

Arizona

2023 - 2024

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

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

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 datasets on an annual basis.

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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 arts courses delivered in Charter, Traditional schools.

NA

Basic Information by Grade Level for 2023 - 2024

School Grade Level	Schools	% of Schools	Students	% of Students	Arts Teachers
Elementary	354	16.4%	142,436	13.0%	902
Middle	195	9.0%	100,655	9.2%	629
High	473	21.9%	264,830	24.2%	1,612
Mixed	1,136	52.6%	588,389	53.7%	4,153
Grand total	2,158	100.0%	1,096,310	100.0%	7,296

Key Findings from 2023 - 2024

Overall, 87.0% of students had access to at least one arts discipline (Dance, Music, Other, Theater, Visual Arts), and 87% had access to the two state-required disciplines.

The rate of students without arts access decreased from 2023 to 2024 (13.6% vs.13.0%).

In total, 28.3% of schools did not offer any arts courses.

61.7% of all students participated in arts education, which represents 675.9k students.

Arts enrollment was highest in Mixed schools at 71.1%, and lowest in High schools at 37.0%.

Student access to arts education was lowest in schools where a High proportion of students were eligible for Free or Reduced-Price meals; 24.6% of students did not have the opportunity to enroll in the arts at their school.

Overall arts participation was lowest in schools where a High proportion of students were eligible for the Free or Reduced-Price Meals program, 57.9%.

The rate of arts participation was highest (79.3%) 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, 39.8%.

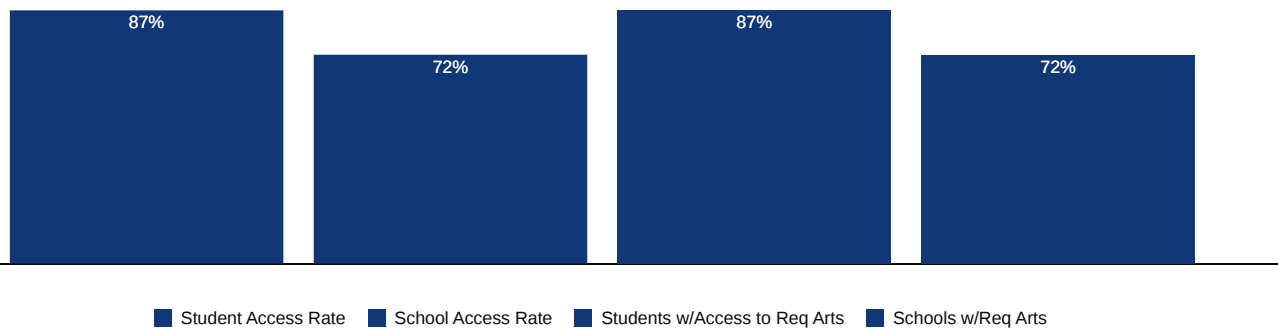
The arts participation rate was highest in Suburb locales (66.2%) and lowest in Rural areas (49.5%).

The largest student sex discrepancy was in the discipline of Dance. Although 49.1% of all students in the state were Female, 81.5% of Dance students were Female.

Access to the Arts

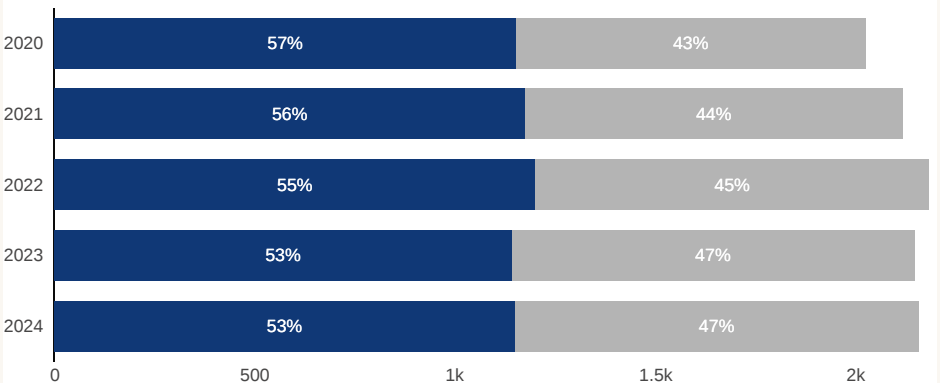
Access is the lowest threshold measure for arts education. It is used to determine if a school offers at least one arts discipline with any student enrollment. This only indicates presence of program, not breadth, and is used primarily to determine where schools may be operating without arts instruction.

Student/School Access to the Arts and to the State-Required Arts

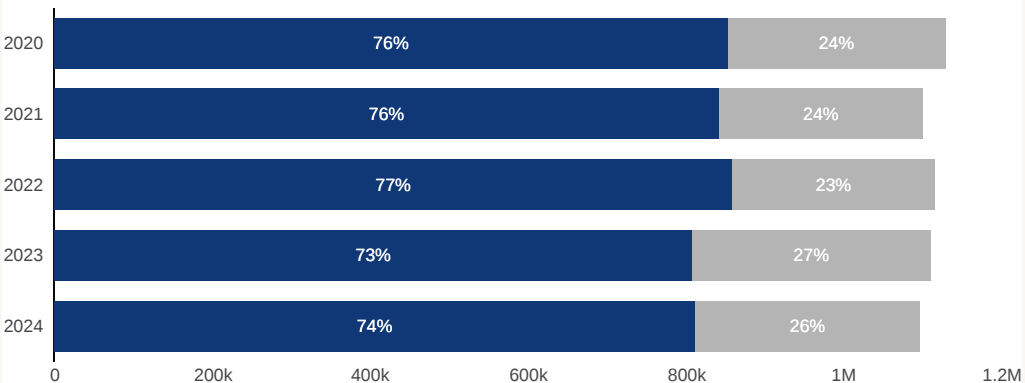


Overall, 87.0% of students had access to at least one arts discipline, and 87% had access to the two state-required disciplines.

Schools Offering Music and Visual Arts



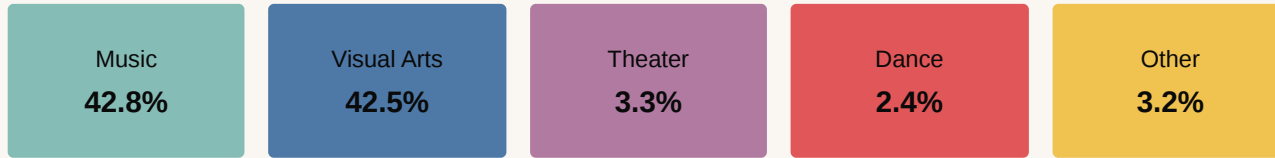
Student Access to Music and Visual Arts



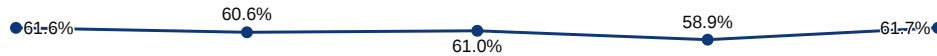
Enrollment in the Arts

Enrollments indicate the proportion of all students that are enrolled in at least one arts course. Enrollments by arts discipline and as a trend over time of enrollment in any arts course are depicted below.

