

Camas School District (CSD) State of Music Education
Annual Report on Music Education in the CSD
2015-2016

Date: May 4, 2016

To: CSD School Board
Mary Tipton, President
Julie Rotz, Vice-President
Connie Hennessey
Casey O'Dell
Doug Quinn

CC: Mike Nerland, Jeff Snell, Lisa Greseth, CSD Administrators

From: Camas Music Coalition

Subject: 2015-2016 Annual Report on Music Education in CSD

Thank you for taking the time to review our third annual report on Music Education K-12 in the Camas School District. We have continued to work closely with our music teachers to gather the information for this report and continue to work towards building positive and effective relationships with the administration. Our goal is for decision makers to view the coalition as a respected resource for supporting informed decisions as it relates to music students.

The Camas community has a long history of arts appreciation and eagerly awaits the reopening of the Garver Theater, also anticipating the more active arts community that will evolve from access to this facility. This year the coalition has been gathering feedback from teachers, students and community about what they envision for the future of music in the Camas School District. We hope this information will be of benefit as the administration undertakes planning for the growth and development of our music programs and future success of our students.

Music has secured its own place, separate from other arts, as a necessary part of a “well-rounded” education in the new Every Student Succeeds Act. We are very excited for music to take its place alongside other subjects, essential to the high quality education, of which Camas families are so proud.

We are thankful to our many volunteers who have given their time and support in so many ways over the past year. We look forward to working with you to ensure equal access to music education for all students K-12 in the Camas School District.

Sincerely,

Sarah Lightfoot
Camas Music Coalition
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Summary Page

Purpose	The purpose of the annual report is to provide administration and school board members with information about the state of music education in the CSD.
Camas Music Coalition	A citizen based advocacy group focused on music education in the CSD. Music teachers across the district serve as critical partners in creating a positive environment for maintaining and building music programs for students K-12.
Mission	To ensure equal access to music education K-12.
Every Student Succeeds Act (ESSA)	The Every Student Succeeds Act includes arts and music alongside math and language arts in its definition of a well-rounded education. Music is now listed as its own subject, separate from the other arts.
Music Standards	http://www.k12.wa.us/Arts/Standards/pubdocs/MusicStandards.pdf
Student Highlights	<ol style="list-style-type: none"> 1. Isaac Hodapp named U.S. All-American, Trumpet 2. CHS Select Vocal Ensemble performs at WMEA state conference 3. 70+ students earned places in honor choirs and bands this year
Welcome	Welcome to our new music teacher at Lacamas Heights, Shelley LaValley
Principles	<p>The coalition is built on the following principles:</p> <ul style="list-style-type: none"> • Our local coalition is student centered, and the data we collect is focused on the student's experience • The focus is on music education as a unified district wide effort – not focused on individual schools, specific programs or music directors • The coalition is a community based organization committed to creating long term positive relationships with the key decision makers affecting music education
Focus of this report	<ol style="list-style-type: none"> 1. A summary of number of students involved in curricular and extra curricular music education across the district in 6 elementary schools, 2 middle schools and 1 high school. (Hayes Freedom has declined to participate) 2. Elementary General Music instruction time 3. Equal access to curriculum and resources district wide 4. Summary of the attrition rate of music students from 8th to 9th grade 5. Need for long-range vision for music programs
Continuing & Future Goals	<ol style="list-style-type: none"> 1. Collect and present data on the state of music in CSD 2. Establish positive and effective relationships with our school board members and administration 3. Build a network of community members willing to volunteer time to support our music students, music teachers and programs. 4. Pursue the possibility of collaborations with the district through fund-raising activities
Resources	<ol style="list-style-type: none"> 1. Facebook “Camas Music Coalition” 2. Webpage: www.camasmusiccoalition.org 3. Music Advocacy by John Benham 4. Washington Music Educators Association www.WMEA.org 5. www.arteducators.org/advocacy/essa-every-student-succeeds-act

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Concerns & Suggested Actions:

Concern #1 Need for a long-range vision for music education (see pg. 12)

All district music teachers met together two times this year to discuss district wide curriculum, resource alignment and vision for future music programming. The coalition coordinated a teacher and member survey to gather ideas for the future of music in Camas.

