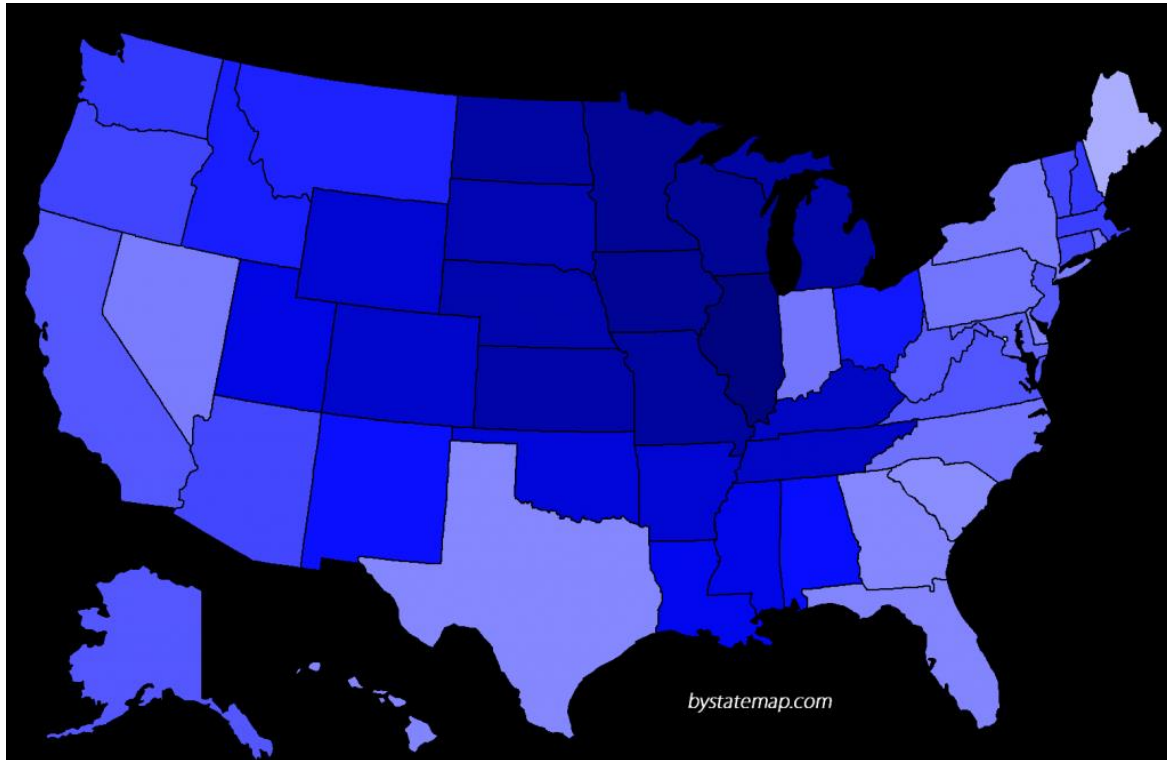


## SAT Scores By State

<http://bystatemap.com/31/sat-scores/>



The above is a map of the average reported SAT scores for each state. The darker the state, the better their test scores. Coming in at #1 is Illinois, with an average of 1807 between all three sections. At the low end of the states is Maine, with an average of just 1391 between all three sections. It is important to note, however, the darker states/better scoring states are also often states where the ACT is the dominant test – so perhaps only students with high hopes for college are electing to take the SAT in those states.

State Average Score

Illinois 1807

Minnesota 1778

Iowa 1777

Wisconsin 1777

Missouri 1764

Michigan 1761

North Dakota 1759

Kansas 1752

Nebraska 1745

South Dakota 1737

Kentucky 1711

Tennessee 1710

Colorado 1699

Arkansas 1692

Wyoming 1692

Oklahoma 1683

Utah 1667

Mississippi 1660

Louisiana 1651

Alabama 1623

New Mexico 1618

Ohio 1606

Idaho 1598

Montana 1592

Washington 1560  
New Hampshire 1559  
Massachusetts 1549  
Oregon 1540  
Arizona 1539  
Vermont 1538  
Connecticut 1535  
Virginia 1516  
Alaska 1513  
California 1513  
West Virginia 1512  
New Jersey 1508  
Maryland 1492  
Rhode Island 1477  
North Carolina 1475  
Pennsylvania 1473  
Indiana 1470  
Nevada 1460  
New York 1460  
Delaware 1455  
Hawaii 1448  
Florida 1447  
Texas 1446  
Georgia 1445  
South Carolina 1436  
Maine 1391

