

If you wish to voice your opinion about the Arts in Charleston County Schools, Here is some information you may find helpful. And remember, ALWAYS:

1. Be WARM and KIND and POSITIVE
2. Be well written.
3. Address how ARTS EDUCATION helps us achieve the following goals of CCSD

a. **“ELEVATE THE ACHIEVEMENT OF ALL STUDENTS”**

- i. Students of the arts continue to outperform their non-arts peers on the SAT, according to reports by the College Entrance Examination Board. In 2006, SAT takers with coursework/experience in music performance scored 57 points higher on the verbal portion of the test and 43 points higher on the math portion than students with no coursework or experience in the arts. Scores for those with coursework in music appreciation were 62 points higher on the verbal and 41 points higher on the math portion.

www.collegeboard.com

www.menc.org/supportmusic_cases/view/1159

www.menc.org/supportmusic_cases/view/363

- ii. From the "Americans for the Arts" Action Fund

Dr. Shirley Brice Heath, Stanford University, for the Carnegie Foundation for the Advancement of Teaching states that Research shows that young people who participate in the arts for at least three hours on three days each week for one full year or more are:

1. 4 times more likely to be recognized for academic achievement
2. 3 times more likely to be elected to class office
3. 4 times more likely to participate in a math and science fair
4. 3 times more likely to win an award for school attendance
5. 4 times more likely to win an award for writing an essay or poem

In addition, young arts participants as compared with their peers are likely to :

6. Read for pleasure nearly twice as often
7. Participate in youth groups nearly four times as frequently
8. Perform community service nearly twice as often

b. **“CLOSE THE ACHIEVEMENT GAPS BETWEEN GROUPS OF STUDENTS”**

- i. Leading professor and Chair of the Faculty at the UCLA Graduate School of Education and Information Studies, James Catterall speaks on his insightful book *Doing Well and Doing Good by Doing Art: A 12-Year Longitudinal Study of Arts Education Effects on the Achievements and Values of Young Adults* (2009). Catterall's study addresses the questions "Do the arts matter?" "Just how?" and "For whom?" Focusing on more than 12,000 students from diverse backgrounds, the study's findings demonstrate that intensive involvement in the arts by students during middle and high school associates positively with higher levels of achievement in school and college attainment.

There's been a public consensus that our schools are in crisis for over three decades. During that period, arts education has been consistently eroding in our schools, the victim of budget cuts and policy-makers who are consumed with raising scores on standardized tests. But the schools, especially those serving low-income students, are still in crisis.

"A decade ago, James Catterall sliced and diced data on 25,000 students and found that those who were more engaged in the arts did much better in school and in many other ways as well. Unlike other research on the effects of arts education, Catterall was able to show that low-income students benefited from arts learning even more than privileged students. This new study picks up the same thread and shows that the positive effects of art education last well into adulthood. It points directly to a solution that has been hiding in plain sight: Our schools will improve if they deliver quality arts education to all students. The students deserve nothing less."

ii.

c. **"INCREASE THE GRADUATION RATE"**

- i. "... the nonprofit Center for Arts Education found that New York City high schools with the highest graduation rates also offered students the most access to arts education." – NY TIMES: Arts Education and Graduation Rates (Oct 18, 2009) <http://www.cae-nyc.org/arts-education-report>
- ii. "Schools that have music programs have significantly higher graduation rates than do those without music programs (90.2 percent as compared to 72.9 percent)." MENC.org
<http://www.menc.org/documents/legislative/harrispoll.pdf>
- iii. In a survey of American High School principals, 96 percent agree that participating in music education encourages and motivates students to stay in school. Further, 89 percent of principals feel that a high-quality music education program contributes to their school achieving higher graduation rates. That agreement is backed up by statistical data:
 1. Schools that have arts programs have significantly higher graduation rates than do those without arts programs. In addition, those that rate their programs as "excellent or very good" have an even higher graduation rate.
 2. Schools that have arts programs have significantly higher attendance rates than do those without programs.
 3. Addition findings:
 4. As the percentage of students enrolled in arts classes increases, so does the graduation rate of the school.
 5. Graduation rates are better at those schools with arts programs that are stable or growing.
 6. Those schools that receive awards for their music classes and/or performing groups have higher overall graduation rates.

7. Those schools that have credentialed arts teachers have much higher graduation rates.

<http://www.menc.org/documents/legislative/harrispoll.pdf>

4. ECONOMIC IMPACT OF THE ARTS

a. South Carolina Economic Impact

- i. The creative industries in South Carolina contributes more than \$9.2 billion to South Carolina's economy annually -- and supports more than 78,000 jobs.
- ii. South Carolina's investment in the arts of a little more than \$2.4 million last year (FY 2010) helped to generate more than \$91 million in local matching funds. That's a great return on investment – almost 38 to 1.

b. Charleston Economic Impact

- i. Impact of the Creative Economy - Charleston MSA
- ii. The creative workforce in the Charleston MSA totaled 27,315 workers in 2008 (the last year for which data was available). This total accounts for 6.7% of the region's total workforce.
- iii. In terms of employment, the Creative Economy cluster (which includes only creative and non-creative workers employed in creative industries and thus does not include creative workers employed in non-creative enterprises) is one of the top five largest employers in the Charleston MSA economy, including 18,698 jobs in 2008.
- iv. Gross sales associated with creative industries in the Charleston MSA exceeded \$1.4 billion in 2009, representing approximately
- v. 3% of all sales generated in the regional economy. In addition, estimated tax revenue generated by creative businesses in the
- vi. 3-county Charleston region was more than \$21 million in 2009.
- vii. Creative enterprises in the Charleston MSA had an overall economic impact of at least \$474 million paid to workers in earnings
- viii. in 2009. Earnings in this context refer to wages, salaries, profits, benefits, and other compensation paid to workers, which is
- ix. likely to be spent chiefly within the region and to have a direct impact upon the local economy.
- x. Creative occupations across all industries in the Charleston MSA paid an average hourly wage of \$18.35, significantly higher than
- xi. the \$17.17 average hourly wage for all jobs in the region. Average hourly wages by creative industry subcategory ranged from a low
- xii. of \$13/hour for artists to \$23/hour for designers.