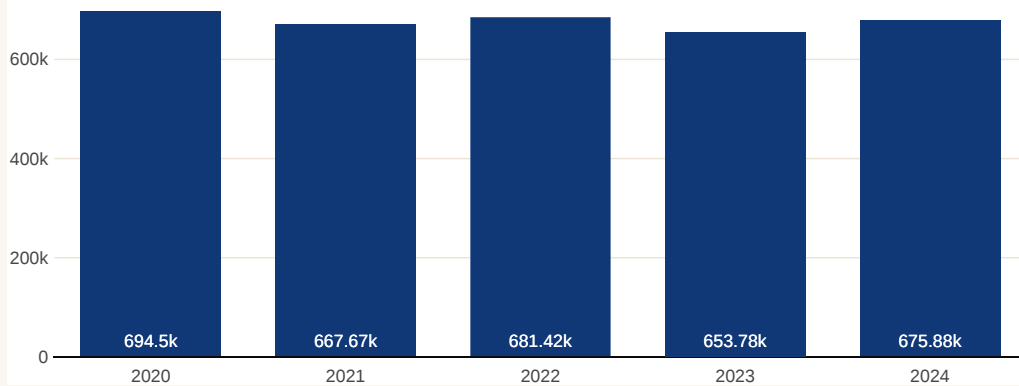
Enrollment by Arts Discipline



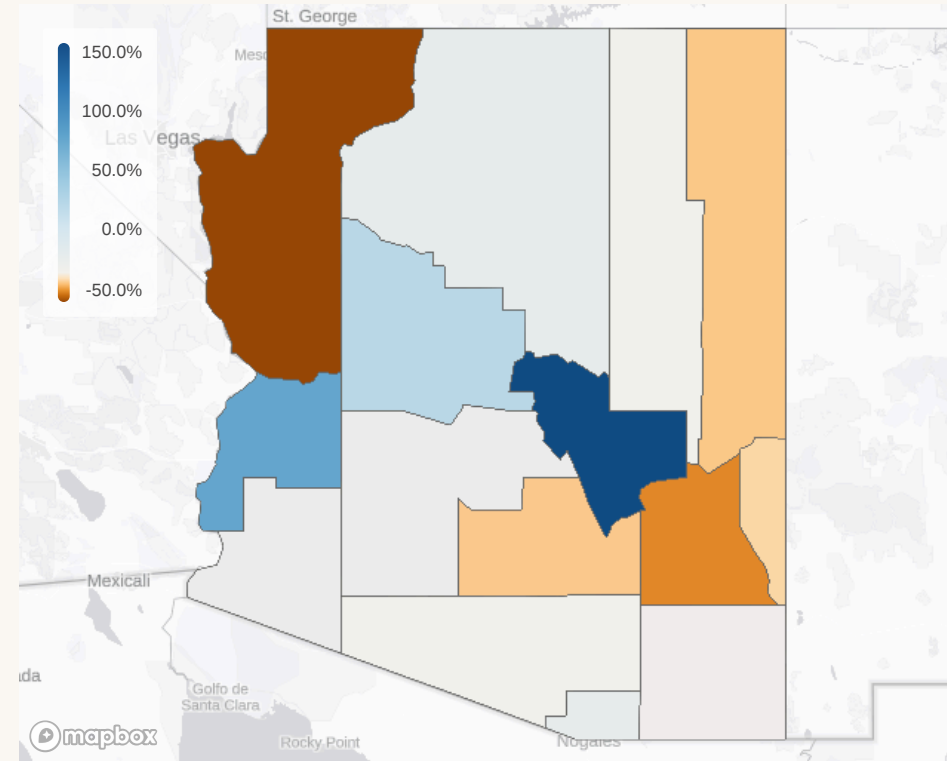
Arts Enrollment Rate by Year



Count of Arts Students by Year

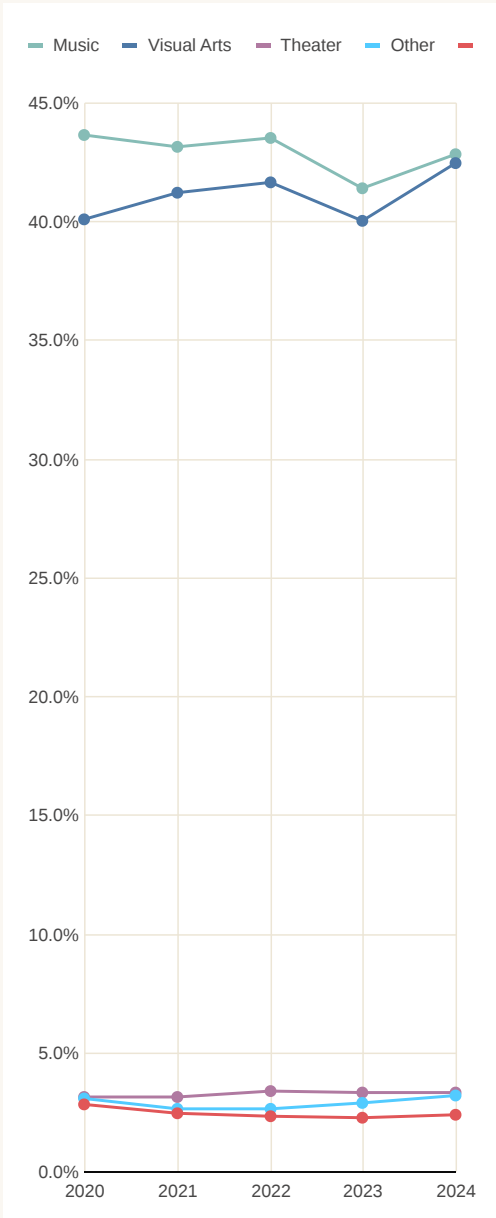


County-Level Change in Arts Enrollment: 2023 vs. 2024

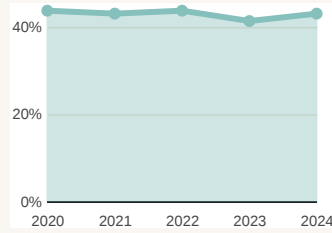


By-Discipline Trends and Top Five Courses

Course level participation and information is from 2023 - 2024

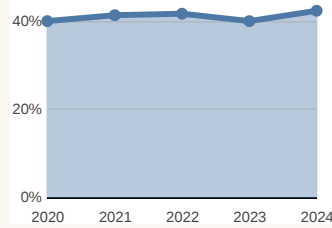


Music



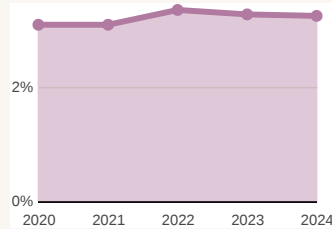
Course Name	Students Enrolled	Schools
Music (grade 2)	47,043	777
Music (grade 4)	46,526	774
Music (grade 3)	45,793	780
Music (grade 6)	45,339	539
Music (grade 1)	44,379	772

