

2016-2017



COVE

330 GOLDEN HIND PASSAGE, CORTE MADERA, CA, 94925

Student Enrollment

432

Grade Range

K-5

This is the arts education summary report for **COVE** for the **2016-2017**. The data contained in this report was submitted to ArtsEdVison by **COVE** personal and validated by the school principal. Information regarding interactions with cultural organizations was submitted separately by the cultural organization providing the activity.

✔ **Disciplines Offered:**  Dance,  Music,  Theater,  Visual Art

% Participation

100

Per-Pupil Spending

\$0.02

Student Arts Teacher Ratio

123

Avg Minutes Per Week

50

Courses & Enrollment

Course Name	No. of Enrollments
Dance, Movement, & Rhythmic Fund (All)*	456
Band	216

Courses & Enrollment

Course Name	No. of Enrollments
Chorus/choir/vocal ensemble	432
Fundamentals of Art (All)*	456

Teachers

#	Arts Discipline	Full Time/Part Time Status
1	Dance	Part Time
2	Music	Part Time
3	Dance	Full Time
4	Music	Full Time
5	Visual Art	Part Time

Art Integration

Does the school offer (a) Maker course(s) that include(s) one or more of the five arts disciplines?	Yes
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Support

During the current school year has the school offered any professional development activities in the arts for any teachers?	Yes
Does your school have an arts supervisor?	Yes
Does your school provide dedicated space for arts instruction?	Yes

Policies and Plans

Where students are graded, are students? grades in the Arts treated equally with grades in other academic areas of equal rigor when calculating students? grade point averages for honor roll, class rank, etc?	Yes
In what year was the arts education curriculum updated to align with the California Visual and Performing Arts Standards and adopted by the local school board?	2010
Do you have arts education goals for your school?	Yes

Policies and Plans	
Do you have arts education goals in your school strategic plan?	Yes
Do you have arts education goals for your District LCAP?	Yes

Study in the Arts Contributes to College/Workforce Readiness

Preparing for College

An analysis of 10 years of SAT data revealed that students who took four years of arts courses in high school earned the highest scores on both the verbal and math SAT, but overall, students taking any arts courses scored significantly higher than students who took no arts courses.

Essential Skills for the Workforce of the 21st Century

Creativity and innovation are the currency of the future and particularly important to the US economy.

The Partnership for 21st Century Skills, a national organization that is built on partnerships with the business community, advocates for 21st century readiness for every student. The framework that P21 and its members have developed fuses the 3Rs and 4Cs – Critical thinking and problem solving, Communication, Collaboration, and Creativity and innovation.

In a study of superintendents who educate future workers and employers who hire them, both agree that creativity is increasingly important in the U.S. workplace and that arts training is crucial to developing creativity. Educators and employers both feel they have a responsibility for instilling creativity in the U.S. workforce (83 and 61 percent, respectively).

Employment Opportunities in the Creative Industries

In an economic impact study, Americans for the Arts demonstrates the nonprofit arts and culture industry supports 5.7 million jobs, representing \$104.2 billion in household income.

Study in the Arts Contributes to Student Success in School

Arts Study Prepares Students to be Better Learners

The ability to pay attention is essential to school performance. Early childhood training in instrumental music improves abilities in visual focus, active listening and staying on task, while continued music education throughout adolescence reinforces and strengthens these assets.

Arts Study Helps Students Perform Better Academically

Students who participate in arts learning often improve their achievement in other realms of learning and life. In a well documented national study using a federal database of over 25,000 middle and high school students, researchers found that students with high arts involvement performed better on standardized achievement tests than students with low arts involvement.

Ten weeks of in-class drama coaching in a remedial third and fourth-grade classroom helped the teacher and students transform their approach to reading and improve the students’ attitude about and success in reading.

Musical training develops the region of the brain responsible for verbal memory--the recall and retention of spoken words--which serves as a foundation for retaining information in all academic subjects.

In an experimental research study of high school age students, those who studied dance scored higher than students who did not study dance on measures of creative thinking, especially in the categories of fluency, originality and abstract thought.

Positive Benefits for At-Risk Students

Students of low socioeconomic status (SES) who participate in arts learning academically outperform comparable students who have no or low arts involvement.

A recent far-ranging study showed multiple positive outcomes among students of low SES. Eighth graders who had high levels of arts involvement throughout elementary school showed higher test scores in science and writing than students with low levels of involvement.

In high school, students who had arts-rich experiences attained higher overall GPAs and were far less likely to drop out of school before graduation than did students who lacked those experiences.

This academic success continued into college where students who had arts involvement in high school were three times more likely to receive a bachelor's degree than students with low arts involvement.

In Summary

Throughout history, an education that includes the arts has been essential to a student's successful journey toward a purposeful and fulfilling life. This is the promise of arts education.

Research Links

Arts Education and At-Risk Youth

The Arts And Achievement In At-Risk Youth: Findings From Four Longitudinal Studies, 2012 James S. Catterall, University of California Los Angeles with Susan A. Dumais, Louisiana State University and Gillian Hampden-Thompson, University of York, U.K.
www.nea.gov/research/arts-at-risk-youth.pdf

Arts Education and Academic Achievement

Champions of Change, 1999, pp.6-8 James S. Catterall, Richard Chapleau and John Iwanaga; The Imagination Project, Graduate School of Education & Information Studies, University of California at Los Angeles. Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts
www.artsusa.org/public_awareness/artsed_facts/highlights/champions_change/001.asp

Critical Links: Learning in the Arts and Student Academic and

Social Development, 2002, pp. 56--57 Catterall, James S., "Involvement in the Arts and Success in Secondary School." In R. Deasy (Ed.), Critical Links: Learning in the Arts and Student Achievement and Social Development, Washington, DC: AEP.
www.aep-arts.org/files/publications/CriticalLinks.pdf

Critical Links: Learning in the Arts and Student Achievement and Social Development, 2002 Minton, Sandra, "Assessment of High School Students' Creative Thinking Skills: A Comparison of the Effects of Dance and Non-dance Classes." In R. Deasy (Ed.), Washington, DC: AEP.

www.aep-arts.org/files/publications/CriticalLinks.pdf

If you have any questions, feedback or need to update report information please contact us at:

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