

# Arizona

2023 - 2024

All data in this report are from 2023 - 2024 unless otherwise noted.

Suggested Citation: Morrison, R., 2025. Physical Education Data Project Report, Arizona

The Arts Education Data Project is a partnership between the State Education Agency Directors of Arts Education and the Quadrant Foundation. The nationwide project coordinates with participating state departments of education to collect and report arts education data from State Longitudinal Data Systems (SLDS) and other state department of education datasets on an annual basis. © 2025 Quadrant Foundation

# Data Notes

The Arts Education Data Project is a partnership between the State Education Agency Directors of Arts Education and Quadrant Research. The nationwide project coordinates with participating state departments of education to collect and report arts education data from State Longitudinal Data Systems (SLDS) and other state department of education data sets on an annual basis.

Demographic data are from the Common Core of Data file from the National Center for Education Statistics.

The Arizona Department of Education captures enrollment by grade level for physical education courses delivered in Charter, Traditional schools.

NA

Basic Information by Grade Level for 2023 - 2024

School Grade Level	Schools	% of Schools	Students	% of Students	PE Teachers
Elementary	354	16.4%	142,436	13.0%	564
Middle	195	9.0%	100,655	9.2%	437
High	473	21.9%	264,830	24.2%	1,391
Mixed	1,136	52.6%	588,389	53.7%	2,941
<b>Grand total</b>	<b>2,158</b>	<b>100.0%</b>	<b>1,096,310</b>	<b>100.0%</b>	<b>5,333</b>

# Key Findings from 2023 - 2024

Overall, 86.79% of students had access to at least one PE course.

The rate of students without PE access decreased from 2023 to 2024 (13.36% vs.13.21%).

In total, 28.22% of schools did not offer any PE courses.

61.92% of all students participated in physical education, which represents 678.9k students.

PE enrollment was highest in Elementary schools at 69.96%, and lowest in High schools at 40.37%.

Student access to physical education was lowest in schools where a High proportion of students were eligible for Free or Reduced-Price meals; 18.03% of students did not have the opportunity to enroll in PE at their school.

Overall PE participation was lowest in schools where a High proportion of students were eligible for the Free or Reduced-Price Meals program, 61.85%.

The rate of PE participation was highest (72.63%) in schools where more than 50% of the students in the school are Asian. The rate was lowest in majority-American Indian or Alaska Native schools, 56.92%.

The PE participation rate was highest in Suburb locales (66.25%) and lowest in Town areas (53.52%).

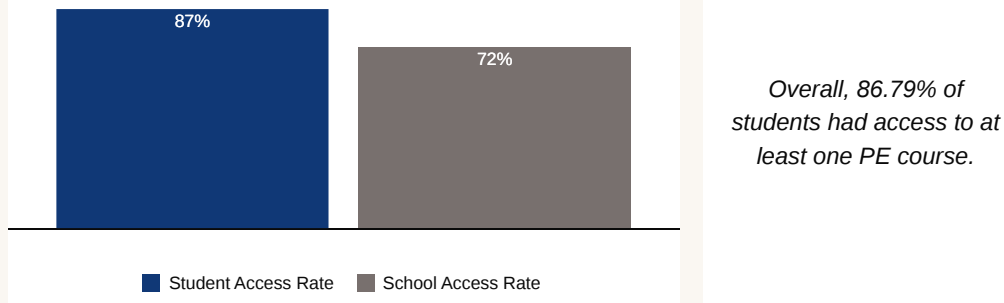
Overall, 50.9% of all students in the state were Male, whereas 54.1% of PE students were Male.

# Access to and Enrollment in Physical Education

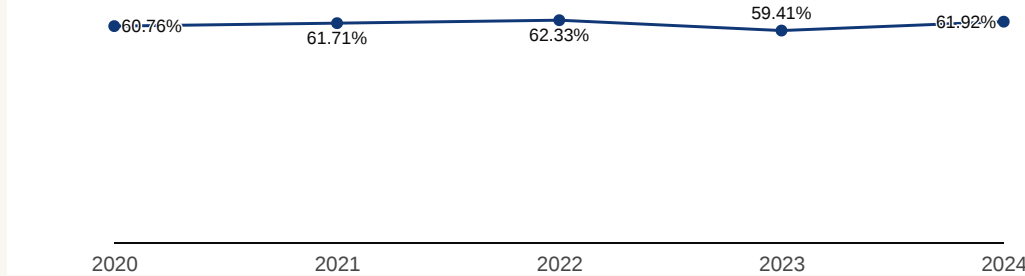
**Access** is the lowest threshold measure for physical education. It is used to determine if a school offers any PE course with any student enrollment. This only indicates presence of program, not breadth, and is used primarily to determine where schools may be operating without PE instruction.

**Enrollments** indicate the proportion of all students that are enrolled in at least one PE course. Enrollments as a trend over time over all and by county are depicted below.

