North Carolina: Aggregate Data

North Carolina data are drawn from the results of a voluntary survey of public elementary, middle and high school principals. For North Carolina, 888 survey responses were received, a response rate of 35.1% of all K-12 public schools in the state. All of these data, as well as additional tables and graphs, are available at www.southarts.org/artseducation. A list of the questions asked, including demographic categories, is incorporated in an Appendix to this report.

Access
In North Carolina schools that responded to the survey, access to arts education is greater than the regional average in the four main disciplines of visual art, dance, music, and theatre. In addition, the state’s access to visual art matches the national average\(^1\), and exceeds the national average in dance. Approximately 89% of responding North Carolina schools offer classes in visual art, 16% in dance, 86% in music, and 24% in theatre. This compares with the regional average for responding schools of 71% in visual art, 14% in dance, 80% in music, and 22% in theatre [Fig. NC-1].

Responding schools in North Carolina also eclipse the regional average in all four arts disciplines for percentage of students enrolled in arts classes, with 63% in visual art, 40% in dance, 64% in music, and 29% in theatre. They meet the regional average for number of minutes in arts classes each week in visual art and music, and exceed the average in dance and theatre.

Responding North Carolina schools also provide broad access to other arts education programs, including arts field trips (53%), community arts programs (49%), visiting artist programs (38%), arts integration (30%), and after school programs (28%).

Quality
The survey results for measures of quality in arts instruction in North Carolina varied somewhat from the general regional pattern of higher standards of quality in visual art and music, and lower standards of quality in dance and theatre. In North Carolina schools responding to the survey, by some measures, such as arts instruction following a sequential and ongoing curriculum, and arts instruction following national standards, the standard of quality was equal across all four arts disciplines. By other measures, such as following state standards, and instruction by arts specialists, the results for responding North Carolina schools reflected the regional average, with higher percentages meeting measures in visual art and music, and lower percentages in dance and theatre.

Instructors
Responding North Carolina schools offer arts instruction taught by certified arts specialists at a higher rate than the regional average across all four arts disciplines of visual art, dance, music, and theatre. Among these schools that offer arts classes, arts specialists in visual art are in 88% of schools, in music in 89% of schools, in dance in 74%, and in theatre in 88% [Fig. NC-2].

Approximately 98% of responding schools with arts instruction in North Carolina have arts instructors who participate in arts-specific professional development. These professional development activities include district

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workshops (88%), school workshops (47%), workshops by arts organizations (38%), state arts council workshops (30%), college or university workshops (29%), national conferences (25%), and state office of public instruction workshops (23%).

**Resources and Partners**
Responding schools in North Carolina receive arts education funding from PTA/PTO (46%), other grants (41%), the district (41%), state arts council grants (32%), the school budget (29%), and foundations (23%). These schools spend arts education funds on arts supplies and equipment (76%), arts field trips (55%), arts instructor professional development (39%), arts assemblies (37%), and release time (25%).

**Principal Perspectives**
Principals in North Carolina that responded to the survey identified four main obstacles to providing arts education: budget constraints (71%), competing priorities (49%), time in the school day (42%), and insufficient personnel (40%). Helpful factors to improve arts learning identified by these principals are increased arts education funding for community and state arts organizations (53%), arts supplies or equipment (36%), arts integration training (36%), facilities (27%), and more flexibility in scheduling (25).

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**Figure NC-1**

*Responding North Carolina Schools with Access to Arts Classes*

Figure NC-2

Arts Instructor Qualifications in Responding Schools

Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.
North Carolina: Elementary School Data

Access
On average, more responding North Carolina elementary schools offer visual art classes (90%) than the regional (69%) and national (83%) average. For music, more responding North Carolina schools offer classes (88%) than the regional average of responding schools (79%), but fewer than the national average (94%). 9% of schools offer dance, compared to 11% in the region and 3% in the nation. And 8% offer theatre, compared with 9% in the region and 4% across the nation [Fig. NC-3].