Suggested Future Action:

- Establish regular PLC meeting time for all district music teachers to meet together.
- Establish regular PLC meeting time for music teachers to meet with their department/team.
- Integrate teacher and community feedback from the member survey into the district visioning process for future music programs.
- Involve administrators, teachers and parents to create a picture of what we will look like 5-10 years out, so we may be a district with an outstanding and well recognized music program.

Concern #2 Elementary General Music Instruction Time (see pg. 5)

- Elementary students receive an average of 45 minutes weekly General Music instruction.
- Retention of material is challenging for students with only one class per week.
- Camas has the lowest amount of time allocated to elementary music in the local area.
- Washington State Standards suggest 60 minutes weekly instruction
- NAFME (National Association for Music Education) suggest 90 minutes weekly instruction

Suggested Future Action:

- Increase General Music to a minimum of 60 minutes weekly instruction time
- Twice weekly music classes for all K-5 music students

Concern #3 Need for District Wide Music Inventory (see pg. 13, hyper links included)

Lack of a district wide music resource inventory presents challenges for equal access to resources for students, curriculum alignment and hinders the ability to budget for classroom needs. Coalition members helped teachers take and document their current classroom inventory.

Suggested Future Action:

- Ensure equal access to music resources district wide by establishing a set of standard equipment available to all students
- Inventories to be updated annually and top priority needs identified
- Establish protocol for presenting needs to the administration

Concern #4 The high attrition rate from 8th grade to high school music programs (see pg. 10-11)

The average attrition rate the past three years for choir is 67.6%. For band the average is 32%. The benchmark for attrition rates is 15% - anything higher should be investigated for cause. (Districts identified as of qualitative excellence – Culver, 1990)

Suggested Future Action:

- The coalition will continue to survey 8th grade students on a yearly basis to gather data as to why or why not students choose to participate in music at the high school
- The coalition will provide information to middle school and high school counsellors about the many benefits of including music in a high school student's education
- The coalition will supply sample schedules to counsellors, teachers, and students that will show ways of incorporating 4 years of music study within current credit requirements
- The coalition will continue to look ways to support equal access to music programs for high school students

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Elementary School

Music Teachers

Warren Ainley (Woodburn. 8 Lacamas Heights .2)
Eleanor Cosgrove-Farland (Helen Baller 1.0)
Dustin Hunley (Dorothy Fox General Music .75 Other .25)
Kim Ray (Prune Hill General Music .86 Other .14)
Natalie Wilson (Grass Valley General Music .9 Other .1)
Shelley LaValley (Lacamas Heights .4)

Summary

All K-5 students receive an average of 45 minutes General Music each week. With the addition of a new music teacher at Lacamas Heights, all Kindergarten students in the CSD were able to benefit from an increase to 45 minutes weekly music instruction. Lacamas Heights students now have performance opportunities, as well as access to extra-curricular music programs.

Band is not offered at this level. Students at all elementary schools have opportunities to perform during the year at school assemblies, open houses, and community events.

Extra-curricular music programs include a wide range of offerings: choir, drums, recorder, ukulele and vocal jazz. Rehearsals vary between schools and range from 45-60 minutes weekly. All groups perform at least three times per year.

593 elementary students (20.34%) participate in extracurricular music. This is an 8.59% increase from last year.

School Highlights:

Dorothy Fox: Taiko Drumming Event, sponsored by Dorothy Fox Run for the Arts program
Opera Quest Northwest, free music event for 3-5th graders
Lacamas Heights: Parent Volunteer, Lara Blair, starts ukulele group for 4th & 5th grade students
Lacamas Marimba Ensemble to begin 2016-2017
Helen Baller: Drama Team, led by parent volunteer Diana Sterle, provides the opportunity for 4th & 5th grade students to participate in one musical each winter.

Student Highlights:

WMEA Junior All-State Choir: 12 students
LCRMEA Clark County Honor Choir: 10 students
NW ACDA Honor Choir: 2 students

Prune Hill had the highest amount of students selected for the WMEA Junior All-State Choir from an elementary school in Washington.