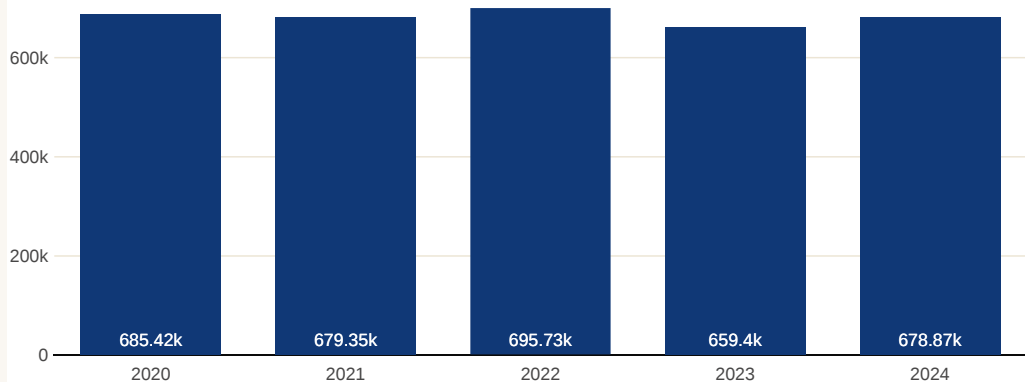
Student/School Access to Physical Education



PE Enrollment Rate by Year



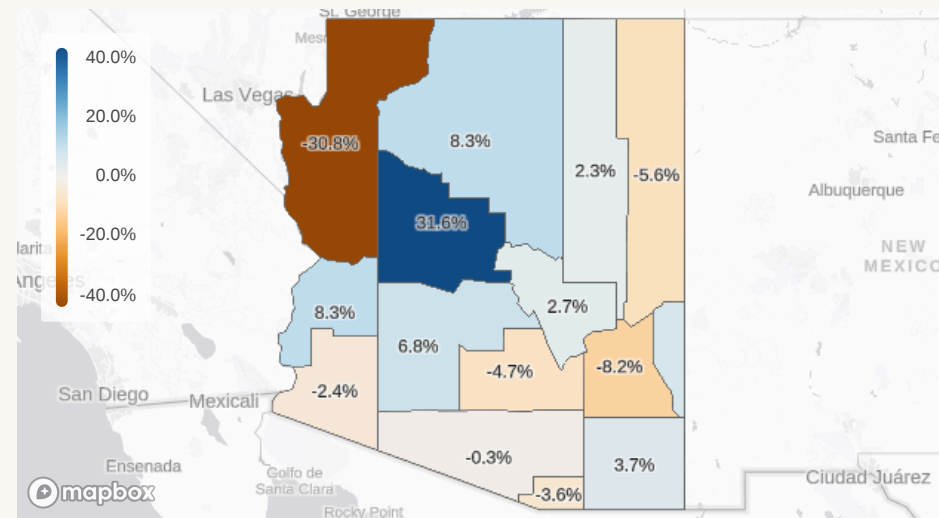
Count of PE Students by Year



Top 10 Physical Education Courses, by Enrollment

Course Name	Students Enrolled	Schools
Physical Education	184,471	1,058
Physical Education (grade 2)	54,886	907
Physical Education (grade 4)	54,289	913
Physical Education (grade 3)	51,920	910
Physical Education (grade 5)	51,360	897
Physical Education (grade 1)	49,079	899
Weight Training	44,456	272
Physical Education (kindergarten)	41,030	806
Physical Education (grade 6)	39,071	743
Health Education	34,878	380
Physical Education (grade 8)	23,355	501
Physical Education (grade 7)	22,351	482
Fitness/Conditioning Activities	17,767	262
Team Sports	15,036	139
Health and Life Management	9,321	162