Visual Arts



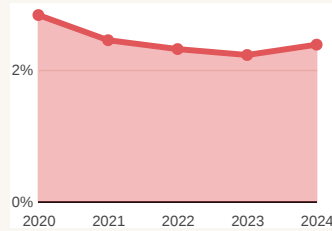
Course Name	Students Enrolled	Schools
Art	40,126	629
Art (grade 4)	34,317	743
Art (grade 3)	2,834	732
Art (grade 1)	2,552	741
Art (grade 5)	2,066	723

Theater



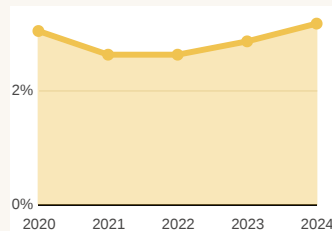
Course Name	Students Enrolled	Schools
Introduction to the Theater	5,313	164
Drama	4,260	84
Theatre Arts	3,560	84
Drama—Other	3,403	73
Stagecraft I	2,896	135

Dance



Course Name	Students Enrolled	Schools
Dance Technique	10,982	182
Dance Repertory	3,182	106
Dance—Other	1,997	75
Dance	1,897	55
Choreography	1,168	42

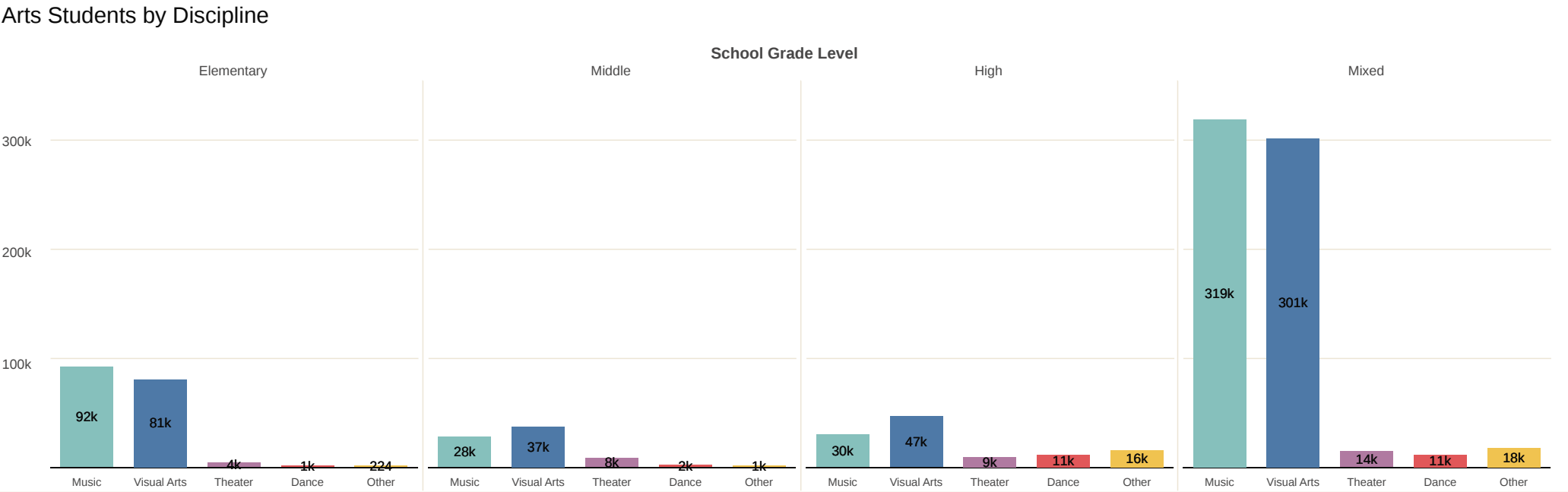
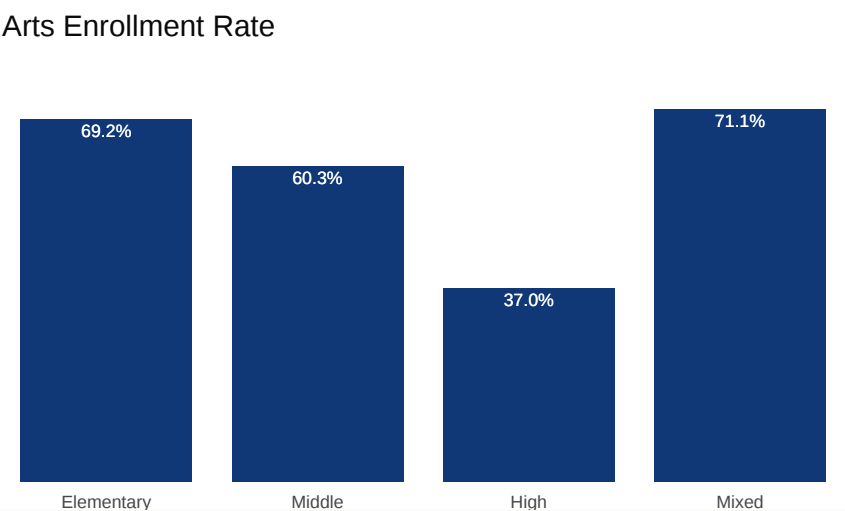
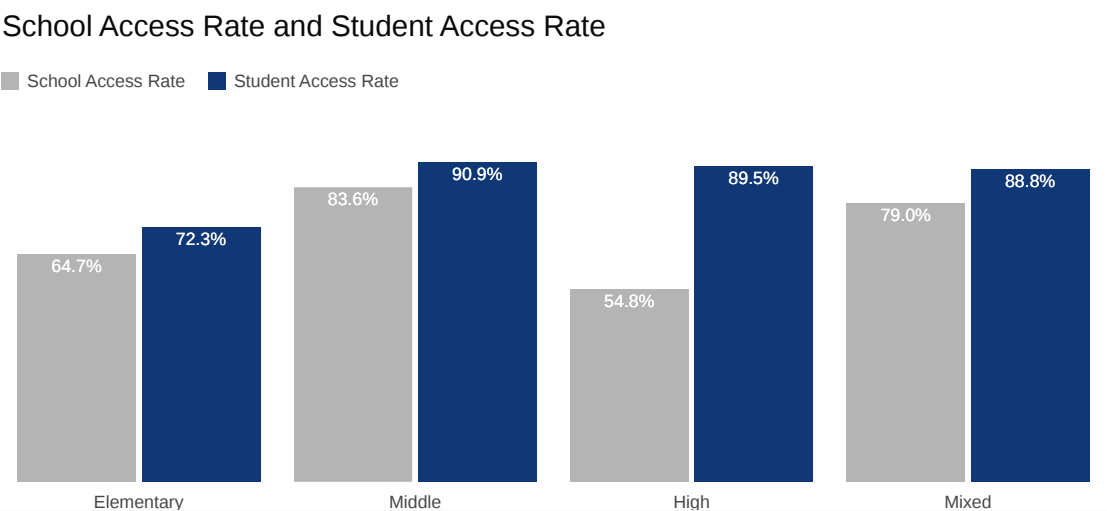
Other