Teacher Highlights:

Natalie Wilson

- K-8 General Music and Vocal Jazz Chair for the Jazz Education Network (JEN)

Welcome! Shelley LaValley

Shelley LaValley graduated with a B.A. Music Education from Columbia Christian College and is currently completing her M. Ed Educational Leadership at Concordia University. She has completed World Music Drumming Level 1. Shelley was the 5th-8th grade band director and assistant marching band director in Morgantown, WV from 2007-2010. Elementary Music Specialist and band director, Fairview, OR, 2010-2014 and Elementary Music Specialist Portland, OR 2014-2015. Her 8th grade concert band 7th/8th grade marching bands received superior ratings, as well as grand champion parade winners.

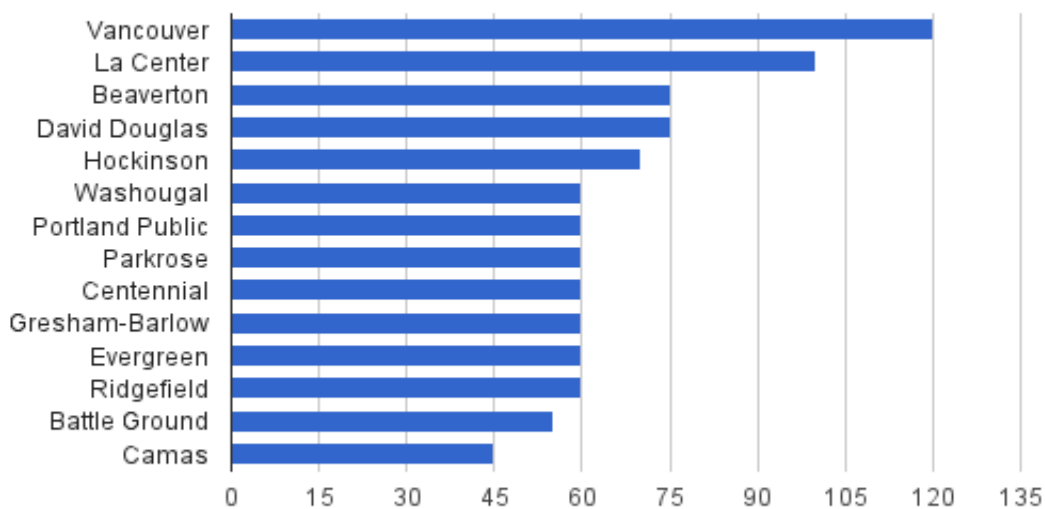
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Elementary General Music Instruction Time

Teachers and community members desire to see an increase in Elementary General Music Instruction Time as a high priority of the district.

- Elementary students will benefit from an increase in General Music instruction time.
- Increase to a minimum of 60 minutes weekly General Music Instruction Time
- Classes to be held twice weekly
- Retention of material and competency of music literacy standards is a challenge for students with music only once per week.
- A simplified weekly schedule, avoiding alternating schedules, will benefit students and teachers
- Camas School District has the lowest amount of time allocated to Elementary General Music in the surrounding area.
- The Every Student Succeeds Act (ESSA) now recognizes music, separate from the other arts, as a core subject of a well rounded education.
- Only 1.2 FTE is required to increase instruction time to 60 minutes weekly instruction and will benefit 3,000 students
- A solid foundation of music skills in the early years builds the success of our higher level music programs
- Music is exercise for the brain. Alongside developing musical skill and ability, students will also benefit by growth in creative problem solving skills, teamwork, goal setting, math and literacy skills.

District Comparison: Elementary General Music & Applied Arts



Notes:

- *Vancouver District Applied Arts is 40 minutes General Music, 40 min Dance, and 40 min Art weekly
- *Centennial and Portland Public Applied Arts is 60 minutes weekly, with most schools choosing music
- *All other schools are weekly General Music minutes

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Middle School Choir Program

Music Directors

Rebecca Hamlin (1.0 Liberty)

Brenda Sappington (.8, Skyridge)

Summary

Choir is offered for 6th, 7th, and 8th grade students. All choirs perform an average of four times per year, and in addition the 8th grade choirs attend the LCRMEA Festival in the spring. Each choir director produces one musical a year. This year Liberty's show was High School Musical and the Skyridge show was Honk Jr.