County-Level Change in PE Enrollment: 2023 vs. 2024

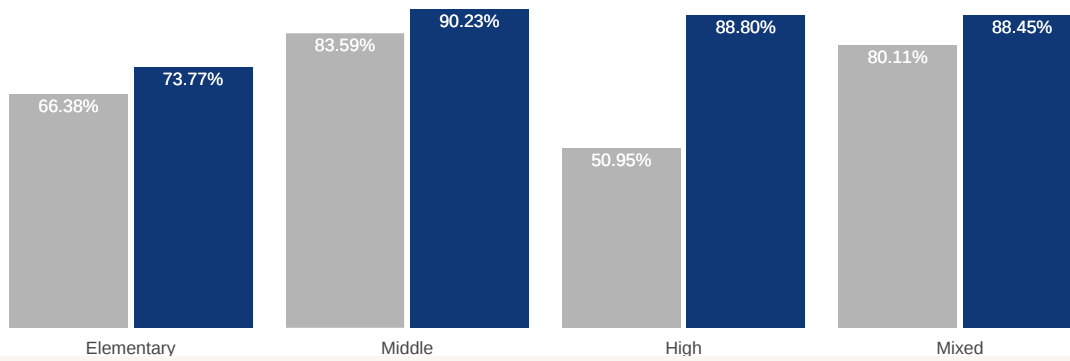


# Phys Ed Enrollments by School Grade Level

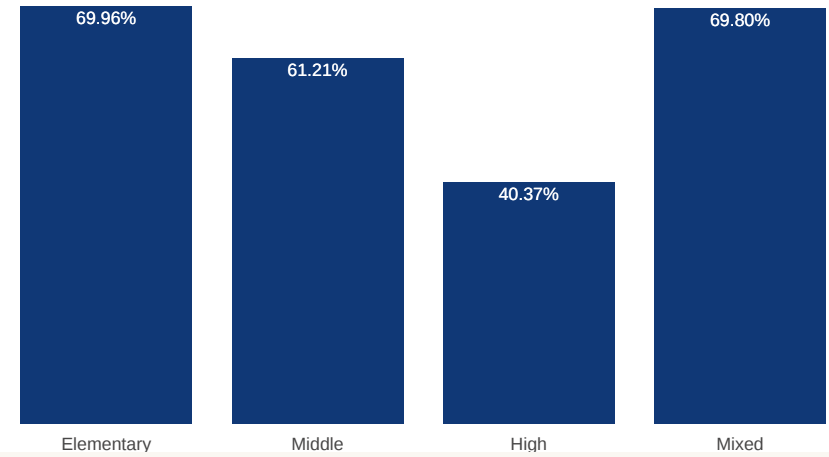
Elementary: grades K - 5 | Middle: grades 6 - 8 | High: grades 9 - 12 | Mixed: grade spans that cross these boundaries, such as K - 8

## School Access Rate and Student Access Rate

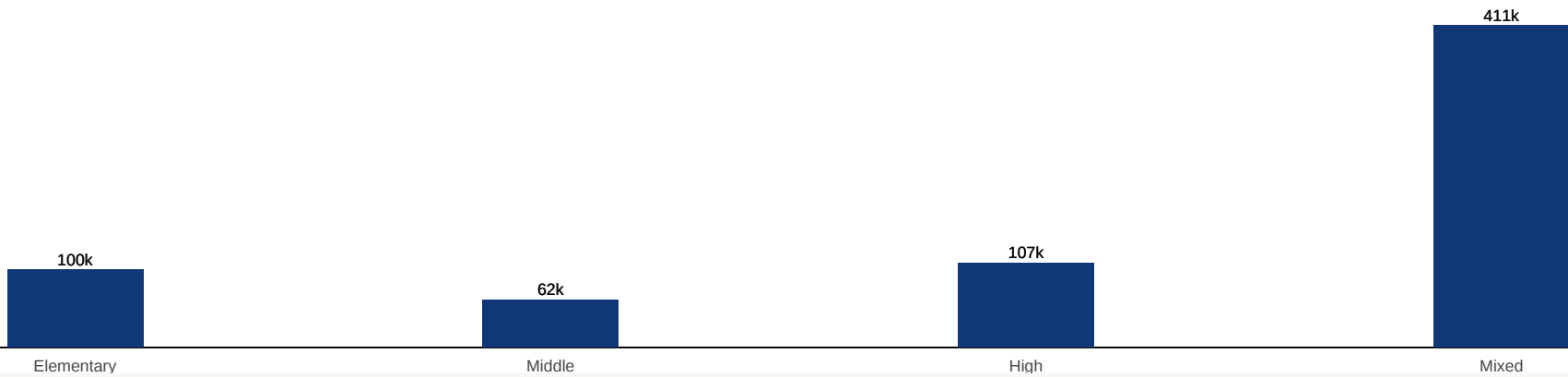
■ School Access Rate ■ Student Access Rate



## PE Enrollment Rate



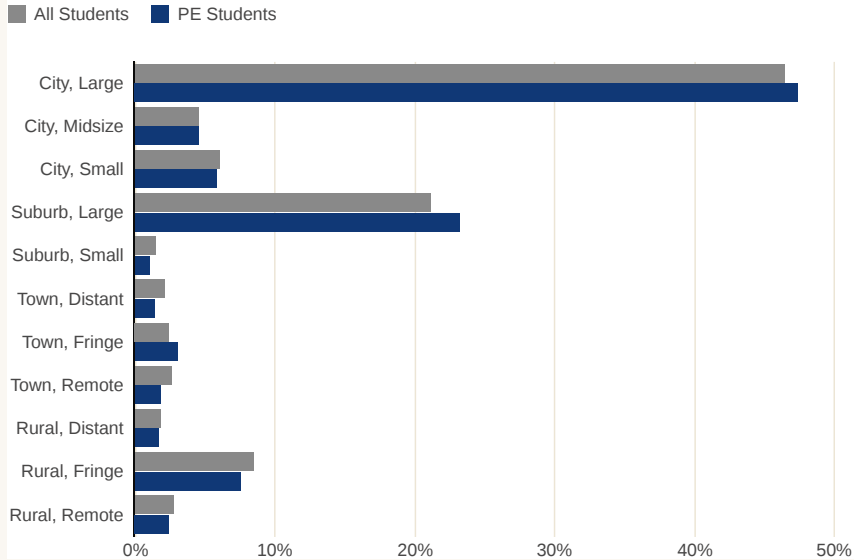
## PE Students



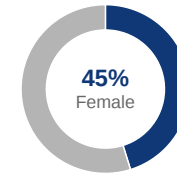
# Physical Education Enrollments by School and Student Characteristics

## Student Enrollment vs. PE Enrollment by Locale

If the blue bars are longer than the gray ones, then more students participate in PE in that locale than would be expected based on the overall distribution of students.