<http://education.seattlepi.com/budget-cuts-art-programs-schools-1558.html>

In an economic downturn, cuts to arts programs are often a quick consideration to budget makers in public schools. Despite a growing mountain of evidence to the benefits of studying the arts, school systems set on achieving high scores on standardized tests turn to areas of the curriculum that are less easily measured. However, cutting arts programs can have long-term adverse affects on children, the people they become and the community they will one day inhabit as adults

### Benefits of the Arts

Adults attending the theater or visiting museums may understand the intrinsic reward of the arts. However, for children, the arts may offer far more reward. Vast evidence supports the benefit of arts programs in school systems. According to a 2012 longitudinal study funded by the National Endowment for the Arts, students with exposure to arts programs do better academically and socially. Overall, involved kids stay out of trouble, have higher self-esteem and feel more connected to their community. They also have higher career goals and are more likely to be civically engaged as young adults.

### Funding Trends

Public funding for arts programs comes from federal, state and local governments, and all three sources tightened purse strings during the recessionary economy of the early 2000s. According to statistics compiled by Grantmakers in the Arts, from 2011 to 2012, appropriations to the National Endowment to the Arts saw a decline of nearly 6 percent, while state resources saw a decline of about 5 percent. Local entities, likewise, contributed less funding to the arts in 2012.

### Effects of Cuts

Both statistical and anecdotal evidence warns of the dangers of slashing arts programs from schools, including an increase in dropout rates and decrease in test scores. A 2009 report conducted by the Center for Arts Education noted that schools with solid arts programs had higher graduation rates. A California State University study found a link between music and literacy, noting that the “highest reading scores of any students on campus were from music majors and music education majors.” And because wealthy communities often find ways to fund arts programs while their less affluent counterparts cannot, cuts to arts programs create deepening disparity between communities and their citizens.

### Seattle Solutions

In spite of deep cuts to arts programs, some communities and government agencies find ways to lessen the blow. Seattle’s Office of Arts and Culture partners with area artists and cultural organizations to bring arts programs to students and the community. In 2012, the city supported the arts to the tune of \$2.4 million. And the Washington State Arts Commission has a long history of supporting arts programs. In addition to connecting artists to educators, the commission maintains stewardship of the state’s art collection, runs arts programs throughout the year and remains a steadfast and active positive voice for the arts.

<http://education.seattlepi.com/solutions-cuts-art-music-programs-public-schools-1814.html>

Cuts to art and music programs in public schools take place for many reasons, including a misinterpretation that the arts are unnecessary or optional, a misguided reaction to state and national testing pressures that emphasize performance in reading, writing and math and a misunderstanding of the usefulness and value of the arts to both education and the workforce. Unfortunately, according to the National Education Association, arts programs and teachers are in more trouble than ever concerning their survival in public schools, despite clear connections between student success and their studying the arts.

### Outside Programs

Some parents have opted for the personal solution to arts program budget cuts by enrolling their children in private lessons and after-school or summer programs. Some of these programs, such as Girls' Inc., The Boys' Club of America, the YMCA or college outreach programs may offer quality music instruction for sliding scale fees. However, they are not a long-term solution since they offer temporary courses, unlike public school arts programs. Also, many programs are available to certain age groups only, while others are simply inaccessible in many towns and cities. These programs can, however, be used to bolster advocacy by stimulating interests in the arts through student exposure in classes and public exposure through exhibits, recitals and productions.

### Do Not Sit Back

Arts advocacy cannot rely on the outcries of parents and children nor on increasing awareness of studies that conclude that arts improve test scores. Even though DoSomething.org points out that other countries with stronger educational systems than the United States fund the arts and that the No Child Left Behind Act mandates that the arts are a core academic subject, parents and children may not be listening because they have not experienced art education for themselves and, more importantly, members of school boards, legislators and town leaders do not always want to hear the message because of their own agenda.