Course Name	Students Enrolled	Schools
Digital Photography I	5,904	137
Fine and Performing Arts—Other	4,385	74
Graphic Design I	4,106	152
Film and TV Production I	3,156	99
Integrated Fine Arts	2,786	53

Arts Enrollments by School Grade Level

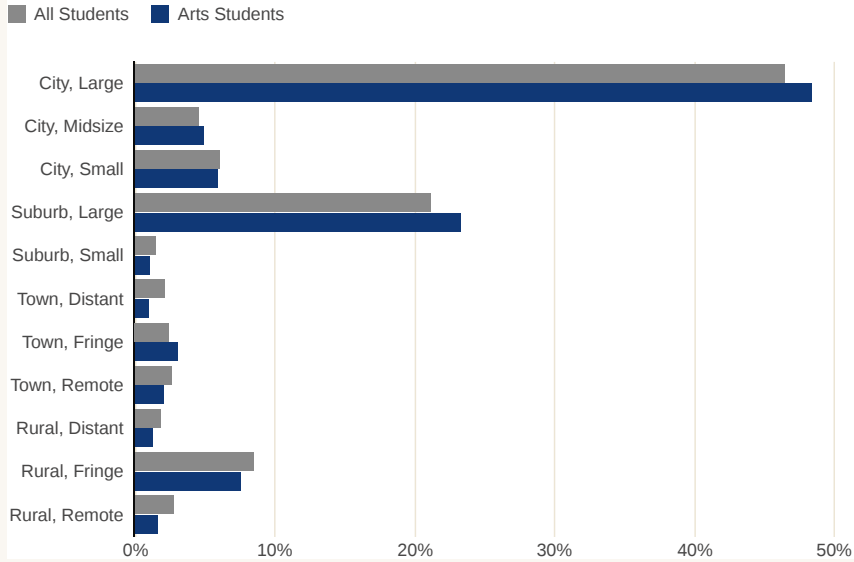
Elementary: grades K - 5 | Middle: grades 6 - 8 | High: grades 9 - 12 | Mixed: grade spans that cross these boundaries, such as K - 8



Arts Enrollments by School and Student Characteristics

Student Enrollment vs. Arts Enrollment by Locale

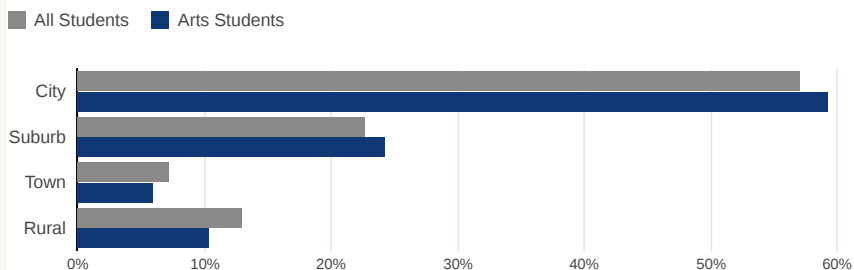
If the blue bars are longer than the gray ones, then more students participate in the arts in that locale than would be expected based on the overall distribution of students.