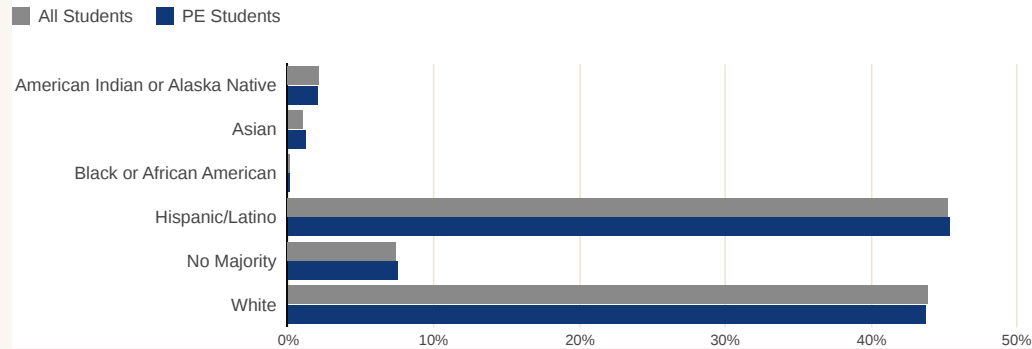


## PE Enrollment by Student Sex



## Student Enrollment vs. PE Enrollment by School-Majority Race/Ethnicity

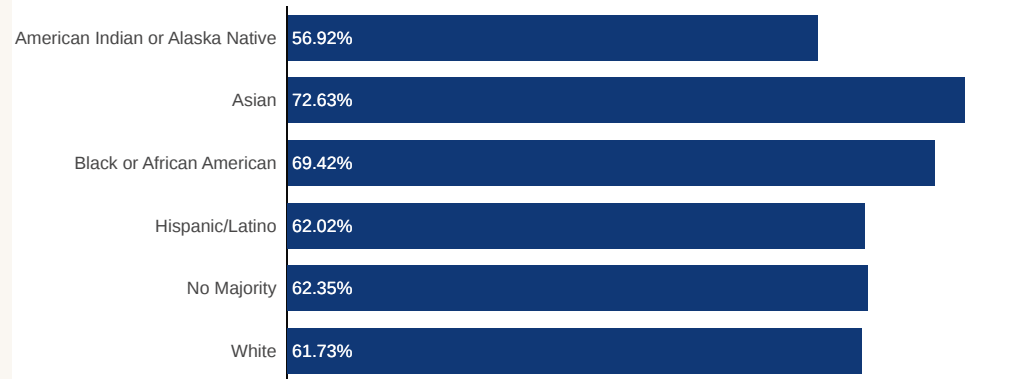
If the blue bars are longer than the gray ones, then more students participate in PE in those schools than would be expected based on the overall distribution of students.



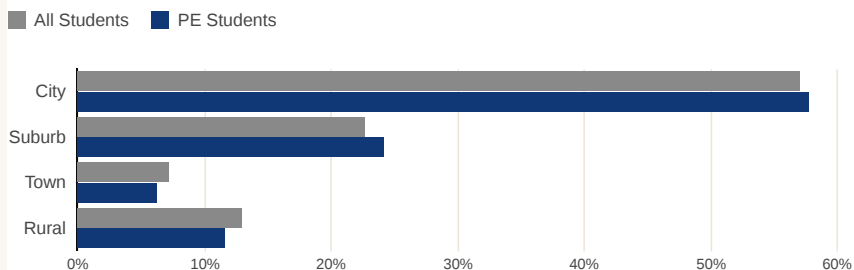
## PE Enrollment Rate by School Locale



## PE Enrollment Rate by School-Majority Race/Ethnicity



## Student Enrollment vs. PE Enrollment by Locale Group



## PE Enrollment Rate by School Type



# Physical Education Teachers

Teachers may be counted in more than one grade level in the Big Numbers and bar charts below if they teach multiple courses or in multiple buildings. But each teacher is only counted once in the overall "PE Teachers" total.

The student-teacher ratios were calculated by dividing the number of students enrolled in any physical education course (PE Students) or in schools offering PE (All Students) by the number of PE teachers. A ratio of 250 means there are 250 students to every one PE teacher; low ratios are better.