### Creating an Advocacy Plan

The Kennedy Center Alliance for Arts Education Network suggests that advocacy requires action, flexibility with applying facts, networking, and contacting the best people. An advocacy plan provides beginning steps to approaching the most influential people about budget cuts to the arts. It enables you to respond quickly to the cuts as they are announced and to long-run or re-emerging funding issues. As soon as budget cuts are announced, The Kennedy Center Alliance for Arts Education Network recommends gathering and verifying facts and communicating with allies.

## The Advocacy Work Plan

A work plan will enable you to consider local and federal timing issues, such as when school budgets are planned and when elections take place. After contacting the media in thoughtful response to budget cuts, follow up with timely letters to editors, with posters and, if possible, with public productions and exhibits that invite town leaders and legislators. Another idea is to write flyers and letters that show political candidates clearly how arts in schools are relevant to their campaign and their election. The work plan also encourages you to discuss with other allies how to use any short-term solutions, including bringing volunteers to schools or integrating arts into subjects like reading, in ways to effect funding.

## Bringing the Arts to Schools

Some communities have allowed parents and university students with some arts background to have art lessons in elementary school classes. This practice may work as a temporary bandage to the problem since volunteers have their time and financial commitment limits, but it can also be used effectively if universities perceive their arts connection as a recruiting tool or a good way for their students to gain practicum teaching experience. Likewise, through public recitals, some members of a community may feel a pressing need to at least donate unwanted instruments to the schools.

## Building More Connections

Exhibiting art as well as demonstrating connections between the arts and students effectively learning other subjects makes obvious why arts should stay in schools. Examples may include an exhibit that combines art, science and math concepts or a music fair that includes performances and student demonstrations focusing on sound, instrument construction and basic physics concepts. Creating these connections is fun for students and teachers involved in their planning, and it also engages and challenges those who make funding decisions by making tangible the pressing need to continue supporting arts in schools.

<http://media.learningrx.com/arts-the-correlation-between-the-arts-and-grades/>

When Lew Davis founded the da Vinci Academy in Colorado Springs, Colo., he made sure that the mission statement for the K-5 facility was clear: "...to successfully educate and enrich all learners through the integration of arts and sciences..."

Davis was on to something. He knew that by infusing visual arts, dance, drama, and vocal and instrumental music throughout the curriculum, the quality of learning would be greatly enhanced. And within its first year, the Academy's students proved him right, scoring more than 30 percent higher than the state average in some grades and subjects.

"Children at the da Vinci Academy, the Academy District Twenty School for Arts and Ideas, learn that there is a time for originality, a time for replication, a time to be a star, and a time to be a productive member of a team," explains Davis. "Through a 'brain-based curriculum' students are able to absorb and assimilate knowledge about all that is going on around them and react and respond to it through expression."

And the survey says...

Studies seem to support such theories. One Stanford University professor shared her findings from a 10-year national study based on 30,000 young people participating in non-school programs from all over the United States. Most of the children were from urban areas and were more likely than average to be on welfare or from a divorced family. The results were astounding. Those who participated in the arts after school were:

- Four times more likely to participate in a math or science fair
- Three times more likely to win a school attendance award
- Four times more likely to win an academic award (such as being named to the honor roll)
- Eight times more likely to receive a community service award

The same seems to hold true for teens. A study of SAT college admission test scores showed that students who had studied the Arts for more than four years scored an average of 44 points higher in math and 59 points higher on the verbal section.

“There are so many opportunities for the arts to inspire and improve learning in other subject areas,” says Anita Miller, the mother of three da Vinci Academy students. “For example, when my daughter’s class was studying the American Revolution, they developed a musical about the revolution, chock full of facts that I’m sure those kids will remember forever.”

Miller also believes the opportunities to perform in front of an audience is an asset to her children. “My children are very comfortable on stage and in front of groups. That helped my oldest child recently, when she competed in the regional spelling bee. Most children had to deal with their nerves in addition to having to spell the words correctly. My daughter was so comfortable, she was able to focus all of her attention on the words.” Miller’s daughter won the 5th and 6th grade division of the bee.

“I would guess that each of you have seen the life of at least one child changed by the power of a brush stroke, the discipline of a dance step, the expressive opportunities of music and the searing courage and vitality of the theatre,” says Davis. “These experiences for children stimulate thinking and provide outlets for self expression.”