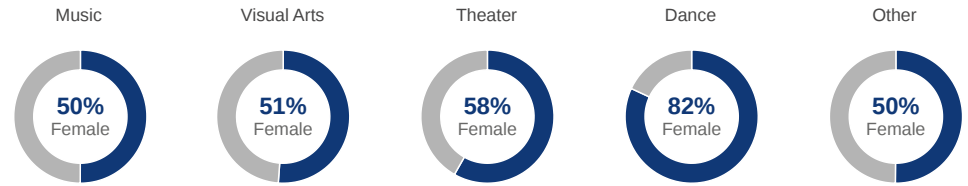
Arts Enrollment Rate by School Locale



Student Enrollment vs. Arts Enrollment by Locale Group

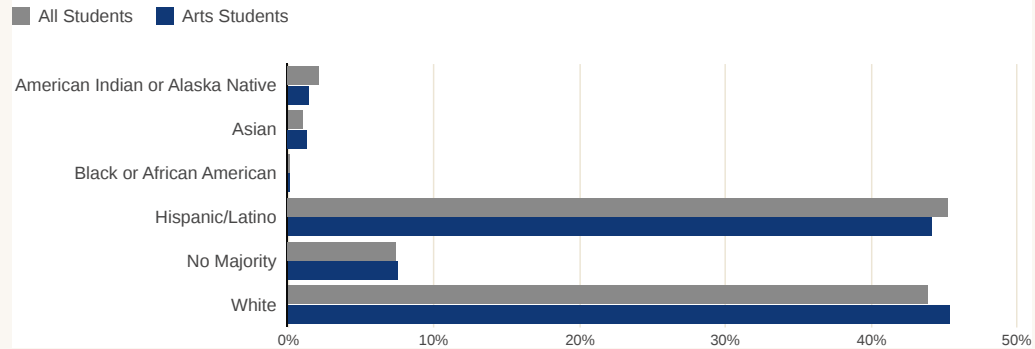


Discipline Enrollment by Student Sex

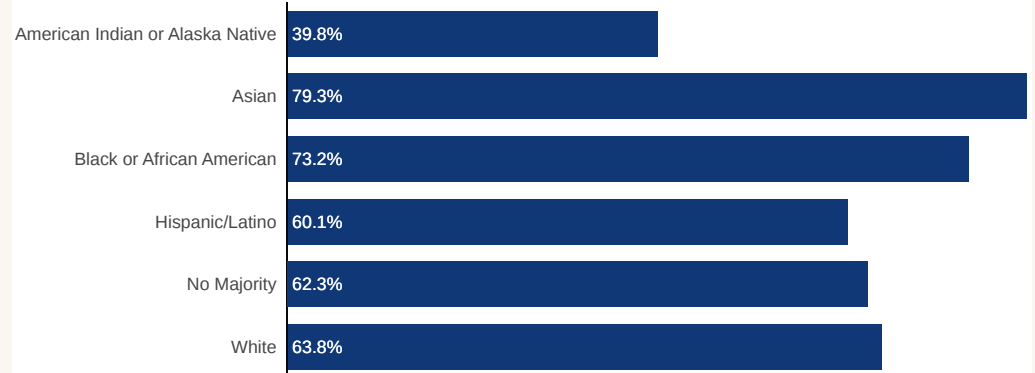


Student Enrollment vs. Arts Enrollment by School-Majority Race/Ethnicity

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



Arts Enrollment Rate by School-Majority Race/Ethnicity



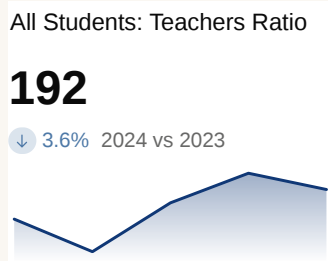
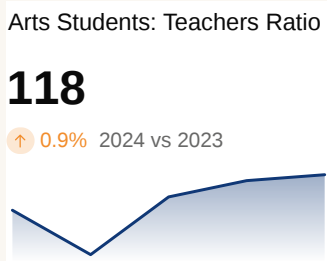
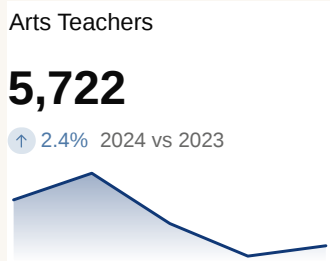
Arts Enrollment Rate by School Type



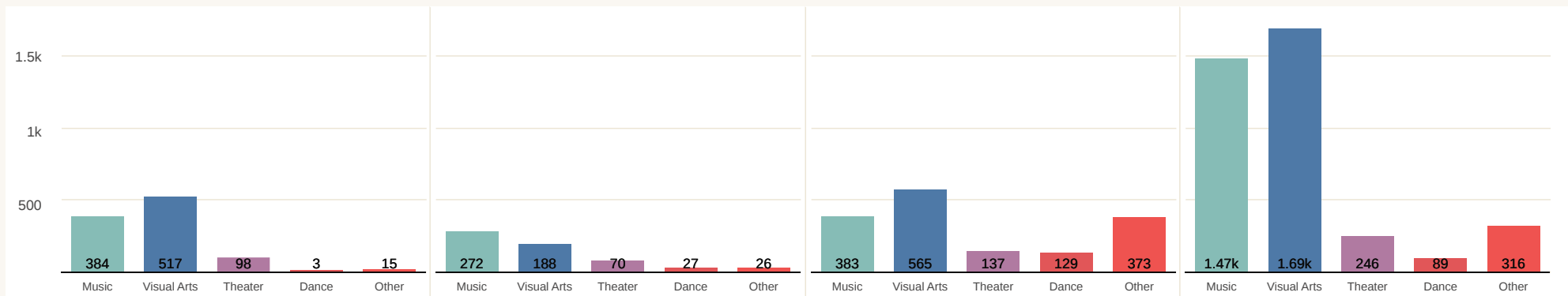
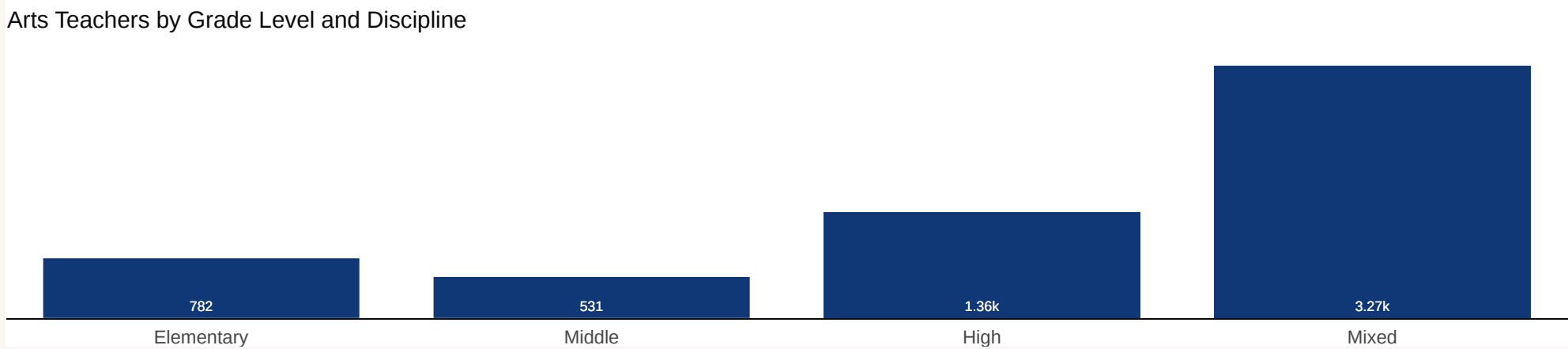
Arts Teachers

Teachers may be counted in more than one discipline and/or 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 "Arts Teachers" total.

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



Discipline Name	Arts Teachers	Arts Students: Teachers Ratio	All Students: Teachers Ratio
Music	2,361	199	375
Visual Arts	2,896	161	302
Theater	543	66	718
Dance	240	108	1,246
Other	722	48	550

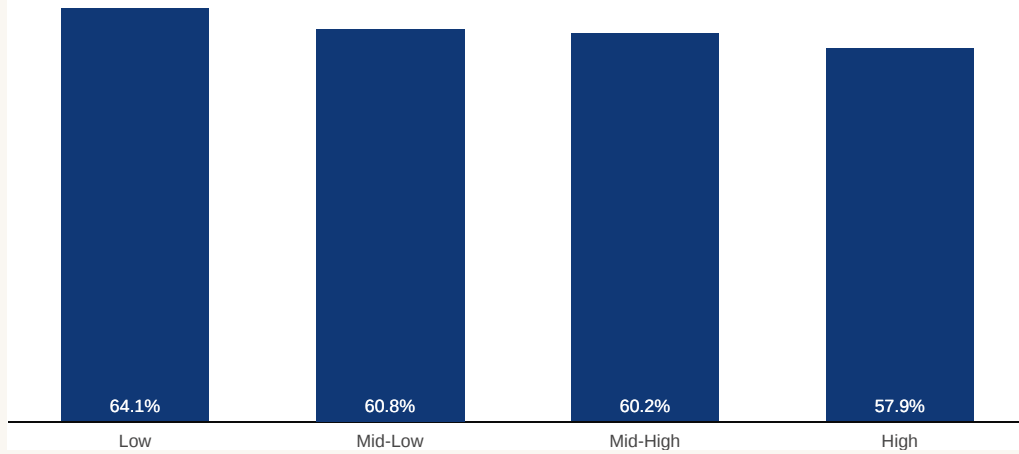


Arts Access and Enrollment by School-Level Free or Reduced-Price Meals Program Eligibility