## PE Teachers

**4,487**

↑ 1.5% 2024 vs 2023



## PE Students: Teachers Ratio

**151**

↑ 1.4% 2024 vs 2023



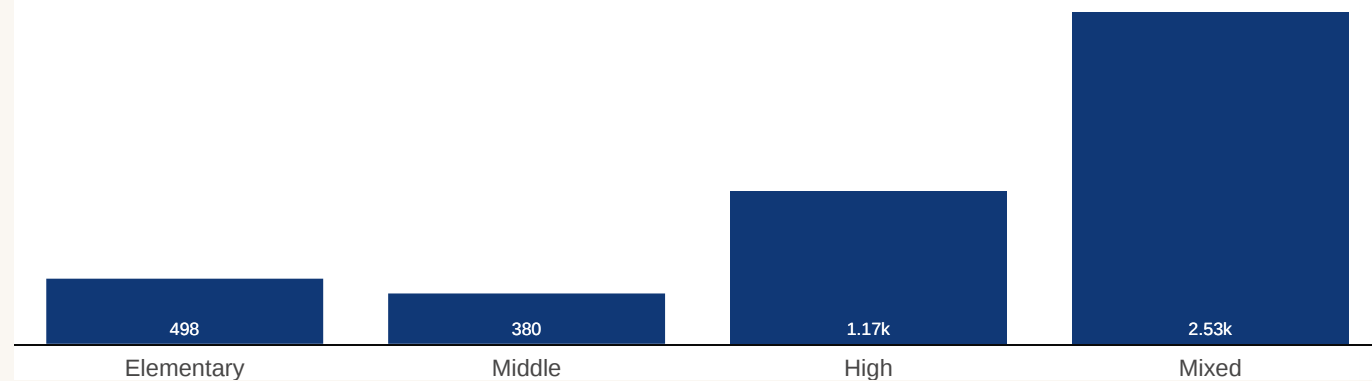
## All Students: Teachers Ratio

**244**

↓ 2.7% 2024 vs 2023



## PE Teachers by Grade Level



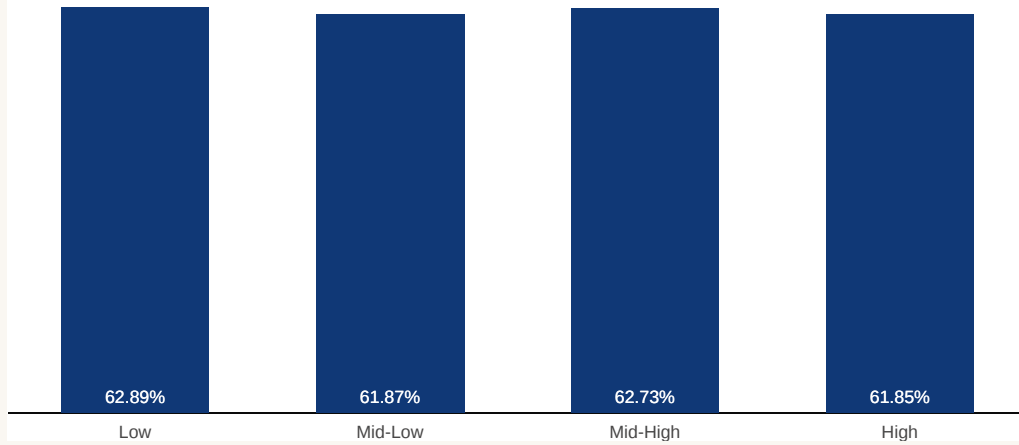
# PE Access and Enrollment by School-Level Free or Reduced-Price Meals Program Eligibility

The percentage of students eligible for free or reduced-price meals (FRPM) under the National School Lunch Program provides a proxy measure for the concentration of low-income students within a school. Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals; incomes between 130 percent and 185 percent are eligible for reduced-price meals.

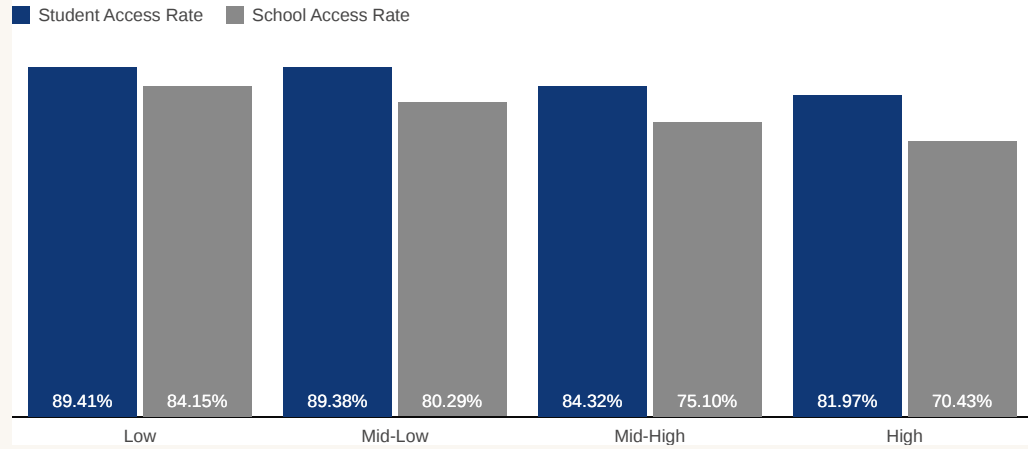
- **Low-poverty** = 25.0% or less are eligible
- **Mid-low poverty** = 25.1% to 50.0% are eligible

- **Mid-high poverty** = 50.1% to 75.0% are eligible
- **High-poverty** = more than 75.0% of the students are eligible

## PE Enrollment Rate by Free/Reduced-Price Meals Category



## PE Access/Program by Free/Reduced-Price Meals Category



# Schools Without PE Programs and the Students Affected

Some schools do not offer any PE courses, meaning the students in those schools do not have the opportunity to participate in physical education through their school.