Student Highlights

18 students participated in an honor choir:

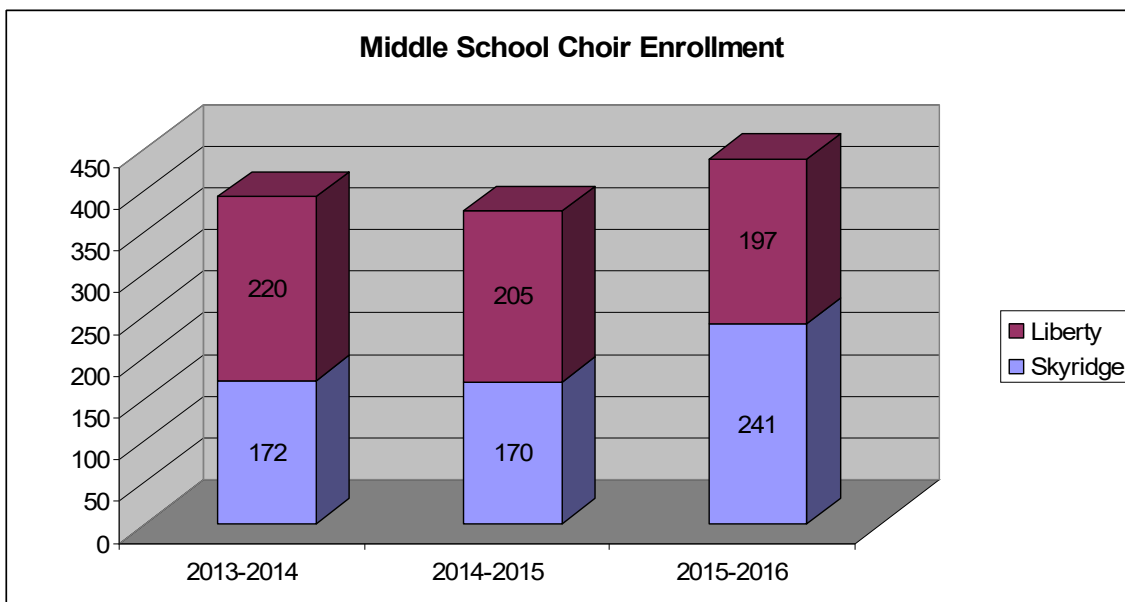
- National ACDA Youth Honor Choir: 12
- WMEA Junior All State Choir: 6

Solo & Ensemble Participants: 5

Choir Highlights

8th grade choirs from Skyridge and Liberty received excellent ratings at the LCRMEA Spring Festival.

Enrollment for the Skyridge 7th grade choir was 100 students and had to be split into 2 classes.



24.49% of middle school students participated in choir 2015-2016

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Middle School Band Program

Music Directors

Mark Esser (Skyridge 1.0)

Greg Henion (Liberty 1.2: 1.0 music, .2 math)