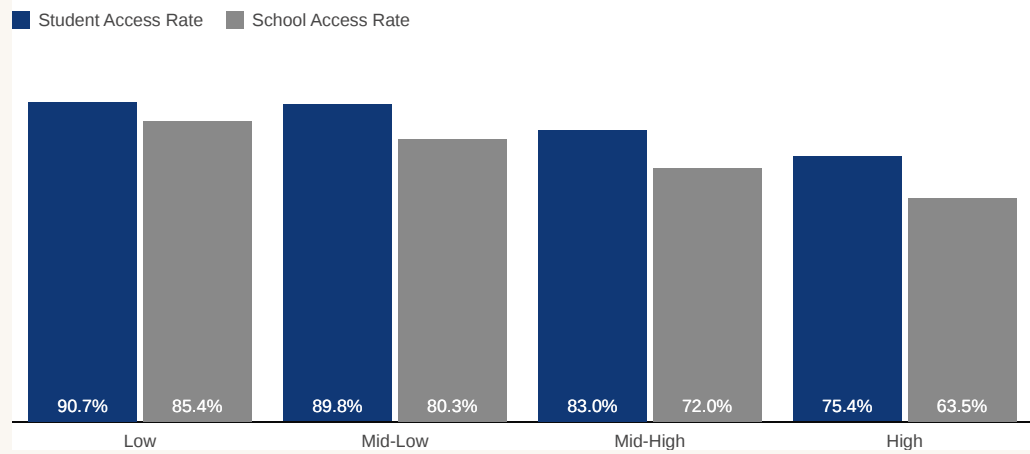
The percentage of students eligible for free or reduced-price meals (FRPM) under the National School Lunch Program provides a proxy measure for the concentration of low-income students within a school. Children from families with incomes at or below 130 percent of the poverty level are eligible for free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

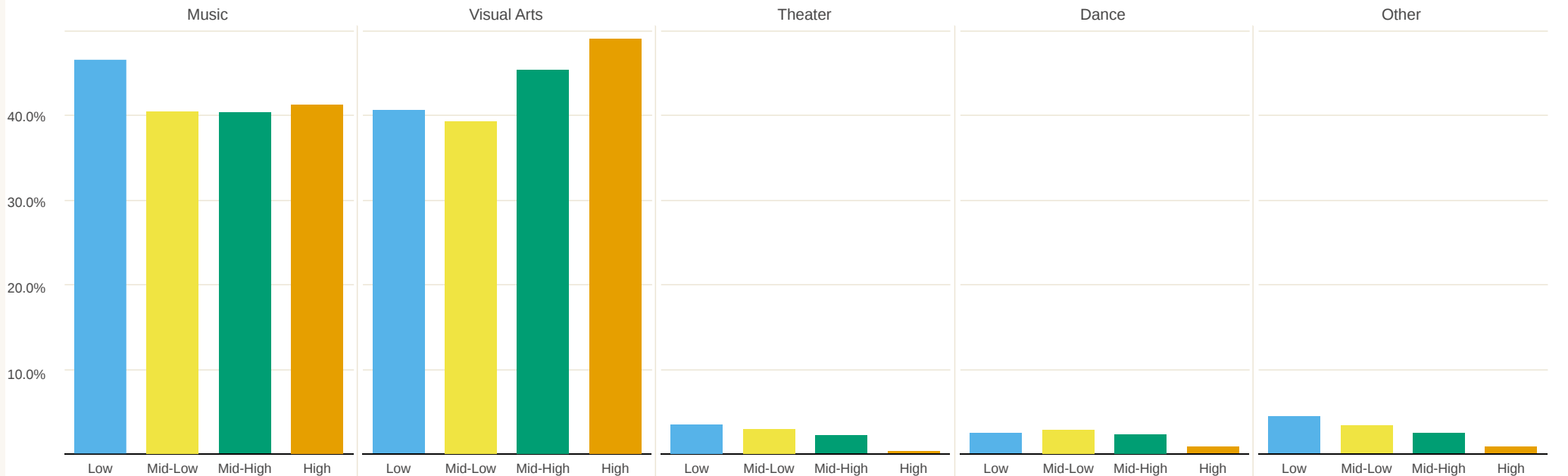
Arts Enrollment Rate by Free/Reduced-Price Meals Category



