



Active creative learning is good for all students...and good for New Jersey! **LET'S DO MORE**

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Students who participate in arts programs do better academically.

<p><i>A recent study in Florida found that the more arts credits seniors had on their transcript, the higher their GPA.</i></p>	<p>Kelly, S. N. (2012). A Comparison of Cohort Data from 2007/08 to 2010/11 Regarding Fine Arts-Related Instruction's Influence on Academic Success. Florida Music Director,66(3), 8-10.</p>
<p>Students who took four years of arts coursework outperformed their peers who had one half-year or less of arts coursework by 58 points on the verbal portion and 38 points on the math portion of the SAT.</p>	<p>Ruppert, S. S. (2006). <i>Critical Evidence: How the Arts Benefit Student Achievement</i>. National Assembly of State Arts Agencies. 1029 Vermont Avenue NW, Washington, DC 20005.</p>
<p>New York City high schools, which compared arts resources in schools grouped by graduation rate. Schools in the bottom third in graduation rates (less than 50% graduation rate) offered the least access to arts education--fewer certified arts teachers per student, fewer dedicated art spaces, fewer arts and culture partnerships and so forth.</p>	<p>President's Committee on the Arts and the Humanities, <i>Reinvesting in Arts Education: Winning America's Future Through Creative Schools</i>, Washington, DC May 2011</p>

Participating in Arts programs has a positive effect on students in post-secondary education.

Former arts students were 55.38% more likely to have attended any postsecondary school by adulthood than were former non-arts students.	Elpus, K. (2013). Arts education and positive youth development: Cognitive, behavioral, and social outcomes of adolescents who study the arts. National Endowment for the Arts.
Former students of the arts were 29% more likely than former non-arts students to have earned a four-year college degree by age 24-32.	Elpus, K. (2013). Arts education and positive youth development: Cognitive, behavioral, and social outcomes of adolescents who study the arts. National Endowment for the Arts.
Each additional year of arts study was associated with an 18% increase in the likelihood of having attended any postsecondary schooling.	Elpus, K. (2013). Arts education and positive youth development: Cognitive, behavioral, and social outcomes of adolescents who study the arts. National Endowment for the Arts.

Increased participation in the arts equates to more positive impact.

Each additional year of arts study was associated with an 18% increase in the likelihood of having attended any postsecondary schooling.	Elpus, K. (2013). Arts education and positive youth development: Cognitive, behavioral, and social outcomes of adolescents who study the arts. National Endowment for the Arts.
Each additional year of arts coursework was associated with a 12% increase in the likelihood that adolescents would eventually earn a four-year college degree.	Elpus, K. (2013). Arts education and positive youth development: Cognitive, behavioral, and social outcomes of adolescents who study the arts. National Endowment for the Arts.
Students in the FRLP who were in music class did better on their SATs than those who didn't. This increase correlated with how many credits of music class students received.	Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012). The arts and achievement in at-risk youth: Findings from four longitudinal studies. Washington, DC: National Endowment for the Arts.

<p>The more arts classes students take, the less likely they are to drop out- by nearly 20% across the arts disciplines.</p>	<p>Kelly, S. N. (2012). A Comparison of Cohort Data from 2007/08 to 2010/11 Regarding Fine Arts-Related Instruction's Influence on Academic Success. Florida Music Director,66(3), 8-10.</p>
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Arts Course-taking Patterns and SAT Scores, 2005		
	VERBAL	MATH
4+ years arts	534	540
4 years	543	541
3 years	514	516
2 years	508	517
1 year	501	515
1/2 year or less	485	502
Average for All SAT Test Takers	508	520

Source: 2005 College-Bound Seniors: Total Group Profile Report, The College Board, 2005, Table 3-3; SAT Scores of Students Who Study the Arts: What We Can and Cannot Conclude about the Association, Kathryn Vaughn and Ellen Winner (Fall 2000).

A lack of access to arts programming can have negative effects on students throughout their lives.

<p>Some statistics suggest that fewer than half of adults report having participated in arts lessons or classes in school—a decline from about 65% in the 1980s. The decline follows years of steady increases in reported participation between the 1930s and the 1980s. The declines pose concern for the health of the nation's arts economy since arts education is the strongest predictor of almost all types of arts participation. Do you want to include this here?</p>	<p>President's Committee on the Arts and the Humanities, Reinvesting in Arts Education: Winning America's Future Through Creative Schools, Washington, DC May 2011</p>
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Having highly qualified, certified teachers teaching arts programs enhances and improves the impact of the arts programming.

<p>There are 7,033 professional arts educators providing arts instruction in New Jersey high schools (including 3,562 in music, 3,086 in Visual Arts, 63 in Theater and 112 in Dance with 162 in Vocational Education.</p>	<p>SOURCE: New Jersey School Performance Reports, released by the New Jersey State Department of Education for the 2014/2015 school year (released in 2016)</p>
<p>High schools in the top third of graduation rates (NYC) were almost 10% more likely to offer students a multiyear sequence in the arts than schools in the bottom third.</p>	<p>Israel, D. (2009). Staying in school: Arts Education and NYC graduation rates. The Center for Arts Education.</p>
<p>High schools in the top third graduation rates (NYC) had almost 40% more certified arts teachers per student than schools in the bottom third, or, on average, one additional arts teacher per school.</p>	<p>Israel, D. (2009). Staying in school: Arts Education and NYC graduation rates. The Center for Arts Education.</p>
<p>High schools in the top third of graduation rates (NYC) had fostered 25% more partnerships with arts and cultural organizations than schools in the bottom third.</p>	<p>Israel, D. (2009). Staying in school: Arts Education and NYC graduation rates. The Center for Arts Education.</p>

Participating in arts programming helps students become well rounded, civic minded community members.

<p>More than twice as many high-arts low SES students are actively involved in community service; 21% more consider it very important.</p>	<p>Catterall, J.S. (1998). Involvement in the arts and success in secondary school. <i>Americans for the Arts Monographs</i>, 1(9), 1-10.</p>
<p>The tables on pg. 22 of this report demonstrate Labor market outcomes in low-arts/ high-arts students result in college majors that align with professional careers</p>	<p>Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012). The arts and achievement in at-risk youth: Findings from four longitudinal studies. Washington, DC: National Endowment for the Arts.</p>