Summary

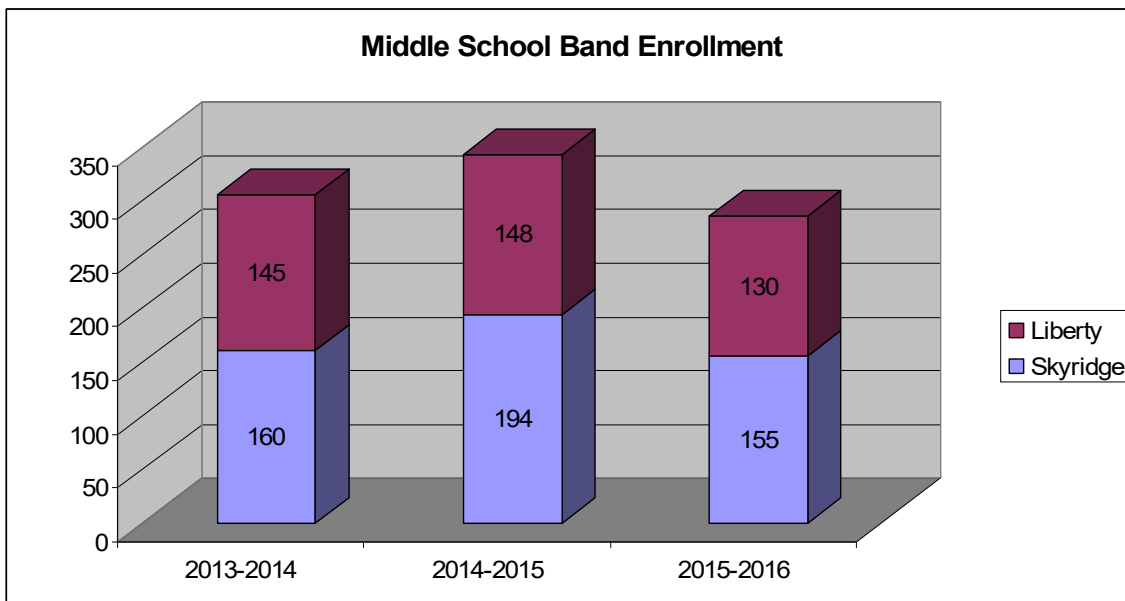
Band is offered for 6th, 7th, 8th grade. Both middle schools offer extra-curricular jazz band, which is by audition. Concert bands have at least four performances each year, while jazz band will have more. Both 8th grade bands perform at the LCRMEA festival in the Spring. In addition to band, Liberty offers drumming while Skyridge offers an exploratory class in the arts. No strings are offered

Our bands perform at school assemblies, Hometown Holidays, Camtown Youth festival, and Stuff the Bus. Liberty performed at elementary school assemblies for Woodburn and Helen Baller.

Student Highlights

Solo & Ensemble Participants: 10

Liberty Middle School had 2 students participate in the North County Honor Band held at Hockinson High School



16.58% of middle school students participated in band 2015-2016

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Camas High School, Choral Program

Music Director
Ethan Chessin (1.0)

For the first time this year, there are five choirs on offer at Camas High School. Treble Choir & Bass Choir are for beginning singers, are non audition, and open to all students. Select Treble Choir, Select Bass Choir and Select Vocal Ensemble are by audition. Mr. Chessin was also the musical director for this year's show, Brigadoon. The choir program held 30+ performances throughout the school year.

Through fund-raising and a district stipend, a choral accompanist has been able to assist in the classroom for approximately 5 hours per week.

Current Enrollment: 149 students
7.2 % of high school students participate in choir

Student Highlights:

Students participating in an honor choir: 24

- ACDA: 12
- All State: 12

Students participating in LCRMEA Solo & Ensemble: 63

- Regional 2nd Alternates:
 - 1) Hayley Glover, Soprano Division
 - 2) Women's Large Ensemble
 - 3) Large Mixed Ensemble

Program Highlights:

CHS Select Vocal Ensemble performed at the Washington Music Educator's Association state conference in Yakima on 2/13/16 – one of only 2 high school choirs in the state invited to do so.

CEF grant: Business of Music curriculum with 3 featured performances (in Camas, Boise and Portland) accompanied by a band, showcasing CHS songwriters and choirs.

Choir Tour to Boise (3/31/16 – 4/4/16): including 7 performances, exchanges with high schools and colleges, and a featured performance at the Cathedral of the Rockies.

Awards from 2014-2015:

Six of Us – Founder's Choice award at Rose City Sing-Off

Andrew Henson – Best Actor in a Leading Role, 5th Avenue Awards, Cabaret

Cabaret: Outstanding Overall Musical at 5th Avenue Awards

Teacher Highlights:

Ethan is the Repertoire & Standards chair for high school choirs and presented a session at the NW ACDA conference in March 2016.

