear just as the students wrote.

Positive Comments

I like because it was fun The Show was Exiting. It benefit's my by because I have more respect are teachers. Also I really love ballroom dance I wish I could have ballroom dance every year.

--5th Grade girl

I liked becace we did line dances. Also we learned all kinds of dances such as salsa, bachata, meringue and so on. Also I liked the steps.

--4th Grade boy

I did like learning dances so I can be a good dancers

--4th Grade boy

What I liked was all the Dances and I like the line Dances to. There was nothing I did not like! When they teach us how to Do a dance I listen so I can get better I benefit by respect for the teacher and I realy love ballroom Dancing It was fun, I want you guys and Girls (lady) to come Back.

--5th Grade girl

I really liked Saturday night fever. I really did like everythin. I learned a lot of dancing.

--4th Grade girl

My ballroom dance experience was quite fun exspecilly when we did thriller and the part I loved was when we danced in front of all those people and how Sheilla went behind the curtains and danced with us in thriller. Their was not a single part I didn't lilke. How did benefit by learning to dance it took my hard working brain to memorize all the step and different dances they even had 1, 2, 3, 8, 6 thats hard to memorize all those steps.

--4th Grade girl

What I liked the girls and all the dace stepps and I liked when I was on tv
--5th Grade boy

I Realy liked it I had fun doing the tango and the "thriller" It was Just such a surprise to me. When they teach me how to dance I was a little confused but then I got the hang of it and it was Awesome.

--4th Grade girl

In ballroom dance I like when we do the game. When we had to dance with the boys that was the same size as the girls. First, I watched them dance teachers dance first then we tried.

--5th Grade girl

I felt nourvous when I went to south west. What I liked is that I was on TV.
--5th Grade boy

My ballroom dance experience was a good experience. I liked that they gave us the chance to perform at the Ballroomdance Festival. It gave me more confidence and courage to perform in front of a large group of people. They also taught us very different styles from different places than the United states. The Michael Jackson line dance was very fun and I enjoyed doing it. The benefeit of it was if you visit another country and their doing the Meriunge and someone asks you to dance you know what to do. Plus you know how to dance for proms or something like that.

--4th Grade girl

I had fun every time I went to dance class and it was enjoyable.

--5th Grade girl

One of the things that I liked about ballroom dancing was that when they taught us how to dance it was so exiting and the show was amazing. I benefint by having respect for the teachers and I really love ballroom dancing It was so much fun. And I wish the teachers were coming back next year.

--4th Grade girl

I liked learning Thriller it was fun I benifeted by learning dances from different times.

--5th Grade girl

I like the most I got to get A Pretty dress and another thinkg I liked was Thriller it was fun. What I didn't like was there was not enough boys But we worked it out. I benefit it by learning to dance with other people.

--5th Grade girl

I learnd allot of dance in ballroom dancing with my parner. My favorite dance was the tango, and salsa miusek. The line dance was my favorite.

--5th Grade boy

I felt counfurtd and felt needed. I really liked the line dances and I think if they do it next year I would love to do it again and learn more.

--4th Grade girl

The part that I liked was when we were on tv and because I felt so famous and the other fun part was fun because the game we Played the game.

--5th Grade boy

Mixed Comments

I liked that I got to loose weight and hang out with my friends. I didn't like I had to dance with a annoying-immature boy. I got more attention I already knew how to dance to.

--5th Grade girl

My ballroom dance experience I liked the line dances. Not so much the other dances. The Best thing was Thriller because we got to dance to Michael Jackson. The Benefit was that later in life it might be useful. That was my ballroom experience. Also in High School I can take someone to the Prom.

4th Grade boy

Ballroom dancing was fun and I liked the "Saturday night fever" line dance. I did not like the tango because I mess up on my basic steps and I also learned 5 new dances.

--5th Grade boy

My ballroom dance experience was fun sometimes and sometimes it wasn't. I liked the tipe of dances we did expecialy the latin dance. But I did not like that we hade to dance with boys. But I liked that the tipe of music we danced to.

--5th Grade boy

Yes I liked ballroom dance because I learned a lot so when I go to Homecoming I will know how to dance. What I didn't like was when my partner was playing and not doing the steps right.

--5th Grade girl

What I liked was the (line dance) last dance with Stahyin' alive. What I did not like was going in circles because it made me disy.

--5th Grade boy

What I did like was that one song staing alive and the dance that went with it and what I didn't like that one country dance and the song that went with it.

--5th Grade girl

I like how we got to get up and dance. I didn't like how we had to practice dancing all the time someone messes up. I benefit by learning to dance because I start dancing at home.

--5th Grade girl

I liked learning the dances but I did not like missing gym class.

--4th Grade boy

What I liked was that they showed us different moves and what I didn't lilke was that some times I didn't want to dance but they made me dance. I sortave learned some step's because I was in Mexico.