No PE Schools

**609**

% No PE Schools

**28.22%**

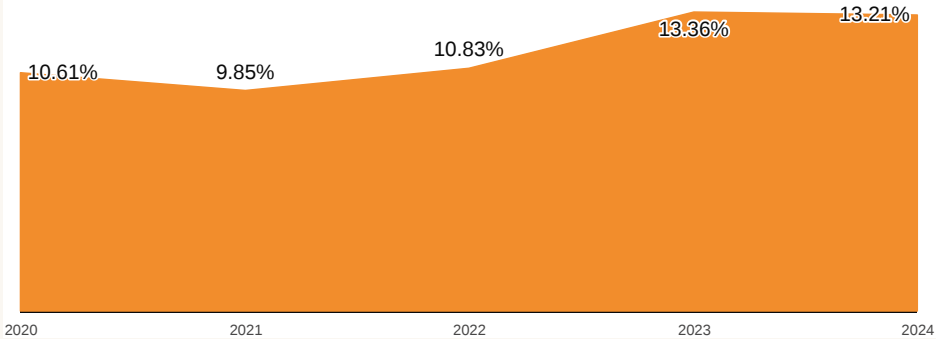
Students Without Access

**144,826**

Students Without Access Rate

**13.21%**

Trend Over Time: Students Without PE Access

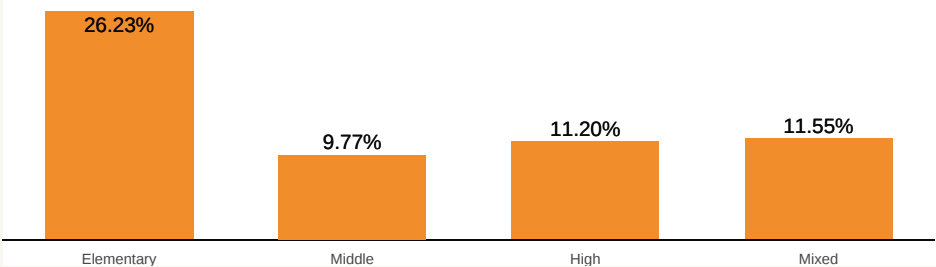


Schools Without PE Programs

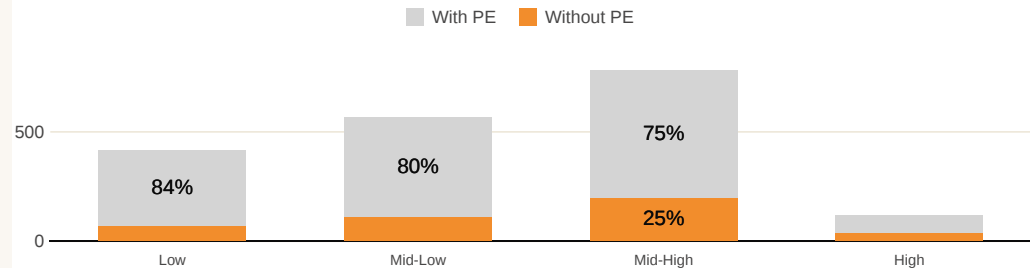


**Maricopa County** had the most schools without a PE program: **259 schools**

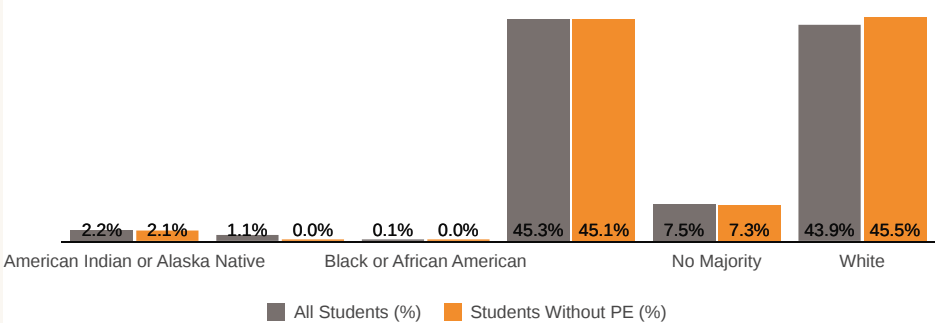
Students Without PE Access, By School Grade Level



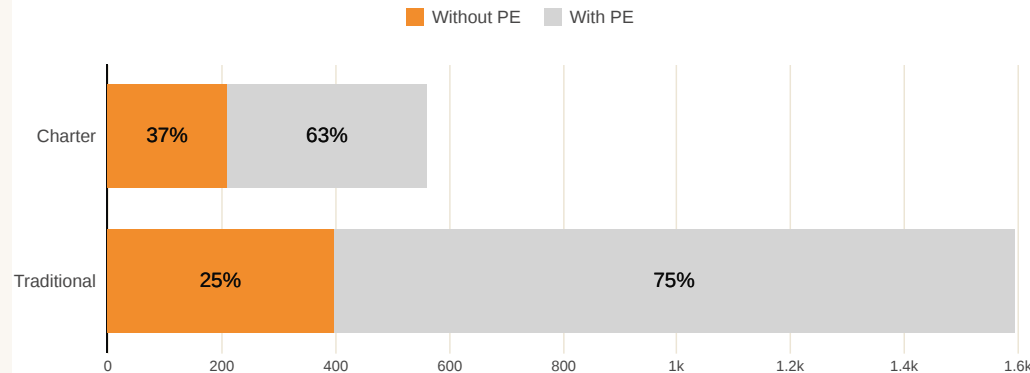
Schools With vs. Without PE, By School-Level Free/Reduced-Price Meals ...