How it works

“There’s actually a very scientific method for the correlation,” explains Dr. Ken Gibson, author of “Unlock the Einstein Inside; Applying New Brain Science to Wake up the Smart in Your Child” (2006). “Many of the skills used to draw, play guitar, read music or memorize lines in a play are the same skills used to succeed in academic subjects. These cognitive skills – like memory, auditory and visual processing, comprehension, and reasoning – are being honed in classes that kids enjoy. What better way to learn?”

In Critical Links, a summary of arts education research, the authors found evidence to support positive relationships between arts and academics, including:

- Drama develops higher-order language and literacy skills.
- Music enhances language learning.
- Music enhances spatial reasoning.
- Art experiences develop writing skills.
- Art experiences develop literacy and math/numbers skills.



“If you think about what it takes to learn to play the piano, it makes perfect sense,” says Tanya Mitchell, Director of Training for LearningRx, a national ‘brain-training’ franchise. “Timing, attention, multi-tasking, memorization, physical and mental integration, processing speed – the list goes on and on. It’s similar in sports. You need to memorize the coach’s plays, time your jump shot, or try to reason your opponent’s next move. Playing instruments, participating in sports, acting in theatre – these things don’t just work kids’ bodies, they work their minds.”

For those who still doubt the benefits of the Arts on academics, the proof of burden lies with them to disprove the theories. Until then, most learning experts agree that at the very least, getting your child involved in some form of the Arts can improve their self-esteem, help them make friends and most of all...allow them to have fun!

<http://www.cedfa.org/strengthening-programs/program-support/all-fine-arts/>

*The 1988 National Educational Longitudinal Survey tracked the progress of 25,000 middle and high school students over a period of ten years. James Catterall, a professor of education at the University of California at Los Angeles, used the Survey to argue that students who took at least two art classes per week and participated in the arts outside of the school curriculum outperformed other students on standardized tests, including subjects such as math, reading, and history. Furthermore, 66.8% of eighth grade students with experience in the arts scored in the top half on the standardized tests, while only 42.7% of other students scored similarly. Catterall, J.S. (July 1998). Does experience in the arts boost academic achievement? A response to Eisner. Art Education, 7- 15.*

*From 1995-1999 researchers evaluated North Carolina’s A+ Program, an arts based school reform model implemented in 25 schools across the state in 1995. Key findings included increased attendance by students as well as improved attitudes and behavior resulting from enriched academic environments created by the program. Parents also demonstrated more involvement with the pilot schools and increased awareness of curriculum. North Carolina A+ Schools and the Thomas S. Kenan Institute for the Arts at the North Carolina School of the Arts. (2001). North Carolina A+ Schools Program: Schools that work for everyone; Executive summary. Winston-Salem, NC: North Carolina A+ Schools Program, 2001.*

<http://www.artsedsearch.org/summaries/sat-scores-of-students-who-study-the-arts-what-we-can-and-cannot-conclude-about-the-association>

SAT Scores of Students Who Study the Arts: What We Can and Cannot Conclude about the Association

Vaughn, K., & Winner, E. (2000). SAT Scores of Students Who Study the Arts: What We Can and Cannot Conclude about the Association. *Journal of Aesthetic Education*, 34(3/4), 77-89.

Abstract:

This study examines the claim that students who study the arts in high school have higher SAT scores than those who do not study the arts. The relationship between arts courses and SAT scores has been documented by the College Board since 1987 and is based on a very large sample – all students taking the SAT who voluntarily responded to the Student Descriptive Questionnaire (SDQ) as part of the registration process. The actual mean scores of students responding to a given question is used in this analysis. The researchers use the results of the College Board data analysis to answer a variety of comparative questions.

Key Findings:

The first analysis shows a correlation between students who take any kind of art course in high school and higher SAT scores (both verbal and math) than students who take no art course at all. Moreover, those who take four years of arts courses have higher scores than those who take less than four years' worth.

The second analysis compared verbal scores across art forms. This analysis showed that the verbal and math SAT scores of students taking any form of art, irrespective of number of years, are significantly higher than for students who take no art. Acting/play production achieved the greatest effect in SAT score, while dance achieved the smallest effect. Students who took no art at all obtained the lowest scores in both verbal and math.

The final analysis compared verbal and math scores to determine which was most associated with studying the arts. A stronger effect size was found between verbal score and study of an art form for each of the art forms included in the analysis.

#### Significance of the Findings:

Students who study the arts are consistently higher academic achievers than students who do not study the arts. Though a causal inference cannot be made based on the current analysis, this finding is nevertheless striking.