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Camas High School, Band Program

Music Director

Richard Mancini (1.0: CHS .7 Skyridge .3)

The instrumental program offers Concert Band, Symphonic Band, Wind Ensemble and two jazz bands that are by audition. The band program is very active with over 40 performances throughout the school year. Each summer there is a week long band camp to prepare for the busy marching season. CHS band participates in many local and regional parades.

Current Enrollment:

177 students

8.5% of high school students participate in band

Student Highlights:

Isaac Hodapp (trumpet) played in the National Honor Band (3rd year), the US Army All-American Marching Band, All-State Chamber Orchestra (All-State or All-NW each year), state solo contest, and this will be his FIFTH consecutive year attending Music in May--he was allowed to participate as an 8th grader!

Students participating in an honor band: 11

- Music in May: 3
- All State Band/Orchestra: 6
- All-American Marching Band: 1
- National Honor Band: 1

Students participating in LCRMEA Solo & Ensemble: 21

- Regional Winners: Trumpet: Isaac Hodapp
French Horn: Phoebus Tsai
Tuba: John Neumann
Viola: Sophia Hansen
Piano: Fan Liu
- Regional 1st Alternates: Mallets: Lucas Abrahamsen
- Regional 2nd Alternates: Clarinet: Alex Lee
Snare Drum: Lucas Abrahamsen
Camas Trombone Duet

Program Highlights:

CHS Marching Band participate in the Husky Band Day, Vancouver Veteran's Day Parade and the Long Beach Loyalty Days Parade each year. Consistently the winner of "Best Class 4A Band" at the Long Beach event.

The CHS band program is a vital part of the Camas community with performances every month of the school year!

Teacher Highlights:

Invited to attend the US Army All-American Marching Band Director's Conference in conjunction with the All-American Marching Band performance at the All-American Bowl game in San Antonio, TX.

