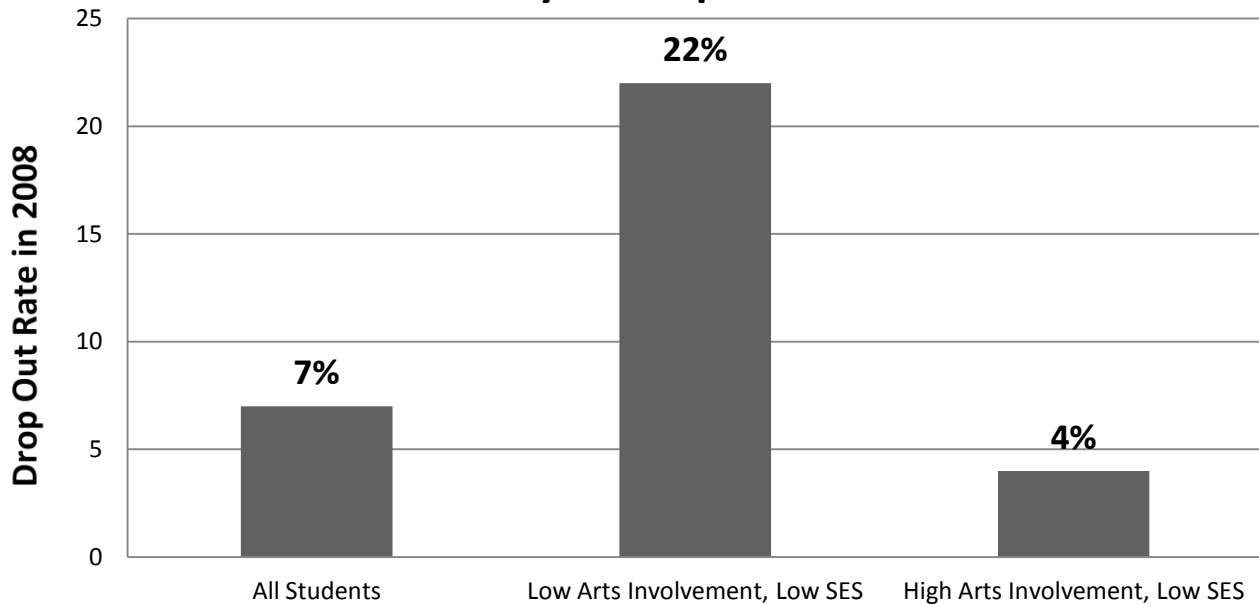




Arts Facts...Improved Academic Performance

Students who participate in the arts, both in school and after school, demonstrate improved academic performance and lower dropout rates.

Students with High Levels of Arts Involvement: Less Likely to Drop Out of School



Low SES = Low Socio-Economic Status

- Longitudinal data of 25,000 students demonstrate that involvement in the arts is linked to higher academic performance, increased standardized test scores, more community service and lower dropout rates (see chart above). These cognitive and developmental benefits are reaped by students regardless of their socioeconomic status.

Chart Data Source: Catterall, J. S., Dumais, S.A. & Hampden-Thompson, G. (2012). *The Arts and Achievement in At-Risk Youth : Findings from Four Longitudinal Studies*. Prepared for the National Endowment for the Arts Office of Research & Analysis, research report #55.

- Arts in the schools increase test scores and lower dropout rates. The report, *Critical Links*, contains 62 academic research studies that, taken together, demonstrate that arts education helps close the achievement gap, improves academic skills essential for reading and language development, and advances students' motivation to learn.

Source: Deasy, R., ed. (2002). *Critical Links: Learning in the arts and student academic and social development*. Washington, DC: Arts Education Partnership.

- Research conducted between 1987 to 1998 on young people working in the arts for at least three hours on three days of each week throughout at least one full year, demonstrated the following:
 - ✓ 4 times more likely to have been recognized for academic achievement
 - ✓ Being elected to class office within their schools more than 3 times as often
 - ✓ 4 times more likely to participate in a math and science fair
 - ✓ 3 times more likely to win an award for school attendance
 - ✓ 4 times more likely to win an award for writing an essay or poem

Source: *Living the Arts through Language + Learning: A Report on Community-based Youth Organizations*. Shirley Brice Heath, Stanford University, and Carnegie Foundation for the Advancement of Teaching, Americans for the Arts Monograph, November 1998.