--5th Grade girl

Negative Comments

I didn't like this because I think it's a waste of time and I think that the people who we dance with are mean but sometimes nice even though the people grabed me like I was a toy and pushed me.

--5th Grade girl

Ballroom dancing to me was a waste of time is so time taking for actual education. I did not like my dance partner, the only good reason I have for the class that is a benefit to me is a dance experience. If I would have a application stating the things I am proud of this is not going to be one of those things. I'm sorry to say.

☹

--5th Grade boy

[Oh, well, we can't please everybody!]

Appendix C: Statewide Arts Education Survey: Summary of Results

This page and the next contain the main findings and recommendations of the 3 year statewide survey of arts education in Missouri. The Missouri Alliance for Arts Education conducted the research in cooperation with the Missouri Department of Education.

Arts Education Makes a Difference in Missouri Schools Key Findings:

According to an analysis of "core" data submitted to the Missouri Department of Elementary and Secondary Education by the state's public school districts, fine arts education is significantly related to higher standardized test scores, higher attendance and graduation rates, and lower disciplinary rates for serious student infractions.

Specific findings include the following:

- Nearly all students in Missouri public schools have opportunities to participate in fine arts education, particularly in the areas of Visual Art and Music. Course offerings in Dance and Theater are limited.

- The level of student participation in fine arts classes at the district level is highly correlated to student disciplinary rates. That is, the higher the number of fine arts courses and the student enrollment in these courses, the lower the rate of infractions that require student removal from the classroom.

- Attendance rates are higher for districts with higher levels of student enrollment in the arts when compared to districts with lower levels of arts participation.

- Levels of student participation in arts education are significantly correlated to multiple measures of student proficiency in Mathematics, with higher arts participation equaling higher Math scores (on standardized tests) at the district level.

- Standardized test scores in Communication Arts, for students in the sixth through eighth grades, are also

significantly higher in districts with more arts participation.

- Student participation in arts education show a significant and positive correlation with high school graduation rates. Missouri school districts with higher levels of student participation in the arts showed higher graduation rates than districts with lower levels of arts education.

- When controlling for district poverty levels, the relationships between arts participation and indicators of positive academic performance are still significant, particularly in the following areas: disciplinary rates, high school graduation rates, and standardized test scores in Math and Communication Arts.

- When controlling for the percentage of minority students (or racial/ethnic groups that tend to show lower levels of academic achievement), the link between arts education and positive district/student indicators was still significant for the following: disciplinary rates, graduation rates, and standardized test scores in Math and Communication Arts.

¹ While also controlling for the size, or the total student enrollment, of the district.

Missouri Alliance for Arts Education

Conclusions:

Clearly, student participation in fine arts courses is related to a number of positive educational outcomes in Missouri public schools.

■ Student participation in the fine arts is correlated with positive disciplinary, attendance, and graduation rates, and standardized test scores in Math and Communication Arts.

■ The positive relationship between fine arts participation and student outcomes is true for districts across the socioeconomic spectrum. That is, the study findings apply to districts with high percentages of children in poverty and of those from minority racial/ethnic backgrounds.

■ While we can't claim that participation in fine arts courses **causes** higher academic achievement, study results definitely suggest that opportunities for fine arts education in Missouri schools should be increased or, at the very least, maintained. There is no evidence that fine arts courses or instructional time in the arts should be cut as districts work for higher test scores as required by the provisions of federal legislation.

■ Other recommendations include the following:

■ Recognize and support the arts as a core component of the academic curriculum

■ Maintain funding levels for fine arts education

■ Increase the availability of courses in Theater and Dance

■ Support future research to help develop a more comprehensive picture of the State of Fine Arts Education in Missouri and to provide specific information to schools and districts for strengthening the quality and availability of fine arts education to students across the state.

Index of Tables

	Page
Chapter 1: An Overview	3
Table 1: CBD Services and Survey Response Rates by School, 2009-2010 . . .	3
Table 2: Demographics	4
Chapter 2: Subset Cross Tabs Compared	6
Table 3: Question 6 Respondents by Subset	12
Chapter 3: Comparison of Subsets within Each Independent Variable	17
Table 4: Gender Comparison	17
Table 5: Class Comparison	19
Table 6: Comparison of Those Who Danced in Show and Those Who Did Not	20
Table 7: Comparison of Views by School.	22

Index of Graphs

	Page
Chapter 1: An Overview	3
Graph 1: Responses to All Questions, Gross Tabulations	5
Chapter 2: Subset Cross Tabs Compared	8
Graph 2: Responses to Question 5, All Crosstab Subsets	8
Graph 3: Responses to Question 4, All Crosstab Subsets	9
Graph 4: Responses to Question 3, All Crosstab Subsets	10
Graph 5: Responses to Question 2, All Crosstab Subsets	11
Graph 6: Responses to Question 1, All Crosstab Subsets	13
Graph 7: Responses to Question 6, All Crosstab Subsets	13
Graph 8: Open Ended Responses, All Crosstab Subsets	14