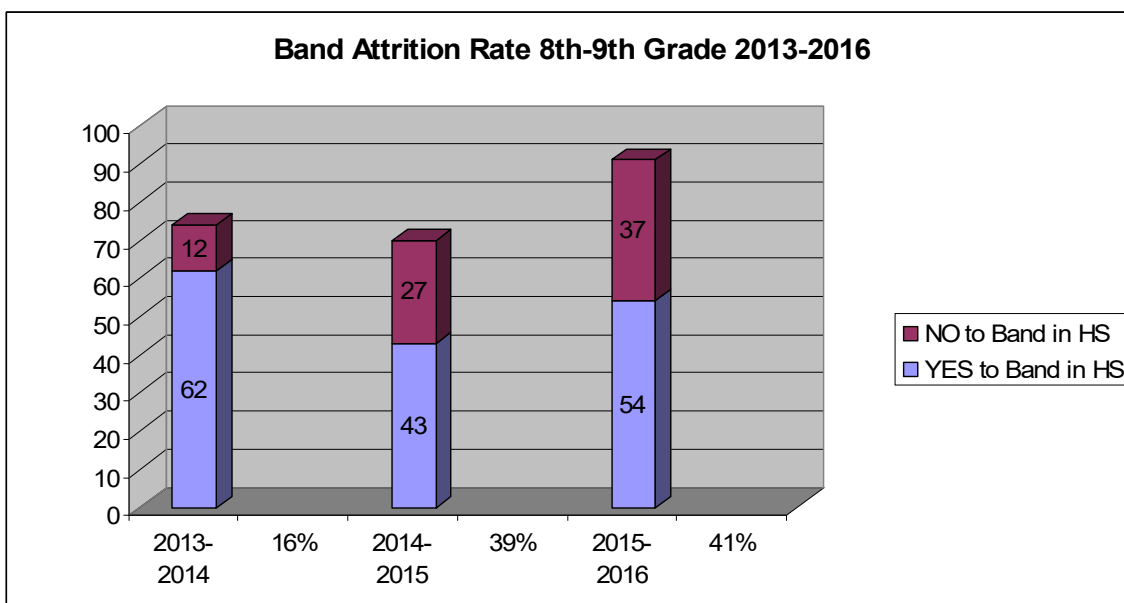
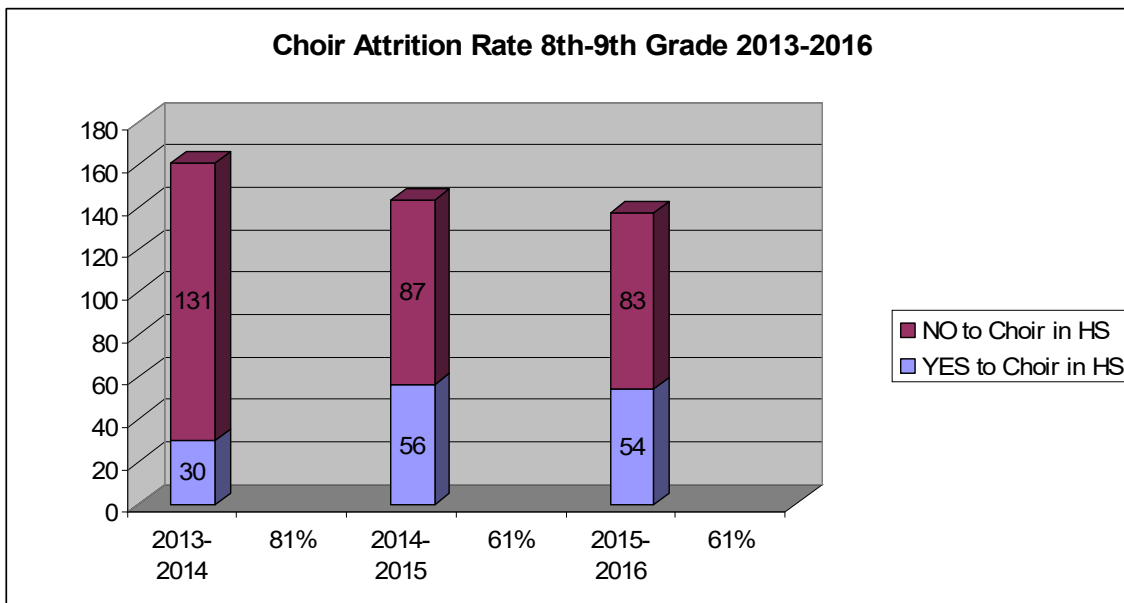
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Music Student Attrition Rate for Middle to High School Transitions

Background

The attrition rate for band and choir students moving from middle school (8th grade) to high school (9th grade) has historically been very high. This year the coalition surveyed the 8th grade music students to determine why they chose to discontinue or continue with band or choir in high school.

The average attrition rate the past three years for choir is 67.6%. For band the average is 32%. The benchmark for attrition rates is 15% - anything higher should be investigated for cause. (Districts identified as of qualitative excellence-Culver, 1990)



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Music Student Attrition Rate for Middle to High School Transitions

In March of this year 8th grade music students were surveyed to determine why they are choosing to discontinue or continue band or choir in high school. The participation rate was 87% with 187 surveys turned in.

The top four reasons students gave for not continuing CHOIR in 9th grade:

Reason	# of responses	% of total responses
Other electives are more interesting	67	58%
I can't fit CHOIR into my schedule	28	24%
I won't have time for other sports, clubs, etc.	23	20%
My friends aren't continuing with CHOIR	10	8%

The top four reasons students gave for not continuing BAND in 9th grade:

Reason	# of responses	% of total responses
Other electives are more interesting	16	20%
I won't have time for other sports, clubs, etc.	13	16%
I can't fit BAND into my schedule	11	14%
My friends aren't continuing with BAND	6	7

Future Action:

- Continue to build a visible presence of Mr. Mancini and Mr. Chessin with lower level music students through collaborative concerts, personal letters and include outreach by high school students
- Provide students and families with sample schedules of how to fit music in for all four years of high school
- Work with counsellors to make sure they are providing positive support for students trying to fit 4 years of band or choir in their schedule, with current credit requirements
- Provide students and families with information about the possibility of Independent PE and foreign language study as way to keep music in their schedule
- Educate school counsellors, parents and students on the value of music education in their lives

From the student:

High School Students reflect on why they chose to continue music:

"I like the idea of being in a group of friendly people making great music."

