Overview of Analysis Prepared by Dr. Steven N. Kelly, Florida State University

OVERALL ACADEMIC SUCCESS

Participation in more than one fine arts credit is associated with higher proficiency rates at graduation. All three research studies have consistently shown that there continues to be a significantly greater difference between students enrolling in four or more credits of fine arts and those enrolling in few or no fine arts courses.

HIGHER TEST SCORES

Success is not limited only to students participating in the arts over a long period of time. Students who earned two or more arts credits during high school were more likely to score at proficiency levels for mathematics and reading/language arts, and to score above their counterparts on both state standardized assessments and the SAT.

HIGHER GPA’s

SAT scores for both mathematics and verbal exams continue to indicate that SAT scores improve as students take more fine arts courses.

This difference extends across socioeconomic factors, race categories and students with disabilities.

REDUCED DROP OUT RATES

Regardless of socioeconomic status or race, analysis indicated that students enrolled in 4 or more fine arts courses scored higher on standardized testing than those not taking arts-related classes.

REDUCED DROP OUT RATES

The longer students participate in fine arts classes the less likely they are to drop out of school. This is validated by the data that showed a decrease from greater than 30% to less than 6% when earning fine arts credits.

HIGHER GRADUATION RATES

Students not meeting bright futures criteria benefit as much by taking fine arts credits as those meeting bright futures criteria indicating that all students had higher GPAs.

What can I do?

• Learn more about the project on the cfaefl.org website.
• Talk with parents, colleagues, and administrators about the value of arts education.
• Put the information on your website.
• Develop data for your students.

*Research conducted prior to the replacement of FCAT. For more information, contact Dr. Kathleen Sanz, Center for Fine Arts Education (kdsanz@cfaefl.org) or download the full report from the CFAE Advocacy site at http://cfaefl.org/Advocacy