Arts Access/Program by Free/Reduced-Price Meals Category



Enrollment Rate by Free/Reduced-Price Meals Category and Discipline



Schools Without Arts Programs and the Students Affected

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

No Arts Schools

610

% No Arts Schools

28.3%

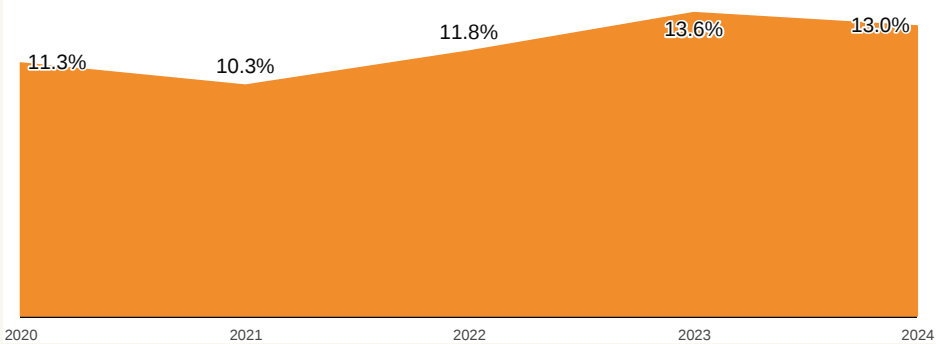
Students Without Access

142,079

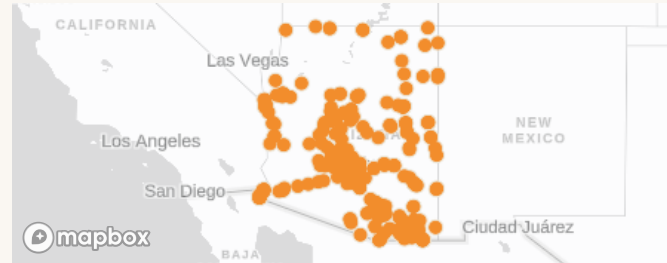
Students Without Access Rate

13.0%

Trend Over Time: Students Without Arts Access

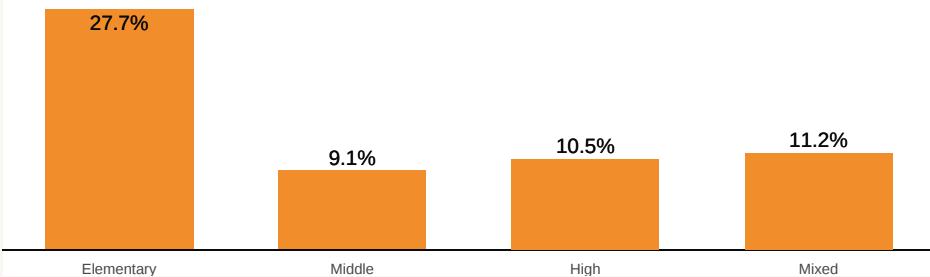


Schools Without Arts Programs

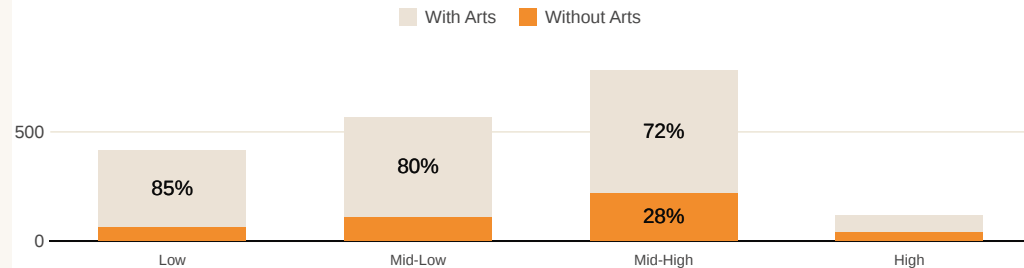


Maricopa County had the most schools without an arts program: **251 schools**

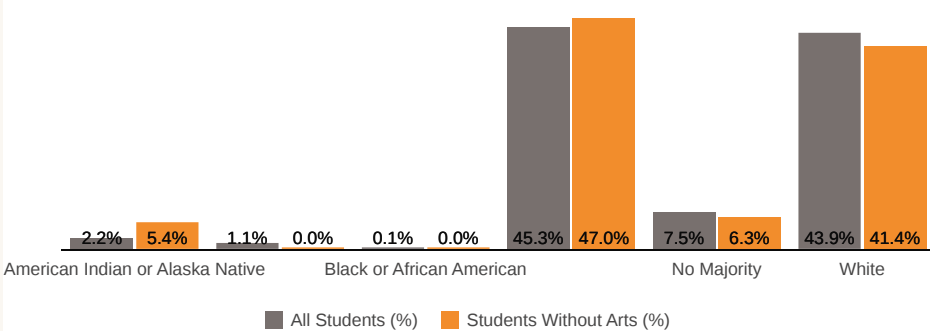
Students Without Arts Access, By School Grade Level



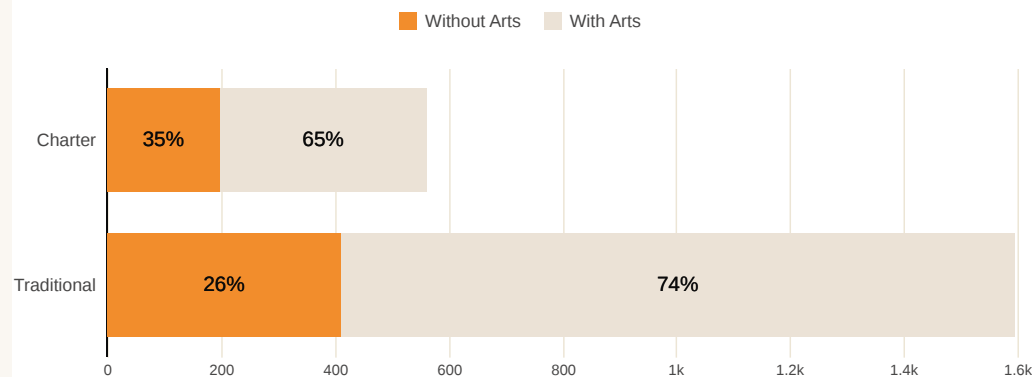
Schools With vs. Without Arts, By School-Level Free/Reduced-Price Meals ...



All Students vs. Students w/o Arts, By School-Majority Race/Ethni... ⓘ



Schools With vs. Without Arts, By School Type



Characteristics of Students Enrolled in the Arts, by Discipline

The highlight tables below show the **percent difference** between the students enrolled in the arts 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 the arts than the proportion in the general population ("under representation"). ***Blue*** colors mean a **larger** proportion of students with that characteristic are in the arts than the proportion in the general population ("over representation").

Race/Ethnicity

% Difference - Race	Discipline Name					
Student Race Ethnicity	All	Music	Visual Arts	Theater	Dance	Other
American Indian or Alaska Native	-20.7%	-54.5%	-11.5%	-134.4%	-103.4%	-4.0%
Asian	10.3%	19.9%	3.8%	61.1%	-69.2%	26.4%
Black or African American	-0.1%	-3.4%	2.9%	15.7%	33.0%	-20.2%
Hispanic/Latino	-2.0%	-5.0%	-0.1%	-21.8%	8.8%	-6.6%
Native Hawaiian or Other Pacific Islan...	-0.8%	1.7%	-2.4%	-16.8%	-56.6%	-33.9%
Two or more races	7.6%	13.0%	6.5%	17.1%	-2.3%	8.0%
White	2.8%	7.0%	-0.3%	10.7%	-12.8%	7.4%

Sex

% Difference - Sex	Discipline Name					
Sex	All	Music	Visual Arts	Theater	Dance	Other
Female	4.5%	1.6%	3.4%	15.4%	39.7%	1.7%
Male	-4.8%	-1.6%	-3.6%	-21.3%	-175.6%	-1.7%

Eligible for Free or Reduced-Price Meals

% Difference - FRL	Discipline Name					
Eligible for Free Reduced Meals	All	Music	Visual Arts	Theater	Dance	Other
Yes	-1.6%	-4.3%	1.4%	-34.5%	1.3%	-14.0%
No	1.7%	4.5%	-1.7%	22.4%	-1.5%	12.1%

English Learners

% Difference - EL	Discipline Name					
English Learner	All	Music	Visual Arts	Theater	Dance	Other
Yes	2.3%	6.4%	11.9%	-71.9%	-27.6%	-87.8%
No	-0.3%	-0.8%	-1.5%	4.4%	2.3%	4.9%