"I want to have/meet new friends and a close family during my first year at CHS"

Middle School Students reflect on their middle school music experience:

"I like that we all connect over music."

"It was fun and helped relieve a stressful day."

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Need for Long Range Vision: Summary of Public Survey

All district music teachers met together two times this year to discuss district wide curriculum, resource alignment and vision for future music programming. The coalition coordinated a member survey as a way to brainstorm and gather ideas for the future of music in the CSD.

Suggested Future Action:

- Establish regular PLC meeting time for all district music teachers to meet together.
- Establish regular PLC meeting time for music teachers to meet with their department/team.
- Integrate teacher and community feedback into the district visioning process for future music programs.
- Involve administrators, teachers and parents to create a picture of what we will look like 5-10 years out, so we may be a district with an outstanding and well recognized music program.

Summary of Survey: 61 surveys returned, 54 of these completed by Camas residents

What is your level of satisfaction with the current music program offerings in the CSD?
 (1- very dissatisfied to 10– extremely satisfied) : **6.5**

How important are the following to you? (1-not at all important to 10-extremely important)

Equal Access to Curriculum District Wide	9.4
General Music K-8, All Students	9
Orchestra, Grades 6-12	7.9
Band Program, 5 th grade	7.8
Daily Middle School Choir	7.6
Daily Middle School Band	7.6
Beginning Strings, grades 4/5	7.1
Middle School Select Choir	7.1
High School Theory Curriculum	6.9
Beginning Keyboard, K-5	6.1

Highlights of community feedback:

Several community members have expressed a desire for a strings program (4th-12 th grade)	Enhance our current music programs
Suggested HS choirs: jazz choir, a capella choir mixed beginning choir	Option for Guitar/Ukelele at all levels
Suggested MS Choirs: jazz choir, select choir	Summer music activities
Chamber Music options for high school students after school	Financial support for students with fees for honor ensembles
Full Time HS Band Director: it's unusual for a district of our size to have a part time band director at the high school level	More non-traditional music and guest artists, integration of more modern music
New HS credit requirements restrict a student's access to 4 years of music participation	Elementary Music: Increased to 2 hours per week
Ability to take other art forms without dropping music	Curriculum suggestions: Orff, percussion ensemble, wind ensemble, recorder, more theory, AP music

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Need for District Wide Music Inventory

The lack of a district wide music resource inventory presents challenges for equal access to resources for students, curriculum alignment and hinders the ability to budget for classroom needs. CMC volunteers worked with music teachers to record current classroom resources and identify needs.

Suggested Future Action:

- Ensure equal access to music resources district wide by establishing a set of standard equipment available to all students
- Inventories to be updated annually, with top priority needs identified
- Establish protocol for presenting needs to the administration, both at the district level and at individual schools

CSD Music Inventories: (hyper links included)

- **Elementary Music Inventory**

Over the years, music resources for the elementary music classroom have become widely varied across the district. Working towards the aim of equal access to curriculum and resources for all K-5 students, our music teachers have created a list of Standard Music Resources that would be of benefit to have in each elementary music classroom. The district wide elementary inventory now shows clearly where all current resources are located and where there are still needs.

- **CHS Band Inventory**

The CHS band is missing many instruments from what would be found in a standard band classroom for a district of our size, as well as many current instruments needing repair or replacement.

- **MS Band Inventory**

A standard list of equipment has been created, with the aim of equal access to resources at both middle schools. (This inventory is nearly complete)

- **MS/HS Choir Inventory**

There are not as many resources required to equip the choir classroom. Teachers need some shelving and updates/repairs to uniforms.

- **CSD Piano Inventory**

A summary of all district pianos has been provided, after reviewing a district funded piano evaluation of all CSD pianos. With the possible relocation of some current pianos and limited purchasing, many needs can be addressed. The CMC is willing to collaborate with the district on a fund-raiser to help address some of these needs.