#### Methodology:

The researchers used twelve years of College Board SAT data and performed statistical analysis to answer the following comparative questions: What is the relationship between SAT scores and each added year of arts study? Does it matter which art form? Which test is more strongly associated with studying the arts – the verbal or the math SAT? Data from the question about how many high school art, music, drama and/or dance classes were taken or plan to be taken were correlated with the student's verbal and mathematics scores.

#### Limitations of the Research:

We cannot conclude from these findings that taking arts courses will result in higher SAT scores because the data are purely correlational and allow no causal inference. The link between SAT scores and arts courses has many possible explanations besides the possibility that exposure to the arts by itself leads to the kind of cognitive growth that would be reflected in higher SAT scores.

#### Questions to Guide New Research:

Future research might examine possible alternate explanations for the current findings. Are students who choose to study the arts higher achievers to begin with? Are high-achieving students from families that value both academic achievements and the arts? Do high-achieving students elect to take art courses to improve their chances at admission to a selective college? And is it possible that students who study the arts attend schools that are strong in both arts and academics? In addition, it would be useful to compare student's learning styles, art forms they study, and SAT scores, as the arts offer multimodal learning that may have greater transfer in some students than in others. - See more at: <http://www.artsedsearch.org/summaries/sat-scores-of-students-who-study-the-arts-what-we-can-and-cannot-conclude-about-the-association#sthash.y3zsQwI2.dpuf>

### Mean 2013 SAT Scores by State

States are ranked by combined 2013 SAT Scores

Rank	State	Participation Rate	Critical Reading	Math	Writing	Combined
1	Illinois	5%	600	617	590	1807
2	North Dakota	2%	609	609	581	1799
3	Michigan	4%	590	610	582	1782
4	Minnesota	6%	595	608	577	1780
5	Missouri	4%	596	595	582	1773
6	Wisconsin	4%	591	604	576	1771
7	Iowa	3%	592	601	570	1763
8	South Dakota	3%	592	601	567	1760
9	Wyoming	4%	581	588	588	1757
10	Kansas	6%	589	595	568	1752
11	Kentucky	5%	585	584	572	1741
12	Nebraska	4%	584	583	567	1734
13	Colorado	14%	578	581	562	1721
14	Tennessee	8%	574	569	566	1709
15	Arkansas	4%	572	570	555	1697
16	Oklahoma	5%	571	569	549	1689
17	Utah	6%	569	566	549	1684
18	Mississippi	3%	568	547	558	1673
19	Louisiana	5%	556	553	546	1655
20	Ohio	17%	548	556	531	1635
21	New Mexico	12%	550	545	531	1626
22	Alabama	7%	544	534	530	1608
23	Montana	25%	539	540	516	1595
24	New Hampshire	70%	524	528	515	1567
25	Massachusetts	83%	515	529	509	1553
26	Arizona	35%	521	528	502	1551
27	Vermont	61%	516	519	505	1540
28	Oregon	49%	520	520	499	1539
29	Washington	60%	515	523	499	1537
30	Connecticut	85%	508	512	512	1532
31	Virginia	71%	516	514	498	1528

32	New Jersey	78%	499	522	500	1521
33	West Virginia	15%	514	501	498	1513
34	California	57%	498	512	495	1505
35	Alaska	52%	508	505	482	1495
36	Maryland	73%	497	500	486	1483
37	Pennsylvania	71%	494	504	482	1480
38	North Carolina	62%	495	506	478	1479
39	Indiana	70%	493	500	477	1470
40	Rhode Island	72%	491	490	487	1468
41	New York	76%	485	501	477	1463
42	Florida	67%	492	490	475	1457
43	Nevada	48%	492	494	468	1454
44	Hawaii	64%	481	504	468	1453
45	Georgia	75%	490	487	475	1452
46	Texas	59%	477	499	461	1437
47	South Carolina	64%	484	487	465	1436
48	District of Columbia	91%	473	466	461	1400
49	Maine	95%	462	467	451	1380
50	Idaho	99%	454	459	451	1364
51	Delaware	100%	451	457	443	1351
	<b>All Students</b>	<b>50%</b>	<b>496</b>	<b>514</b>	<b>488</b>	<b>1498</b>

Source: College Board