Special Education

% Difference - SPED	Discipline Name					
Special Education Participant	All	Music	Visual Arts	Theater	Dance	Other
Yes	-0.2%	1.9%	4.6%	-20.5%	-29.6%	-17.3%
No	0.0%	-0.3%	-0.8%	2.6%	3.4%	2.3%

Experiencing Homelessness

% Difference - Homeless	Discipline Name					
Experiencing Homelessness	All	Music	Visual Arts	Theater	Dance	Other
Yes	-19.0%	-27.8%	-21.7%	-34.4%	0.9%	-41.4%
No	0.2%	0.3%	0.2%	0.3%	0.0%	0.4%

County Performance Across Arts Education Metrics

The ten counties with the **highest** arts enrollment rate and the ten counties with the **lowest** arts enrollment rate are shown below, along with each county's value on several other arts 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 Arts Enrollment Rate

School County	Arts Enrollment Rate	Student Access Rate	School Access Rate	Students Without Arts Access Rate
Maricopa	66.3%	91.1%	79.8%	8.9%
Coconino	64.2%	92.7%	78.0%	7.3%
Greenlee	60.0%	78.6%	50.0%	21.4%
Pinal	59.6%	83.2%	69.4%	16.8%
Santa Cruz	59.0%	90.8%	73.1%	9.2%
Yavapai	58.4%	80.0%	59.0%	20.0%
Pima	57.5%	84.4%	64.3%	15.6%
Yuma	50.8%	80.8%	64.4%	19.2%
Apache	45.6%	73.5%	57.9%	26.5%
Graham	43.3%	79.2%	70.4%	20.8%

Bottom 10 Counties based on their Arts Enrollment Rate

School County	Arts Enrollment Rate	Student Access Rate	School Access Rate	Students Without Arts Access Rate
Yavapai	58.4%	80.0%	59.0%	20.0%
Pima	57.5%	84.4%	64.3%	15.6%
Yuma	50.8%	80.8%	64.4%	19.2%
Apache	45.6%	73.5%	57.9%	26.5%
Graham	43.3%	79.2%	70.4%	20.8%
Gila	42.8%	66.0%	61.5%	34.0%
Navajo	41.7%	70.4%	55.9%	29.6%
Mohave	30.7%	50.0%	46.2%	50.0%
Cochise	26.1%	57.8%	43.3%	42.2%
La Paz	20.4%	57.1%	54.5%	42.9%

County Performance Across Discipline Access Metrics

The ten counties with the highest arts enrollment rate and the ten counties with the lowest arts enrollment rate are shown below, along with each county's value on the arts access metrics - the percent of schools that offer each discipline. 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 access metrics.

Top 10 Counties based on their Arts Enrollment Rate

School County	Offered: Music	Offered: Visual Arts	Offered: Theater	Offered: Dance	Offered: Media Arts/Other
Maricopa	72.0%	72.3%	19.6%	13.1%	null
Coconino	60.0%	74.0%	10.0%	8.0%	null
Santa Cruz	57.7%	50.0%	3.8%	11.5%	null
Greenlee	50.0%	33.3%	0.0%	0.0%	null
Pinal	52.4%	52.4%	16.9%	11.3%	null
Yavapai	41.0%	48.2%	10.8%	4.8%	null
Pima	54.3%	56.5%	16.5%	9.9%	null
Yuma	46.6%	61.6%	8.2%	12.3%	null
Apache	34.2%	50.0%	2.6%	0.0%	null
Gila	38.5%	57.7%	7.7%	0.0%	null

Bottom 10 Counties based on their Arts Enrollment Rate

School County	Offered: Music	Offered: Visual Arts	Offered: Theater	Offered: Dance	Offered: Media Arts/Other
Yavapai	41.0%	48.2%	10.8%	4.8%	null
Pima	54.3%	56.5%	16.5%	9.9%	null
Yuma	46.6%	61.6%	8.2%	12.3%	null
Apache	34.2%	50.0%	2.6%	0.0%	null
Gila	38.5%	57.7%	7.7%	0.0%	null
Graham	51.9%	37.0%	18.5%	7.4%	null
Navajo	42.4%	35.6%	8.5%	0.0%	null
Mohave	30.8%	41.5%	6.2%	1.5%	null
Cochise	34.3%	32.8%	7.5%	1.5%	null
La Paz	36.4%	36.4%	0.0%	0.0%	null

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

	Report Year									
	2020		2021		2022		2023		2024	
School-Majority Race/Ethnicity	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%

	Report Year									
	2020		2021		2022		2023		2024	
Free/Reduced Meals Eligible	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%
Grand total	2,026	100%	2,119	100%	2,186	100%	2,149	100%	2,158	100%

	Report Year									
	2020		2021		2022		2023		2024	
Locale Type	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%
Grand total	2,026	100%	2,119	100%	2,186	100%	2,149	100%	2,158	100%

State Laws, Policies, and Requirements For Arts Education

State arts education policies provide important context when interpreting data contained in both the summary report and dashboard. The Arizona Arts Education Data Project comprises PK-12 enrollment data that has been self-reported by district and charter schools across the state. Data has been compared with the annual October 1 Data Collection to ensure the accuracy of reporting.

Arizona Administrative Code R7-2-301. Minimum Course of Study and Competency Goals for Students in the Common Schools

- 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:
 - a. Civics; and
 - b. Instruction on the Holocaust and other genocides at least once in either grade seven or grade eight that is equivalent to three class periods;
 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, including mental health. Mental health instruction may be included as part of other subject areas and shall comply with A.R.S. § 15-701.02.

Arizona Administrative Code R7-2-302. Minimum Course of Study and Competency Requirements for Graduation from High School

1. Subject area course requirements. The Board establishes 22 credits as the minimum number of credits necessary for high school graduation. Students shall obtain credits for required subject areas as specified in subsections (1)(a) through (e) based on completion of subject area course requirements or competency requirements. At the discretion of the local school district governing board or charter school, credits may be awarded for completion of elective subjects specified in subsection (1)(f) based on completion of subject area course requirements or competency requirements. The awarding of a credit toward the completion of high school graduation requirements shall be based on successful completion of the subject area requirements prescribed by the State Board and local school district governing board or charter school as follows:
 - e. One credit of the Arts or career and technical education and vocational education.

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 would like to acknowledge and thank the following collaborators and contributors:

Arizona Department of Education

Kelly Montañó, Arizona Arts Education Specialist
Mark Hodge, Arizona Arts Education Director.

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Lauren Conrad, Project Director, State Education Agency
Directors of Arts Education
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 Arts Education Data Project



About the Data Project

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.

National support for the Arts Education Data Project provided by:

CMA Foundation

The Music Man Foundation

The William and Flora Hewlett Foundation

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.