All Students vs. Students w/o PE, By School-Majority Race/Ethnicity



Schools With vs. Without PE, By School Type



# Characteristics of Students Enrolled in Physical Education

The highlight tables below show the **percent difference** between the students enrolled in PE as compared to the overall student population.

The bolder/darker the color, the larger the difference between the populations. **\*Red\*** colors mean a **smaller** proportion of students with that characteristic are in PE than the proportion in the general population ("under representation"). **\*Blue\*** colors mean a **larger** proportion of students with that characteristic are in PE than the proportion in the general population ("over representation").

## Race/Ethnicity

Student Race Ethnicity	PE
American Indian or Alaska Native	-3.5%
Asian	0.4%
Black or African American	4.2%
Hispanic/Latino	-0.4%
Native Hawaiian or Other Pacific Islander	4.2%
Two or more races	5.7%
White	-0.7%

## Sex

Sex	PE
Female	-7.1%
Male	6.1%

## Eligible for Free or Reduced-Price Meals

Eligible for Free Reduced Meals	PE
Yes	1.1%
No	-1.2%

## English Learners

English Learner	PE
Yes	7.4%
No	-0.9%

## Special Education

Special Education Participant	PE
Yes	3.0%
No	-0.5%

## Experiencing Homelessness

Experiencing Homelessness	PE
Yes	-13.8%
No	0.2%

# County Performance Across Phys Ed Metrics

The ten counties with the **highest** PE enrollment rate and the ten counties with the **lowest** PE enrollment rate are shown below, along with each county's value on several other phys ed metrics. This view can be used to compare the counties to each other on each individual metric as well as review each county's performance across all of the included metrics.

## Top 10 Counties based on their PE Enrollment Rate

School County	PE Enrollment Rate	Student Access Rate	School Access Rate	Students Without PE Access Rate
La Paz	86.29%	95.03%	81.82%	4.97%
Maricopa	65.47%	90.49%	79.00%	9.51%
Greenlee	64.59%	85.33%	66.67%	14.67%
Pinal	63.60%	85.11%	69.35%	14.89%
Coconino	63.19%	93.32%	78.00%	6.68%
Apache	60.87%	86.07%	78.95%	13.93%
Yuma	57.73%	80.96%	61.64%	19.04%
Graham	56.44%	83.59%	70.37%	16.41%
Yavapai	56.34%	79.64%	59.04%	20.36%
Pima	56.09%	82.60%	63.35%	17.40%

## Bottom 10 Counties based on their PE Enrollment Rate

School County	PE Enrollment Rate	Student Access Rate	School Access Rate	Students Without PE Access Rate
Apache	60.87%	86.07%	78.95%	13.93%
Yuma	57.73%	80.96%	61.64%	19.04%
Graham	56.44%	83.59%	70.37%	16.41%
Yavapai	56.34%	79.64%	59.04%	20.36%
Pima	56.09%	82.60%	63.35%	17.40%
Santa Cruz	55.93%	88.98%	73.08%	11.02%
Navajo	51.11%	78.47%	57.63%	21.53%
Gila	36.63%	53.59%	53.85%	46.41%
Cochise	34.64%	61.18%	50.75%	38.82%
Mohave	32.82%	49.29%	46.15%	50.71%

# Supplemental Data: Number and Percent of Schools by Category and Year

School-Majority Race/Ethnicity	Report Year									
	2020		2021		2022		2023		2024	
	Schools	Schools (%)	Schools	Schools (%)	Schools	Schools (%)	Schools	Schools (%)	Schools	Schools (%)
American Indian or Alaska Native	92	5%	104	5%	103	5%	100	5%	99	5%
Asian	13	1%	14	1%	16	1%	20	1%	18	1%
Black or African American	1	0%	4	0%	6	0%	6	0%	5	0%
Hispanic/Latino	928	46%	984	46%	1,020	47%	997	46%	1,001	46%
Native Hawaiian or Other Pacific Islander							1	0%		
No Majority	125	6%	128	6%	141	6%	139	6%	144	7%
White	867	43%	885	42%	900	41%	886	41%	891	41%

Free/Reduced Meals Eligible	Report Year									
	2020		2021		2022		2023		2024	
	Schools	Schools (%)	Schools	Schools (%)	Schools	Schools (%)	Schools	Schools (%)	Schools	Schools (%)
Low	386	19%	925	44%	814	37%	381	18%	410	19%
Mid-Low	385	19%	686	32%	506	23%	414	19%	558	26%
Mid-High	583	29%	134	6%	233	11%	579	27%	771	36%
High	508	25%	117	6%	320	15%	487	23%	115	5%
Unknown	164	8%	257	12%	313	14%	288	13%	304	14%
<b>Grand total</b>	<b>2,026</b>	<b>100%</b>	<b>2,119</b>	<b>100%</b>	<b>2,186</b>	<b>100%</b>	<b>2,149</b>	<b>100%</b>	<b>2,158</b>	<b>100%</b>