In responding elementary schools where arts classes are available, North Carolina students are enrolled at a rate slightly higher than the regional average in visual art (97%) and music (99%). However, many more students in these schools are enrolled in dance (77%) and theatre (74%) classes than the regional average (48% and 40%, respectively). The average number of weeks elementary school students in these elementary schools spend in arts classes is 36 for visual art, 25 for dance, 34 for music, and 27 for theatre. The average number of minutes students in these elementary schools spend in arts classes each week is 56 in visual art, 73 in dance, 58 in music, and 68 in theatre.

Responding North Carolina elementary schools offer a variety of other arts education programs, including arts field trips (52%), community arts programs (52%), visiting artist programs (40%), arts integration (36%), and after school programs (25%).

Quality
Based on four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists – arts instruction in North Carolina elementary schools responding to the survey exceeds the regional average across the board for dance and theatre. For visual art and music, arts instruction in these North Carolina schools meets or exceeds the regional average for following state standards and for certified arts specialists, but is below the regional average for a sequential and ongoing curriculum and following national standards.

Instructors
Across all four disciplines – visual art, dance, music, and theatre – responding North Carolina elementary schools exceed the regional average for the percent of schools with certified arts specialists. On average, 88% have specialists in visual art, 61% in dance, 90% in music, and 73% in theatre [Fig. NC-4].

Meanwhile, 98% of responding schools with arts instructors have teachers that participate in arts-specific professional development. These professional development activities include district workshops (89%), school workshops (41%), workshops by arts organizations (33%), state arts council workshops (26%), national conferences (22%), and college or university workshops (22%).

Resources and Partners
North Carolina elementary schools responding to the survey receive arts education funding from a variety of sources, including the PTA/PTO (56%), the district (40%), other grants (37%), and state arts agency grants (31%). These schools spend arts education funds on arts supplies and equipment (77%), arts field trips (50%), arts assemblies (41%), arts instructor professional development (34%), and release time (24%).

Principal Perspectives
Responding principals at North Carolina elementary schools identified four main obstacles to providing arts education – budget constraints (70%), time in the school day (53%), competing priorities (51%), and insufficient personnel (37%). They also identified as factors helpful to improve arts learning increased arts education funding for community and state arts organizations (54%), training in arts integration (39%), arts supplies or equipment (33%), more flexible scheduling (27%), facilities and classroom space (24%), and planning time with other teachers (23%).
Figure NC-3

Responding North Carolina Elementary Schools with Access to Arts Classes

Figure NC-4

Elementary School Arts Instructor Qualifications in Responding Schools

Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.
North Carolina: Middle School Data

Access
North Carolina middle schools responding to the survey provide greater access to arts classes than the regional average, with 95% offering classes in visual art, 22% in dance, 93% in music, and 29% in theatre, compared to regional averages for responding schools of 73%, 13%, 84%, and 26%, respectively [Fig. NC-5].

The average percentage of North Carolina students in responding middle schools enrolled in arts classes is a little lower than the regional average in visual art (38% compared to 39%), and music (35% to 39%), and higher for dance (29% to 20%), and theatre (25% to 22%). Meanwhile, students in responding middle schools spend fewer minutes in arts classes each week in visual art, music, and theatre than the regional average, but more minutes in dance. The average number of weeks these students spend in arts classes during the year is 20 for visual art, 21 for dance, 27 for music, and 21 for theatre.

Responding middle schools in North Carolina offer a variety of other arts education programs, including arts field trips (45%), community arts programs (37%), visiting artist programs (32%), after school programs (26%), and arts integration (18%).

Quality
Compared to the regional average for measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists – those North Carolina middle schools that responded compare favorably across all measures in dance, and less favorably in visual arts and music. Theatre compares favorably for arts instruction following a sequential and ongoing curriculum, but less favorably by the other three measures.

Instructors
Responding North Carolina middle schools where arts classes are available are more likely to have a certified arts specialist on staff than the regional average in visual art (88% compared to 82%), dance (71% to 36%), and theatre (74% to 58%). The state average matches the regional average for music (86%) [Fig. NC-6].

Among responding North Carolina middle schools providing arts classes, 99% of them have arts instructors who participate in arts-specific professional development. These professional development activities include district workshops (93%), school workshops (53%), workshops by arts organizations (42%), college or university workshops (38%), state arts council workshops (34%), state department of public instruction workshops (26%), and national conferences (21%).

