



**Striking new statistics** from the 2009 Chorus Impact Study, issued by Chorus America, research conducted by Grunwald Associates LLC, with funding support from The Morris and Gwendolyn Cafritz Foundation, The James Irvine Foundation, The McKnight Foundation, and The National Endowment for the Arts. [www.chorusamerica.org](http://www.chorusamerica.org).

- Children currently in choirs were no more statistically likely to come from high income families than they were to come from families of lesser means, and they were no more likely statistically to be white than African-American or vice versa.
- 60% of parents whose children sing in choirs today say their child's ability to read others' emotions or manage their own has improved *since their child* joined a choir.
- 57% of choir parents say their child's ability or performance in math improved and 61% of choir parents say their child's overall academic performance improved *after* he or she became a member of a choir.
- 74% of choir parents say their child "usually practices the activities he/she is involved in without being told" (vs. 54% of non-choir children). 63% say that *since joining a choir* their child completes chores and assignments more promptly and completely, and 70% say their child has become a better listener.
- 83% of choir parents say their child participates a lot in class discussions (vs. 57% of parents of non-choir children).
- 76% of teachers (across academic disciplines) say they can tell which children in their class participate in a choir.
- 90% of teachers (across academic disciplines) believe choral singing can keep some students engaged in school who might otherwise be lost—this is particularly true of teachers (94%) who describe the ethnicity of their schools as diverse.

## AND YET ...

- More than one in four teachers say there is no choir program in their schools. Almost one in three teachers who said their school had no choir program today said their school used to have such a program.