Locale Type	Report Year									
	2020		2021		2022		2023		2024	
	Schools	Schools (%)	Schools	Schools (%)	Schools	Schools (%)	Schools	Schools (%)	Schools	Schools (%)
City, Large	877	43%	899	42%	936	43%	931	43%	932	43%
City, Midsize	85	4%	88	4%	90	4%	89	4%	88	4%
City, Small	141	7%	141	7%	147	7%	141	7%	143	7%
Suburb, Large	344	17%	370	17%	378	17%	368	17%	366	17%
Suburb, Small	24	1%	26	1%	27	1%	26	1%	29	1%
Town, Distant	57	3%	59	3%	70	3%	65	3%	63	3%
Town, Fringe	44	2%	45	2%	47	2%	49	2%	47	2%
Town, Remote	82	4%	88	4%	86	4%	84	4%	83	4%
Rural, Distant	78	4%	85	4%	83	4%	81	4%	82	4%
Rural, Fringe	150	7%	161	8%	168	8%	163	8%	173	8%
Rural, Remote	144	7%	157	7%	154	7%	152	7%	152	7%
<b>Grand total</b>	<b>2,026</b>	<b>100%</b>	<b>2,119</b>	<b>100%</b>	<b>2,186</b>	<b>100%</b>	<b>2,149</b>	<b>100%</b>	<b>2,158</b>	<b>100%</b>

# State Laws, Policies, and Requirements for Physical Education

When reviewing the data contained in both the summary report and through the dashboards, it is critical to understand what the state policies or expectations are regarding physical education. This will provide important context in which to view the data. The data used for the Physical Arts Education Data Project was self-reported by Schools and LEAs and therefore, in some instances, it may not be a complete representation of student enrollment or access.

## **Arizona Administrative Codes for Arts Education (R7-2-301. Minimum Course of Study and Competency Goals for Students in the Common Schools)**

Arizona State Board of Education administrative code historically identified minimum course requirements for required subjects, including Health/Physical Education. When reviewing the data dashboard and this report, keep in mind that school districts' physical education programming choices are guided by federal, state, and local governing bodies.

Administrative language for the content areas of dance, media arts, and theatre education were not provided until March 2018, and Media Arts Courses were not yet included in state reporting at the time. Please keep in mind that visual arts and music were the state minimum required courses at K-8 schools up until the 2018-19 school year.

- A. Students shall demonstrate competency as defined by the State Board-adopted academic standards, at the grade levels specified (K-8), in the following required subject areas. District and charter school instructional programs shall include an ongoing assessment of student progress toward meeting the competency requirements. These shall include the successful completion of the academic standards in at least reading, writing, mathematics, science and social studies, as determined by district and/or statewide assessments.
  1. English language arts;
  2. Mathematics;
  3. Science;
  4. Social Studies; including civics;
  5. The Arts, which may consist of two or more of the following: visual arts, dance, theatre, music or media arts;
  6. Health/Physical Education

## **Arizona K-12 Physical Education Standards**

Arizona has developed educational standards for Physical Education. They may be found [here](#).

# Definitions

## SCHOOL LOCALES

Locale codes are derived from a classification system originally developed by NCES in the 1980s to describe a school's location based on matching the physical address of the school against a geographic database maintained by the U.S. Census Bureau. This database is the Topographically Integrated and Geographically Encoded Referencing system, or TIGER.

City, Large	Territory inside an urbanized area and inside a principal city with population of 250,000 or more	Town, Distant	Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area
City, Midsize	Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000	Town, Fringe	Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area
City, Small	Territory inside an urbanized area and inside a principal city with population less than 100,00	Town, Remote	Territory inside an urban cluster that is more than 35 miles from an urbanized area
Suburb, Large	Territory outside a principal city and inside an urbanized area with population of 250,000 or more	Rural, Distant	Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster
Suburb, Midsize	Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000	Rural, Fringe	Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster
Suburb, Small	Territory outside a principal city and inside an urbanized area with population less than 100,000	Rural, Remote	Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster

# Acknowledgments

The Arts Education Data Project (partners with the Physical Education Data Project) would like to acknowledge and thank the following collaborators and contributors:

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## Arts Education Data Project

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Lauren Conrad, Project Director, State Education Agency  
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Patrick McCormick, Chief Data Officer, Quadrant Research  
Jen Shepherd, Director of Visual Analytics, Quadrant Research  
Luke Miller, Data Warehouse Architect, Quadrant Research  
Jeff Hasselberger, Editorial, Hasselberger Associates

State Support for the Arizona Physical Education Data Project



# About the Data Project

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NAMM Foundation

Ohio Arts Council



Click here to visit <https://www.artseddata.org> to access an interactive dashboard for Arizona and the other states participating in this project.