Resources and Partners
There are a number of arts education funding sources for responding North Carolina middle schools, including other grants (52%), the PTA/PTO (45%), the school budget (44%), the district (43%), state arts council grants (36%), and foundations (30%). These schools spend arts education funding on arts supplies and equipment (79%), arts field trips (58%), arts instructor professional development (45%), arts assemblies (36%), and release time (24%).

Principal Perspectives
Principals in North Carolina middle schools responding to the survey identified five primary obstacles to providing arts education – budget constraints (71%), competing priorities (51%), insufficient personnel (45%), time in the school day (34%), and insufficient space or facilities (30%). Meanwhile, they also identified helpful factors to improve arts learning, such as increased arts education funding for community and state arts organizations (50%), arts supplies or equipment (43%), training in arts integration (36%), facilities and classroom space (25%), more flexibility in scheduling (22%), and professional development opportunities in the arts (22%).
Responding North Carolina Middle Schools with Access to Arts Classes

Figure NC-6

Middle School Arts Instructor Qualifications in Responding Schools

Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.
North Carolina: High School Data

**Access**
High schools in North Carolina responding to the survey exceed the regional average for access to arts classes in visual art (85% compared to 82%), dance (29% to 22%), and theatre (63% to 57%), but fall lower than the regional average in responding schools for access to music classes (79% to 83%) [Fig. NC-7].

Among responding schools with arts classes, the average percentage of North Carolina high school students enrolled in arts classes is slightly greater than the regional average in dance (13% compared to 8%), and music (19% to 18%), but slightly lower than the regional average in visual art (18% to 19%), and theatre (9% to 10%). The average number of minutes that students in these North Carolina high schools spend in arts classes is higher than the regional average with visual art at 317 minutes, dance at 339 minutes, music at 336 minutes, and theatre at 313 minutes.

Responding North Carolina high schools provide access to other arts education programs, including arts field trips (62%), community arts programs (55%), visiting artist programs (39%), after school programs (37%), gifted or talented programs (22%), and arts integration (21%).

**Quality**
When looking at four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists – the comparison between responding North Carolina high schools and the regional average is mixed. Generally, arts instruction in these high schools in visual art, music, and theatre falls below the regional average for all four measures. In dance, they exceed the regional average for three of the four measures, but fall below the regional average for arts instruction following national standards.

**Instructors**
For the responding schools, a higher percentage of North Carolina high schools have certified arts specialists who are responsible for arts instruction than the regional average in all four arts disciplines – visual art (89% compared to 76%), dance (89% to 54%), music (90% to 79%), and theatre (87% to 66%) [Fig. NC-7].

Among responding North Carolina high schools with arts classes, 95% have arts instructors who participate in arts-specific professional development. Those professional development activities include district workshops (84%), school workshops (59%), workshops by arts organizations (51%), college or university workshops (43%), state arts council workshops (41%), national conferences (37%), state department of public instruction workshops (32%), and instruction or mentoring by artists (24%).

**Resources and Partners**
North Carolina high schools responding to the survey receive arts education funding from a variety of sources, including “other” grants (48%), the school budget (47%), the district (44%), foundations (36%), state arts council grants (32%), the PTA/PTO (24%), and businesses (21%). These schools spend arts education funds on arts supplies and equipment (76%), arts field trips (65%), arts instructor professional development (51%), arts assemblies (31%), and release time (31%).

**Principal Perspectives**
Responding principals at North Carolina high schools identified four main obstacles to providing arts education: budget constraints (75%), competing priorities (45%), insufficient personnel (45%), and insufficient space or facilities (36%). They also identified helpful factors to improve arts learning, such as increased arts education funding for community and state arts organizations (55%), arts supplies or equipment (37%), facilities and classroom space (37%), training in arts integration (24%), certified arts specialists (23%), and more flexibility in scheduling (21%).
Figure NC-7

Responding North Carolina High Schools with Access to Arts Classes

Figure NC-8

High School Arts Instructor Qualifications in Responding Schools

Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.